

**Instructions for School Readiness Provider Application  
FY 2011 - 2012**

We appreciate your interest in contracting with the Early Learning Coalition of Seminole to provide this important educational service for our children. Caring for children and providing them with the foundational skills for learning is very important. We require more than basic health and safety for our children, but also endeavor to provide these children at high risk of school failure with an opportunity to learn and develop such that they enter kindergarten with the same skills as their peers.

Application for School Readiness does not guarantee approval to participate in our program.

**Who must complete the application?**

Each private provider or public school delivering School Readiness (SR) services must complete this application. ***Completing this application does not guarantee approval to provide school readiness services.***

***Providers applying for a school readiness contract must have at least 1 Complete ITERS (Infant-Toddler Environment Rating Scale) assessment AND 1 Complete ECERS (Early Childhood Environment Rating Scale) assessment OR 1 Complete FCCERS (Family Child Care Environment Rating Scale) assessment with an overall score of at least 3.50 for FY 2011-2012 and must be at 3.75 for FY 2012-2013 to be eligible to receive school readiness funds. Scores from the most recent assessment (within the past 12 months) will be reviewed.***

***NOTE: For programs serving Infant and Toddlers only, two (2) randomly selected ITERS will be required. For programs serving preschool only, two (2) randomly selected ECERS will be required.***

**Submitting the application:**

The completed packet, and all required documents noted on the checklist must be mailed or delivered to  
**Community Coordinated Care for Children, Inc. (4C)**  
**307 W. First Street**  
**Sanford, FL 32771-1205**

**Notification of application completion:**

In addition to this application, each provider or school must also submit:

- Holiday Schedule for FY 2011/2012 (Attachment E)
- Copy of Provider License, Registration or exempt affiliation
- Copy of current DCF Gold Seal Certificate, if applicable
- Copy of Director Credential (if applicable).
- Articles of Incorporation (if applicable).

Once you have submitted all of the required information and supporting documentation, the Coalition will notify you if your application is complete and accepted to provide school readiness services.

A tentative acceptance letter will be mailed indicating various Mandatory SR Provider Orientation Meeting options for Owner/Director or Designee to attend. At the meeting, the SR Provider will be provided with an SR Provider Contract to review and accept. The Provider will have the opportunity to sign the SR Provider Contract on site or to take it for further review and consult with an attorney if needed.

If Provider decides to accept the SR Provider Contract, each eligible provider must sign and submit the School Readiness Provider Contract for **FY 2011 - 2012** before receiving payment or beginning School Readiness services in the new fiscal year. Fiscal Year 2011 - 2012 begins on July 1<sup>st</sup>, 2011 and ends on June 30, 2012; however, some SR Provider Contracts will be offered for three (3) months, six (6) months or one (1) year based on current Provider Scores for improvement (Approved by Board 04/21/11).

***If Provider is selected to receive an SR Provider Contract, the following documents will be requested at the time of Contract signing:***

- Direct Deposit Authorization Form.
- W-9 (Request for Taxpayer Identification Number and Certification).
- Proof of Commercial Liability Insurance** naming the Early Learning Coalition of Seminole located at: 239 Rinehart Road, Lake Mary FL 32746 and the Community Coordinated Care For Children, Inc (4C) located at: 307 W. First Street, Sanford, FL 32771-1205 **as additional insured.**
- Proof of Automobile Insurance (applicable if transporting children).
- Rate Sheet
- Classroom Rosters
- Employer Identification Number (EIN) Determination Letter (if Center), Or
- Copy of Drivers License and Social Security Card (if Family Child Care Home or Informal).
- Liability Insurance Policy and Automobile Insurance, if transporting children. ***Policy must contain an endorsement naming the Early Learning Coalition of Seminole and Community Coordinated Care for Children, Inc. (4C) with coverage limits of at least \$100,000 each occurrence and a minimum of \$500,000 general aggregate.***

***Any application that is incomplete, missing signatures or information, or missing documentation will be returned to the provider in total, with a letter stating what is missing.***

**Common errors:**

An incomplete application will cause processing delays. To avoid delays, be sure to:

- Complete all required items.
- Type or print clearly using black or blue ink.
- Do not use white-out.
- Submit all required supporting documentation.
- Mail or deliver to the Community Coordinated Care for Children, Inc. (4C)  
307 W. First Street, Sanford, FL 32771
- Keep a copy of the application for your records.

If you discover an error after mailing or delivering the application, please contact the Early Learning Coalition of Seminole by telephone 407-871-1103 or email [marlyn@seminoleearlylearning.org](mailto:marlyn@seminoleearlylearning.org).

***~This space intentionally left blank~***

## INSTRUCTIONS FOR COMPLETION OF APPLICATION

### PROVIDER/SCHOOL INFORMATION

**New or updated application** - Mark a box indicating whether the application is new, updated, or annual renewal. (If you provided services to School Readiness (SR) children last year, please mark "Annual Renewal").

**Facility Type** - Mark a box indicating the type of setting which describes the provider or school. To be eligible to deliver school readiness services, the program must mark one of the listed types of settings. An application is incomplete if a box is not marked.

#### 1. DEMOGRAPHICS

**Corporate Name of Provider or School** - Enter the legal name of your business. The legal name of a business often includes "Corp.," "Inc.," "Co.," or similar titles. This will be the name your program is marketed under through Child Care Resource and Referral (CCR&R).

**Common Name of Provider or School (*doing business as*)** - Enter provider's common name if it uses a name that is different from your business legal name. A business name is often referred to as a "fictitious name," "trade name," "d/b/a" for doing business as, or CCR&R name.

**Address of Program Site (*number and street*)** - Enter the physical street address of the program site where the SR program is delivered. Include the city, county, and five-digit postal ZIP Code (ZIP+4 if available). Also enter the mailing address, if different than the physical address.

**Daytime telephone, fax, email** - Enter your business telephone number with the area code and an alternate/emergency number. Enter email address. You must maintain a working email account and you must check your email frequently for information from the Coalition.

**Employer Identification Number** - Enter the employer identification number (EIN) of the business (e.g., provider, owner, school district) that will receive payments for the SR program. This nine-digit number is assigned to a business by the Internal Revenue Service. If you do not have an EIN (e.g., family day care home), enter the director's/operator's social security number (SSN). An application that does not include an EIN in item 3 or a director's/operator's SSN is incomplete and may delay processing of the application. For new providers, the Early Learning Coalition will also request a Department of Treasury, Internal Revenue Service Form W-9 (Request for Taxpayer Identification Number and Certification) to collect your employer identification number (EIN) or social security number (SSN).

