Voluntary Prekindergarten Standard Eligibility Review Program Guide

A Publication of the Division of Early Learning

Published: July 2012
Revised: Dec. 1, 2021
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents ..............................................................................................................................................</td>
</tr>
<tr>
<td>I. Background and Purpose ...................................................................................................................................</td>
</tr>
<tr>
<td>II. Monitoring Requirements and Subrecipient Monitoring Plan .............................................................................</td>
</tr>
<tr>
<td>III. Sample Size Guidance .....................................................................................................................................</td>
</tr>
<tr>
<td>IV. Questioned Costs ................................................................................................................................................</td>
</tr>
<tr>
<td>V. Additional Instructions ......................................................................................................................................</td>
</tr>
<tr>
<td>VI. Summary of VPK Review Criteria ........................................................................................................................</td>
</tr>
<tr>
<td>VII. VPK Child Eligibility Criteria ...........................................................................................................................</td>
</tr>
<tr>
<td>A. Child Age and Residential Eligibility (VPKC-A) ...................................................................................................</td>
</tr>
<tr>
<td>B. Child Registration and Application (VPK and VPK SIS), Child Eligibility and Enrollment Certificate (COE) and Parent Guide (VPKC-B) ...............................................................................................</td>
</tr>
<tr>
<td>C. Reenrollment (VPKC-C) ......................................................................................................................................</td>
</tr>
<tr>
<td>D. Statewide Information System Accuracy (VPKC-D) .................................................................................................</td>
</tr>
<tr>
<td>E. Eligibility Policies and Procedures (VPKC-E) .........................................................................................................</td>
</tr>
<tr>
<td>F. VPK Child Previous Corrective Actions (VPKC-F) ....................................................................................................</td>
</tr>
<tr>
<td>G. VPK Child Subrecipient Monitoring (VPKC-G) .........................................................................................................</td>
</tr>
<tr>
<td>VIII. VPK Attendance and Payment Validation Criteria ..............................................................................................</td>
</tr>
<tr>
<td>A. VPK Attendance Monitoring (VPKPV-A) ..................................................................................................................</td>
</tr>
<tr>
<td>B. VPK Provider Reimbursement (VPKPV-B) ................................................................................................................</td>
</tr>
<tr>
<td>IX. VPK Provider Eligibility Criteria ...........................................................................................................................</td>
</tr>
<tr>
<td>A. VPK Provider Eligibility and Class Registration (VPKP-A) ...................................................................................</td>
</tr>
<tr>
<td>B. Statewide Provider Contract (VPKP-B) ..................................................................................................................</td>
</tr>
<tr>
<td>C. Program Class Sizes (VPKP-C) .............................................................................................................................</td>
</tr>
<tr>
<td>D. Statewide Kindergarten Screening; Kindergarten Readiness Rates (VPKP-D) ..........................................................</td>
</tr>
<tr>
<td>E. Voluntary Prekindergarten (VPK) Pre- and Post-Assessment Compliance (VPKP-E) ..................................................</td>
</tr>
<tr>
<td>F. Statewide Information System Accuracy (VPKP-F) ....................................................................................................</td>
</tr>
<tr>
<td>G. VPK Provider Previous Corrective Actions (VPKP-G) ..............................................................................................</td>
</tr>
<tr>
<td>H. VPK Provider Subrecipient Monitoring (VPKP-H) ....................................................................................................</td>
</tr>
<tr>
<td>X. Data Quality Edit Reports ........................................................................................................................................</td>
</tr>
<tr>
<td>XI. Reports and Corrective Action Plans ..................................................................................................................</td>
</tr>
<tr>
<td>XII. Appendices ..........................................................................................................................................................</td>
</tr>
<tr>
<td>Appendix A – Minimum Annual Sample Size ..............................................................................................................</td>
</tr>
<tr>
<td>Appendix B – Links to VPK Forms and Definitions ....................................................................................................</td>
</tr>
<tr>
<td>Appendix C – VPK Readiness Rates ............................................................................................................................</td>
</tr>
<tr>
<td>Appendix D – Improvement Plan Guidance for Providers ............................................................................................</td>
</tr>
<tr>
<td>Appendix E – ELC/SD Responsibilities Related to VPK Providers/Public Schools .........................................................</td>
</tr>
<tr>
<td>Appendix F – VPK Instructor Increased Emergent Literacy Training Requirements .....................................................</td>
</tr>
<tr>
<td>Appendix G – VPK Instructor Increased Emergent Literacy Course Requirement - Frequently Asked Questions ........</td>
</tr>
</tbody>
</table>
I. Background and Purpose

Background

Section 1002.82(2)(s), Florida Statutes (F.S.), requires the Division of Early Learning (DEL) to monitor and evaluate each early learning coalition’s performance in administering the School Readiness (SR) Program, verifying proper payments for SR Program services, implementing the coalition’s SR Program plan and administering the Voluntary Prekindergarten (VPK) Education Program. These monitoring and performance evaluations must include, at a minimum, onsite monitoring of each coalition’s finances, management, operations and programs. The DEL Grant Agreement (Grant Agreement), Exhibit II, D.6, requires that each coalition prepare and implement an annual monitoring plan that documents the monitoring procedures planned for all contracts, grants, agreements and programs in compliance with federal and state laws, rules and regulations, as well as DEL Program Guidance. The plan shall include programmatic (including eligibility) and fiscal monitoring of all subrecipients. Subrecipient eligibility monitoring shall address, at a minimum, the requirements identified in the most current rule, the School Readiness Standard Eligibility Review Program Guide and the Voluntary Prekindergarten Standard Eligibility Review Program Guide, including using all required elements in the guides and minimum sample sizes. The monitoring includes all elements identified in the review criteria section below – VI. Summary of Voluntary Prekindergarten (VPK) Review Program Criteria.

Purpose

This monitoring program guide serves as a resource for performing VPK eligibility and payment validation reviews. The following references are the foundation for validating compliance with state eligibility rules and regulations – Chapter 6M-8, Florida Administrative Code (FAC); ss. 1002.51-1002.79, F.S.; and the Grant Agreement.

The DEL Program Integrity Unit, Accountability Section (AS), uses the VPK Standard Eligibility Review Program Guide (the guide) to conduct annual eligibility and payment validation monitoring of coalitions and statewide contractors that directly deliver VPK services. The guide provides instructions for DEL and coalition review of VPK criteria to validate compliance with applicable regulations. The guide serves as a resource tool identifying monitoring requirements, evaluation guidelines and procedures that DEL reviewers will use to conduct and document monitoring assessments/observations. The sections and numbered indicators covered in this guide align with the VPK Eligibility Review Spreadsheet and the AS Monitoring Report.

“Early learning coalition” or “coalition” refers to the entity charged with administering VPK Program services based on ss. 1002.51-1002.79, F.S. All coalitions with subrecipients that perform eligibility and payment validation reviews are responsible for ongoing subrecipient monitoring and shall use the criteria included in the guide. DEL will review a coalition’s subrecipient monitoring results. The review will include validating that the coalition evaluated all of the eligibility and payment validation criteria identified in this guide. DEL will also review all associated monitoring reports, suggested corrective actions and corrective action follow-up for the sample of cases the coalition monitored.

II. Monitoring Requirements and Subrecipient Monitoring Plan

Monitoring requirements

The Grant Agreement between DEL and the coalitions requires each coalition to monitor its subrecipients. Subrecipient monitoring includes during-the-award monitoring to provide reasonable assurance that the subrecipient administers state awards in compliance with the laws, regulations and provisions of contracts or grant agreements and that the subrecipients achieve performance goals. Therefore, a coalition (and DEL) must monitor for eligibility during the Grant Agreement period for the Grant Agreement terms. Section 1002.82(2)(s), F.S., requires DEL to monitor and evaluate the performance of each coalition in administering the VPK Program and validating proper payment for VPK Program services.

Monitoring plan

The Grant Agreement, Exhibit II, D.6, requires a coalition to prepare and implement a monitoring plan for each fiscal year. The monitoring plan must document the monitoring procedures a coalition has planned for all contracts, grants,
agreements and programs in compliance with state regulations, statutes and DEL guidance. Additionally, the Grant Agreement, Exhibit II, D.6, requires coalitions to monitor the same VPK child files within a sample for eligibility and payment validation criteria. The monitoring plan shall include monitoring of all subrecipients (including, but not limited to, contractors and material service providers) on an ongoing basis, at least quarterly. For a coalition with contracted VPK services, DEL will review a coalition’s subrecipient eligibility monitoring reports, provide feedback and validation of the elements each coalition has reviewed, and monitor for elements not included in a coalition’s current monitoring process. A coalition with contracted VPK services is responsible for including in its subrecipient monitoring, at a minimum, all elements of the review criteria identified in section VII below. Not including all elements will result in a finding. DEL also recommends that a coalition perform desk reviews to evaluate subrecipient policies and procedures related to eligibility, and conduct interviews with contractor eligibility staff as applicable.

Coalition monitoring activities shall include, but are not limited to, a process for monitoring that contains timelines for notifying the subrecipient, requirements for submitting documentation, site visit dates, desk reviews, documented sample size that adheres to the DEL minimum annual sample size guidelines (for coalitions with subrecipients conducting VPK eligibility), draft and final report dates, response dates and deadlines, corrective action plan requirements and resolutions, and additional processes to verify program compliance. Upon executing the Grant Agreement, a coalition certifies that it has established and shall implement a monitoring plan that includes, at a minimum, reporting, corrective action resolution and tracking.

When developing a monitoring plan to provide assurance of subrecipient compliance with eligibility requirements, a coalition should consider information from 2 CFR §200 Subpart F.

**During-the-award monitoring**

Examples of factors that may affect the nature, timing and extent of during-the-award monitoring are:
- **Program complexity** – Programs with complex compliance requirements have a higher risk of non-compliance.
- **Percentage passed through** – The larger the percentage of program awards passed through a coalition, the greater the need for subrecipient monitoring.
- **Award amount** – Larger dollar awards are of greater risk.
- **Subrecipient risk** – The entity may evaluate subrecipients as higher risk or lower risk to determine the need for closer monitoring. Generally, new subrecipients would require closer monitoring. For existing subrecipients, based on results of during-the-award monitoring and subrecipient audits, a subrecipient may warrant closer monitoring (e.g., the subrecipient has a history of non-compliance as either a recipient or subrecipient, new personnel or new or substantially changed systems).

Monitoring activities normally occur throughout the year and may take various forms, such as:
- **Reporting** – Reviewing financial and performance reports the subrecipient submitted.
- **Site visits** – Perform subrecipient site visits to review financial and programmatic records and observe operations.
- **Regular contact** – Have regular contact with subrecipients and appropriate inquiries concerning program activities.

### III. Sample Size Guidance

A coalition must complete some form of quarterly monitoring activity, documented in the coalition’s monitoring plan. However, if the coalition chooses to perform VPK file monitoring less than quarterly, the coalition must still meet the minimum annual sample size for VPK file reviews. Upon request, a coalition must submit quarterly subrecipient monitoring reports with corrective action(s) to DEL.

A coalition with a subrecipient performing VPK eligibility services will pull a sample of cases for eligibility reviews. Regardless of whether the coalition conducts quarterly or monthly monitoring or conducts monitoring less than quarterly, the review period shall represent active cases during the last quarter. For example, if, on May 10, 2020 a coalition selects the review sample, all cases within the sample should have been active and paid in January 2020 through March 2020. A coalition may complete reviews on a monthly basis to remain timely and consolidate results and corrective action in a quarterly report.

When establishing the sample size for the number of child files to monitor, a coalition must determine the final count of the total number of VPK children served, based on the previous VPK fiscal year. Once determined, the coalition should use the sample size look-up table ([Appendix A](#)) to determine the number of files to review, based on the enrollment
count. The coalition may want to select three to four replacement files to avoid reviewing a file twice in the program year. A coalition may also choose to review a greater number of files if the coalition wants to provide additional assurance or if a coalition has reason to believe the program has a significant deficiency. **Reviews conducted for each year must include unique files (i.e. a coalition should not review a child file more than once in a year) unless the coalition has identified a concern with eligibility determination or payment validation.**

For example, if a coalition’s final prior year count is 2,500 children, the coalition should select a sample size of 124 unique child files for the annual total for review. If the total number of children falls between two numbers listed in the table, the coalition may round down to the nearest sample size corresponding to the total number of enrollments for the prior year (e.g., if the prior year count is 3,700, select a sample size of 126). However, rounding up a sample size calculation increases the likelihood the sample size will provide adequate coverage of the population. For a quarterly review, a coalition would review one quarter of the annual total. For a monthly review, a coalition would review one-twelfth of the annual total.

When establishing the sample size for the number of providers to review, a coalition must determine the total number of VPK providers contracted with the coalition for the previous year. The sample size may exclude school district sites if the coalition does not monitor school district sites. Once determined, the coalition should use the sample size look-up table (**Appendix A**) to determine the number of providers to review, based on the number of current, contacted providers. A coalition may choose to review a greater number of providers if the coalition wants to provide additional assurance of meeting sample size requirements. **Reviews conducted for each year must include unique providers (i.e. a coalition should not review a provider more than once in a year) unless the coalition has identified a concern with the provider’s compliance with program requirements.**

For example, if a coalition’s current count of contracted providers is 90, the coalition should select a sample size of 53 providers for the annual total for review. If the coalition’s contracted provider count is 80 after excluding the school district sites, the coalition should select a sample size of 47 providers for the annual total for review. If the total number of providers falls between two numbers listed in the table, the coalition should select the nearest sample size corresponding to the total number of providers for the previous year (e.g., if the previous year count is 105, select a sample size of 58). However, rounding up a sample size calculation increases the likelihood the sample size will provide adequate coverage of contracted providers. For a quarterly review, a coalition would review one quarter of the annual total. For a monthly review, a coalition would review one-twelfth of the annual total. If the coalition’s contracted provider count increases during the year, the coalition must increase the number of providers reviewed to meet sample size requirements.

### IV. Questioned Costs

A coalition must identify questioned costs related to each non-compliance instance. Questioned costs may derive from improper payments as a result of an over or under-payment. The Grant Agreement states that unresolved questioned costs may become disallowed costs. For additional instructions, refer to the Grant Agreement, Exhibit II, D.7.5; Exhibit II, F.6; and Exhibit III, A.2 and B; DEL Program Guidance 240.01; and Rule 6M-8.205(5), FAC.

### V. Additional Instructions

Criteria included in the guide are from DEL’s perspective. Each coalition, if applicable, should apply the criteria to its subrecipient (contractor) for monitoring purposes. For example, where the guide states

> **Does the coalition have grievance policies and procedures for parents?**

a coalition should apply

> **Does the subrecipient have grievance policies and procedures for parents?**

DEL has included an analysis and description of assessment activities for each criterion to provide additional guidance on monitoring activities.
To assist a coalition, the VPK eligibility review spreadsheet (a monitoring tool) is available to capture results from the monitoring criteria listed below. The spreadsheet includes a comment section to allow the reviewer to clarify any non-compliance or training issues. An “*” beside a criterion number marks a criterion that DEL will review and capture using the VPK eligibility review spreadsheet. Please note the criteria numbering in some sections listed below may not be consecutive because the criteria align with numbers on the monitoring spreadsheet or scorecard. The VPK child and provider scorecards (monitoring tools) are also available to capture review results that the spreadsheets do not include. The guide lists each criterion for the scorecard in the applicable section.

