Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.

ELC Provider Services Committee Meeting
Thursday October 26, 2023; 2 P.M.
Meeting ID: 858 3236 3346
Passcode: 142220

I. Welcome & Introductions
   Rick Beasley

II. Approval of Minutes
    Rick Beasley
    A. Motion to approve September 28, 2023 minutes.

III. Provider Hearings
     Bob de la Fuente
     • All God’s Children Christian Academy

IV. Informational Items
    Bob de la Fuente
    • Maranatha Child Development
    • Excelsior Prep Academy Preschool
    • Miami Beach Learning Academy
    • Brickell Heights Preschool

III. Communications
     Michelle Meilan
     • Summary of Partner Meeting Presentations

V. Early Education Partners Roundtable
   Provider Representatives
   A. Family Child Care Home Discussion
      • Dr. Perla Almodovar
      • Danish Williams
      • Alma Diaz
   B. Program-Based Discussion
      • Jenni Roig (Private Provider Representative)
      • Dr. Eileen Fluney (Faith-Based Provider Representative)
      • Dr. Daniel Armstrong (Individuals with Disabilities Education Act Program Representative)
C. General Discussion

VI. Public Comments

VII. Adjourn

Next Provider Services Committee Meeting: November 16, 2023; 2 P.M.
Escuchanos en Español

1. Hacer Click en Interpretation/Interpretación Seleccione Spanish/Español

2. Hacer Click en Spanish/Español y nos va a poder escuchar en Español

3. Mute Original Audio

Spanish/Español
ELC Provider Services Committee Meeting  
Thursday September 28, 2023; 2 P.M.  
Meeting ID: 848 6691 7121  
Passcode: 419041

MINUTES

Committee Attendees: Chereen Coile, Dr. Fluney, Jenni Roig, Dr. Maite Riestra, Loreen Chant; Lynn Maceyras

Absent Committee Members: Rick Beasley

Board Attendees: Iris Strachan

Staff Attendees: Evelio Torres, Angelo Parrino; Victor Caballero; Mercy Castiglione; Sheyla Perez; Vernise Casimir; Dr. Anabel Espinosa; Pamela Hollingsworth; Ana Sejeck; Lisney Badillo; Thalia Daumy; Alex Sanchez; Vanessa Aguilera-Viera; Sandra Gonzalez; Belkis Torres; Dolores Mendez; Vanessa Aguilera-Viera; Pam Malval; Ana Sejeck; Laurie Dunn; Ana Rodriguez; Jacqueline Dominguez; Paloma Lopez-Barcena; Michelle Meilan; Sandra Gonzalez; Debbie Rodriguez; J. Lara; Jelene James; Laurie Bravo; Jessica Parra; Laurie Dunn; Lismay Diaz; Gabriela Cortez; Iliana Vallejo; Danish Williams; Cindy Cabrera; Ahmed Mitwalli; Fiorella A. Christie; Liliana Ponzoa, Donna Brongian, Debora Rodriguez; Isabel Afanador; Amanda Gonzalez; Nicole Quinteros; Rachel Spector; Aileen Suazo; LaSha Sanders; Cindy Macaya

General Attendees: Bob de la Fuente; Lucy Pinero; Ariana (Interp); Loren Suarez, Little Treasures Daycare; A Rising Little Star Academy LLC; Jackie Blanco; Kathy Torres

I. Welcome & Introductions

   Dr. Fluney

   A. Dr. Fluney welcomed everyone.
   B. K. Gregory called roll and quorum was established with Six voting members present

II. Approval of Minutes

   Dr. Fluney

   A. Motion to approve July 24, 2023 minutes.
   
   • Motion to approve by J. Roig  
   • Motion seconded by C. Coile  
   • Motion unanimously passed

Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.
III. Provider Hearings

- Little Treasures of Homestead Daycare, LLC

The Committee carefully reviewed the case, and based on the non-compliance item listed below, as well as, the evidence presented by the Partner, the Committee has made the following decision regarding the eligibility to contract with the Coalition:

**Item of non-compliance:**

1. Partner’s action or inaction that pose an immediate and serious danger to the health, safety, or welfare of children. Partner’s action or inaction include but are not necessarily limited to allowing a child to suffer multiple bite sounds from another child on or about August 25, 2023.

2. Failure to comply with Rule 6M-4.610. PROVIDER agrees to report unusual incidents to COALITION by no later than the close of business on the next business day of the unusual incident and to submit a written report to COALITION within three (3) business days from the date of the incident. Partner failed to do so.

3. A Class 1 Non-Compliance finding from the Department of Children and Families on August 29, 2023, that a child was not adequately supervised in that one child bit another child multiple times and left bite marks and bruising on child’s arm, elbow, upper inner rib area and side of buttocks, which posed an imminent threat to a child and could or did result in death or serious harm to the. Health, safety or well-being of a child.