#### **PRIVACY ACT STATEMENT**

*Your employer identification number or social security number is requested in accordance with § 119.07(5)(a)(2) and 119-092, F.S. for use in the records and data systems of the Agency for Workforce Innovation (AWI) and Early Learning Coalitions. Submission of your EIN or SSN on this form is mandatory. Your EIN or SSN will be used for processing payments to you as an SR provider, for reporting those payments for tax purposes, and for routine identification of you as a provider.*

**DCF Identification Number** - If the provider or school is licensed by the Florida Department of Children and Family Services (DCF) or, in some counties, by a local licensing agency, enter your DCF license number. Faith-based providers that claim exemption from licensure are required to register with DCF and are assigned a number beginning with an "X". Faith-based providers, enter your DCF identification number.

**Name of Director/Operator/Principal** - Enter the full name of the provider's or school's director/operator/principal.

**Owner Information** - If you are a private provider that is owned by another business, enter a contact name for the owner, the legal name of the owner's business, and a daytime telephone number for the owner contact. If you are a public school or large corporate entity, enter the name and daytime telephone number of the staff member who is coordinating the SR program.

## 2. SCHOOL READINESS CHILDREN

## 3. PROGRAM PARTICIPATION

## 4. ACCREDITATION

**Does the provider hold a current Gold Seal Quality Care designation?** - Mark whether the provider holds a current Gold Seal Quality Care designation issued by the Florida Department of Children and Family Services (DCF). If the provider is Gold Seal accredited, check the name of the accrediting agency and list the expiration date. The provider must submit a copy of the official State of Florida Gold Seal certificate issued by the Department of Children and Family Services with this application.

## 5. AFFILIATION

## 6. VACANCY/ENROLLMENT/CAPACITY

**Capacity and Ages Served-** Enter the total number of children that the provider is capable of serving at a given time, reflecting all children, not only children in the SR program.

## 7. ENVIRONMENT

## 8. MEALS

## 9. RATES

## 10. SCHEDULE

**Days of Operation** - Enter the daily hours that the provider or school is open, not only the days when SR instruction is scheduled.

**Hours of Operation** - Enter the daily hours that the provider or school opens and closes.

## 11. ENHANCED SERVICES

**Enhanced Services** - A provider or school may offer additional services. Please denote here if provider chooses to accept At Risk Children (DCF licensed provider and must achieve and maintain a 3.75 or higher ERS score to be eligible). Mark boxes for all that apply.

## 12. ADDITIONAL FEES

## 13. STAFFING

## 14. TRANSPORTATION

## 15. CURRICULUM

**Developmentally Appropriate Curriculum can be a published/purchased curriculum or a curriculum designed by provider or school.** List the name of all developmentally appropriate curricula used for each class in the first column. List the publisher for each curriculum in the second column. If a curriculum is designed by the provider, please denote as such in the name of publisher column and complete Attachments **A and B**.

## 16. CHARACTER DEVELOPMENT CURRICULUM

### Character Development

If the curriculum used by the provider includes a character development plan then check "Yes." If not, then check "No," complete **Attachment D** and the Early Learning Coalition will provide information that will assist you in incorporating this important component.

**School Readiness domains adopted by the Office of Early Learning (OEL)** - The form already includes the domains. These listed

domains represent performance standards adopted by the Office of Early Learning as necessary for addressing the age-appropriate progress of children in the School Readiness Program. To obtain the list of performance standards please contact the Coalition.

**Identify curricula, addressing each performance standard for the domain** - Using the curricula you identified previously in the top section (Section 1) (notice the letter printed to the left of each curriculum's name), mark which curriculum addresses each performance standard for the SR domain listed in Section 2 (middle section). For example, if you list a curriculum in Section 1 which addresses emergent literacy, then mark the box in Section 2 with the letter "A" next to "emergent literacy" (e.g., fig A). This item must be completed for all domains in order for the application to be complete. An incomplete application may cause processing delays.

## **17. PRE/POST ASSESSMENT**

### **CERTIFICATION**

**Signature of Owner or Legal Designee, Date, Print Name, and Daytime telephone:** The applicant is required to read the certification statement and sign, date, and print his or her name on this application. For private providers, the applicant must be the owner, director, or operator. For public schools, the applicant must be the principal or designated school district staff.

## SCHOOL READINESS PROVIDER APPLICATION

<b>Application:</b>		<b>Facility Type:</b>			
<input type="checkbox"/>	<b>New Application</b>	<input type="checkbox"/>	<b>Licensed Child Care Facility or Public School Program</b>	<input type="checkbox"/>	<b>Religious Exempt Child Care Facility</b>
<input type="checkbox"/>	<b>Updated Application</b>	<input type="checkbox"/>	<b>Large Family Child Care Home</b>	<input type="checkbox"/>	<b>Licensed Family Child Care Home</b>
<input type="checkbox"/>	<b>Annual Renewal</b>	<input type="checkbox"/>	<b>Registered Family Child Care Home</b>	<input type="checkbox"/>	<b>Informal Provider</b>
		<input type="checkbox"/>	<b>Private School</b>	<input type="checkbox"/>	<b>Charter School</b>

### 1. DEMOGRAPHICS

Name of Person filling out form:  <hr/> Date form was completed:  <hr/>	Do you wish to have your program referred to families seeking child care listings from the Child Care Resource & Referral Office: <input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Please return form to us by:</b>  <b>Date:</b> <b>June 3<sup>rd</sup>, 2011</b>	<b>Community Coordinated Care for Children, Inc. (4C)</b> <b>307 W. First Street</b> <b>Sanford, FL 32771-1205</b> <b>Office # 321.832.6400</b> <b>NO FAXES WILL BE ACCEPTED</b>
Business Name <i>(as it appears on License)</i> :			
CCR&R Name (if different from business name):			
Address:			
City:		Zip Code:	
Mailing Address:			<input type="checkbox"/> same as above
Telephone Number:		Alternate/Emergency Telephone Number:	
E-mail:		Fed. ID No./ SSN:	
Registration/License#		Director Name:	
Fax#:			
Ownership Information <i>(if different from above)</i> :			
Owner Contact Information:			
Address:			
City:		Zip Code:	
Phone:	Fax:	Email:	

1a. Do you want your house number and street to appear on referral lists to families?  YES  NO

**2. SCHOOL READINESS CHILDREN**

Are you A New SR Provider Applicant?