DEL encourages coalitions to access all monitoring tools on DEL’s Coalition Zone, Monitoring Guides document library. DEL will assess each coalition using these monitoring tools and review guides. Therefore, each coalition (and applicable subrecipients) is responsible for meeting all requirements outlined in the monitoring tools and review guides on the Accountability Monitoring Tools webpage.

Each VPK child case file must be able to stand alone upon review. To do so, a coalition must sufficiently document each case file, demonstrating and supporting the decisions a coalition/subrecipient made in determining eligibility. If a coalition/subrecipient followed policy and procedures and narrated actions well, any reviewer should reach the same conclusions as the specialist who determined eligibility.
VI. Summary of VPK Review Criteria

Review of VPK criteria includes the areas listed below.

**VPK Child Eligibility Review Criteria**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPKC-A</td>
<td>Child Age and Residential Eligibility</td>
</tr>
<tr>
<td>VPKC-B</td>
<td>Child Registration and Application, Child Eligibility and Enrollment Certificate and Parent Guide</td>
</tr>
<tr>
<td>VPKC-C</td>
<td>Reenrollment</td>
</tr>
<tr>
<td>VPKC-D</td>
<td>Statewide Information System Accuracy</td>
</tr>
<tr>
<td>VPKC-E</td>
<td>Eligibility Policies and Procedures</td>
</tr>
<tr>
<td>VPKC-F</td>
<td>VPK Child Previous Corrective Actions</td>
</tr>
<tr>
<td>VPKC-G</td>
<td>VPK Child Subrecipient Monitoring</td>
</tr>
</tbody>
</table>

**VPK Payment Validation Review Criteria**

| Code  | Description                                                           |
|-------|                                                                     |
| VPKPV-A| VPK Attendance Monitoring                                           |
| VPKPV-B| VPK Provider Reimbursement                                          |

**VPK Provider Eligibility Review Criteria**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPKP-A</td>
<td>VPK Provider Eligibility and Class Registration</td>
</tr>
<tr>
<td>VPKP-B</td>
<td>Statewide Provider Contract</td>
</tr>
<tr>
<td>VPKP-C</td>
<td>Program Class Sizes</td>
</tr>
<tr>
<td>VPKP-D</td>
<td>Statewide Kindergarten Screening; Kindergarten Readiness Rates</td>
</tr>
<tr>
<td>VPKP-E</td>
<td>Pre- and Post-Assessment Compliance</td>
</tr>
<tr>
<td>VPKP-F</td>
<td>Statewide Information System Accuracy</td>
</tr>
<tr>
<td>VPKP-G</td>
<td>VPK Provider Previous Corrective Actions</td>
</tr>
<tr>
<td>VPKP-H</td>
<td>VPK Provider Subrecipient Monitoring</td>
</tr>
</tbody>
</table>
### VII. VPK Child Eligibility Criteria

The numbering scheme below corresponds with the VPK child eligibility spreadsheet/scorecard and the AS monitoring report.

#### A. Child Age and Residential Eligibility (VPKC-A)

To be eligible for VPK or VPK Specialized Instructional Services (SIS), each child who resides in Florida who reaches the age of 4 years on or before Sept. 1 of the program year is eligible for the Voluntary Prekindergarten Education Program during either that program year or the following program year. The child remains eligible until kindergarten admittance, or unless the child reaches the age of 6 years by Feb. 1 of any school year under s. 1003.21(1)(a)1, F.S.

A coalition must include, in the family’s file, verification that the applicant currently resides in Florida. A coalition may verify residency information with documentation that includes an in-state physical address. There is no minimum length of time an applicant must reside in Florida to obtain benefits. The applicant may also be a temporary resident in a domestic violence center or homeless shelter in Florida or authorized emergency management location.

<table>
<thead>
<tr>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child who resides in Florida and reaches age 4 on or before September 1 of the school year may attend VPK during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under s. 1003.21(1)(a)1. A child may not attend VPK more than one program year unless granted a reenrollment under Rule 6M-8.210, FAC.</td>
</tr>
</tbody>
</table>

#### 1.* Did the coalition determine and appropriately document that each child is eligible based on age requirements in s. 1002.53, F.S.? *(ss. 1002.53(2), F.S.; Rule(s) 6M-8.201(3)(a) and 6M-8.500(1), FAC; Grant Agreement, Exhibit II, C.7.1)*

**Analysis**

A child who resides in Florida and reaches age 4 on or before September 1 of the school year may attend VPK during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under s. 1003.21(1)(a)1. A child may not attend VPK more than one program year unless granted a reenrollment under Rule 6M-8.210, FAC.

**Assessment Activity**

Access the [Coalition Services Portal](#) to review the file for the following documentation that a coalition can use to establish the child’s age –

- An original or certified copy of the child’s birth record filed according to law with the appropriate public officer.
- An original or certified copy of the child’s baptism certificate or other religious record of the child’s birth, with a notarized affidavit that the child’s parent swore to or affirmed stating that the certificate is true and correct.
- An insurance policy on the child’s life that has been in force for at least two years.
- A passport or certificate of the child’s arrival in the United States.
- An immunization record a public health officer or licensed practicing physician signed.
- A valid military dependent identification card or a federal or state government issued identification card.
- If a child’s parent is unable to submit any of the supporting documentation listed above, the coalition may accept a parent’s notarized affidavit of the child’s age accompanied by a letter on official letterhead signed by a public health officer or physician stating that the child’s age shown in the affidavit is true and correct.

<table>
<thead>
<tr>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A VPK child must reside in the state to be eligible for the VPK Program.</td>
</tr>
<tr>
<td>There is not a minimum length of time the applicant must reside in the state to be eligible for the VPK Program.</td>
</tr>
</tbody>
</table>

**Assessment Activity**

---

Rev. Dec. 1, 2021 Page 8 of 70
Access the Coalition Services Portal to review for any of the following supporting documentation that verifies the applicant lived at the address the applicant provided as his or her physical residential address or the current address if the applicant relocated from another coalition (the address must be within the state of Florida) –

- Utility bill (electric, gas, water), cable, internet, home or cellular phone bill dated within 12 months of the date of the submitted application.
- Pay stub dated within 12 months of the date of the submitted application.
- Residential rental agreement or receipt from rental payment dated within 12 months of the date of the submitted application.
- Government-issued document (e.g., Florida driver’s license, Florida identification card, property tax assessment showing a homestead exemption).
- Military order showing that the child’s parent is a service member in the United States Armed Forces with their duty assignment in Florida when the child attends the VPK Program (e.g., permanent change of station).
- Federal government order showing that the child’s parent is a federal employee assigned to work in Florida when the child attends the VPK Program.
- A Florida Migrant Education Program Certificate of Eligibility (COE) Form from the Florida Department of Education.
- If none of the supporting documents listed above are available, a coalition may accept a notarized affidavit from the child’s parent accompanied by a letter from a landlord, property owner or property leasee that confirms that the child resides at the address shown in the affidavit.
- If none of the supporting documents listed above are available for a child who is experiencing homelessness as defined in s. 1003.01(12), F.S., a coalition shall document residency based on other supporting documents showing that the child is experiencing homelessness and resides in Florida (e.g., letter from a homeless shelter, homeless referral, student residency questionnaire issued by the local school district or notarized statement from the child’s parent).

B. Child Registration and Application (VPK and VPK SIS), Child Eligibility and Enrollment Certificate (COE) and Parent Guide (VPKC-B)

A parent wishing to register his or her child in the VPK Program must complete and submit Form DEL-VPK 01 (November 2021), Voluntary Prekindergarten (VPK) Education Program Child Application, through the single point of entry (the Family Portal) established under s. 1002.53, F.S., using personal means or with assistance available at an early learning coalition.

If a parent wishes to register his or her child in the VPK SIS Program, the parent must complete and submit Form DEL-VPK 01 (November 2021), titled Voluntary Prekindergarten (VPK) Education Program Child Application, through the single point of entry. In addition to Forms DEL-VPK 01, the parent must complete Form OEL-VPK 01S (Supplemental Child Application) and upload to the Coalition Services Portal a current individual education plan that the local school district developed.

Once a coalition determines that a child is eligible for the VPK or VPK SIS program, after reviewing documentation submitted via the Coalition Services Portal, the coalition issues to the child’s parent Form DEL-VPK 02 (COE) or Form OEL-VPK 02S Part A and B (SIS COE and Schedule of Services). Both the provider and the parent must sign the form. A VPK provider may only enroll a child in the VPK Program after a coalition determines that the child is eligible for the program. To enroll an eligible child, the VPK provider admitting the child must complete the remainder of Forms DEL-VPK 02 (COE) or OEL-VPK 02S Part A and submit verification of the completed form to the coalition to finalize the child’s enrollment with the provider. A coalition, upon receiving verification of the completed COE, shall complete a child’s enrollment in the OEL statewide information system by recording an association between the child and the child’s selected VPK provider. The provider will maintain Forms DEL-VPK 02 (COE) or OEL-VPK 02S Part A at the provider site.

**Note** – A child who is a Florida resident does not have to reside in a county the coalition serves in order to enroll in a VPK Program site that is in a county the coalition serves. However, a VPK provider may only enroll a child with the coalition in the same county as the provider’s VPK site, regardless of the county in which the child resides (Rule 6M-8.201(5)(c), FAC).

**Note** – Beginning with the 2022-2023 program year, a parent wishing to register a child in the Voluntary
Prekindergarten Education Program must complete and submit Form DEL-VPK 01A (November 2021), titled Voluntary Prekindergarten (VPK) Education Program Child Application, through the single point of entry (known as the Family Portal) established under Section 1002.53, F.S.

| 1.* | Is there a completed, signed and dated Form DEL-VPK 01/OEL-VPK 01S (VPK and VPK SIS COE) for each child? (ss. 1002.53(4), 1002.66 and 1002.75(2)(a), F.S.; Rule(s) 6M-8.201(1) and (4)(e) and 6M-8.500(2), FAC; Grant Agreement, Exhibit II, C.7.1.6) |
| Analysis |
| – A parent wishing to enroll a child in the VPK Program must complete and electronically sign an online application through the single point of entry established under s. 1002.53, F.S., and available at https://familyservices.floridaearlylearning.com/ using personal means or with assistance at an early learning coalition. |
| – The parent must submit a completed and signed Form DEL-VPK 01 (Child Application) to the single point of entry to begin the process for determining program eligibility. See Appendix B for a sample Form DEL-VPK 01. |

**Assessment Activity VPKC-B.1. (a)**

| – Access the Coalition Services Portal to review for a completed, signed and dated application Form DEL-VPK 01 (Child Application). |
| – Review supporting documentation submitted via the Coalition Services Portal to confirm that the name and residential address of the parent with whom the child resides is accurate on the application. |
| – Record discrepancies on the VPK child spreadsheet, criterion B1. |

**Form OEL-VPK 01S (Supplemental Child Application)**

**Analysis**

| – A parent wishing to enroll a child in the VPK SIS Program must complete and electronically sign the DEL-VPK 01 through the single point of entry and submit the Supplemental Child Application, OEL-VPK01S to the coalition. |
| – The parent must submit the completed and signed VPK child application to the coalition to begin the process for determining program eligibility. |
| – Along with submission of the child applications, the parent must upload to the Family Portal an individual education plan (IEP) that is active and dated within the last year. |

**Assessment Activity VPKC-B.1. (b)**

| – Review the file for a completed, signed and dated application, Form DEL-VPK 01 (Child Application) and valid (current) IEP. Request Form OEL-VPK 01S (Supplemental Child Application) from the coalition if not submitted. |
| – Review the IEP to verify the plan has a date no longer than 12 months prior to the date on the application, Form DEL-VPK 01 (Child Application) and Form OEL-VPK 01S (Supplemental Child Application). |
| – Review the child application to determine if the parent entered the correct program on the application. |

| 2.* | Is there a completed, signed and dated Form DEL-VPK 02 (COE)/OEL-VPK 02S Part A (SIS COE) for each child? (s. 1002.66, F.S.; Rule(s) 6M-8.201(5) and 6M-8.500(2)(c), FAC; Grant Agreement, Exhibit II, C.7.1.3, 7.1.4) |
| Analysis |
| – Upon determining a child eligible for the VPK Program, a coalition shall issue Form DEL-VPK 02 (COE) via
the Coalition Services Portal. See Appendix B for a sample Form DEL-VPK 02.

- A VPK provider may only enroll a child whom the coalition has determined to be eligible for the program.
- To enroll an eligible child, the provider admitting the child must submit to the coalition verification of completed Form DEL-VPK 02 to finalize the child’s enrollment with the provider.
- The provider enters in the Provider Services Portal, the generated certificate number on Form DEL-VPK 02 for the coalition to complete the enrollment with the provider. If the county listed on Form DEL-VPK 02 is different from the county where the child will receive services, the early learning coalitions shall coordinate to change the county of services on the child’s application in the Coalition Services Portal to the correct county (if the child has not yet attended VPK).
- After an ELC determines eligibility for the VPK program, there is no further requirement for resubmission or reverification of age and residential eligibility documentation.

**Assessment Activity**

- Review the file for Form DEL-VPK 02 or OEL-VPK 02S Part A (COE).
- Verify Form DEL-VPK 02 or OEL-VPK 02S Part A is complete. This must include parent/guardian signature and provider/school signature.
- Compare information on Form DEL-VPK 02 (COE) or OEL-VPK 02S Part A (SIS COE) with information in Coalition Services Portal. Note differences in criterion VPKC-B.2.
- Verify that the county listed on Form DEL-VPK 02 matches the county in the Coalition Services Portal where the child receives VPK services.

**C. Reenrollment (VPKC-C)**

The Grant Agreement, Exhibit II, C 7.2.1, requires the coalition to verify and document all child eligibility and reenrollment requirements as specified in Rule 6M-8.201, FAC and Rule 6M-8.210, FAC. The coalition may not reenroll a VPK child except as described in Rule 6M-8.210, FAC. A child may only reenroll with a VPK provider during the program year(s) for which the child is eligible according to s. 1002.53(2), F.S. Rule does not require resubmission of age and residential eligibility documentation in order for a child to reenroll.

If a child has not been enrolled more than 70% of the instructional hours for the program type or a child has not expended more than 70% of the funding authorized for a child enrolled in VPK Specialized Instructional Services (SIS) under s. 1002.66, F.S., the child is eligible for reenrollment for good cause. Reenrollment for good cause occurs when a child withdraws from a VPK provider, after the child has attended a portion of the VPK instructional hours, and enrolls with a new VPK provider of the same VPK program type. For funding purposes, a child reenrolled under this subsection shall not exceed one full-time equivalent (FTE) student, as s. 1002.71(2), F.S., defines. There are two categories of reenrollment for good cause – primary reenrollment due to good cause and subsequent reenrollment exemption due to good cause –

- **Primary reenrollment for good cause** – A coalition may reenroll a child for primary reenrollment due to good cause after a child withdraws from his or her initial VPK provider and reenroll at another VPK provider within the same program type if the following criteria applies –
  - The child has been enrolled for a portion of the VPK program, but has not substantially completed the VPK program
  - The child has not previously reenrolled in the VPK program.
  - The child’s parent or guardian completes the Reenrollment Application (Form OEL-VPK 05) on the Family Portal by using personal means or with assistance available at an early learning coalition.
  - The child has one of the applicable circumstances listed in Rule 6M-8.210(3)(a)4, FAC.