The Committee has made the final determination to deny your appeal and to affirm the Emergency Termination of the Little Treasures of Homestead Daycare, LLC 2023-2024 SR, VPK, and Thrive by 5: Families Forward Child Care Scholarship Provider Contracts effective August 31st, 2023 and revoke eligibility for a period of five (5) years. The Partner will be re-eligible to apply for services for the 2029-2030 Program year.
A Rising Little Star Academy LLC

The Committee carefully reviewed the case, and based on the non-compliance item listed below, as well as, the evidence presented by the Partner, the Committee has made the following decision regarding the eligibility to contract with the Coalition:

Item of non-compliance:

The facility received the below 2 Class 1 DCF licensing violation that posed a threat to the health, safety or welfare of the children in your care.

7/6/2023: 04. Supervision CCF Handbook, Section 2.4

- Non-compliance description: 04-03 A child was not adequately supervised and left the facility premises without child care personnel supervision. CCF Handbook, Section 2.4.1, B General Requirements [SR].

7/6/2023: 47. Access/Child Safety CCF Handbook, Section 8

- Non-Compliance: 47-03 As a mandated reporter, the owner, operator, employee, volunteer or substitute failed to report suspected child abuse or neglect as required in section 39.201, Florida Statutes. CCF Handbook, Section 8.2, B Enforcement [SR].

Item of Non-compliance:

- Partner failed to report unusual incident to Coalition by close of business on the next day of the unusual incident and a written report within 3 business days from the date of the incident.

The Committee has made the final determination to deny your appeal and affirm the termination of the A Rising Little Star Academy 2023-2024 SR Provider Contract effective October 28th, 2023 and the revocation of eligibility for a period of five (5) years. The Partner will be re-eligible to apply for services for the 2029-2030 Program year.
IV. Informational Items

Bob de la Fuente reported that the following providers are currently on hold pending DCF information.

- Maranatha Child Development
- Excelsior Prep Academy Preschool
- Miami Beach Learning Academy
- Brickell Heights Preschool

III. Communications

- Summary of Partner Meeting Presentations was presented by M. Meilan.

V. Early Education Partners Roundtable

A. Family Child Care Home Discussion
   - Dr. Perla Almodovar
   - Danish Williams
   - Alma Diaz

B. Program-Based Discussion
   - Jenni Roig (Private Provider Representative)
   - Dr. Eileen Fluney (Faith-Based Provider Representative)
   - Dr. Daniel Armstrong (Individuals with Disabilities Education Act Program Representative)

C. General Discussion

VI. Public Comments

Dr. Fluney

VII. Adjourn

Dr. Fluney

Next Provider Services Committee Meeting: October 26, 2023; 2 P.M.
Early Learning Coalition Review Hearing Committee

October 26th, 2023

All God’s Children Christian Academy – C11MD2693

12555 NW 17th Avenue Miami, Fl. 33167

Action Requested: The Executive Leadership Team (“ELT”) recommends termination of the School Readiness (“SR”) contract for the 2023-2024 FY and revocation of eligibility for a period of twelve (12) months subject to partner’s testimony and verification of supporting documentation submitted by partner.

Background

**All God’s Children Christian Academy**

- License Capacity: 60
- Care Level offered: 18 Months to 12 Years
- Approximate Children enrolled for SR: 23
- Approximate Children enrolled for VPK: N/A
- Approximate Number of providers within the same zip code offering the same services: 4
- Accreditations/Gold Seal: N/A
- Partner has been contracted since: 2018
- 2022-2023 Approximate reimbursements: $22,727.07
- ARPA Round 1: $24,775.83
- ARPA Round 2: $26,355.78
- CLASS Score: 3.80

**Issues**

Failure to meet contract minimum threshold

- On 9/12/2023, Vice President of Quality Initiatives, Fiorella Altare-Christie sent notification to the Contracts Department recommending termination of the 2023-2024 School Readiness contract without revocation.
- The Partner was assessed and did not meet the contract minimum threshold of 4.00, scoring 3.80 placing the Partner on a QIP on 06/22/2022. They were reassessed on 9/7/2023 and still did not score above the contract minimum threshold, scoring 3.80.
- Pursuant to Section 1002.88(2)(a), Florida Statute for contracted School Readiness providers that score below the Contract Minimum Threshold, the coalition shall terminate the current contract and may revoke the provider’s eligibility for up to five (5) years. The coalition will send written notice of termination to the provider at least thirty (30) calendar days before the termination date.