YES

NO

3. PROGRAM PARTICIPATION - Is your program/facility a...? (Check all that apply)

<input type="checkbox"/>	Child Care Center	<input type="checkbox"/>	Military (on base program)	<input type="checkbox"/>	OTHER (please Explain)
<input type="checkbox"/>	Family Child Care Home (FCCH)	<input type="checkbox"/>	Nanny/Au-Pair		
<input type="checkbox"/>	Head Start	<input type="checkbox"/>	Playgroup		
<input type="checkbox"/>	Large FCCH	<input type="checkbox"/>	School Age Program		
<input type="checkbox"/>	Private School	<input type="checkbox"/>	Informal		
<input type="checkbox"/>	Public School	<input type="checkbox"/>	Summer Camp		
<input type="checkbox"/>	Charter School	<input type="checkbox"/>	VPK School Year program		
<input type="checkbox"/>	Registered Home	<input type="checkbox"/>	VPK Summer program		

OTHER \_\_\_\_\_

4. ACCREDITATION - Are you accredited by any organization? (Check all that apply)

Gold Seal Accreditation	Religious Exempt Accreditation
<input type="checkbox"/> Accred. Professional Preschool Learning Envir. (APPLE)	<input type="checkbox"/> Assoc. Christian Schools International (ACSI)
<input type="checkbox"/> Assoc. Christian Schools International (ACSI)	<input type="checkbox"/> Assoc. Christian Teachers & Schools (National)
<input type="checkbox"/> Assoc. Christian Teachers & Schools (ACTS)	<input type="checkbox"/> Assoc. Christian Teachers & Schools
<input type="checkbox"/> Council on Accreditation (COA)	<input type="checkbox"/> Christian Schools of Florida
<input type="checkbox"/> Montessori School Accred. Commission (MSAC)	<input type="checkbox"/> Church Avenue Academy
<input type="checkbox"/> National Accreditation Commission (NAC)	<input type="checkbox"/> Church of God Association of Christian Schools
<input type="checkbox"/> Natl. Assoc. for the Education of Young Children (NAEYC)	<input type="checkbox"/> Early Childhood Christian Education Association
<input type="checkbox"/> National Association for Family Child Care (NAFCC)	<input type="checkbox"/> Florida Assoc. of Christian Schools & Colleges, Inc.
<input type="checkbox"/> National Council for Private School Accreditation (NCPSA)	<input type="checkbox"/> Florida Catholic Conference
<input type="checkbox"/> National Early Childhood Program Accreditation (NECPA)	<input type="checkbox"/> Florida Kindergarten Council
<input type="checkbox"/> National School-age Care Alliance (NSACA)	<input type="checkbox"/> Florida Coalition of Christian Private Schools Association
<input type="checkbox"/> Southern Association of Colleges & Schools (SACS)	<input type="checkbox"/> Fl League of Christian Schools
<input type="checkbox"/> United Methodist Assoc. of Preschools (UMAP)	<input type="checkbox"/> Green Apple Association of Christian Schools

<input type="checkbox"/> National Accred. Council for Early Childhood Prof. Prog	<input type="checkbox"/> Light of the World Christian School
<b>A COPY OF YOUR CERTIFICATE IS REQUIRED IN ORDER FOR ACCREDITATION TO BE LISTED.</b> <b>Mail or fax certificate to: 321.832.6430</b> <b>Community Coordinated Care for Children, Inc. (4C)</b> <b>307 W. First Street</b> <b>Sanford, FL 32771-1205</b> <b>Effective date on Certificate</b> ___/___/___ <b>Expiration date on Certificate</b> ___/___/___	<input type="checkbox"/> Miracle Faith Center
	<input type="checkbox"/> Narrow Door Pentecostal
	<input type="checkbox"/> National Association for Christian Education
	<input type="checkbox"/> Natl. Assoc. for the Education of Young Children
	<input type="checkbox"/> National Lutheran School Accreditation (FL-GA district)
	<input type="checkbox"/> New Beginnings Christian Center Accreditation (NBCCA)
	<input type="checkbox"/> Nicene Schools International
	<input type="checkbox"/> Papa Goose Network of Christian Nursery's
<input type="checkbox"/> Sonshine Association of Christian Schools	

**5. AFFILIATION - Not For Profit**

YES

NO

**6. VACANCY/ENROLLMENT/CAPACITY:**

What is your total licensed capacity? *(number of children you are licensed to care for)* \_\_\_\_\_

What is your actual capacity? *(most number of children you choose to care for)* \_\_\_\_\_

**In the chart below, please indicate:**

- The number of vacancies available at the present time in each age group
- The actual number of children enrolled (combining both full & part time children enrolled) in each age group
- The maximum number of children you offer services to by age group
- The number of children enrolled in VPK by age group (either 4 or 5 years old)

Enter results by age group:	Infant	1 year old	2 year old	3 year old	4 year old (not in VPK)	5 year old (not in VPK)	Elementary School Age (B/A Only)	Middle School Age (B/A Only) *
Number of Vacancies at the present time:								
Actual number of children enrolled:								
Maximum number of children you will accept								
Number of children enrolled in VPK (not included in above total)								

\* If a Private School, do not include the private school students in the counts

**7. ENVIRONMENT - Describe your program's setting. (Check all that apply)**

<input type="checkbox"/>	<b>Languages</b>	<input type="checkbox"/>	Russian	<input type="checkbox"/>	Corporate	<input type="checkbox"/>	Negotiated Rate	<input type="checkbox"/>	School Readiness Agreement
<input type="checkbox"/>	Vietnamese	<input type="checkbox"/>	Portuguese	<input type="checkbox"/>	Faith-based	<input type="checkbox"/>	Sliding Fee Scale	<input type="checkbox"/>	Teen Parent Program
<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Habla Espanol	<input type="checkbox"/>	Pets Cat	<input type="checkbox"/>	No TV	<input type="checkbox"/>	United Way
<input type="checkbox"/>	German	<input type="checkbox"/>	Limited Spanish	<input type="checkbox"/>	Pets Dog (Specify Kind)	<input type="checkbox"/>	Provider participates in Operation Military Child Care	<input type="checkbox"/>	Web Cam on site
<input type="checkbox"/>	Hebrew	<input type="checkbox"/>	Fluent Spanish	<input type="checkbox"/>	Pets Other	<input type="checkbox"/>	Military	<input type="checkbox"/>	Video Monitoring
<input type="checkbox"/>	Creole	<input type="checkbox"/>	Filipino	<input type="checkbox"/>	Provides Meals	<input type="checkbox"/>	Parent Co-op	<input type="checkbox"/>	Wheelchair Accessible
<input type="checkbox"/>	Greek	<input type="checkbox"/>	Sign Language			<input type="checkbox"/>	Fenced Yard		
<input type="checkbox"/>	French			<input type="checkbox"/>	Medicaid Provider	<input type="checkbox"/>	Pool on Site	<input type="checkbox"/>	Smoke Free Facility
<input type="checkbox"/>	Italian			<input type="checkbox"/>	Scholarships Available	<input type="checkbox"/>	Spa on site	<input type="checkbox"/>	Electronic sign-in sheets
<input type="checkbox"/>	English			<input type="checkbox"/>	Multi-Child Discount	<input type="checkbox"/>	Outdoor Play		
<input type="checkbox"/>	Limited English			<input type="checkbox"/>	Sick Child Care	<input type="checkbox"/>	Private school certified Green	<input type="checkbox"/>	Other (list below)
<input type="checkbox"/>	No English								