- **Subsequent reenrollment exemption for good cause** – A coalition may reenroll a child for subsequent reenrollment due to good cause after a child reenrolls and subsequently withdraws from the VPK provider, then reenrolls at another VPK provider within the same program type if all of the following apply –
  - The child has been enrolled for a portion of the VPK program, but has not substantially completed the VPK program.
  - The child has reenrolled under subsection (3) or (4) of Rule 6M-8.210, FAC.
  - The child’s parent or guardian completes the Reenrollment Application (Form OEL-VPK 05) with supporting documentation to the Family Portal by using personal means or with assistance available at an early learning coalition.
coalition.

- **Reenrollment for extreme hardship for summer VPK** – Reenrollment for extreme hardship occurs when a child withdraws from a VPK provider after the child has been enrolled for a portion of the VPK instructional hours and enrolls with a VPK provider during a summer VPK program. For funding purposes, the coalition may reenroll a child and report it as one full-time equivalent (FTE) child, as s. 1002.71(2), F.S., defines, in a summer VPK program if the child meets the reenrollment criteria in this subsection. There are two categories of reenrollment for extreme hardship – primary reenrollment due to extreme hardship and subsequent reenrollment exemption due to extreme hardship.

  - **Primary reenrollment exemption due to extreme hardship** – A coalition may reenroll a child for primary reenrollment due to extreme hardship after a child withdraws from the initial VPK provider and reenrolls at another VPK provider within the same program type if all of the following applies:
    - The child has been enrolled for a portion of the VPK program, but has not substantially completed the VPK program.
    - The child has not previously reenrolled in the VPK program.
    - The child’s parent or guardian completes the Reenrollment Application (Form OEL-VPK 05) with supporting documentation to the Family Portal using personal means or with assistance available at an early learning coalition.
    - The child has one of the applicable circumstances listed in Rule 6M-8.210(4)(a), FAC.

  - **Subsequent reenrollment exemption due to extreme hardship** – A coalition may reenroll a child for subsequent reenrollment due to extreme hardship after a child reenrolls into a VPK provider and subsequently withdraws and reenrolls at another VPK provider within the summer VPK program if all of the following apply:
    - The child has been enrolled for a portion of the VPK program, but has not substantially completed the VPK program.
    - The child has reenrolled under subsection (3) of Rule 6M-8.210, FAC.
    - The child’s parent or guardian completes the Reenrollment Application (Form DEL-VPK 05) with supporting documentation to the Family Portal using personal means or with assistance available at an early learning coalition.
    - The child has one of the applicable circumstances listed in Rule 6M-8.210(4)(a)4, FAC.

- **Reenrollment for children in the VPK SIS program** – Changing SIS providers while enrolled in the SIS program type does not constitute a reenrollment under Rule 6M-8.210, FAC. A coalition may reenroll a child under subsection (3) or (4) of the rule into a VPK SIS program from a school-year or summer program type or from a VPK SIS program into a school-year or summer program type, as applicable. However, a child shall not reenroll from VPK SIS school-year program type to a VPK SIS summer program type under subsection (4) of the rule. For a reenrollment due to good cause, the funding available to the child shall be equal to the child’s initial FTE allocation for the program type in which the child was previously enrolled, minus any amount previously paid for such services rendered to the child. A reenrollment under this subsection may be into a subsequent program year as defined in subsection (6) of the rule.

- **Reenrollment into subsequent program year** – The coalition may only reenroll a child into a subsequent program year if all of the following apply:
  - The child reaches 4 years old between Feb. 2 and Sept. 1 of his or her initial program year of eligibility as described in s. 1002.53(2), F.S.
  - The child has not yet been admitted to kindergarten and the child receives a reenrollment under subsection (3) or (4) of Rule 6M-8.210, FAC.
  - The coalition shall calculate the remaining FTE for a child who reenrolls for good cause into a subsequent program year as the total FTE hours for the program type minus the hours the child has expended, including paid absences.

<table>
<thead>
<tr>
<th>1.*</th>
<th>If applicable, did the coalition reenroll the child according to VPK rule and program requirements? (s. 1002.66, F.S.; Rule(s) 6M-8.210 and 6M-8.500(6)(b), FAC; Grant Agreement, Exhibit II, C 7.2.1)</th>
</tr>
</thead>
</table>

**Analysis**
- **Reenrollment** is the enrollment of a child in the same VPK program type (school-year or summer) with a new VPK provider following the child’s removal or withdrawal from enrollment with a VPK provider after the child has completed a portion of the VPK instructional hours.

- **Substantial completion** is when a child enrolls in a VPK provider’s program for more than 70% of the instructional hours for the program type (school-year or summer) or the child has expended more than 70% of the authorized funding (VPK SIS).

- The parent must submit the completed reenrollment application to the coalition via the Family Portal. The application must include the reason for reenrollment.

- VPK children who reenroll for good cause receive full funding if the child began the first day of class, attended through the last day of class and was absent for no more than the period of time Rule 6M-8.204, FAC, permits. However, it is important to note that s. 1002.71(4), F.S., states that the total funding for a child who reenrolls for good cause cannot exceed one FTE. As a result, the coalition must split one FTE between the two providers based on the amount of time the child attended the VPK Program at each provider. The new provider does not receive full, new FTE funding for the child.

- Once a coalition determines that the child qualifies for the remaining FTE at the new provider, the coalition must place the proper coding in the Coalition Services Portal. The child’s electronic file shall include evidence/reenrollment form.

- Upon the coalition determination that a child may receive a reenrollment according to rule, the coalition must approve the reenrollment application, which will generate Form OEL-VPK 04 (May 2016), Certificate of Eligibility for Reenrollment.

### Primary reenrollment due to good cause

- A coalition may reenroll a child for primary reenrollment in the same program type in which the coalition enrolled the child previously, if the child has not substantially completed the program (more than 70% of the program hours), has not previously reenrolled in the VPK program and the child’s parent completes the reenrollment application.

- Examples of situations that may prevent the child from attending the VPK class for primary reenrollment must include one of the following –
  - The illness of the child; an individual living in the child’s household; an individual whom the child’s parent is responsible for caring for; or the child’s parent, sibling, grandparent, step-parent, step-sibling or step-grandparent.
  - A disagreement between the parent and the provider or school concerning policies, practices or procedures at the provider’s or school’s VPK program.
  - A change in the child’s residence.
  - A change in the employment schedule or place of employment of the child’s parent.
  - The VPK provider’s inability to meet the child’s health, behavioral or educational needs.
  - The termination of the child’s class before delivering 70% of the VPK instructional hours.
  - The VPK provider dismisses the child for failure to comply with the provider’s attendance policy.
  - The provider’s designation as a provider on probation under s. 1002.67, F.S.
  - Any condition described as an extreme hardship in paragraph (4) below (documentation is not required).
  - Another reason not expressly stipulated in rule that prevents the child from attending the VPK provider’s class or that prevents the VPK provider from serving the child according to VPK Program requirements.

### Subsequent reenrollment exemption due to good cause

- A coalition may reenroll a child for subsequent reenrollment in the same program type in which the child was previously enrolled if the child who enrolled and subsequently withdrew from a provider and reenrolled at another provider has not substantially completed the program (more than 70% of the program hours), has reenrolled under subsection (3) or (4) of Rule 6M-8.210, FAC, and the child’s parent completes the reenrollment application, Form OEL-VPK 05 with the supporting documentation.

- Examples of applicable circumstances that warrant granting a subsequent reenrollment exemption—
  - A change in the child’s residence that extended the child’s round-trip by 60 minutes or more, with support
from third party documentation showing the change (a rental agreement or receipt from rent payment, mortgage, utility records or other verifiable documentation).

- A change in the child’s residence that resulted in a temporary stay in or move out of a homeless shelter, transitional housing entity or domestic violence shelter, with support from third party documentation (a letter from a homeless shelter, transitional housing entity or domestic violence shelter; a court-issued domestic violence injunction; or other verifiable documentation).
- A change in a parent’s employment that extended the parent’s round-trip travel time by 60 minutes or more, with support from employer documentation showing the start date or change in employment location.
- The child’s parent(s) is active duty military or reservist and deployed with support from verifiable documentation (proof of current military deployment).
- The termination of the VPK class where the child was reenrolled. Confirmation and documentation must come from the coalition, the Department of Children and Families or local licensing agency on official letterhead or from a Child Care Information System (CCIS) screen print.
- A provider committed a Class I Violation as Rule 65C-22.10 or 65C-20.012, FAC, defines (as applicable to the provider type), as the Department of Children and Families documents on official letterhead or from a CCIS screen print.
- A serious injury to the child that occurred at the provider and required the provider to contact medical services, as documented on the Department of Children and Families or local licensing agency Accident/Incident Report for licensed providers or on official provider letterhead for license-exempt providers.
- The VPK provider dismissed the child for issues that prevented the provider from meeting the child’s behavioral or educational needs, as the dismissing provider substantiated on official letterhead.
- The child’s parent has reported events to the Department of Children and Families or local licensing agency that show the VPK provider’s practices put his or her child’s health, safety or well-being at risk, as a federal, state or local government official documented.
- Any condition described as an extreme hardship in paragraph (4) of Rule 6M-8.210, FAC.
- The child’s primary reenrollment due to good cause was the result of any of the circumstances listed in this subparagraph with required supporting documentation.

**Primary reenrollment due to extreme hardship**

- A coalition may reenroll a child for primary reenrollment due to extreme hardship in the VPK summer program if the child has not substantially completed the program (more than 70% of the program hours), has not previously reenrolled and the child’s parent completes the reenrollment application.
- Supporting written documentation of extreme hardship must include one or more of the following –
  - The illness of the child, the illness of a family member for whom the child’s parent is responsible for caring or the illness of the child’s parent, with written documentation from a physician licensed under Chapters 458 or 459, F.S., if it would result in the child being absent for more than 30% of the number of hours in the program type in which the child is enrolled.
  - The termination of the child’s VPK class due to the provider’s removal from eligibility to offer the VPK Program, with documentation from the early learning coalition.
  - The parent’s inability to meet the child’s basic needs, including, but not limited to, a lack of food, shelter, clothing or transportation, with written documentation from a federal, state or local governmental official.
  - The provider’s inability to meet the child’s educational needs due to the child’s learning or developmental disability with documentation from a federal, state or local governmental official.
  - The provider’s inability to meet the child’s health needs with documentation from a physician licensed under Chapters 458 or 459, F.S., or a federal, state or local governmental official.
  - Displacement of the child from his or her place of residence or closure of the child’s VPK provider due to a state of emergency that a federal, state or local governmental official declared.
  - A temporary or permanent change in parent custody or guardianship with legal documentation such as a court order or official documentation from DCF or a DCF contracted agency. This includes an at-risk child care authorization that documents the guardianship change.
## Subsequent reenrollment exemption due to extreme hardship

- A coalition may reenroll a child for subsequent reenrollment exemption due to extreme hardship in the VPK summer program if the child has not substantially completed the program (more than 70% of the program hours), has reenrolled under subsection (3) of Rule 6M-8.210, FAC, and the child’s parent completes the reenrollment application, Form OEL-VPK 05, with the supporting documentation.
- Supporting documentation of extreme hardship exemptions must include circumstances listed under subsection (4)(a) of Rule 6M-8.210, FAC, as stated above.

### Assessment Activity

- Access the [Coalition Services Portal](#) to review supporting documentation of reenrollment and evidence of compliance in the Coalition Service Portal. If a child reenrolled (started a new FTE), review Form OEL-VPK 05 and reason for reenrollment, verifying that the child was eligible for reenrollment. If a child has already reenrolled more than once, verify that the child was eligible for a subsequent reenrollment exemption (due either to good cause or extreme hardship).
- Determine if the child has substantially completed the VPK Program. Review the number of days paid for the child’s attendance (days attended plus absence days paid should not equal more than 70% of authorized hours).
- Determine if the coalition had previously reenrolled the child due to good cause or due to an extreme hardship.
- Search the Coalition Service Portal to determine if the child’s parent or guardian completed Form OEL-VPK 05 (Reenrollment Application) and submitted it to the coalition stating that circumstances specified in rule are or were preventing the child from attending the VPK class.
- Verify the coalition issued Certificate of Eligibility for Reenrollment, Form OEL-VPK 04, after making a reenrollment determination.
- Verify the Certificate of Eligibility for Reenrollment, Form OEL-VPK 04, matches the Coalition Services Portal.

## D. Statewide Information System Accuracy (VPKC-D)

The Grant Agreement requires coalitions to use the statewide information system. A coalition must use the DEL statewide information system to establish eligibility for child care funding. DEL statewide information system data must accurately reflect the most current household circumstances that the applicant presented to the coalition. DEL statewide information system is the basis for reimbursement and federal and state reporting.

The review shall consist of comparing VPK files against DEL’s statewide information system records for entry accuracy, timeliness of processing actions and case history note narrations.

<table>
<thead>
<tr>
<th><em><em>1.</em> Does the information in each VPK file match DEL’s statewide information system?</em>* (s. 1002.82(2)(n), F.S.; Grant Agreement, Exhibit II, C.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td>- The VPK child file must match the information the coalition entered into DEL’s statewide information system.</td>
</tr>
<tr>
<td>- The case must stand alone and proper narration of the reasons behind eligibility decisions will enable reviewers to reach the same conclusion as the authorizing worker.</td>
</tr>
<tr>
<td><strong>Assessment Activity</strong></td>
</tr>
<tr>
<td>- Access the <a href="#">Coalition Services Portal</a>, review and compare VPK child eligibility files against the for data entry accuracy, timeliness of processing actions and case history note narrations (e.g., program type, child’s name, birthdate(s), parent’s name and address).</td>
</tr>
<tr>
<td>- Verify the coalition corrected inaccurate information on the parent’s application based on eligibility...</td>
</tr>
</tbody>
</table>
documentation submitted in the Family Services Portal.

- Verify that data entered into the Coalition Services Portal matches the eligibility documentation submitted by the parent. Document the discrepancies for VPK child files on the VPK child eligibility spreadsheet.

**Case history notes** – Case history notes are a tool for the eligibility counselor to use when determining or denying eligibility for VPK services. These notes can bridge gaps and explain missing documentation that reviewing the paperwork and documents submitted for eligibility does not clarify. Good case history notes enhance case management and provide valuable insight when the eligibility counselor monitors files.

**E. Eligibility Policies and Procedures (VPKC-E)**

Section 1002.53(2), F.S., establishes the VPK Program for each child who resides in Florida who will reach the age of 4 years on or before Sept. 1 of the school year is eligible for the Voluntary Prekindergarten Education Program during either that school year of the following school year. The child remains eligible until the child enrolls in kindergarten, or unless he or she will have attained the age of 6 years by Feb. 1 of any school year under s. 1003.21(1)(a)1, F.S. A coalition’s policies shall align with VPK Program rule and statute. A coalition shall have local policies to prevent its and its contractor’s procedures from discriminating against children and to guide the coalition in meeting enrollment requirements and timeframes (Grant Agreement, Exhibit II, C.7).