Additional Information:

- The Provider currently has the following violations with Department of Children and Families (“DCF”) in 2 years: (3) Class 2 violations and (4) Class 3 violations.
- Partner was placed in a corrective action plan January 21,2022- July 21,2022 due to gap in liability insurance.
Early Learning Coalition Executive Leadership Team

September 15th, 2023

All God’s Children Christian Academy – C11MD2693

12555 NW 17th Avenue Miami, Fl. 33167

Action Requested: The Executive Leadership Team (“ELT”) may recommend termination of the School Readiness (“SR”) contract for the 2022-2023 FY and consider revocation of eligibility for a period of five (5) years.

Background

<table>
<thead>
<tr>
<th>All God’s Children Christian Academy</th>
</tr>
</thead>
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- The Provider currently has the following violations with Department of Children and Families ("DCF") in 2 years: (3) Class 2 violations and (4) Class 3 violations.
- Partner was placed in a corrective action plan January 21, 2022- July 21,2022 due to gap in liability insurance.

Administrative Decision:

Chief Operating Officer: Angelo Parrino
Approval Granted: ■ Yes □ No

Signature & Date: Angelo Parrino
Digitally signed by Angelo Parrino
DN: cn=Angelo Parrino, o=Early Learning Coalition, ou=Administrative, email=aparrino@elcmdm.org, c=US
Date: 2023.09.19 12:15:15 -04'00'

Comments: TERM
September 18, 2023

All God’s Children Christian Academy
C11MD2693
Olivia Hughes, Owner
12555 NW 17th Avenue
Miami, FL 33167
ohu122@aol.com

RE: Notice of Termination
Statewide School Readiness Contract (FY 2023-2024)

Dear Partner,

In accordance with Rule 6M-4.740 Program Assessment Requirements for the School Readiness Program. For contracted School Readiness providers that score below the Contract Minimum Threshold, the coalition shall terminate the current contract and may revoke the provider’s eligibility for up to five (5) years pursuant to Section 1002.88(2)(a), F.S.

Due to the non-compliance item below:

- The facility received a composite score of 3.80 on their School Readiness Program Assessment Score.

The Coalition has decided to terminate your School Readiness Contract for the 2023-2024 program year, effective October 18th, 2023. Your facility may reapply for services in 2024-2025.

Section 67 (a) of SR Contract - Termination for Cause. Basis of Termination for Cause. “PROVIDER agrees that COALITION has the right to terminate this Contract for cause at any time. The following are grounds for termination for cause: (b) The material failure to comply with one or more of the terms of this Contract…”

Please be advised that this decision is preliminary. Pursuant to Section 76 Due Process Procedures of your SR Contract, Provider may request a review hearing of the Coalition’s determination. You must respond in writing requesting a review hearing within five (5) business days with copies of documentation supporting your claim and copy of this letter. The request for a hearing must be submitted electronically to RequestReview@elcmdm.org.

If you have any questions related to your contract, please contact your Contract Manager, Elin Orozco EORozco@elcmdm.org or at 305-359-5550.

Sincerely,

Angelo Parrino
Chief Operating Officer

Digital signature of Angelo Parrino
DN: cn=Angelo Parrino, or=Early Learning Coalition, ou=Administrative, email=aparrino@elcmdm.org, c=US
Date: 2023.09.19 14:17:01 -04'00'

CC: Provider Notification Email
<table>
<thead>
<tr>
<th>License</th>
<th>Center/School</th>
<th>Assessment</th>
<th>Room</th>
<th>Date</th>
<th>Assessor</th>
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<tbody>
<tr>
<td>C11MD2693</td>
<td>All God's Children Christian Academy</td>
<td>128826</td>
<td>Toddlers</td>
<td>8/22/2023</td>
<td>Leslie Ojeda</td>
</tr>
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### Teachers

<table>
<thead>
<tr>
<th>Teacher One</th>
<th>Teacher Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHAROWN PHILLIPS</td>
<td>N/A</td>
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### Total Number of Staff

<table>
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<tr>
<th>Staff</th>
<th>Children Enrolled</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
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</tbody>
</table>

### Comments

### Strength: High (6-7)

- Negative Climate
  - Negative Affect
  - Punitive Control
  - Teacher Negativity and Child Negativity

### Need: Mid (3-5)

- Positive Climate
  - Relationships
  - Positive Affect
  - Respect
  - Teacher Sensitivity
    - Awareness
    - Responsiveness
    - Child Comfort
  - Behavior Guidance
    - Proactive
    - Supporting positive behavior
    - Problem behavior

- 4.75

### Need: Low (1-2)

- Regard for Child Perspectives
  - Child focus
  - Flexibility
  - Support of independence
  - Facilitation of Learning and Development
    - Active facilitation
    - Expansion of Cognition
    - Children's active engagement
  - Quality of Feedback
    - Scaffolding
    - Providing Information
    - Encouragement and affirmation
    - Language Modeling
      - Supporting language use
      - Repetition and extension
      - Self- and parallel talk
      - Advanced language