**8. MEALS - What meals does your program provide? (Check all that apply)**

<input type="checkbox"/>	Afternoon Snack	<input type="checkbox"/>	Lunch	<input type="checkbox"/>	Special Diet Requests
<input type="checkbox"/>	Breakfast	<input type="checkbox"/>	Morning Snack	<input type="checkbox"/>	USDA Food Program
<input type="checkbox"/>	Bring Own Lunch/Snacks	<input type="checkbox"/>	Parent Supplies Formula	<input type="checkbox"/>	Other
<input type="checkbox"/>	Dinner	<input type="checkbox"/>	Provides Formula		

**9. RATES - In the table below enter the advertised rates (private pay rates) your program charges. Do not include voucher/subsidy rates, sliding scale rates, employee discounts or any other discounted rates.**

**Only complete the rate type for each age group that you offer. (Please attach rate sheet, if applicable.)**

RATES –ENTER BY AGE GROUP (see note above)									
Enter Rate by Age of Children	Infant	1 year old	2 year old	3 year old	4 year old (not in VPK)	5 year old (not in VPK)	Elem School Age	Mid School Age	
FULL- TIME Circle frequency: Weekly/Monthly/Annually									
FULL time VPK WRAP Circle frequency: Weekly/Monthly/Annually									
PART-TIME Circle frequency: Weekly/Monthly/Annually									
PART –TIME VPK WRAP Circle frequency: Weekly/Monthly/Annually									
School Age –BEFORE SCHOOL Circle frequency: Weekly/Monthly/Annually									
School Age –AFTER SCHOOL Circle frequency: Weekly/Monthly/Annually									
School Age – BOTH BEFORE & AFTER SCHOOL Circle frequency: Weekly/Monthly/Annually									
SUMMER									

**10. SCHEDULE - What days of the week does your program operate? (Check all that apply)**

Sunday <input type="checkbox"/>	Monday <input type="checkbox"/>	Tuesday <input type="checkbox"/>	Wednesday <input type="checkbox"/>	Thursday <input type="checkbox"/>	Friday <input type="checkbox"/>	Saturday <input type="checkbox"/>
What are your hours of operation?		Open Time: <u>circle</u> <u>AM</u> <u>PM</u>		Close Time: <u>circle</u> <u>AM</u> <u>PM</u>		
What are the ages you serve?	From (minimum age): <i>Sample: 2 months to 6 years</i>	To (maximum age):	Years			

***School Readiness contracted providers must complete Holiday Schedule Attachment E***

**10a. ENHANCED SCHEDULE - Does your program provide the following schedule? (Check all that apply)**

<input type="checkbox"/>	24-Hour Care	<input type="checkbox"/>	Full Time	<input type="checkbox"/>	Rotating
<input type="checkbox"/>	After School	<input type="checkbox"/>	Full Year	<input type="checkbox"/>	Summer Only
<input type="checkbox"/>	Both Full & Part-Time	<input type="checkbox"/>	VPK Wrap Care	<input type="checkbox"/>	Follow local School System Weather Days
<input type="checkbox"/>	Before School	<input type="checkbox"/>	Morning	<input type="checkbox"/>	School Year
<input type="checkbox"/>	Drop In Care	<input type="checkbox"/>	Open if Safe Weather	<input type="checkbox"/>	Vacation/Holiday
<input type="checkbox"/>	Emergency/Temp. Care	<input type="checkbox"/>	Overnight	<input type="checkbox"/>	Weekend Care
<input type="checkbox"/>	Evening Care	<input type="checkbox"/>	Part Time	<input type="checkbox"/>	Respite Care

**11. ENHANCED SERVICES - What other services does your program offer? (Check all that apply)**

<input type="checkbox"/>	Computers	<input type="checkbox"/>	Health/Social Services	<input type="checkbox"/>	Outdoor Sports	<input type="checkbox"/>	Training/experience with children with developmental delays
<input type="checkbox"/>	Art/Crafts	<input type="checkbox"/>	Homework/Tutor	<input type="checkbox"/>	Small Group Size	<input type="checkbox"/>	Training/experience with making environmental accommodations for children with special needs
<input type="checkbox"/>	Family Involvement	<input type="checkbox"/>	Kindergarten Class	<input type="checkbox"/>	Swim Lessons	<input type="checkbox"/>	Therapeutic Services
<input type="checkbox"/>	Field Trips	<input type="checkbox"/>	Music Lessons	<input type="checkbox"/>	Training/exp erience with children with autism spectrum disorder	<input type="checkbox"/>	P.I.E.C.E. (Program for Inclusive Care and Education) Participation
<input type="checkbox"/>	Gymnastics/Dance Lessons	<input type="checkbox"/>	On-site Screenings • Vision • Hearing • Developmental	<input type="checkbox"/>	Training/exp erience with children with behavioral challenges	<input type="checkbox"/>	Quality Counts
						<input type="checkbox"/>	Other (list here)

**12. ADDITIONAL FEES - Please list all additional fees that your program charges.**

<b>Description</b>	<b>Amount</b>	<b>How often is this fee charged? (See Codes Below)</b>	<b>Is this fee per child or family? (C/F)</b>
Activity	\$		
Annual	\$		
Application	\$		
Dance lessons	\$		
Xtra Curricular Activities	\$		
Field Trips	\$		
Gymnastics lessons	\$		
Holiday	\$		
Insurance	\$		
Late pick-up	\$		
Late payment	\$		
Meals/Snacks	\$		
Music lessons	\$		
Overtime/Early Drop-off	\$		
Returned check	\$		
Registration	\$		
Summer Camp	\$		
Supplies/Materials	\$		
Swimming lessons	\$		
Transportation	\$		
Other:	\$		

**Frequency Codes:** Both Ways; Every 10 minutes; Half Hour; Hourly; Minutes; Every 5 minutes; Yearly; Every 15 minutes; Monthly; One Time; One Way; Weekly; Daily.