**1. Do the coalition’s written eligibility determination policies and procedures follow rules, statutes and the Grant Agreement?** (s. 1002.53, F.S.; Grant Agreement, Exhibit II, C.7.1. and C.7.2; Rule(s) 6M-8 and 6A-6.03033, FAC)

**Analysis**

- A parent may enroll a child with any private VPK provider that is eligible to deliver VPK. However, the provider may determine whether to admit any child. A coalition may not limit the number of children any VPK provider admits for enrollment. However, statute does not authorize a coalition to allow a provider to exceed any staff-to-child ratio, square footage per child or other requirements from ss. 402.301-402.319, F.S.
- The coalition shall provide direct access from the home page of its website for providers and parents to apply for SR and VPK programs (no more than one mouse-click from the coalition’s home page of its website to get to the Family Portal).

**Assessment Activity**

- Obtain a copy of the coalition’s eligibility policies and procedures.
- Review policies and procedures to verify documents do not conflict with Chapter 6M-8, Rule 6A-6.03033, FAC, or s. 1002, Part V, F.S.
- Determine whether the policies limit VPK enrollment (e.g., a policy that allows a subset of providers to enroll prior to others).
- If the coalition has a subrecipient that administers VPK, confirm that the subrecipient’s procedures do not conflict with coalition policies and procedures, statute or rule.
- Determine whether the coalition’s website has direct access from its home page for parents to apply for the VPK program (no more than one mouse click from the coalition’s home page of its website to get to the Family Portal).

**Note** – DEL will review this criterion using the VPK child scorecard.

**F. VPK Child Previous Corrective Actions (VPKC-F)**

A coalition must submit a corrective action plan (CAP) response within 30 days of receiving DEL’s written notices of findings of noncompliance and then implement the CAP response. The coalition certifies that it has established and shall implement a monitoring plan, which includes, at a minimum, monitoring or testing of coalition subrecipient activities, reporting, corrective action resolution and tracking.
### 1. Did the coalition implement VPK child corrective actions that the previous DEL-issued Accountability Section review report lists? *(Grant Agreement, Exhibit II, B.1 and F.8 and Exhibit III, B.1)*

**Analysis**
A coalition shall submit a CAP response to DEL’s written notices of findings of non-compliance within 30 days after report publication and shall implement the CAP response.

**Assessment Activity**
- Review the previous DEL-issued AS review report to determine whether the coalition implemented VPK child eligibility and payment validation corrective actions.
- Access the Program Integrity SharePoint homepage and select a coalition for review under Coalition Worksites. Next, select Program Integrity Reviews and then click on Accountability Reports. Finally, select the appropriate review year to access the courtesy review response (CRR) or final CAP close-out document, if applicable.
- Doc cite the CRR or CAP to support your analysis.
- Consider it a finding if the coalition did not implement VPK child corrective actions from the previous report.
- Consider it achieved if the coalition implemented the previous corrective actions and does not have a repeat of the same finding in the current review.
- Consider it N/A if the previous report did not list any findings or if the criterion is no longer applicable.

**Note** – Restrict the analysis to DEL-approved policies that the coalition agreed to implement as a part of the corrective action process during the previous review period.

**Note** – DEL will review this criterion using the VPK child scorecard.

---

**G. VPK Child Subrecipient Monitoring (VPKC-G)**

The Grant Agreement, Exhibit II, D.6, requires a coalition to have and implement an annual monitoring plan documenting the coalition’s intended monitoring procedures for all contracts, grants, agreements and programs. The plan must include quarterly monitoring that addresses, at a minimum, the requirements listed in the VPK Standard Eligibility Review Program Guide, including using all required elements and sample sizes. The coalition shall monitor the same VPK child files within the sample for eligibility and payment validation criteria.

The coalition certifies that it has established and shall implement a monitoring plan, which includes, at a minimum, monitoring or testing of coalition subrecipient activities, reporting, corrective action resolution and tracking.

### 1. Did the coalition’s monitoring of its subrecipient(s) include each VPK child and payment validation criterion the VPK Standard Eligibility Review Program Guide lists? *(Grant Agreement, Exhibit II, D.6 and Exhibit IV, F)*

**Note** – This criterion is not applicable if the coalition does not have a subrecipient for VPK services.

**Analysis**
There must be evidence that the coalition actually monitored the criteria. DEL does not consider this requirement met if the coalition’s tool contains the required criteria, but the coalition has not monitored for it.

**Assessment Activity**
- Review the coalition’s monitoring process to determine if it approves its subrecipient’s policies and procedures for the VPK Program or if its monitoring criteria include a review of VPK policies and procedures.
- Review the coalition’s VPK child eligibility and VPK payment validation (VPKPV) monitoring tools to verify the monitoring tools include all VPK child and payment validation monitoring criteria from the VPK.
Standard Eligibility Review Program Guide that DEL required for the monitoring period.
- Document the total number of VPKC/VPKPV DEL monitoring criteria included on the coalition’s monitoring tools.
- List any missing required monitoring criteria from a coalition’s monitoring tool(s).

**Required VPKC monitoring criteria**

1. Did the subrecipient determine and appropriately document that each child is eligible based on the age requirements in s. 1002.53, F.S.?
2. Did the subrecipient establish that each child is a Florida resident?
3. Is there a completed, signed and dated Form DEL-VPK 01/OEL-VPK 01S (VPK and VPK SIS) for each child?
4. Did the subrecipient issue a completed, signed and dated Form DEL-VPK 02 (COE)/OEL-VPK 02S Part A (SIS COE)?
5. If applicable, did the subrecipient reenroll the child according to VPK rule and program requirements?
6. Does the information in each VPK file match DEL’s statewide information system?
7. Do the subrecipient’s written eligibility determination policies and procedures follow rules, statutes and the Grant Agreement?
8. Did the subrecipient implement VPK child corrective actions that the previous DEL-issued Accountability Section review report lists?

**Required VPKPV monitoring criteria**

1. Does the subrecipient have a certified attendance record or OEL-VPK 02S Part B for each child enrolled in the VPK Program?
2. Did the provider maintain and complete Forms OEL-VPK 03S or OEL-VPK 03L according to rule?
3. Does the certified attendance record match the parent’s sign-in/sign-out sheets or Form OEL-VPK 03L?
4. Did the provider correctly document absences and temporary emergency closures?
5. Does the Final Provider Reimbursement Report match the certified attendance record or OEL-VPK-02S Part B (Schedule of Services)?
6. Did the subrecipient document that the payment cleared the subrecipient’s financial institution/bank?
7. Does the amount paid to the provider match the amount owed based on the closed reimbursement amount in the DEL statewide information system?

**Note** – DEL will review this criterion using the VPK child scorecard.

**Note** – Review the above criterion based on the required criteria at the time the coalition monitored its subrecipient.

<table>
<thead>
<tr>
<th>2. Did the coalition follow the sample size guidelines during monitoring of its subrecipient(s) for VPK child eligibility and payment validation?</th>
<th>(Grant Agreement, Exhibit II, D.6 and Exhibit IV, F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note</strong> – This criterion is not applicable if the coalition does not have a subrecipient for VPK services.</td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

- Each file in the sample should be unique. If a coalition reviewed a file more than once, only count the file once.
- A coalition with a subrecipient performing VPK services will pull a sample of cases for VPK eligibility and payment validation reviews. The review period shall represent active cases during the last quarter.
- The coalition’s sample size will exclude the school district sites if the coalition does not monitor school district sites per its VPK contract.

**Assessment Activity**

- Refer to the DEL statewide information system data (report received from Data Services Unit) to obtain the
number of children the coalition served during the previous year.
- Determine the correct sample size using the sample size guidelines (**Appendix A**). If the total enrollment falls between two numbers listed in the table, select the nearest sample size corresponding to the total enrollments for the prior year.
- Review all of the coalition’s monitoring tools and monitoring plan to determine the actual sample size the coalition monitored.
- Determine if the coalition excluded school districts from its sample size if the coalition’s monitoring tools show that the coalition did not meet sample size requirements. Note – The OEL-VPK 20PS permits the school district to monitor its VPK providers or select the coalition to monitor its VPK providers.
- Verify that the coalition met the minimum required sample size –
  - Verify that each file in the sample is unique. If the coalition reviews a file more than once, the analyst should only count the file as one.
  - Verify that the coalition monitored the same VPK child files within the sample for eligibility and payment validation criteria.

**Note** – DEL will review this criterion using the [VPK child scorecard](#).
VIII. VPK Attendance and Payment Validation Criteria

The numbering scheme below corresponds with the VPK eligibility payment validation spreadsheet and the AS monitoring report.

A. VPK Attendance Monitoring (VPKPV-A)

A coalition shall have well-defined procedures for attendance monitoring and provider payments. A coalition must implement a records retention policy for maintaining all documentation according to sub-grant award provisions. A coalition must conduct monitoring activities to verify payment accuracy for monthly reimbursement requests.

A VPK provider must keep a daily record of a child’s attendance in the program and require the parent to verify the child’s attendance monthly for the prior month using one of the following VPK daily attendance forms –

- **Form OEL-VPK 03S (Child Attendance and Parental Choice Certificate Short)** – The parent may use the short form if the VPK provider records daily attendance using a paper sign-in/sign-out log that includes the date, child’s name and signature of the parent or other person dropping the child off at or picking the child up from the VPK site, or an electronic attendance-tracking system that records the date, time, child’s name and electronic signature; card swipe; personal identification number entry; or similar daily action the parent or other person dropping off at or picking up the child from the VPK site takes.

- **Form OEL-VPK 03L (Child Attendance and Parental Choice Certificate Long)** – If the provider does not maintain daily sign-in/sign-out logs, the parent must complete and sign Form OEL-VPK 03L that states which days the child attended for that month. A coalition pays a VPK provider according to DEL’s Uniform Attendance Policy for Funding the VPK Program and Advance Payment and Reconciliation for the VPK Program Rules.

Note – Section 1002.66, F.S., establishes the VPK SIS program as a reimbursement program for services rendered. DEL does not require a VPK SIS provider to maintain sign-in/sign-out sheets or record daily attendance in the statewide information system. A VPK SIS provider will maintain and submit an OEL-VPK 02S Part B (Schedule of Services), which serves as an invoice and attendance certification for reimbursement.

Note – When DEL determines that a finding is due to a provider error rather than a coalition error, DEL will document the finding in the work papers, but not include it in the final report. However, the coalition must correct the finding.

1.* Does the coalition have an OEL-VPK 02S Part B (Schedule of Services) completed for each child enrolled in the VPK SIS program, according to rule? (ss. 1002.66 and 1002.71(6), F.S.; Rule(s) 6M-8.500, FAC; DEL Grant Agreement, Exhibit II, C.7.2 and 3)

Analysis

- For the VPK SIS Program, the coalition pre-approves the services the provider will render, consistent with the child’s IEP, and verifies that costs do not exceed the child’s allocation indicated at the top of the Schedule of Services form.
- The parent should complete and submit the Schedule of Services 10 business days prior to the first scheduled appointment.
- The coalition must review the Schedule of Services within five business days of receipt to determine whether the scheduled appointments exceed available funding.
- The parent and provider must complete the Schedule of Services in its entirety and the parent must submit the form to the coalition. The form details appointment dates, times, costs for services and verification the client received services. The Schedule of Services serves as the provider’s invoice to the coalition.
- To receive reimbursement for services rendered, a SIS provider shall obtain the parent’s initials and date on Form OEL-VPK 02S, Part B, certifying that services were rendered.
- Within 30 calendar days of providing services, the SIS provider shall submit the Form OEL-VPK 02S, Part B, with the parent’s certification to the coalition as an invoice or as an attachment to an invoice for reimbursement.
- A coalition’s total payment on behalf of a SIS student shall not exceed the student’s FTE established in accordance with section 1002.71(3), F.S. If the student receives services through multiple SIS providers, the
funding shall be distributed to the SIS providers in accordance with the Schedule of Services established on the Form OEL-VPK 02S, Part B. If the cost of services rendered to a student exceeds the amount of funding available through the VPK program, those services shall not be part of the VPK program.

**Assessment Activity**

- Review the file for Form OEL-VPK02S Part B (Schedule of Services).
- Verify the parent submitted a completed Schedule of Services form within 10 business days to the coalition for approval prior to the SIS provider offering and the child receiving services. Verify the provider and parent have completed and certified Form OEL-VPK02S Part B (for VPK SIS files).
- Verify that the coalition reviewed the Schedule of Services form within five business days of receipt from the parent.
- Verify that the Schedule of Services was accurately completed in accordance with instructions prescribed in Rule 6M-8.500, FAC.
- Verify the provider submitted the Schedule of Services to the coalition within 30 calendar days of providing services.

2.* Did the provider maintain and complete Forms OEL-VPK 03S or OEL-VPK 03L according to rule? (s. 1002.71(6), F.S.; Rule(s) 6M-8.305, FAC; DEL Grant Agreement, Exhibit II, C.7.2 and 3)

**Analysis**

- The VPK provider shall maintain parent sign-in or sign-out sheets and short (OEL-VPK 03S) or long (OEL-VPK 03L) forms onsite.
- A VPK provider shall require the parent of a child enrolled in its VPK program to verify monthly the child’s attendance for the prior month, as follows:
  - A child’s parent must verify the child’s attendance on Form OEL-VPK 03S (Child Attendance and Parental Choice Certificate Short Form) if the VPK provider records the child’s daily attendance using one of the following methods:
    - A paper sign-in or sign-out log that records the date, child’s name, and signature of the parent or other person dropping off or picking up the child to, or from, the VPK site; or
    - An electronic attendance-tracking system that records the date, child’s name, and electronic signature, card swipe, entry of a personal identification number, or similar daily action taken by the parent or other person dropping off or picking up the child to, or from, the VPK site.
  - If a VPK provider is also the SR provider (wrap-around care) for the VPK child, the provider may jointly record the child’s daily attendance for the VPK Program with the child’s attendance for the SR Program. In these cases, the electronic signature is sufficient to verify the child’s attendance records for both programs (as long as the coalition’s policy does not require an additional physical signature for verification). This methodology for obtaining signatures, does not negate the requirement to complete OEL-VPK 03S or OEL-VPK 03L to validate attendance.
- If a child arrives at a VPK provider’s VPK site but the provider or school refuses the child’s attendance (e.g., for disciplinary reasons, including tardiness or prohibited attire), the provider or school must record the instructional day as an absence.

**Assessment Activity**

- Review the file for OEL-VPK 03S or OEL-VPK 03L.
- Review documentation to verify a parent completed and signed the forms.
- When a provider submits Form OEL-VPK 03S, review the file to confirm –
  - Sign-in or sign-out sheets support the OEL-VPK 03S.
  - The provider completed the form after the child’s last attendance day during the month and no later than the following month.
  - The form attesting to the child’s attendance for the month includes the parent’s signature and certifies that he or she continues to choose the private provider or public school to deliver the
program for the child.
  o The child’s name, birthdate, provider name, VPK class, attestation month, printed parent name, signature and date.

– When a provider submits Form OEL-VPK 03L, review the file to confirm
  o The provider completed the form on a monthly basis.
  o The form includes the child’s daily attendance or the provider attaches daily attendance documentation to the form.
  o The child’s name, birthdate, provider name, VPK class, attendance month and year, and parent’s printed name, signature and date.