- 2.25
- 2.25
- 2.25
- 2
<table>
<thead>
<tr>
<th>License</th>
<th>Center/School</th>
<th>Assessmen t</th>
<th>Room</th>
<th>Date</th>
<th>Assessor</th>
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<tbody>
<tr>
<td>C11MD2693</td>
<td>All God's Children Christian Academy</td>
<td>129135</td>
<td>Pre-Kindergarten</td>
<td>8/31/2023</td>
<td>Dreidy Gonzalez</td>
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<table>
<thead>
<tr>
<th>Teachers</th>
<th>Total Number of</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Teacher One</td>
<td>Teacher Two</td>
<td>Staff</td>
</tr>
<tr>
<td>EBONY HUGHES</td>
<td>none</td>
<td>1</td>
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### Strength: High (6-7)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>1</th>
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<tbody>
<tr>
<td>Positive Climate</td>
<td>5.25</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>5.75</td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
</tr>
<tr>
<td>Positive Affect</td>
<td></td>
</tr>
<tr>
<td>Positive Communication</td>
<td></td>
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<tr>
<td>Respect</td>
<td></td>
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<tr>
<td>Teacher Sensitivity</td>
<td></td>
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<tr>
<td>Maximizing Learning Time</td>
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<tr>
<td>Routines</td>
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</tr>
<tr>
<td>Transitions</td>
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<tr>
<td>Preparation</td>
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### Need: Mid (3-5)

<table>
<thead>
<tr>
<th>Concept Development</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Analysis and Reasoning</td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td></td>
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<tr>
<td>Integration</td>
<td></td>
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<tr>
<td>Connections to the Real World</td>
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</tr>
<tr>
<td>Quality of Feedback</td>
<td>1.75</td>
</tr>
<tr>
<td>Scaffolding</td>
<td></td>
</tr>
<tr>
<td>Feedback Loops</td>
<td></td>
</tr>
<tr>
<td>Prompting Thought Processes</td>
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<tr>
<td>Providing Information</td>
<td></td>
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<tr>
<td>Encouragement and Affirmation</td>
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</tr>
<tr>
<td>Language Modeling</td>
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<tr>
<td>Frequent Conversation</td>
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</tr>
<tr>
<td>Open-Ended Questions</td>
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<tr>
<td>Repetition and Extension</td>
<td></td>
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<tr>
<td>Self and Parallel Talk</td>
<td></td>
</tr>
<tr>
<td>Advanced Language</td>
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</table>

### Need: Low (1-2)

<table>
<thead>
<tr>
<th>Concept Development</th>
<th>2</th>
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<tbody>
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<td>Analysis and Reasoning</td>
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<tr>
<td>Language Modeling</td>
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<td>Frequent Conversation</td>
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<td>Self and Parallel Talk</td>
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<tr>
<td>Advanced Language</td>
<td></td>
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</tbody>
</table>
## Dimension: Emotional and Behavioral Support

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Climate (Relationships, Positive Affect, Respect)</td>
<td>4.75</td>
</tr>
<tr>
<td>Negative Climate (Negative Affect, Punitive Control, Teacher Negativity and Child Negativity)</td>
<td>(REV) 7</td>
</tr>
<tr>
<td>Teacher Sensitivity (Awareness, Responsiveness, Child Comfort)</td>
<td>5</td>
</tr>
<tr>
<td>Regard for Child Perspectives (Child focus, Flexibility, Support of independence)</td>
<td>2.25</td>
</tr>
<tr>
<td>Behavior Guidance (Proactive, Supporting positive behavior, Problem behavior)</td>
<td>5.5</td>
</tr>
</tbody>
</table>

## Dimension: Engaged Support for Learning

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation of Learning and Development (Active facilitation, Expansion of Cognition, Children's active engagement)</td>
<td>2.25</td>
</tr>
<tr>
<td>Quality of Feedback (Scaffolding, Providing Information, Encouragement and affirmation)</td>
<td>2.25</td>
</tr>
<tr>
<td>Language Modeling (Supporting language use, Repetition and extension, Self- and parallel talk, Advanced language)</td>
<td>2</td>
</tr>
</tbody>
</table>
POSITIVE CLIMATE (Relationships, Positive affect, Respect):
At times, the children and teacher appeared interested in one another by smiling, laughing, and exchanging high fives (e.g., this was evident during morning prayers, circle time, and when the teacher was observed praising a child with excitement for using the potty independently), but the teacher and children displayed less enthusiasm and enjoyment as the observation progressed. At times, the teacher oriented herself toward the children, but other times, she had her back to the children, displaying little eye contact. The teacher was inconsistently in close proximity to the children. During routines and toileting, the teacher often had her back toward the majority of the children and the children did not appear to indicate enjoyment (e.g., lying on the tables, or lying on the floor while waiting for directions). The teacher sometimes shared in activities with the children, such as singing songs and engaging with blocks. Some positive exchanges and communication were observed, such as when the teacher exchanged hugs and kisses with the children. The teacher and children mainly demonstrated respect for one another; however, there were times when the teacher would act on children without communicating what she was going to do beforehand (e.g., wiping their noses, picking them up, moving them physically on the carpet, or moving their position in line while waiting for the bathroom).