**13. STAFFING - Total number \_\_\_\_\_ of staff that work directly with children in care.**

**13a. Enter below the number of staff that work directly with children in care that have any of the following qualifications/degrees/courses/credentials/training:**

#_	FCCH completed 2 <sup>nd</sup> Helping course	#_	Provider/staff has Early Literacy training
#_	Provider/staff has AA/AS Degree non-child related	#_	Provider/staff had first aid training within past 2 years
#_	Provider/staff has AA/AS Degree in early childhood	#_	Provider/staff has High School Education/GED
#_	Director Credential Advanced	#_	Provider/staff has MA Degree non-child related
#_	Director Credential Foundational	#_	Provider/staff has MA Degree in early childhood
#_	Provider/staff has BA/BS Degree non-child related	#_	Facility has medical staff onsite
#_	Provider/staff has BA/BS Degree in early childhood	#_	NAFCC FCCH Observer Trained
#_	Provider/staff has CDA credential	#_	Provider/staff does not have High School/GED

#_	Provider/staff has CDA equivalency	#_	Special Needs Training (describe)
#_	Provider/staff had CPR training within past 2 years	#_	Provider/staff has VPK Director Credential
#_	Provider/staff has Doctorate		

**13b. SUBSTITUTION POLICY - What is your program's substitution policy\*? (Check all that apply)**

<input type="checkbox"/>	Friend	<input type="checkbox"/>	Substitute Pool
<input type="checkbox"/>	Spouse	<input type="checkbox"/>	Relative
<input type="checkbox"/>	Other Substitute (list here):		

**14. TRANSPORTATION - Does your program provide transportation? (Check all that apply)**

<input type="checkbox"/>	From school to site (list school names)	<input type="checkbox"/>	From site to home
<input type="checkbox"/>	To school from site (list school names)	<input type="checkbox"/>	To site from home
<input type="checkbox"/>	Near public transportation	<input type="checkbox"/>	In walking distance to school (list school names below):
<input type="checkbox"/>	By school bus or van		

**14a. Do you have Vehicle Insurance**  YES  NO

**Name of Insurance Carrier:** \_\_\_\_\_

**15. CURRICULUM - Which of the following curricula does your program use? (Check all that apply)**

***If you do not use a purchased curriculum, please complete Attachments A and B - Curricula Self-Assessment Studies***

<input type="checkbox"/>	A-BEKA	<input type="checkbox"/>	High Scope	<input type="checkbox"/>	Other (list)
<input type="checkbox"/>	Beyond Centers & Circle Time	<input type="checkbox"/>	Montessori		
<input type="checkbox"/>	Beyond Cribs & Rattles	<input type="checkbox"/>	Waldorf		
<input type="checkbox"/>	High Scope	<input type="checkbox"/>	Wee Learn		
<input type="checkbox"/>	Creative Curriculum	<input type="checkbox"/>	DLM		
<input type="checkbox"/>	High Reach	<input type="checkbox"/>			

**16. CHARACTER DEVELOPMENT CURRICULUM - Which of the following curricula does your program use? (Check all that apply)**

***If you do not use purchased curriculum please complete Attachment C - Character Development Program Self Assessment Study***

<b>Conscious Discipline to Character</b>	<input type="checkbox"/>
<b>Other (list)</b>	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

<b>Curriculum listed in item #16 has a character development component</b>	<input type="checkbox"/>

**17. What pre/post assessment tool do you use? \_\_\_\_\_**

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**CERTIFICATION FOR SCHOOL READINESS CONTRACTED PROVIDERS**

I certify that:

- I may not discriminate against a parent or child, including the refusal to admit a child for enrollment on the grounds of race, color, or national origin.
- I understand that in order to receive school readiness funding, I must either be licensed, registered, or legally exempt from licensure pursuant to Chapter 402.302-319, Florida Statutes.
- I understand that, in accordance with federal and state law (45CFR98 and Chapter 411, Florida Statutes) the curricula used by my program must be:
  - Developmentally appropriate;
  - Have a character development plan;
  - Designed to prepare students for early literacy;
  - Enhance the age-appropriate progress of students in attaining the performance standards adopted by the Agency for Workforce Innovation and the Department of Education;
  - Prepare students to be ready for school.
- I understand that I must maintain a healthy and safe environment for children.
- I understand that I must allow access to the parent/guardian of a child I have in care.
- I understand that I will be required to read, sign and comply with the School Readiness Provider Contract.
- I understand that I will be monitored for compliance by Coalition-designated staff.
- I have examined this application and, to the best of my knowledge and belief, the information provided is true and correct, including **Attachments A through F**
- If any of this information changes, I understand that I must submit said changes to the Coalition immediately to ensure my provider profile information is accurate.

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Signature of owner / director / operator / principal / school district staff

Title

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Print name of owner / director / operator / principal / school district staff

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Date

For Office Use Only
Date Received: _____
Approved: _____ Denied: _____ Packet Mailed back on: _____
Date Processed: _____
Processed By: _____
Approved: _____ Denied: _____
Comments: _____
_____

**Attachment A**

**Infant, Toddler, Two's Curriculum  
Self-Assessment Study  
2011/2012**

Please complete the following self assessment by checking the boxes in each section that you feel describe your present curriculum. Each section corresponds to a domain in the performance standards which have been approved by the state. Questions specifically relate to parts of a developmentally appropriate program. Consider your responses to each indicator/box carefully as this self-assessment can offer suggestions for improvements to your curriculum.

<b>Quality Indicators</b>	
<b>Physical Health</b>	<p>Does your curriculum include teaching strategies that:</p> <p>Teaching strategies that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> allow staff to observe characteristics of appropriate health and development (0-36 mo.)</li> <li><input type="checkbox"/> allow staff to observe characteristics of nutritional health (0-36 mo.)</li> <li><input type="checkbox"/> allow staff to observe visual abilities that facilitate healthy growth and development (0-36 mo.)</li> <li><input type="checkbox"/> allow staff to observe auditory abilities that facilitate healthy growth and development (0-36 mo.)</li> <li><input type="checkbox"/> allow staff to observe characteristics of oral health (0-36 mo.)</li> <li><input type="checkbox"/> allow staff to observe that basic physical needs are met (0-36 mo.)</li> <li><input type="checkbox"/> encourage adult-child interaction (0-36 mo.)</li> <li><input type="checkbox"/> provide basic health and safety routines (0-36 mo.)</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>
<b>Approaches to Learning</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> encourage an awareness and interest in the environment (0-8 mo.)</li> <li><input type="checkbox"/> encourage children to show interest in and excitement with familiar objects, people and events (0-8 mo.)</li> <li><input type="checkbox"/> encourage children to pay attention briefly and try to reproduce interesting effects/events (0-8mo.)</li> <li><input type="checkbox"/> encourage children to attend briefly and persist in repetitive tasks (8-18 mo.)</li> <li><input type="checkbox"/> encourage children to attend for longer periods of time and persist at preferred activities (18-24 mo.)</li> <li><input type="checkbox"/> encourage children to approach and explore new experiences in familiar settings (8-36 mo)</li> <li><input type="checkbox"/> encourage eagerness and curiosity as a learner (8-36 mo.)</li> <li><input type="checkbox"/> allow children to spend more time engaging in child-initiated activities and seek or accept help encountering a problem (24-36 mo.)</li> <li><input type="checkbox"/> encourage children to explore the environment with flexibility and purpose (24-36 mo.)</li> </ul> <p>How does your curriculum address this domain? Please describe:</p>