**Note** – This criterion is not applicable for VPK SIS cases.

### 3.* Does the certified attendance record match the parent’s sign-in/sign-out sheets or Form OEL-VPK 03L?  
*(s. 1002.71(6), F.S.; Rule(s) 6M-8.305, FAC; DEL Grant Agreement, Exhibit II C.7.2&3)*

**Analysis**

– The coalition must give a VPK provider a monthly roster, prepared by using the statewide information system, which lists each child enrolled in the provider’s or school’s VPK program, and includes blank spaces for a private provider or public school to certify a child’s attendance for the calendar month.

  In the event the statewide information system is non-operational, the early learning coalition shall provide the provider with a monthly roster.

– The certified attendance submission shows the days for which the coalition should pay and should correspond with the sign-in/sign-out sheets or Form OEL-VPK 03L showing the child’s daily attendance.

– A VPK provider must certify the monthly attendance of a child enrolled in the provider’s VPK program. A VPK provider may certify monthly attendance by electronic means approved by the Deputy Director for Early Learning.

– After payment for the first calendar month that a VPK provider participates in the VPK program, the coalition may not pay the VPK provider for a subsequent month until the provider submits a monthly attendance roster to the coalition, which certifies the attendance of each enrolled child from the prior month.

– A provider is eligible for reimbursement for each day that there is evidence (i.e., parent statement, supplemental attendance logs, etc.) that the child attended.

– Rule 6M-8.204, FAC, determines VPK reimbursement, which a coalition calculates within the DEL statewide information system. The provider will receive a full FTE payment if a child attends 80% of the program. It is critical that a coalition records in the DEL statewide information system the appropriate number of days the child is present/absent.

**Assessment Activity**

– Review the coalition’s policy for its sign-in/sign-out process.
– Review documentation to verify that a provider accurately reported each child’s attendance according to Rule 6M-8.305, FAC.
– Compare the certified attendance record to the child’s sign-in/sign-out sheets or Form OEL-VPK 03L to verify the correct number of days for reimbursement.
– Access the **Tableau** system to review the certified attendance record. Search **(Paid Reimbursement Attendance Report)** → select Coalition Parameter → Date Selector → Program Code → Provider Name).
– In cases where the certified attendance record does not match the child’s sign-in/sign-out sheets, the analyst should review the history notes for an explanation and if not available request that the coalition provide an explanation as to why the documents do not match. In some instances, there may be legitimate reasons for not matching (i.e., sign-in/sign-out logs record a child present for a private pay day that is non-reimbursable for VPK services). If the reasons are valid, do not make a finding.

**Note** – Providers that track daily attendance using a roll book will use Form OEL-VPK 03L. Providers that use a
parent sign-in/sign-out sheet will use Form OEL-VPK 03S. Most parents sign their children in and out of the VPK Program. However, there may be instances where only one signature is present.

**Note** – This criterion is not applicable for VPK SIS cases.

**4.** Did the provider correctly document absences and temporary emergency closures? *(Rule(s) 6M-8.204, FAC)*

**Analysis**

- A closure is temporary if the provider resumes instruction following the closure.
- A temporary closure is not payable unless emergency circumstances cause it (federal, state or local officials declared a state of emergency in the provider’s area).
- A coalition may only consider a closure temporary and reimburse for such closure if the provider resumes instruction following the closure. A temporary closure is not payable for any child who does not attend a VPK instructional day following the closure.
- A private provider or school district may revise its class schedule to restore the instructional days lost as a result of a temporary closure due to emergency circumstances instead of accepting payment for a temporary closure.
- For payment purposes, a private provider or school district shall report that a child attended all of the instructional hours offered for a day and consider the provider eligible for reimbursement if the child attends any portion of the day’s instructional hours, whether the coalition determines the private provider or school district to be in or out of compliance with all VPK statutes and rules for the day.
- The certified attendance record must accurately record absences occurring on VPK instructional days.

**Assessment Activity**

**Note** – Due to the COVID-19 pandemic, coalitions received a waiver during the 2019-2020 program year, allowing reimbursement to providers for current/active enrollments during temporary closures regardless of the duration of the closure, without additional documentation. Additionally, the waiver allowed providers that remain open reimbursement for unanticipated absences beginning March 1, without additional documentation. **Beginning Oct. 1, 2020, reimbursement for VPK providers are according to the “80/20 rule”**.

- Review documentation and compare to the DEL statewide information system-generated final reimbursement information, verifying the coalition reimbursed only the correct days.
- Review the certified attendance record for days identified as absences and emergency closures.
- Access the Tableau system to review the certified attendance record. Search *(Paid Reimbursement Attendance Report) ➔ select Coalition Parameter ➔ Date Selector ➔ Program Code ➔ Provider Name)*.

**Note** – A private provider or school district shall revise its class schedule to restore VPK instructional days that are lost due to temporary closures for emergency circumstances in excess of a total of five instructional days for a VPK class. A coalition may consider a child to have attended all VPK program hours offered during a temporary closure due to emergency circumstances for a combined total of five instructional days for each VPK class if the private provider or school district submits notification in writing to the coalition regarding the dates on which the provider temporarily closed.

**Note** – This criterion is not applicable for VPK SIS cases.

---

**B. VPK Provider Reimbursement (VPKPV-B)**

Coalitions must implement a record retention policy for maintaining all documentation according to the sub-grant award. A coalition or its designee must conduct monitoring activities to verify the accuracy of payments of the monthly reimbursement requests.

After a coalition approves the attendance documentation in the statewide information system, the coalition will generate a provider reimbursement report for the net reimbursement amount the coalition must pay the provider. A
coalition will pay the provider by electronic funds transfer (EFT) or warrant (check). A coalition should verify that the provider received the payment.

A coalition may not pay the final payment for the VPK program year until the provider submits a final verification, which certifies the paid hours of attendance of each child enrolled for the program year (Rule 6M-8.305(3), FAC), of the annual cumulative attendance of each child enrolled in the program.

Summary for all criteria related to payment – When the analyst identifies discrepancies, the analyst must document the following information to support the findings – appropriate screen prints, copies of corrected calculations and copies of attendance and reimbursement records.

1.* Did the coalition document that the payment cleared the coalition’s financial institution/bank? (s. 1002.82(2)(p), F.S.)

Analysis
– DEL considers this criterion met if a coalition provides evidence (in the form of a bank statement or canceled check) that a provider payment has cleared. This criterion does not consider whether a cleared payment matches the Final 5045 report.
– Documentation from a coalition’s internal accounting software is not an acceptable verification source for this criterion.

Assessment Activity
– Verify that the provider payment has cleared the coalition’s bank account (canceled check from the bank, EFT statement from the bank, detailed bank statement).
– Review documentation that clearly shows the amount paid to the provider to verify the provider has received payment.

2.* Does the amount paid to the provider match the amount owed based on the closed reimbursement amount in DEL statewide information system? (s. 1002.82(2)(n) and (p), F.S.; Rule(s) 6M-8.204 and 6M-8.205, FAC)

Analysis
– The coalition shall maintain documentation for each provider from the bank or outside source that verifies a payment, EFT or check, has cleared for the applicable sample month. The Final 5045 report shows the total payment based on billing groups by provider.
– A coalition shall only make payment to providers by EFT or check.
– There are several reasons the payment to the provider may not match the DEL statewide information system payment information (e.g. advance payments, funding paid to providers from sources outside of DEL, adjustments and in situations when a coalition pays one owner for several different provider locations (as in the case of school boards). In these cases, the coalition must provide additional documentation to explain how it reconciled the payment and why the transmittal did not match the DEL statewide information system payment information.

Assessment Activity
– Compare the Final 5045 report to the bank statement/canceled check to verify that the payment amount made to the provider matches the amount on the report.
– Access the Tableau system to review the 5045 Explorer report. Search (*~MOD REPORTS~* → select Financial Reports → select 5045 Explorer → then select 5045 Explorer again → select Coalition → Payment Period).
– Note and document discrepancies for under and overpayment. When noting discrepancies, specify the total dollar amount questioned.
– If the Final 5045 does not match the bank statement, request documents from the coalition’s accounting
<table>
<thead>
<tr>
<th>System to determine if the coalition made any prepayments or adjustments that explain the discrepancy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify the hours paid match the class schedule and attendance.</td>
</tr>
</tbody>
</table>
### IX. VPK Provider Eligibility Criteria

The numbering scheme below corresponds with the VPK provider eligibility spreadsheet/scorecard and the AS monitoring report.

#### A. VPK Provider Eligibility and Class Registration (VPKP-A)

Before delivering instruction or receiving payment for VPK Program services, a VPK provider must submit complete and signed Forms OEL-VPK 10 (Statewide Provider Registration Application) and Form OEL-VPK 11 (Class Registration Application) Parts A and B with supporting documentation. A coalition must follow procedures for classroom registration that Rule 6M-8.300, FAC, describes. During the program year, if there are any changes that would affect the information the provider initially supplied on the OEL-VPK 10, 11A or 11B during the registration process, the VPK provider must give written notice to the coalition within 14 calendar days from the date the change occurred. In order to properly notify the coalition, the provider may complete an updated OEL-VPK 10, 11A or 11B or local form that includes required information. Private and public school providers must complete Forms OEL-VPK 10 and OEL-VPK 11A and 11B for each VPK site and submit the completed forms to the coalition. The forms are available at [http://www.floridaearlylearning.com/providers/forms-for-providers](http://www.floridaearlylearning.com/providers/forms-for-providers).

The coalition must verify that contracted VPK providers update forms annually, at a minimum –

- **Form OEL-VPK 10 (Statewide Provider Registration Application)** – A VPK provider registering for the VPK Program must annually complete and sign Form OEL-VPK 10 before delivering instruction or receiving payment for the VPK Program. A provider must submit Form OEL-VPK 10 to the coalition in the county of the VPK provider’s site. If a VPK provider has more than one VPK site, the provider must submit a separate Form OEL-VPK 10 for each site.

- **Form OEL-VPK 11, Parts A and B (Class Registration Application)** – A VPK provider may not deliver instruction or receive payment until the provider submits annually completed and signed Forms OEL-VPK 11A (Instructors) and OEL-VPK 11B (Calendars). If the VPK provider has more than one VPK class, the provider may submit information for multiple classrooms on each form with supporting documents for each class. The director, owner, operator, principal or school district staff at a private provider or public school must submit Form OEL-VPK 11A and B to the coalition annually. The coalition must complete the OFFICIAL USE ONLY section on the bottom of Forms OEL-VPK 11A and 11B to verify that the coalition reviewed the form for accuracy and timeliness.

DEL recommends that the coalition date stamp the OEL-VPK 10, 11A, 11B or local forms for clear and concise proof of receipt.

#### 1.* Is there a completed, signed and dated Form OEL-VPK 10 (Statewide Provider Registration Application) for each provider? *(Rule(s) § 6M-8.300(1), FAC; DEL Grant Agreement, Exhibit II, C.7.3.1)*

**Analysis**

Before delivering instruction or receiving payment for the VPK program year, a VPK provider must annually submit a complete and signed Form OEL-VPK 10 (dated April 30, 2010), including supporting documents, to the coalition in the county of the VPK provider’s site.

**Assessment Activity**

- Access the provider file in the Coalition Services Portal using the analyst login.
- To review Form OEL-VPK 10 using the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → Download (VPK-APP).
- Verify the provider is using the most current Form OEL-VPK 10, dated April 30, 2010. See Appendix B sample form and instructions.
- Determine if each provider site is annually completing Form OEL-VPK 10, including signature(s) of the provider’s director, owner, operator, principal or school district staff; dates; and supporting documentation.
- Validate that the provider has completed all applicable check boxes (1 through 35) as instructed on Form OEL-VPK 10.
- Review the file for any written notice of changes to Form OEL-VPK 10 to verify that the provider submitted the changes to the coalition within 14 calendar days. The provider must submit documentation to the coalition and should record the date that the change actually occurred.
- Verify that the coalition completed the OFFICIAL USE ONLY section on the bottom of Form OEL-VPK 10 to validate that the coalition reviewed the form for accuracy and in a timely manner.

**Note** – This criterion is not applicable for VPK SIS cases.

### 2.* Is there a completed, signed and dated Form OEL-VPK 11A and B (Class Registration Application) for each class? *(Rule(s) 6M-8.204(3)(a)-(b), 6M-8.300(2) and 6M-8.301(1), FAC; DEL Grant Agreement, Exhibit II, C.7.3.1)*

#### Analysis

Before delivering instruction or receiving payment for the VPK Program, a VPK provider must annually submit a complete and signed Form OEL-VPK 11, Parts A and B (dated April 30, 2010), including supporting documents, to the coalition.

#### Assessment Activity

- Access the provider file in the Coalition Services Portal using the analyst login.
- To review Form OEL-VPK 11A and B using the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → Download (VPK-APP)).
- Determine if the coalition verified that the provider is using the most current Forms OEL-VPK 11A and 11B, dated April 30, 2010.
- Determine if the file contains an annual, completed, signed and dated Form OEL-VPK 11A and 11B and supporting documentation for each provider site. See Appendix B for sample forms and instructions.
- Form OEL-VPK 11A – Verify that the provider has completed all check boxes – 1 through 10, application type, provider name, program year and employer ID number. If updated, verify the coalition completed the end date, date changed and changed by fields.
- Verify that each instructor listed on the most current OEL-VPK 11A, are listed in the DEL statewide information system in the classroom identified on the OEL-VPK 11A. Access the provider file in the Coalition Services Portal select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → View (VPK-APP) → VPK Instructors). **Note** – To review instructors removed from the VPK Instructors tab in the Coalition Services Portal, click the “Show removed class instructors” check box positioned above the name of the first instructor and identify instructors marked “Removed” next to their name.
- Form OEL-VPK 11B – Verify that the provider has completed all applicable check boxes – application type, provider name, program year, employer ID number, program type, start date, end date, days per week, times of VPK instruction and non-instructional dates.
- Review the file for any written notice of changes to Forms OEL-VPK 11A or 11B to verify that the provider submitted changes within 14 calendar days from the date the change occurred. The provider must submit documentation to the coalition that includes the date that the change actually occurred.
- Verify that the written notice of changes includes, at a minimum, the VPK provider’s name, the VPK provider’s physical address, date of the change, from what and to what the information is changing and a verbatim copy of the following certification that an authorized representative of the VPK provider signed and dated – “I have examined this application and, to the best of my knowledge and belief, the information provided is true and correct. If any of this information changes, I understand that the provider must submit updated information to the coalition, in writing, within 14 calendar days of the change. I also understand that the provider is encouraged to submit updated information before a change is implemented as the provider may be out of compliance with the requirements of the VPK Program if the changes are implemented before the coalition approves of the changes.”
Note – This criterion is not applicable for VPK SIS cases.

B. Statewide Provider Contract (VPKP-B)

Before a provider may deliver instruction or receive payment for the VPK Program, a coalition must verify that both it and the VPK provider (private or public school) signed a Form OEL-VPK 20 (Statewide VPK Provider Contract, including either Form OEL-VPK 20PP (Private Provider) or Form OEL VPK 20PS (Public School), as appropriate, or Form OEL-VPK 20S (Specialized Instructional Services Provider Agreement). The VPK provider may not offer services or instruction until the provider receives notice from the coalition of its eligibility to offer VPK services.

A public school district may sign a single provider agreement (Form OEL-VPK 20 or 20S) on behalf of all public school VPK providers in the district, and the owner or manager of multiple private VPK providers within the coalition’s service area may sign a single provider agreement on behalf of all of his or her VPK providers. A coalition does not have to pay for costs the provider incurs before the agreement’s beginning date or after the agreement’s ending date.