NEGATIVE CLIMATE (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity):
There was no expressed negativity apparent in the classroom.

TEACHER SENSITIVITY (Awareness, Responsiveness, Child Comfort):
The teacher was typically aware of children who needed extra support; however, on occasion, she was less aware of the children who were displaying difficulty (e.g., children were observed whining while waiting at the tables after they used the restroom). Toward the end of the observation, the teacher failed to acknowledge bids for attention as her body orientation did not allow her to pick up on these cues. The teacher was mostly responsive to the children and their needs and addressed problems in an effective and timely manner, but at other times, children were observed crying because they wanted to continue playing with the cars. The teacher did not acknowledge the children’s cries and instead continued on to the music and movement activity. Once the children calmed down, she then said “See? I knew you would have fun!”. If ever a child was upset, the teacher would only say “Big boy”, but did not further any efforts to provide comfort. Most children were content in the presence of their teacher and sought support and guidance easily. Most of the children did not hesitate to join in on activities and easily participated with their teacher.

REGARD FOR CHILD PERSPECTIVES (Child focus, Flexibility, Support of independence):
The teacher was seldom flexible, nor did she follow the children’s leads. Besides center time when children got to select the activity of their choice, most other activities were chosen and led by the teacher. The teacher was often rigid and directive of children’s placement (e.g., children were observed being told where and how to sit on the carpet during circle time, where to stand in line with their backs against the wall while waiting for the bathroom, being told to sit and wait while watching the potty video on the screen with no elicitation of children’s expressions or ideas ). Materials were accessible only briefly during centers. While the teacher read the potty book, the children were allowed to press the “flush” button, but perspective-taking was rarely encouraged. The children had some responsibilities, such as getting their own mats in preparation for nap time, helping to clean up the room, or getting the bible that morning, but other times, this was less observed, such as when the teacher flushed the toilet for the children.

BEHAVIOR GUIDANCE (Proactive, Supporting positive behavior, Problem behavior):
The teacher was often proactive and informed the children about the upcoming activity before they transitioned. The teacher monitored the children’s behavior and it was evident that the children understood the routine of the classroom. Although positive child behavior was high, waiting and wandering were observed towards the end of the observation while children were waiting for the teacher to complete managerial tasks. Redirection was sometimes explained, such as “We’re going to practice not throwing” or “Remember to share”, but other times, the teacher would say comments, such as “No throwing” or “No running”, failing to communicate the desired behavior or phrase it positively. Seldom did the teacher support positive behavior by using any reinforcement, besides briefly when she said “Thank you for going to your seat”.
Engaged Support for Learning

FACILITATION OF LEARNING AND DEVELOPMENT (Active facilitation, Expansion of Cognition, Children’s active engagement):
The teacher provided a few opportunities related to development and learning, such as reading a book and engaging with blocks during circle time. Other times, the teacher was observed monitoring and managing activities, such as passively asking the children to drive their cars or asking them what they were cooking in the kitchen. The activities presented were isolated from the children’s lives besides asking them to identify and recite the letters of their name on the carpet. Children’s thinking was seldom challenged besides asking them to identify numbers on the chart or identify the animals in the potty book. The children had limited access to materials as children were discouraged from exploring the classroom, often being told to return back to their seats or watch the videos playing on the screen while waiting for instruction.

QUALITY OF FEEDBACK (Scaffolding, Providing Information, Encouragement and affirmation):
There was rarely evidence of scaffolding, besides briefly when the teacher hinted at the letters of the children’s names on the carpet. There were seldom back-and-forth exchanges observed besides summative evaluation of children’s responses (e.g., T: “What color is the potty?” C: “Red” T: “Red, alright”). There were a few instances when the teacher provided information by clarifying concepts besides identifying numbers and animals. Although the teacher was observed saying words of encouragement, such as “Good job!”, “Big boy”, or “Very good”, feedback was generally vague and was not specific to children’s efforts.

LANGUAGE MODELING (Supporting language use, Repetition and extension, Self- and parallel talk, Advanced language):
There was seldom conversational language observed in the classroom. Language used was mostly directive, such as “Sit”, “Let’s go to your seat”, or “Push in your chair”. Rarely did the teacher ever repeat or extend on children’s comments besides “Yes, the zebra is using the potty”. Rarely did the teacher narrate her own or children’s actions. The teacher used some complete sentences, such as “I see your baby on the floor”, “There’s a lot of traffic”, and “I see peppers and strawberries”. Although the teacher labeled different colors, and recited bible verses and prayers, advanced language was seldom observed.