	<hr/> <hr/> <hr/>
<b>Social and Emotional</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children form and maintain secure relationships with others (0-36 mo.)</li> <li><input type="checkbox"/> help children respond to the environment (0-36 mo.)</li> <li><input type="checkbox"/> help children develop emotional regulation (0-36 mo.)</li> <li><input type="checkbox"/> help children develop behavioral regulation (0-36 mo.)</li> <li><input type="checkbox"/> help children develop social problem-solving (0-36 mo.)</li> <li><input type="checkbox"/> help children form and maintain mutual relationships with others (0-36 mo.)</li> <li><input type="checkbox"/> help children become aware to themselves as unique individuals while still connected to others (0-36 mo.)</li> <li><input type="checkbox"/> help children demonstrate a sense of competence and confidence in their growing abilities (0-36 mo.)</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>
<b>Language and Communication</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> encourage children to respond to frequently heard sounds and words (0-8 mo.)</li> <li><input type="checkbox"/> help children show enjoyment of the sounds and rhythms of language (0-8 mo.)</li> <li><input type="checkbox"/> help children develop eye-hand coordination and more intentional hand control (0-8 mo.)</li> <li><input type="checkbox"/> allow children to watch activities of others and imitate sounds, facial expressions and actions (0-8 mo.)</li> <li><input type="checkbox"/> help children develop the ability to use a variety of sounds and movements to communicate (0-8 mo.)</li> <li><input type="checkbox"/> allow children to use tools to make scribbles (8-18 mo.)</li> <li><input type="checkbox"/> allow children to repeat actions that symbolize meaningful ideas (8-18 mo.)</li> <li><input type="checkbox"/> help children develop an increased understanding of gestures and words (8-18 mo.)</li> <li><input type="checkbox"/> help children build and use vocabulary through direct experiences and involvement with pictures and books. (8-18 mo.)</li> <li><input type="checkbox"/> help children use consistent sounds, gestures and some words to communicate (8-18 mo.)</li> <li><input type="checkbox"/> encourage children use a growing number of words and put words together (18-24 mo.)</li> <li><input type="checkbox"/> encourage children to make purposeful marks on paper (18-24 mo.)</li> <li><input type="checkbox"/> encourage children to use beginning representation through play that imitates familiar routines (18-24 mo.)</li> <li><input type="checkbox"/> encourage children to attend to and try to take part in conversations (18-24 mo.)</li> <li><input type="checkbox"/> help children learn that pictures represent real objects, events and ideas (stories). (18-24 mo.)</li> <li><input type="checkbox"/> encourage children's motivation to read (18-36 mo.)</li> <li><input type="checkbox"/> help children gain meaning through listening (18-36 mo.)</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> help children speak clearly enough to be understood by most listeners. (24-36 mo.)</li> <li><input type="checkbox"/> encourage children to take part in conversations (24-36 mo.)</li> <li><input type="checkbox"/> develop a growing interest in print and books (24-36 mo.)</li> <li><input type="checkbox"/> encourage children to use scribbles and unconventional shapes to convey messages (24-36 mo.)</li> <li><input type="checkbox"/> encourage children to use more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed (24-36 mo.)</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/>
<b>Cognitive Development &amp; General Knowledge</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children respond in simple ways to people and objects (0-8 mo.)</li> <li><input type="checkbox"/> encourage children to begin to make things happen (0-8 mo.)</li> <li><input type="checkbox"/> allow children to establish primary relationships (0-8 mo.)</li> <li><input type="checkbox"/> encourage children to initiate more events (8-18 mo.)</li> <li><input type="checkbox"/> encourage children to initiate more events (8-18 mo.)</li> <li><input type="checkbox"/> encourage children to establish more complex relationships (8-18 mo.)</li> <li><input type="checkbox"/> help children respond in varies ways to people and objects (8-18 mo.)</li> <li><input type="checkbox"/> help children develop more complex responses to people and objects (18-24 mo.)</li> <li><input type="checkbox"/> encourage children to expand relationships (18-24 mo.)</li> <li><input type="checkbox"/> encourage children to initiate more complex interactions (18-24 mo.)</li> <li><input type="checkbox"/> help children demonstrate discriminating responses to people and objects (24-36 mo.)</li> <li><input type="checkbox"/> encourage children to engage in multiple productive relationships (24-36 mo.)</li> <li><input type="checkbox"/> encourage children to initiate rich and varied events (24-36 mo.)</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/>
<b>Motor Development</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provide opportunities for gross motor activities to help develop balance, control and coordination (0-36 mo.)</li> <li><input type="checkbox"/> provide opportunities for fine motor activities to help develop signs of strength, control and eye-hand coordination (0-36 mo.)</li> <li><input type="checkbox"/> provide opportunities for participation in self-care (0-36 mo.)</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/>

After completing the self assessment, please maintain a copy at your site.

**Attachment B**

**Preschool Curriculum  
Self-Assessment Study**

Please complete the following self assessment by checking the boxes in each section that you feel describe your present curriculum. Each section corresponds to a domain in the performance standards which have been approved by the state. Questions specifically relate to parts of a developmentally appropriate program. Consider your responses to each indicator/box carefully as this self-assessment can offer suggestions for improvements to your curriculum.