The DEL review examines VPK class instructors’ credentials and qualifications within private child care provider sites to establish whether all instructors met qualifications before a coalition authorized the instructors to enter the classroom. Each VPK class must have at least one VPK instructor qualified to act as a VPK instructor. In addition to VPK instructor qualifications, a VPK SIS instructor must have certification or a license for applied behavior analysis; be a speech language pathologist, occupational therapist, physical therapist, clinical social worker or psychologist; or have approval from the Florida Department of Education (DOE) as Rule 6A-6.03033, FAC, describes. A VPK instructor must be of good moral character, must complete and clear a level 2 background screening before entering the classroom and submit and clear a background rescreening every five years, and must not be ineligible to teach in a public school due to a suspended or revoked educator certificate.

Note – The VPK SIS provider is subject to licensing/certification requirements specific to the individual license/certification. The accountability review will not include requests for documentation regarding level 2 background screening or good moral character requirements for VPK SIS providers.

Statute defines time limits on validity for VPK coursework or credential requirements. All instructors must have valid credentials before entering a VPK classroom and maintain valid credentials while acting as a VPK instructor. A private VPK provider must have a VPK director who has a VPK director credential that meets or exceeds the minimum standards adopted under s. 1002.57, F.S. A private school administrator who holds a valid certificate in educational leadership that the department issued satisfies the requirement for a prekindergarten director credential under s. 1002.57, F.S. A VPK director who earned a director credential on or before Dec. 31, 2006, is exempt from completing additional requirements to obtain a VPK endorsement. A director who received a director credential on or after Jan. 1, 2007, must complete a series of requirements to receive a VPK endorsement.

1.* Is there a completed, signed and dated Form OEL-VPK 20 or Form OEL-VPK 20S containing all required information and attachments? (ss. 1002.55(3)(i), 1002.55(3)(j) and (k), 1002.61(3)(b), 1002.66 and 1002.75, F.S.; Rule(s) 6M-8.301 and 6M-8.500(4)(b), FAC; DEL Grant Agreement, Exhibit II, C.7.3)

Analysis

– A VPK provider must execute a Statewide Provider Contract (OEL-VPK 20 or OEL-VPK 20S) with the coalition prior to offering VPK services. All VPK providers that register to offer the VPK Program must execute Form OEL-VPK 20, including either Form OEL-VPK 20PP or Form OEL-VPK 20PS, as appropriate.
– The business name listed in the VPK provider’s contract must show the business name listed in the Division of Corporation (https://dos.myflorida.com/sunbiz/)
– A coalition shall notify a VPK provider of eligibility to offer the VPK Program by sending a copy of a provider contract or agreement (for VPK SIS providers) that a VPK provider and coalition have signed.
See Appendix B for sample forms.

- If a VPK (private or public school) provider owns or operates multiple sites, the owner/operator may complete a single Form OEL-VPK 20 for all sites. However, each VPK SIS provider must complete Form OEL-VPK 20S.
- All parties must sign Form OEL-VPK 20 (Statewide Provider Contract), including Form OEL-VPK 20PS or OEL-VPK 20PP, as appropriate or Form OEL-VPK 20S (VPK Specialized Instructional Services Agreement) before the coalition may pay the provider –
  - A coalition may not pay a VPK provider for the VPK Program except under a provider contract or agreement with the coalition. A coalition must be a party to a provider contract or agreement even if a qualified contractor signs on the coalition’s behalf. A school district representative may sign a provider contract or agreement on behalf of a public school in the district.
  - The coalition shall monitor providers under the Statewide Provider Contract or Agreement.
- Neither a coalition nor a VPK provider may omit, supplement or amend the terms and conditions of the Voluntary Prekindergarten Provider Contract. Neither a coalition nor a VPK provider may include any attachments, addenda or exhibits to the Voluntary Prekindergarten Provider Contract except “State of Florida Statewide Voluntary Prekindergarten Provider Contract Private Provider Attachment (Form OEL-VPK 20PP),” “State of Florida Statewide Voluntary Prekindergarten Provider Contract Public School Attachment (Form OEL-VPK 20PS).”

**Assessment Activity**

- Access the provider file provided in the Coalition Services Portal using the analyst login.
- To review Form OEL-VPK 20 using the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → Download (VPK-APP)).
- Review the provider file for a signed and dated copy of the standard statewide provider contract, Form OEL-VPK 20 (Statewide Provider Contract), including either Form OEL-VPK 20PP or Form OEL-VPK 20PS, as appropriate, or Form OEL-VPK 20S (VPK Specialized Instructional Services Agreement).
- Verify the business name listed in the VPK provider’s contract match the business name listed in the Division of Corporation (https://dos.myflorida.com/sunbiz/). The entity listed on the contract must be a legal entity. The contract may include a “doing business as” name in the secondary and appropriate blank. A provider operating as a sole proprietor may not be listed at the Division of Corporation website and in that event the person’s legal name should be listed on the contract which may have a “doing business as” name in the secondary and appropriate blank. Verify that each provider agreement contains identical terms and conditions as found in Form OEL-VPK 20 (Statewide VPK Provider Contract), dated April 2021. Verify that each provider agreement does not omit, supplement, include attachments, addenda or exhibits, or amend the terms and conditions of Form OEL-VPK 20.
- Verify that the coalition has notified the VPK (private or public) provider of its eligibility to provide VPK services. Review the file for proof that the coalition approved OEL-VPK 20 or OEL-VPK 20S, that the coalition and the provider signed it and that the coalition maintained it on file. Review the date the coalition executed the agreement to verify the provider did not receive any payments or deliver any services prior to the agreement’s execution.
- Review the VPK class start date within the Coalition Services Portal and on Form OEL-VPK 11B. Select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → View (VPK-APP) → VPK Class(es)).
- Verify that the coalition and provider signed Form OEL-VPK 20 before the first day of classroom instruction.
- Verify that the private provider or school district revised its class calendar if Form OEL-VPK 20 was executed after the anticipated VPK class start date listed on Form OEL-VPK 11B.
Analysis

- If the provider is a VPK SIS provider, follow the assessment activity listed under the VPK SIS provider eligibility section below.
- To be eligible to deliver the VPK Program, a private VPK provider must be a child care facility licensed under s. 402.305, F.S.; family day care home licensed under s. 402.313, F.S.; large family child care home licensed under s. 402.3131, F.S.; nonpublic school exempt from licensure under s. 402.3025(2), F.S., faith-based child care provider exempt from licensure under s. 402.316, F.S., child development program that is accredited by a national accrediting body and operates on a military installation that is certified by the United States Department of Defense, or private VPK provider that has been issued a provisional license under s. 402.309, F.S. A private VPK provider may not deliver the program while holding a probation-status license under s. 402.310, F.S.
- If not licensed, an approved VPK Educational Accrediting Agency must accredit religious exempt and nonpublic school private providers. For a list of current statutory VPK education accreditation agencies, visit the DEL website.
- A provider that is exempt from licensure as a registered family day care home is ineligible to provide VPK services.
- A licensed private provider may also have accreditation or a Gold Seal Quality Care Certification, but DEL does not require such accreditation/certification. A child care facility, large family child care home, family day care home or license exempt facility with accreditation from a nationally-recognized accrediting association DOE approved and that meets all other requirements, shall, upon application to DOE, receive a separate “Gold Seal Quality Care” designation.
- The VPK provider is ineligible to provide VPK services if listed on the U.S. Department of Agriculture’s (USDA) National Disqualification List.

Assessment Activity

- Access the provider file in the Coalition Services Portal and review the provider’s licensure status on the DCF website, CARES database. Verify the licensure dates are consistent with the review period.
- If there are discrepancies in dates, request clarification from the coalition. Verify the licensure dates are consistent with the review period.
- Review DOE’s website at –
  - Public – [http://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/](http://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/)
- Verify that the provider (owners, principals, board of directors) is not on the USDA National Disqualified List. Currently, this does not apply to an employee of a provider site.

VPK SIS Provider Eligibility

Analysis

- DOE must approve the VPK SIS provider. Certain categories of providers may have automatic approval according to Rule 6A-6.03033, FAC.
- Automatically-approved SIS providers holds state certification for one of the following – applied behavior analysis services, speech-language pathologists, occupational therapists, physical therapists, clinical social workers and psychologists.
- Upon request of a child’s parent, DOE may individually approve a VPK SIS provider that is not on DOE’s
approved list and has a license or certificate in an applicable field of study. The parent must submit Form VPK-SIS3 to DOE no later than 30 calendar days prior to the beginning of the program.

- DOE may individually approve a provider that it does not automatically approve, or parents don’t request if the applicant holds a Listening and Spoken Language Specialists™ certification from the Alexander Graham Bell Academy for Listening and Spoken Language or is a board certified behavior analyst from the Behavior Analyst Certification Board® according to Rule 65G-4.0011, FAC. The provider must also submit a request for approval using Form VPK-SIS1 or hold a license or certificate in an applicable field of study and have submitted a request for approval using Form VPK-SIS2. Providers that have approval are eligible to provide services for a period of five years or until license or certification suspension, revocation or expiration, whichever occurs earlier.

- “An applicable field of study” refers to an occupation subject to state of Florida licensure or certification or a subdivision thereof and that is usable for addressing age-appropriate progress of children with disabilities in the development of capabilities, capacities and skills required under s. 1(b), Art. IX of the State Constitution.

### Assessment Activity

- Determine if a service provider licensed or certified in an applicable field of study is providing the VPK SIS services of the VPK SIS provider.
- Determine the type of VPK SIS provider – automatically approved, individually approved or parent requested –
  - **Automatically-approved VPK SIS provider** – If the provider is a speech-language pathologist, occupational therapist, physical therapist, clinical social worker or psychologist, check the individual’s eligibility on the Department of Health’s Look Up a License webpage, [DOH Website](http://www.floridaearlylearning.com/vpk/vpk-providers/specialized-instructional-services-providers).
    - Choose the License Verification button.
    - Under Profession, choose the applicable license – speech-language pathologist, occupational therapist, physical therapist, licensed clinical social worker or psychologist.
    - Type the provider’s first and last name.
    - Click Search.
    - Click on the License Number to view specific information about the provider, including license expiration date.
    - Verify that the provider’s license has not expired.
  - **Individually-approved VPK SIS provider** – If DOE individually approved the provider, verify that he or she appears on DOE’s list of current individually approved SIS providers at http://www.floridaearlylearning.com/vpk/vpk-providers/specialized-instructional-services-providers.
    - **Note** – When providers receive approval, the provider and the coalition’s executive director/CEO receive an email from DEL stating the provider has received approval. DOE updates the list periodically. Therefore, providers do not show on the list immediately.
  - **Parent-requested VPK SIS provider** –
    - Determine if the file includes an approval letter (email) from DOE listing the approved VPK SIS provider name and the child’s name.
    - Providers approved at a parent’s request remain approved for the period of that specific child’s eligibility for VPK or until suspension, revocation or expiration of the provider’s license or certification, whichever occurs earlier.
    - Under Approved SIS Providers, click the Approved SIS Providers PDF link.

### 3.* Does each private VPK provider have a director with a valid director credential and, if applicable, a VPK Director Endorsement or a private school administrator with a valid certificate in educational leadership? (ss. 1002.51(5), 1002.55(3)(g) and 1002.57, F.S.; Rule(s) 6M-8.610, FAC)

### Analysis

- A private VPK provider must have a VPK director who has a VPK director credential that meets or exceeds the minimum standards of s. 1002.57, F.S. An private school administrator of a private prekindergarten program who holds a valid certificate in educational leadership issued by the Florida Department of Education (department) as defined in Rule 6A-4.0082, F.A.C., satisfies the requirement for a prekindergarten director.
A director credential is valid for five years from the issue date.

A licensed VPK provider that loses its VPK director must notify DCF or its licensing body to receive a provisional license, which DCF or its licensing body will grant for a period of up to six months. This will allow the provider to maintain eligibility to continue offering the VPK Program.

Review the information at https://www.myflfamilies.com/service-programs/child-care/docs/DirectorCredential.pdf?d=2021-9-8 for additional requirements on VPK director credentials.

For each VPK class sampled, include in the review all directors, instructors and substitutes who were in the VPK class any time during the program year.

To review the VPK classroom history in the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → View (VPK-APP) → Review → look under VPK Instructors and VPK Class(es)).

Public schools do not have to have a VPK director who has a VPK director credential.

**Assessment Activity**

Access the [Coalition Services Portal](https://www.myflfamilies.com/service-programs/child-care/docs/DirectorCredential.pdf?d=2021-9-8) using the analyst login to review the provider file.

To review the VPK provider director credentials using the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → View (VPK-APP) → VPK Director).

Review the file for a copy of the director’s DCF transcript or director credential certificate.

Review the file to determine if the director credential is within five years of the issue date. The credential should be effective for the full classroom period. If the expiration date is within the classroom period, confirm that documentation exists, noting the expiration, and that the director has obtained the new credential or has received notification of the potential non-compliance.

Verify that the VPK director has one of the following VPK director credentials –

- **Director credential issued on or before Dec. 31, 2006** – A child care facility director credential DCF approved under s. 402.305(2)(f), F.S., meets requirements. A director who received a director credential on or before Dec. 31, 2006, is exempt from completing additional requirements to obtain a VPK director endorsement. The transcripts state the director is “VPK Exempt.”

- **Director credential issued after Dec. 31, 2006** – A VPK director credential DOE approved under s. 1002.57, F.S. A director who received a director credential on or after Jan. 1, 2007, must complete a series of requirements to receive a VPK endorsement. The transcript and certificate will reflect VPK endorsement.

- Review the information on VPK endorsement at [https://ccrain.fl-dcf.com/documents/-99/2478.pdf](https://ccrain.fl-dcf.com/documents/-99/2478.pdf#page%3D1)

- A private school administrator who holds a valid certificate in educational leadership issued by the department satisfies the requirement for a prekindergarten director credential under s. 1002.57.

- The VPK Director Endorsement Credential is issued to individuals who successfully completed all of the following –
  - DOE – Standards for Four-Year-Olds or Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (instructor-led and online).
  - Emergent Literacy for VPK Instructors (online).
  - Mathematical Thinking for Early Learners (online).
  - Language and Vocabulary in the VPK Classroom (online).
  - VPK Director Credential course (online); and
  - An individual who successfully completes all courses and requirements in Rule 6M-8.610(3), FAC, will receive a director credential. **Note** – The Emergent Literacy for VPK Instructors class became available on Oct. 28, 2005. An Early Literacy class taken after Nov. 1, 2005, does not satisfy the
emergent literacy requirement.

4.* Does each lead instructor meet the required credentials? (ss. 1002.55(3)(c), 1002.55(4), 1002.59(1) and (2), 1002.61(4), 1002.63(4) and (5), and 1002.67(1), F.S.; Rule(s) 6M-8.615, FAC)

Analysis

B.4. (a). Lead Instructor Education Credentials –

- A VPK lead instructor must meet the appropriate credentialing requirements by program type.