CLASSPK ASSESSMENT: 129135

<table>
<thead>
<tr>
<th>Center/School</th>
<th>Room</th>
<th>Date</th>
<th>Assessor</th>
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<tr>
<td>All God’s Children Christian Academy</td>
<td>Pre-Kindergarten</td>
<td>8/31/2023</td>
<td>Dreidy Gonzalez</td>
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<table>
<thead>
<tr>
<th>Teachers</th>
<th>Observation Time</th>
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<tbody>
<tr>
<td>Teacher One</td>
<td>Teacher Two</td>
</tr>
<tr>
<td>EBONY HUGHES</td>
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<tr>
<td>Observation Began</td>
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<td>09:00:00</td>
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<table>
<thead>
<tr>
<th>Total Number of</th>
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<tbody>
<tr>
<td>Staff Present</td>
<td>Children Enrolled</td>
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<tr>
<td>1</td>
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<tr>
<td>Dimension</td>
<td>Average</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td><strong>Emotional Support</strong></td>
<td><strong>5.63</strong></td>
</tr>
<tr>
<td>Positive Climate (Relationships, Positive Affect, Positive Communication, Respect)</td>
<td>5.25</td>
</tr>
<tr>
<td>Negative Climate (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity)</td>
<td>(REV) 7</td>
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<tr>
<td>Teacher Sensitivity (Awareness, Responsiveness, Addresses Problems, Student Comfort)</td>
<td>5.75</td>
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<tr>
<td>Regard for Student Perspectives (Flexibility and Student Focus, Support for Autonomy and Leadership, Student Expression, Restriction of Movement)</td>
<td>4.5</td>
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<td><strong>Classroom Organization</strong></td>
<td><strong>5.17</strong></td>
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<tr>
<td>Behavior Management (Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior)</td>
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<td>Productivity (Maximizing Learning Time, Routines, Transitions, Preparation)</td>
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<tr>
<td>Instructional Learning Formats (Effective Facilitation, Variety of Modalities and Materials, Student Interest, Clarity of Learning Objectives)</td>
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<td><strong>Instructional Support</strong></td>
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<td>Concept Development (Analysis and Reasoning, Creating, Integration, Connections to the Real World)</td>
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<tr>
<td>Quality of Feedback (Scaffolding, Feedback Loops, Prompting Thought Processes, Providing Information, Encouragement and Affirmation)</td>
<td>1.75</td>
</tr>
<tr>
<td>Language Modeling (Frequent Conversation, Open-Ended Questions, Repetition and Extension, Self and Parallel Talk, Advanced Language)</td>
<td>2</td>
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</table>
Emotional Support

POSITIVE CLIMATE (Relationships, Positive effect, Positive Communication, Respect):
There were some indications that the teacher and children enjoyed a warm, supportive, relationship with one another. For example, the teacher was in close proximity when they shared activities such as reviewing the shapes, and days of the week and reading a book. However, when the children were playing in the kitchen area, the teacher rarely shared the activity as she was mostly monitoring the children. Sometimes there were displays of positive affect by the teacher and the children when they shared laughs and smiles during circle time; however, there were times when the teacher had a serious affect when the children were not abiding by her rules during story time and while they were watching TV. There were frequently positive communications, verbal and physical, between the teacher and the children (e.g., hugs and “I love you”); however, on a brief occasion, there was a lack of positive communication while children watched the television. The teacher and the children sometimes demonstrated respect for one another when they used eye contact, but on some occasions, the teacher had her back to the children when they were watching TV and while the children played in the kitchen area they did not want to share the pretend food.

NEGATIVE CLIMATE (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity):
There was a brief moment where a child pushed another child but it did not escalate and there was no further evidence of a negative climate observed in the classroom.

TEACHER SENSITIVITY (Awareness, Responsiveness, Addresses Problems, Student Comfort):
The teacher was frequently aware of the children who needed extra support, assistance, or attention. For example, when the teacher was about to begin reading she asked “Are all eyes on the book?” when she noticed the children were not looking at the book, and when she was going to take out the toy foods she told the children that were not facing her “Turn your chair around so you can see me”. However, when the children were watching TV the teacher was not aware of a child raising his hand. The teacher was sometimes responsive to the children but at other times was more dismissive. For example, when a child had her shoes untied the teacher tied them for her. However, when the child said “I am hungry” the teacher did not acknowledge his emotions and said, “We already ate breakfast”. The teacher was sometimes effective at addressing children’s problems such as when a child could not find a chair to sit on before reviewing the healthy food activity and the teacher said “Look, sit at the blue table”. However, when two children were arguing because they did not want to share the food toy and a child said “I had it first” the teacher said, “No you did not have it first” and the problem continued. The children appeared comfortable seeking support and sharing their ideas with the teacher. For example, when they were playing with the food toys the children gave the teacher pretend food for her to try. Also, the children freely participated in all activities.