<b>Quality Indicators</b>	
<b>Physical Health</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> allow staff to observe characteristics of good physical health that will facilitate learning</li> <li><input type="checkbox"/> allow staff to help children develop an awareness of personal health and fitness</li> <li><input type="checkbox"/> allow staff to observe the visual and auditory skills of the children that will facilitate learning</li> <li><input type="checkbox"/> allow staff to observe oral hygiene routines</li> <li><input type="checkbox"/> help children be aware of the role of a health provider through dramatic play or literature</li> <li><input type="checkbox"/> allow staff to observe children to see that their basic physical needs are met</li> <li><input type="checkbox"/> help children follow basic health and safety rules</li> <li><input type="checkbox"/> allow children to perform some self-care tasks independently</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>
<b>Approaches to Learning</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> encourage eagerness and curiosity</li> <li><input type="checkbox"/> encourage children to demonstrate persistence when attempting tasks</li> <li><input type="checkbox"/> encourage creativity and inventiveness</li> <li><input type="checkbox"/> encourage planning and reflection by the children</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>
<b>Social and Emotional</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children develop self-confidence</li> <li><input type="checkbox"/> help children develop independence and self-direction</li> <li><input type="checkbox"/> help children develop self-control by following simple rules and routines</li> <li><input type="checkbox"/> help children develop the ability to manage transitions</li> <li><input type="checkbox"/> encourage children to use materials carefully</li> <li><input type="checkbox"/> encourage positive interaction with others</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> encourage children to form friendships with peers</li> <li><input type="checkbox"/> assist children in participating in group activities</li> <li><input type="checkbox"/> help children respond appropriately to and form positive relationships with familiar adults</li> <li><input type="checkbox"/> help children learn the skills of social problem solving</li> <li><input type="checkbox"/> help children develop a positive self-concept</li> <li><input type="checkbox"/> help children develop self-control</li> <li><input type="checkbox"/> encourage positive interaction with others</li> <li><input type="checkbox"/> help children develop the skills of social problem solving</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>
<p><b>Language and Communication</b></p>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children develop listening skills</li> <li><input type="checkbox"/> help children develop the ability to use increasingly complex phrases and sentences</li> <li><input type="checkbox"/> help children show an understanding of words and their meanings</li> <li><input type="checkbox"/> help children develop an expanded vocabulary to describe objects, actions and events</li> <li><input type="checkbox"/> help children use age-appropriate grammar in conversations</li> <li><input type="checkbox"/> help children connect phrases and sentences to build ideas</li> <li><input type="checkbox"/> help children use language to express needs and feelings, share experiences, predict outcomes and resolve problems</li> <li><input type="checkbox"/> encourage children to initiate, ask questions and respond to adults and peers</li> <li><input type="checkbox"/> encourage children to use appropriate language and style for context</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>
<p><b>Emergent Literacy</b></p>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children show a motivation for reading</li> <li><input type="checkbox"/> help children show age-appropriate phonological awareness</li> <li><input type="checkbox"/> help children develop alphabetic knowledge</li> <li><input type="checkbox"/> help children show an understanding of text read aloud</li> <li><input type="checkbox"/> help children show motivation to engage in written expression</li> <li><input type="checkbox"/> encourage children to use letter-like shapes, symbols and letters to convey meaning</li> <li><input type="checkbox"/> develop age-appropriate ability to write letters</li> <li><input type="checkbox"/> develop knowledge of structure of written composition</li> <li><input type="checkbox"/> help children develop emergent reading skills, including phonological awareness, alphabetic knowledge and comprehension</li> <li><input type="checkbox"/> help children develop emergent writing skills</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/>

	<hr/> <hr/>
<b>Cognitive Development &amp; General Knowledge</b>  <b>Mathematical Thinking</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children to solve mathematical problems</li> <li><input type="checkbox"/> help children develop the ability to sort objects into subgroups</li> <li><input type="checkbox"/> help children recognize simple problems and duplicate them</li> <li><input type="checkbox"/> allow children to gather and use information to ask and answer questions</li> <li><input type="checkbox"/> help children develop beginning understandings of number and quantity</li> <li><input type="checkbox"/> help children begin to recognize and describe the attributes of shapes</li> <li><input type="checkbox"/> help children develop an understanding and use of positional words</li> <li><input type="checkbox"/> develop seriation and comparison skills</li> <li><input type="checkbox"/> allow children to develop measuring skills</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/>
<b>Cognitive Development &amp; General Knowledge</b>  <b>Scientific Thinking</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> encourage children to observe and explore materials and natural phenomena</li> <li><input type="checkbox"/> encourage children to use tools and equipment for their investigations</li> <li><input type="checkbox"/> offer opportunities for children to make comparisons among objects</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/>
<b>Cognitive Development &amp; General Knowledge</b>  <b>Social Studies</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children identify similarities and differences in personal and family characteristics</li> <li><input type="checkbox"/> help children understand family needs, roles and relationships</li> <li><input type="checkbox"/> help children understand the roles of community workers</li> <li><input type="checkbox"/> help children understand how technology affects their lives</li> <li><input type="checkbox"/> help children understand the importance of rules</li> <li><input type="checkbox"/> help children realize what it means to be a leader</li> <li><input type="checkbox"/> help children develop an awareness of their environment and where things belong</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/>
<b>Cognitive Development &amp; General Knowledge</b>  <b>The Arts</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provide opportunities for children to use a variety of art materials</li> <li><input type="checkbox"/> allow children to participate in group music experiences</li> <li><input type="checkbox"/> allow children to participate in creative movement, dance and drama</li> <li><input type="checkbox"/> offer opportunities for children to respond to artistic creations or events</li> </ul> <p>How does your curriculum address this domain? Please describe:</p>

	<hr/> <hr/> <hr/>
<b>Motor Development</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provide opportunities for gross motor activities to help develop balance and coordination</li> <li><input type="checkbox"/> provide opportunities to use strength and fine motor control to perform simple tasks</li> <li><input type="checkbox"/> provide opportunities to develop eye-hand coordination</li> <li><input type="checkbox"/> allow children to show beginning control of writing, drawing and art tools</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>
<b>Cognitive Development &amp; General Knowledge</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> help children develop skills for solving mathematical problems</li> <li><input type="checkbox"/> help children develop the ability to observe patterns, relationships and functions</li> <li><input type="checkbox"/> help children develop beginning understandings of number and quantity</li> <li><input type="checkbox"/> help children begin to understand geometric concepts and spatial relationships</li> <li><input type="checkbox"/> develop seriation, comparison and measuring skills</li> <li><input type="checkbox"/> encourage children to develop inquiry skills, such as asking questions, using their senses making comparisons</li> <li><input type="checkbox"/> help children identify similarities and differences in personal and family characteristics</li> <li><input type="checkbox"/> help children understand family needs, roles and relationships in their family and in the community</li> <li><input type="checkbox"/> help children begin to develop an understanding of citizenship and their government</li> <li><input type="checkbox"/> help children develop an awareness of their environment and where things belong</li> <li><input type="checkbox"/> provide opportunities for children to use a variety of art materials for expression and representation</li> <li><input type="checkbox"/> offer opportunities for children to respond to artistic creations or events</li> </ul> <p>How does your curriculum address this domain? Please describe:</p> <hr/> <hr/> <hr/>

**After completing the self assessment, please keep a copy at your site.**

**Attachment C**

**Self-Assessment Study  
Character Development Program  
2011/2012**

Please complete the following self assessment by checking the boxes that are included in your present curriculum. Each statement specifically relates to a component of a developmentally appropriate character education program. Consider your responses to each indicator carefully as this tool can offer suggestions for improvements to your curriculum.