B.4. (b). Emergent Literacy Training Courses –

- A VPK lead instructor with a Child Development Associate (CDA) credential or equivalent credential as approved by DCF, must complete the required trainings courses in accordance s. 1002.59, F.S. and Rule 6M-8.900, FAC:
  - Each course must comprise of 5 clock hours and provide instruction in strategies and techniques to address the age-appropriate progress of VPK students in developing emergent literacy skills.
  - Successful completion of an emergent literacy training course approved under this section satisfies requirements for approved training in early literacy and language development under ss. 402.305(2)(e)5., 402.313(6), and 402.3131(5).

- Emergent Literacy for VPK Instructors (online course)

B.4. (c) Performance Standards Training Courses –

- Each course must be comprised of at least 3 clock hours, provide instruction in strategies and techniques to address age-appropriate progress of each child in attaining the standards, and be available online.

- Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (online or instructor-led course)

Assessment Activity

B.4. (a). Lead Instructor Education Credentials –

- Access the Coalition Services Portal using the analyst login to review the provider file.
- To review the lead instructor using the Coalition Services Portal, select (Provider  Search  Doing Business As or Provider ID  click on Profile ID for provider sampled  Contracts  View (VPK-APP)  VPK Instructors). Note – To review instructors removed from the VPK Instructors tab in the Coalition Services Portal, click the “Show removed class instructors” check box positioned above the name of the first instructor and identify instructors marked “Removed” next to their name.
- Review the provider/instructor file to confirm that the lead instructor meets the credentialing requirements (CDA, FCCPC, BS, AS) for the VPK Program.
- For each VPK classroom sampled, include in the review all directors, instructors and substitutes who were in the VPK class any time during the program year.

School-year and summer VPK Program (public school provider)

A school-year or summer public school provider must have a letter from the school or school district stating all instructors are qualified to teach in the VPK classroom. The letter is sufficient documentation to verify the educational credentials for the instructors the school district employs. If the school district contracts with a private provider to deliver VPK services, the provider must submit the instructor’s educational certifications or the DCF
School-year VPK Program (private provider)

A school-year private VPK provider must have, for each VPK class of 11 children or fewer, at least one lead VPK instructor who meets each of the following requirements –

- Must hold, at a minimum, one of the following credentials –
  - A child development associate (CDA) credential the National Credentialing Program of the Council for Professional Recognition issued.
  - A credential that DCF approved as being equivalent to or greater than the national CDA credential.
  - B.4. (b). Emergent Literacy and B.4. (c) Performance Standards Training Courses – Must have successfully completed the Emergent Literacy for VPK Instructors training course and a child performance standards training course (Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten) that DEL approved as meeting or exceeding the minimum standards of s. 1002.59, F.S. The requirement for completing the standards training course was effective July 1, 2014, and available online.

OR

A lead VPK instructor, in lieu of the minimum credentials and courses required above, may hold one of the following educational credentials –

- A bachelor’s or higher degree in early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- A bachelor’s or higher degree in elementary education, if the VPK instructor has certification to teach children any age from birth through sixth grade, regardless of whether the instructor’s educator certificate is current, and if the instructor is not ineligible to teach in a public school because of suspension or revocation of his or her educator certificate.
- An associate’s degree or higher focusing on child development.
- An associate’s degree or higher in an unrelated field, at least six credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing child care services for children any age from birth through 8.
- An educational credential that DOE approved as being equivalent to or greater than an educational credential described in this subsection. DOE may adopt criteria and procedures for approving equivalent educational credentials under this paragraph.

Summer VPK Program (delivered by a private provider)

Each public school and private VPK provider must have, for each VPK class, at least one lead VPK instructor who has one of the following –

- A valid Florida Teacher Certification or a valid Florida educator’s certificate under s. 1012.56, F.S., who has the qualifications that the district school board requires for summer VPK Program instructors.
- A bachelor’s degree or higher in early childhood education, prekindergarten or primary education, preschool education, or family and consumer science.
- A bachelor’s or higher degree in elementary education, if the VPK instructor has certification to teach children any age from birth through sixth grade, regardless of whether the instructor’s educator certificate is current, and if the instructor is not ineligible to teach in a public school because of suspension or revocation of his or her educator certificate.

Note – Statute defines time limits on validity for VPK coursework and credential requirements. All instructors must have valid credentials before entering a VPK classroom and maintain valid credentials while acting as a VPK instructor. The credential must be valid for the full classroom period. Note in the comments section if the credential is expired or expiring during the classroom period.

Note – Due to legislative changes to section (s.) 1002.55, Florida Statutes (F.S.), and s. 1002.63, F.S., effective July 1, 2021, VPK instructors are required to complete three 5-hour emergent literacy training courses, which is an
increase from the previous requirement of one emergent literacy course. In addition to the newly required three 5-hour emergent literacy training courses, VPK instructors are now also required to complete one emergent literacy course every five years. DEL set a deadline of July 1, 2022, for VPK instructors to complete three 5-hour emergent literacy training courses. Substitute instructors or classroom assistants are encouraged to but not required to complete three 5-hour emergent literacy training courses. Find additional information on the training requirements and available courses at [http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training](http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training) or Appendix F and Appendix G.

**5.* Does each substitute instructor meet the required credentials?** (ss. 1002.55(3)(e), 1002.61(6) and 1002.63(6), F.S.; Rule(s) 6M-8.410, FAC)

**Analysis**

- A VPK provider may assign a substitute instructor when a credentialed instructor is absent from the provider’s premises.
- A provider may not assign a substitute instructor when a credentialed instructor remains on the provider’s premises in order for the credentialed instructor to offer instruction in a classroom other than the one to which the provider has assigned the credentialed instructor.
- A provider may not assign substitute instructors to substitute for an absent credentialed instructor in excess of 30% of the program hours.
- A provider must assign a new credentialed instructor to replace the absent instructor when the absence of the credentialed instructor will exceed 30% of the program hours.
- For each VPK classroom sampled, include in the review all directors, instructors and substitutes who were in the VPK classroom any time during the program year.

**Assessment Activity**

- Access the [Coalition Services Portal](http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training) using the analyst login to review the provider file.
- To review the substitute instructor using the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → View (VPK-APP) → VPK Instructors). **Note** – To review instructors removed from the VPK Instructors tab in the Coalition Services Portal, click the “Show removed class instructors” check box positioned above the name of the first instructor and identify instructors marked “Removed” next to their name.
- Review the file for any documentation that shows a substitute was in the VPK class sampled. If a substitute was in the VPK class sampled during the review period, review file documentation to verify the substitute meets the requirements for the summer or school-year program. Add the substitute to the spreadsheet and complete applicable fields.
- Review the provider/instructor file to determine if there is an instructor listed to substitute in the lead instructor’s absence.
- Review the provider/instructor file to confirm that a substitute instructor meets one of the following requirements –
  - Meet the qualifications of a credentialed instructor (by program type) as described in VPKP-B.4.
  - Successfully complete one or more of the following –
    - **For a summer VPK class** –
      - An associate or higher degree in any field of study.
      - A CDA credential issued by the National Credentialing Program of the Council for Professional Recognition.
      - A DCF-approved credential as being equivalent to or greater than the national CDA, currently known as the Florida Child Care Professional Credential (FCCPC).
    - **For a school-year VPK class** –
      - Any of the credentials listed above for a summer VPK class.
      - A DCF 40-hour Introductory Child Care Training course if a child care facility offers the class.
      - A DCF 30-hour Large Family Child Care Home or Family Child Care Home training if the VPK class is in a large family child care home or family child care home.
- The local school district’s requirements for substitute teacher employment as each school district adopts under s. 1012.35, F.S.

**Note** – The substitute instructor assigned when the credentialed instructor (lead) is absent must adhere to credential requirements in Rule 6M-8.410, FAC. If a substitute instructor is assigned during the absence of an aide or assistant, the substitute instructor must only complete the AGMC and receive background screening prior to employment according to s. 435.04, F.S.

### 6. Does the coalition have documented evidence that each VPK director, lead, substitute and secondary instructor for each class a provider offers had a current level 2 background screening clearance for the entire classroom period? (ss. 435.04, 1002.55(3)(d)-(e), 1002.61(5) and 1002.63(5), F.S.; Rule(s) 65C-22.001 and 6M-8.410, FAC)

**Analysis**

- Each VPK director, lead, secondary and substitute instructor must have a current level 2 background screening clearance.
- Instructors must clear a level 2 background screening before entering the classroom and must complete and clear a rescreening every five years with no break in service exceeding 90 days.
- If child care personnel take a leave of absence, such as maternity leave, extended sick leave, migrant child care programs, etc., they do not have to complete a rescreening unless the five-year rescreen has come due during the leave of absence.
- Level 2 background screenings include fingerprinting for statewide criminal history records checks through the Florida Department of Law Enforcement (FDLE) and national criminal history records checks through the Federal Bureau of Investigation (FBI). DEL no longer requires a separate local background screening because the FDLE records check captures local arrest.
- A **Volunteer and Employee Criminal History System (VECHS)** screening is not acceptable for VPK program instructors.

**Assessment Activity**

- Access the **Coalition Services Portal** using the analyst login to review the provider file.
- To review the background screening for the VPK director and applicable instructors using the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → View (VPK-APP) → VPK Director or VPK Instructors). **Note** – To review instructors removed from the VPK Instructors tab in the Coalition Services Portal, click the “Show removed class instructors” check box positioned above the name of the first instructor and identify instructors marked “Removed” next to their name.
- Review the provider/instructor/director file for evidence that each instructor listed on Form OEL-VPK11A received a level 2 screening clearance before entering the class (see below for a list of acceptable evidence).
- Review Form OEL-VPK 11A to determine each instructor’s classroom start date. Access the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → Download (VPK-APP)).
- After determining instructional dates, review the background clearance information verifying no gaps or out-of-date background checks exist.
- Compare completion dates of assessment activities to the date of the first payment to confirm the coalition did not authorize payment for a classroom before the provider met all instructor requirements.

**For a private VPK provider instructor, evidence includes** –

- A DCF level 2 clearance letter or Background Clearing House profile confirming satisfactory completion of the background screening process (FBI and FDLE screening).
- The clearance is valid for five years from the issue date, unless there is a 90-day break in employment in the child care industry. If there is a 90-day break in child care employment, the instructor must complete rescreening. List the expiration date in the comment section of the VPK eligibility review spreadsheet if it expired before or during the program period. Verify that, if an instructor has a criminal record, a clearance letter...
from DCF accompanies the record.

For a public school district VPK provider instructor, evidence includes –
- A level 2 clearance letter from the school district confirming satisfactory completion. DOE has authorized local district school superintendents to provide a letter stating all instructors (each director and instructor listed individually) comply with the level 2 background screening law.
- The letter from the school district must be on the school district’s letterhead and must include language that states completion of a level 2 screening, teacher/instructor’s full name, and the level 2 screening completion date.
- Compare the names on Form OEL-VPK 11A and the director or instructor file to the names listed on the letter. Confirm the letter bullets out all the qualifications – FDLE and FBI.

Note – Effective Aug. 1, 2010, s. 435.06(2)(a), F.S., states, “An employer may not hire, select, or otherwise allow an employee to have contact with any vulnerable person that would place the employee in a role that requires background screening until the screening process is completed and demonstrates the absence of any grounds for the denial or termination of employment.” This means that persons defined as child care personnel may not begin employment in a child care facility or family day care home (and all household members 18 years and older) without clearing all level 2 background screening requirements. Household members who are 12 to 17 years old must have an FDLE screening. After determining instructional dates, review background information to verify no gaps or out-of-date background documents exist.

Note – This is not applicable to VPK SIS providers.


### 7.* Does the coalition have documented evidence that each VPK director, lead, substitute and secondary instructor for each class that a private provider offers had a signed and current Attestation of Good Moral Character (AGMC) for the entire classroom period? (ss. 435.04 and 1002.55(3)(d)-(e), F.S.; Rule(s) 6M-8.410 and 65C-22.001(7)(a), FAC)

**Analysis**
- Each director, lead, secondary and substitute instructor must attest to being of good moral character before employment in a VPK classroom. For family child care homes, this also applies to household members 18 years of age or older.
- AGMCs are valid if –
  - Individual remains with the same employer with no break in child care employment exceeding 90 days.
  - Completed in conjunction with initial level 2 screening.
  - An instructor must submit a new AGMC if there is a 90-day break in child care employment or if the instructor changes employers.

**Assessment Activity**

For a private provider VPK instructor –
- Access the [Coalition Services Portal](https://www.myflfamilies.com/service-programs/background-screening/clearinghouse/) using the analyst login to review the provider file.
- To review the AGMC for the VPK director and applicable instructors using the Coalition Services Portal, select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → View (VPK-APP) → VPK Director or VPK Instructors). Note – To review instructors removed from the VPK Instructors tab in the Coalition Services Portal, click the “Show removed class instructors” check box positioned above the name of the first instructor and identify instructors marked “Removed” next to their name.
- Review the provider/instructor file for a completed, signed and dated AGMC (form version will vary, as it will correlate with the background screening clearance dates, employer changes and hire date).
- Review the file to verify that the individual signed the AGMC as not having possible disqualifying charges...
C. Program Class Sizes (VPKP-C)

A school-year program may not begin instruction more than 14 days before Labor Day or, if the uniform date fixed by a district school board under s. 1001.42(4)(f), F.S., for the opening of public schools for regular school programs occurs in a county more than 14 days before Labor Day. A summer program may not begin instruction before May 1. A VPK class may not exceed 20 children for a school-year program or 12 children for a summer program. If a mixed group of VPK and non-VPK children are in a class, both groups count toward the 20-child or 12-child maximum class size. A VPK class may not exceed the maximum class size enrollment or attendance on a particular day. For school-year classrooms with 12 or more children, a secondary instructor must be present.

1.* Did the coalition verify that the provider met applicable child/teacher ratios for the VPK class(es) during the review period? (ss. 1002.53(6)(b), 1002.55(3)(f), 1002.61(7) and 1002.63(7), F.S.; Rule(s) 6M-8.204(3) and 6M-8.400, FAC)

Analysis

− A VPK class must consist of at least four children enrolled in the VPK Program.
− A VPK class enrollment must not exceed 20 children (with two instructors) or 11 children (with one lead instructor) for a school-year program and 12 children (with one lead instructor) for a summer program.
− Children enrolled in the VPK Program and children not enrolled in the program both count toward the maximum child class size. A VPK class may not exceed the maximum class size enrollment or attendance on a particular day.

Assessment Activity

− Review the number of children listed in the classroom. Access the review coalition’s data pull uploaded by Data Quality in the data pull schedule folder on the Program Integrity Unit SharePoint homepage. Select (Program Integrity Unit → click Program (left side of homepage) → Data Quality Reports → DQI Data Quality Schedule → 2021_2022_Data_Pull_Schedule → Coalition_Folders → select review coalition’s folder → open Data Pull → select VPK Active Providers tab → review Classroom # of Kids (column I)).
− Compare the number of instructors listed to the number of children (Active Enrolled) listed in the class to determine if the provider complies with child/teacher ratio requirements.
− Review Form OEL-VPK 11B in the file to determine if the program is a school-year or summer program that a public or private provider delivers –

School-year VPK Program (private provider) –

• Review the specific coalition’s data pull uploaded by Data Quality to determine classroom enrollment for a sample month and compare to current OEL-VPK 11A in the Coalition Services Portal or the Classroom Instructors report in Tableau to determine compliance with staff-to-child ratio.
• Access the review coalition’s data pull uploaded by Data Quality in the data pull schedule folder on the Program Integrity Unit SharePoint homepage. Select (Program Integrity Unit → click Program (left side of homepage) → Data Quality Reports → DQI Data Quality Schedule → 2021_2022_Data_Pull_Schedule → Coalition_Folders → select review coalition’s folder → open Data Pull → select VPK Active Providers tab → review Classroom_# of Kids (column I)). Determine if the VPK Program consists of a minimum class size of at least four but no more than a maximum class size of 20 children.