REGARD FOR STUDENT PERSPECTIVES (Flexibility and Student Focus, Support for Autonomy and Leadership, Student Expression, Restriction of Movement):
The teacher sometimes followed the children’s lead during some periods of the morning, while at other times was more controlling. For example, during free play, the children could play with the food and toys how they would like but while they were watching TV the teacher chose the channel and they had to sit and watch. The teacher sometimes provided support for children’s autonomy and leadership as they were given classroom jobs (e.g., flag holder) and were able to clean up after themselves. However, when the during story time the teacher led and chose the story for the class. There were periods during which there was a lot of children talk and expression but other times when teacher talk predominated. For example, while they were completing the food activity the teacher asked questions like “Which food is healthy?” and “What do you like for dinner?”. However, when the children were watching TV the teacher said “SHH” and “Stop the noise.” The children were somewhat free to move when they were preparing pretend food and when they were reviewing the days of the week; however, while watching TV they had to remain in their seats and were told to “Keep their hands on their lap” and “Stay in your seat.”
Classroom Organization

**BEHAVIOR MANAGEMENT (Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior):**
Rules and expectations for behavior were clear and consistently enforced. The teacher often demonstrated clear expectations when she said “All eyes on the book” and “All eyes should be on the months of the year”. The teacher used a mix of proactive and reactive responses. For example, the teacher said “It is almost time for clean-up” while the children were playing with the food toys. However, she was reactive when the children did not want to share and said “Give it back” and “That is not nice”. Some of the teacher’s attempts to redirect misbehavior were effective like when she redirected the children by stating “Focus on the book” while she was reading. However, she had to repeat “Be nice” many times when the children did not want to share. There were a few instances where children misbehaved such as when they did not want to share but the children were mostly in compliance.

**PRODUCTIVITY (Maximizing Learning Time, Routines, Transitions, Preparation):**
The teacher frequently provided activities for the children most of the time such as when they reviewed shapes and numbers, read a book, and played with the food toys. However, learning time was not maximized when the children were watching TV and there were a few disruptions as the teacher redirected the children by stating “Hands on your lap”, “Stop kicking the chair”, and “Stop the noise”. Everybody knew what was expected of them and how to go about doing it. For example, the children knew they had to move their chairs to the mat to start their day with the pledge of allegiance. Transitions were quick and efficient as the children moved from the mat to the shapes and numbers area to the tables quickly. The teacher was fully prepared for activities and lessons with the pretend food and the book at hand, knowing the lessons she was going to teach.

**INSTRUCTIONAL LEARNING FORMATS (Effective Facilitation, Variety of Modalities and Materials, Student Interest, Clarity of Learning Objectives):**
At times, the teacher actively facilitated activities and lessons to encourage interest and expanded involvement but at other times merely provided activities for the children. For example, during the healthy food activity, the teacher asked questions like “What is your favorite dinner?”, “Is ice cream healthy?” and “What shape is that?” during the shape and food activities. However, when the children were watching TV the teacher was not involved and did not ask the children any questions. The teacher was inconsistent in her use of a variety of modalities and materials to gain children’s interest. The children were able to play with the food items but while the teacher read the book there were times that she would read the book to herself and the children were not able to see the story while she read to them. In addition, there was a lack of materials while children sat watching the television. The children were sometimes interested in the lessons such as the shape and numbers lesson and the food lesson. However, some of the children’s gazes were wandering when the teacher was reading the book and some of the children did not want to watch TV as they were looking around and kicking chairs. The teacher sometimes focused the children’s attention toward learning objectives when she said “Now let's name the shapes” and “Is that healthy?” but, during the last cycle she did not focus their attention on the learning objective as they sat and watched TV.
Instructional Support

2.00 CONCEPT DEVELOPMENT (Analysis and Reasoning, Creating, Integration, Connections to the Real World):
A few times while reviewing healthy foods the teacher used discussions and activities that encouraged analysis and reasoning (e.g., the teacher asked “Why is ice cream not healthy?”, “Is that a fruit or a vegetable?”, and “Which one is healthy? Ice cream or tomatoes?”). The teacher rarely provided opportunities for children to be creative and generate their own ideas as they were asked to listen to the story, name shapes, tell which food was healthy or not, and watch TV. The teacher sometimes linked concepts and activities with one another and to previous learning such as when they reviewed the shapes and the numbers and incorporated different types of foods, but this was not consistent. On a few occasions, the teacher related concepts to the children’s actual lives while the children labeled healthy foods she asked “What do you like for dinner?”.