	<b>Quality Indicators</b>
<b>Character Development</b>	<p>Does your curriculum include teaching strategies that:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Defines “character” comprehensively to include thinking, feeling and behavior.</li><li><input type="checkbox"/> Focuses child attention on the basic language that expresses core concepts such as “honesty” and “courage” and links the words to explicit behaviors.</li><li><input type="checkbox"/> Uses a comprehensive, intentional, proactive, and effective approach to character development.</li><li><input type="checkbox"/> Provides students with opportunities for moral action, a process for implementing civic values when making decisions.</li><li><input type="checkbox"/> Strives to foster students self motivation.</li><li><input type="checkbox"/> Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.</li><li><input type="checkbox"/> Engages families and community members as partners in the character-building effort.</li><li><input type="checkbox"/> Foster positive peer recognition and encourage all members of the school community to exemplify and reward behavior consistent with the core values and ethical decision making.</li></ul> <p>How does your program address these indicators? Please describe:</p> <hr/> <hr/>

**After completing the self assessment, please keep a copy at your site.**

**ATTACHMENT D**

**SURVEY OF SERVICES AND RATES AND FEES**

Name of Site \_\_\_\_\_ S.S.# or Fed. I.D.# \_\_\_\_\_

- I. Please provide the information requested in the table below regarding the actual DAILY\* rates charged to the general public and the Early Learning Coalition of Seminole SR families for your childcare services.**

**The rates must be listed as a Daily\* Rate. Please make sure there is only one response in each box. If you are not licensed for an age group or you do not provide services for a certain category, please mark "N/A" for "not applicable." All families have to pay a "parent fee" which is based on their gross income and size, as determined by the State Sliding Fee Scale.**

**USE BLUE OR BLACK INK ONLY ~ DO NOT USE WHITE OUT**

**These rates are proposed for July 1, 2011 to June 30, 2012**

**Reimbursement Cannot Exceed the Coalition Approved Maximum Rates**

	<b>Column A</b>	<b>Column B</b>
<i>Level of Care</i>	<i>General Public Full Day Rate</i>	<i>General Public Part Day Rate (less than 6 hrs/day)</i>
	<b>Daily*</b>	<b>Daily*</b>
Infants (Newborn through 11 months)	\$	\$
Toddlers (12 - 23 mos.)	\$	\$
Two Year Old (24 - 35 mos.)	\$	\$
Three Year Old (36 - 47 mos.)	\$	\$
Four Year Old (48 - 59 mos.)	\$	\$
Five Year Old (not yet in Kindergarten)	\$	\$
School Age (Kindergarten through age 12)	\$	\$

**\*For purposes of this form the DAILY rate is your weekly rate divided by 5.**

**II. Additional Fees: (Please indicate if you waive any of these fees for School Readiness families)**

	General Public Fee	School Readiness Fee	Fee Waived
Registration	\$	\$	<input type="checkbox"/> Yes
Transportation	\$	\$	<input type="checkbox"/> Yes
Late Pick Up	\$	\$	<input type="checkbox"/> Yes
Late Payment Fee	\$	\$	<input type="checkbox"/> Yes
Supplies (specify):	\$	\$	<input type="checkbox"/> Yes
<b>Other (specify):</b>	\$	\$	<input type="checkbox"/> Yes
<b>Other (specify):</b>	\$	\$	<input type="checkbox"/> Yes
<b>Other (specify):</b>	\$	\$	<input type="checkbox"/> Yes

**III. Gold Seal Sites Only: Please check the one box that indicates which of the following rate schedules you are willing to accept.**

- Proposed Full-Day Rate Only**     **Proposed Full-Day Rate + 20% Gold Seal Differential (up to the Coalition Max Rate)**

- A. I understand that our center/home must give full disclosure of all rates and fees to parents/guardians and that our center/home has developed a parent-provider rate/fee agreement that will be signed by provider and parent/guardian. All parents/guardians will be given a signed copy and a copy will be maintained in child's file at the center/home and may be monitored.**
- B. I understand that I must give parents/guardians a minimum of 30 days notice should rates or fees change.**
- C. I understand that I must make these documents, as well as any revision, available upon request.**
- D. To maintain consistency within the database, I understand that the Child Care Resource and Referral Department will be given a copy of this survey, and this data may be shared with potential customers.**

**THE FOLLOWING MUST BE MADE AVAILABLE TO COALITION STAFF UPON REQUEST:**

- **A copy of your printed literature that you use to notify parents and community of the rates and fees for your child care/school readiness services.**
- **A copy of your parent/provider agreement.**
- **A copy of the 30-day notification letter given to parents, at the time of any rate changes.**

School Readiness Provider Holiday Schedule

School Readiness Providers may choose to observe up to ten (10) paid holidays. The holidays listed below are commonly identified, but not mandated.

- INDEPENDENCE DAY OBSERVANCE - \_\_\_\_\_
- LABOR DAY - \_\_\_\_\_
- VETERANS DAY - \_\_\_\_\_
- THANKSGIVING DAY - \_\_\_\_\_
- DAY AFTER THANKSGIVING - \_\_\_\_\_
- CHRISTMAS EVE - \_\_\_\_\_
- CHRISTMAS DAY OBSERVANCE - \_\_\_\_\_
- NEW YEAR'S DAY OBSERVANCE - \_\_\_\_\_
- MARTIN LUTHER KING DAY - \_\_\_\_\_
- MEMORIAL DAY - \_\_\_\_\_
- OTHER \_\_\_\_\_ DATE \_\_\_\_\_ DAY of WEEK \_\_\_\_\_
- OTHER \_\_\_\_\_ DATE \_\_\_\_\_ DAY of WEEK \_\_\_\_\_

Additionally, School Readiness Providers may choose two (2) additional paid staff development/ in-service training days.

Staff Development Activity	Date	Day of Week

**Once the dates are entered into the data system, they cannot be changed.**

**Attachment F**

**BANKING INFORMATION**

**It is required that early childhood providers who contract with Early Learning Coalition utilize direct deposit through the early childhood provider banking institute to be paid for providing School Readiness services. Please provide your banking information below.**

*NOTE: Attach a voided check.*

Bank Name	Name on Account
Bank Address	Account Number
	Routing Number
Bank Phone Number	Name of Authorized Signer
	Name of 2 <sup>nd</sup> Authorized Signer (if applicable)

Thank you for your cooperation in gathering this important information. You may contact this office at any time to update your information. We are available to answer any questions you might have by calling 4C's reimbursement team at (407) 532-4331.

**Comments/Questions:**