QUALITY OF FEEDBACK (Scaffolding, Feedback Loops, Prompting Thought Processes, Providing Information, Encouragement and Affirmation):
On a couple of occasions, the teacher provided scaffolding for the children such as when she said “That is your left hand, so which one is your right hand?” before beginning the pledge of allegiance. There were a few feedback loops in the classroom. For example, while they were reviewing healthy foods the teacher said “Is ice cream healthy?” and the children said “No” then she said, “What about cupcakes?” and they said “I don’t know” and the teacher said, “Can you have that for breakfast?”. The teacher rarely asked the children to explain their thinking except for when she asked “What do you like for dinner?” The teacher briefly provided the children with additional information such as when she said, “Although you like to eat certain things, sometimes they are not good for us”. The teacher rarely offered encouragement for children’s efforts except for general feedback like “Good Job” not specific to their efforts.

LANGUAGE MODELING (Frequent Conversation, Open-ended Questions, Repetition and Extension, Self- and Parallel Talk, Advanced Language):
There was little conversation in the classroom. The children and the teacher talked about “What is healthy?” and “What kind of dinner do you like?”, but it did not prolong into further conversations. The teacher asked a few open-ended questions like “How did you feel when you were hungry?”, but most questions were closed-ended. The teacher repeated the children’s responses a few times when reviewing the shapes. The teacher was not observed mapping her own actions and/or the children’s actions through language and description. The teacher was not observed using advanced language with the children.
Good Afternoon,

Requesting a review hearing in reference to:

Dear Provider,

Please find attached the Notice of Termination for the Statewide School Readiness (SR) and Voluntary Pre-Kindergarten (VPK) Contract effective **October 18, 2023.** Your facility **scored below the contract minimum threshold,** as described in your provider contract. Please note you have **5 business days** to request a hearing as outlined in the termination letter attached.

You must respond in writing requesting a review hearing within **5 business days** with copies of documents supporting your claim and copy of this letter to [Requestreview@elcmdm.org](mailto:Requestreview@elcmdm.org).

**Should you have any questions please feel free to contact me to 305-359-5550.**

Kind regards,
Eilin Orozco, Contract Manager
[EOrozco@elcmdm.org](mailto:EOrozco@elcmdm.org) | Tel: 305.359.5550

Best Regards,
Ebony M. Hughes | Assistant Director
All God’s Children Christian Academy
**Address:** 12555 NW 17th Ave | North Miami, FL 33167
**Phone:** 305-200-3959
**Email:** [agc_125@yahoo.com](mailto:agc_125@yahoo.com)
**Monday-Friday / 7:00 am to 6:00 pm est**
"And All Thy Children Shall Be Taught of The Lord" - *Isaiah 54:13*

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Revised: (Please excuse the typos an errors)

October 24th, 2023

To Whom it may concern,

All God's Children Christian Academy has been operating for 35 years. Throughout those years a lot has changed within the world. Although things have changed, our priority for teaching our students remains the same. The score that was received in 2019 below reflects as such. When we received that score, we had the same staff members and teachers now that we are receiving the low scores. Same teaching techniques as well. We are successful as we have a host of happy parents who can attest to this statement. They are extremely pleased with what their children are taught at our center.

Composite Score
4.69
Program Status
Annual Composite
Program Year(s)
2021-22
Reimbursement Level
N/A
Date Composite Score Generated
2019-11-04
Received Date
2019-11-04

Unfortunately, our score began to decrease. Which was confusing based on we have the same staff members. Have taken required courses etc.

I do not think that it is fair to end our contract as we have no other outstanding issues with any other department within ELC and are current and up-to-date with everything.

This decision will ultimately affect our students, staff, and families in need of the subsidized services provided by ELC.
For the sake of those students who may be affected by this decision to terminate our contract, we are asking them to either have a re-assessment or take the necessary classes to be current and up to date.

We appreciate your consideration of the matter.

Thank you.

Best Regards,

Ebony M. Hughes | Assistant Director
All God's Children Christian Academy
Address: 12555 NW 17th Ave| North Miami, FL 33167
Phone: 305-200-3959
Email: agc_125@yahoo.com
Monday-Friday / 7:00 am to 6:00 pm est
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Early Care and Education Partner Meeting – October 2023

• Online meeting was held on Thursday, October 12, 2023, 1:00 to 2:00 p.m.

• Topics Covered
  • The Curriculum Expansion Project
  • Miami-Dade Public Schools introduced the Transition to Kindergarten initiatives
  • Overview of New Worlds Reading Program

• Attendance
  • English - 152
  • Spanish - 95