• Access the Tableau system using Google Chrome and the analyst login to review the staff-to-child ratio. Select (Home → *~MOD REPORTS~* → Classrooms Rpt → Classroom Instructors → Coalition Name → Select provider name in Doing Business As dropdown). In addition to the Classroom Instructors report, the VPK instructor data is also accessed on the OEL-VPK 11A in the Coalition Services Portal. Select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → Download (VPK-APP)). Determine if the VPK Program consists of no more than 20 children (with two instructors) or 11 children (with one lead instructor).

School-year VPK Program (public school provider) –

• Review the specific coalition’s data pull uploaded by Data Quality to determine classroom enrollment for a sample month and compare to current OEL-VPK 11A in the Coalition Services Portal or the Classroom Instructors report in Tableau to determine compliance with staff-to-child ratio.

• Access the review coalition’s data pull uploaded by Data Quality in the data pull schedule folder on the Program Integrity Unit SharePoint homepage. Select (Program Integrity Unit → click Program (left side of homepage) → Data Quality Reports → DQI Data Quality Schedule → 2021_2022_Data_Pull_Schedule → Coalition_Folders → select review coalition’s folder → open Data Pull → select VPK Active Providers tab → review Classroom_# of Kids (column I)). Determine if the VPK Program consists of a minimum class size of at least four but no more than a maximum class size of 20 children.

• Access the Tableau system using Google Chrome and the analyst login to review the staff-to-child ratio. Select (Home → *~MOD REPORTS~* → Classrooms Rpt → Classroom Instructors → Coalition Name → Select provider name in Doing Business As dropdown). In addition to the Classroom Instructors report, the VPK instructor data is also accessed on the OEL-VPK 11A in the Coalition Services Portal. Select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → Download (VPK-APP)). Determine if the VPK Program consists of no more than 20 children (with two instructors) or 11 children (with one lead instructor).

Summer VPK Program (public school or private provider) –

• Review the specific coalition’s data pull uploaded by Data Quality to determine classroom enrollment for a sample month and compare to current OEL-VPK 11A in the Coalition Services Portal or the Classroom Instructors report in Tableau to determine compliance with staff-to-child ratio.

• Access the review coalition’s data pull uploaded by Data Quality in the data pull schedule folder on the Program Integrity Unit SharePoint homepage. Select (Program Integrity Unit → click Program (left side of homepage) → Data Quality Reports → DQI Data Quality Schedule → 2021_2022_Data_Pull_Schedule → Coalition_Folders → select review coalition’s folder → open Data Pull → select VPK Active Providers tab → review Classroom_# of Kids (column I)). Determine if the VPK Program consists of a minimum class size of at least four but no more than a maximum class size of 12 children, as DEL requires, for eligibility to deliver the VPK Program.

• Access the Tableau system using the analyst login to review the staff-to-child ratio. Select (Home → *~MOD REPORTS~* → Classrooms Rpt → Classroom Instructors → Coalition Name → select provider name in Doing Business As dropdown). In addition to the Classroom Instructors report, the VPK instructor data is also accessed on the OEL-VPK 11A in the Coalition Services Portal. Select (Provider → Search → Doing Business As or Provider ID → click on Profile ID for provider sampled → Contracts → Download (VPK-APP)). Determine if the VPK Program consists of no more than 12 children (with one lead instructor).
D. Statewide Kindergarten Screening; Kindergarten Readiness Rates (VPKP-D)

Section 1002.68(3)(a), F.S., requires DEL to adopt a statewide kindergarten screening that assesses the readiness of each student for kindergarten based upon the Department of Education’s (DOE) adopted performance standards under s. 1002.67(1) for the Voluntary Prekindergarten Education Program. DOE shall require that each school district administer the statewide kindergarten screening to each kindergarten student in the school district within the first 30 school days of each school year. Private schools may administer the statewide kindergarten screening to each kindergarten student in a private school who is enrolled in the Voluntary Prekindergarten Education Program.

Rule 6M-8.601(5)(a), FAC, states, “For the 2016-17 and 2017-18 VPK Provider Kindergarten Readiness Rates:
1. No provider will receive a new probationary status.
2. An existing provider on probation whose rate meets the criteria in paragraph (3)(b), is removed from probation.
3. An existing provider on probation whose rate did not meet the criteria in paragraph (3)(b), will remain on probation in their existing status.”

Rule also states, “Beginning with the 2018-19 VPK Provider Kindergarten Readiness Rates, if the readiness rate of a private or public VPK provider falls below the minimum rate adopted by the State Board, the provider shall be placed on probation, notified of each designation by the Office of Early Learning, and acknowledge such designation on the website within twenty-one (21) calendar days of the publication of the final Provider Kindergarten Readiness Rates.”


Section 1002.68(5)(c), F.S., requires a private VPK provider or public school on probation to continue required corrective actions until the provider or school meets the minimum designation the department requires. Failure to meet the requirements shall result in the termination of the provider’s or school’s contract to deliver the Voluntary Prekindergarten Education Program for a period of at least two years, but no more than five years.

1. Did the coalition require all providers on probation (private and school district sites) to submit an improvement plan prior to registering to offer VPK services for the next program year? (ss. 1002.67 and 1002.68, F.S.; Rule(s) 6M-8.700(2), (3) and 6M-8.701(2), FAC; DEL Grant Agreement, Exhibit II, C.7.4)

Analysis
- The minimum score a provider must earn to have successfully implemented the 2018-2019 VPK program is 60.
- DEL requires a VPK provider that fails to meet the minimum kindergarten readiness rate for a program type (school-year or summer) to submit and implement an approved improvement plan designed to improve the provider’s kindergarten readiness rate.
- VPK providers that remain on probation for two or more consecutive years must submit annual progress through VPK Program Provider Kindergarten Readiness Rate website, https://vpkrates.floridaearlylearning.com/home. Second or subsequent year probation progress reports shall contain a description of strategies for improving the VPK program.

Assessment Activity
- Review the VPK Program Provider Kindergarten Readiness Rate website to identify the 2018-2019 VPK providers on probation.
- Access the readiness rate website, https://vpkrates.floridaearlylearning.com/home, for the 2018-2019 program year and verify that the VPK providers on probation (private and school districts) that did not obtain a minimum score of 60 for the 2018-2019 program year submitted an improvement plan as a result of being low performing.
− For providers on probation that did not appear on the submission list, research whether the provider submitted an improvement plan. Access the readiness rate website and select (Administrator Tools → Provider Account Direct Access → Enter provider name → Search). Note – Remember to unlock the provider’s account after completing the search.
− For all VPK providers on probation that did not submit an improvement plan, review the data pull to determine if the provider offered services during the 2020-2021 summer program or the 2021-2022 school year program, as applicable.
− If a VPK provider on probation deemed low performing for the 2018-2019 program year, did not submit an improvement plan, verify that the coalition did not execute a contract and did not make payments to the provider.
− Review the Coalition Services Portal for active and inactive dates to verify the provider did not offer services.
− Record the number of providers on probation that offered services and did not submit an improvement plan for the applicable program year (school or summer).

2. **Did the coalition approve or disapprove the VPK provider’s improvement plan for all sampled providers on probation within 14 days after receiving the improvement plan?** (s. 1002.67, F.S.; Rule(s) 6M-8.700 and 6M-8.701, FAC)

**Analysis**

− A coalition shall approve or disapprove a VPK provider’s improvement plan within 14 days after receiving the improvement plan if the provider submits the plan with a list of target areas and specific actions for improvement.
− If the improvement plan does not address the criteria Rule 6M-8.700(1)(a)-(c), FAC, establishes, the coalition or school district, as applicable, shall disapprove the improvement plan and return it to the VPK provider with suggestions for revision. The VPK provider on probation shall submit an amended improvement plan within 14 days following the receipt of notification of disapproval of its improvement plan and revision suggestions. The coalition or school district, as applicable, shall offer to work with the VPK provider on probation to revise a disapproved improvement plan to address the required criteria. The school district is responsible for requiring the school district sites that failed to meet the readiness rate to submit an improvement plan for school district approval, and to oversee plan implementation.

**Assessment Activity**

− Review the most current VPK improvement plan for the six sampled providers on probation for the program year.
− Verify that the coalition approved or disapproved the VPK provider’s improvement plan within 14 calendar days after receiving the improvement plan.
− Record the date the provider submitted the plan and the date the coalition approved the plan.
− Determine the number of VPK providers on probation by reviewing the readiness rate website, https://vpkrates.floridaearlylearning.com/home for providers on probation for the most current year.

**Note** – The analyst should sample a minimum of six providers (excluding school district sites) on probation. If there are fewer than six providers on probation, sample all providers on probation.

**Note** – DEL will review this criterion using the VPK provider scorecard.

3. **Did the coalition require all sampled providers on probation to implement an improvement plan according to rule?** (ss. 1002.67 and 1002.68, F.S.; Rules 6M-8.700(2), 6M-8.605 and 6M-8.701(1) and (2), FAC; DEL Grant Agreement, Exhibit II, C.7.4)

**Analysis**

− DEL requires a VPK provider who fails to meet the minimum kindergarten readiness rate for a program type
(school-year or summer) to submit and implement an approved improvement plan designed to enhance the provider’s kindergarten readiness rate.

- VPK providers who remain on probation for two or more consecutive years must submit annual progress through [https://vpkrates.floridaearlylearning.com/home](https://vpkrates.floridaearlylearning.com/home). Second or subsequent year probation progress reports shall contain a description of strategies for improving the VPK Program.

- A provider failing to implement an approved improvement plan or staff development plan shall result in the termination of the provider’s contract to deliver the VPK Program (either for the school-year program or summer program) for a period of at least 2 years but no more than five years, as ss. 1002.68(5)(c), F.S., requires.

### Assessment Activity

- Access the readiness rate website [https://vpkrates.floridaearlylearning.com/home](https://vpkrates.floridaearlylearning.com/home) using the analyst login to determine the status of the applicable provider on probation improvement plan and any changes that occurred in the plan.

- Determine if the VPK providers who remained on probation implemented an improvement plan.


- For providers on the first year of probation –
  - Review the provider’s improvement plan to determine if it included
    - **Use of approved curriculum or staff development plan** – A VPK provider on probation must select either an approved curriculum from the list of approved curricula for providers on probation [http://www.floridaearlylearning.com/vpk/vpk-providers/vpk-curriculum](http://www.floridaearlylearning.com/vpk/vpk-providers/vpk-curriculum) or a staff development plan as a target area in its improvement plan.
    - **Additional targeted areas** – A VPK provider on probation must select a minimum of one of the following additional areas as a targeted area in its improvement plan –
      - Administrative and management practices, including VPK instructor training, education level and retention.
      - Classroom learning environment.
      - Child developmental screenings and assessments.
      - Social-emotional interactions among VPK instructors and children.
      - Child’s ability to make age-appropriate progress in developing language and cognitive capabilities and emotional, social, regulatory and moral capacities.
      - Percentage of children attending 70% or more of the instructional hours the VPK provider offered.
      - Family involvement in the early childhood program.
    - **Strategies for improvement** – A description of improvement strategies, which includes the following and, at the provider’s discretion, any other additional areas –
      - A list of target areas for the VPK provider’s improvement and any additional areas a provider deems important to its improvement.
      - A list of specific actions the VPK provider has already taken or proposed to take for improving targeted areas.
      - An implementation schedule or timeline for the VPK provider to apply the proposed actions.

- Determine if the provider had an approved improvement plan in place for at least 30 days prior to receiving an advance payment and for at least 30 days prior to offering VPK instruction for the program type (summer or school-year).

- Review the [Coalition Services Portal](https://www.floridaearlylearning.com/vpk/coalition-services) for active and inactive dates to verify the provider did not offer services if the provider did not submit and implement the improvement plan as required.

- Review approved provider staff development plan, if applicable. Prior to registering to offer the VPK Program, a provider on probation must demonstrate that it is implementing its improvement plan. The VPK provider must demonstrate implementation of its improvement plan by using an approved curriculum or a staff development plan according to ss. 1002.67(2)(c) and 1002.68(5)(b)(3), F.S., including all program materials and professional development elements associated with the approved curriculum or staff development plan, and by submitting the following to the coalition, as applicable.
<table>
<thead>
<tr>
<th>For using an approved curriculum –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A receipt or invoice demonstrating that the VPK provider has purchased an approved curriculum and has scheduled instructor trainings the curriculum publisher developed using the curriculum.</td>
</tr>
<tr>
<td>• An acknowledgement, written documentation, that the VPK provider has received the complete approved curriculum through a donation and has scheduled instructor trainings the curriculum publisher developed using the curriculum.</td>
</tr>
<tr>
<td>• Verify that one of the current provider on probation staff members completed the required curriculum training. If the training was completed by previously employed staff, add a management addendum to suggest a currently employed staff member complete curriculum training. Review the DEL website, <a href="http://www.floridaearlylearning.com/vpk/vpk-providers/vpk-curriculum">http://www.floridaearlylearning.com/vpk/vpk-providers/vpk-curriculum</a>, for a list of approved curricula.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For using a staff development plan –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DCF training transcript (or CEU tab, as applicable) for each VPK staff member consistent with the staff development plan according to s. 1002.68(5)(b)(3), F.S., to verify staff have completed the required courses prior to offering the VPK program. Each site director/supervisor, VPK teacher and VPK assistant teacher must complete the <a href="http://www.floridaearlylearning.com/vpk/vpk-providers/vpk-curriculum">DOE-Approved Staff Development Plan</a> required courses –</td>
</tr>
<tr>
<td>o Standards for Four-Year-Olds or Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten effective July 2018 (instructor led or online).</td>
</tr>
<tr>
<td>o Emergent Literacy for VPK Instructors (online).</td>
</tr>
<tr>
<td>o Language and Vocabulary in the VPK Classroom (online).</td>
</tr>
<tr>
<td>o How to Administer the Florida VPK Assessment (instructor led or online).</td>
</tr>
<tr>
<td>If the provider hires new staff after the VPK program has begun, the new staff must complete these trainings within two months of hire.</td>
</tr>
</tbody>
</table>

| Prior to one of a program’s classes completing 50% of its instructional hours, each site director/supervisor, VPK teacher and VPK assistant teacher must complete |
| o Integrating the Standards: Phonological Awareness (instructor led or online). |
| o VPK Assessment Instructional Implications (instructor led or online). |
| If the provider hires new staff after the VPK program has begun, the new staff must complete these trainings within two months of hire or prior to the completion of 50% of the instructional hours, whichever is later. |

| Review coalition follow-up activities, such as training, agenda and technical assistance (site visits and reports). |
| Verify that all instructors listed on the current OEL-VPK 11A completed the required staff development training. |

<table>
<thead>
<tr>
<th>For providers on their second or subsequent year on probation –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review the provider’s improvement plan using the assessment activities listed above.</td>
</tr>
<tr>
<td>• Review the provider’s probation progress report. The annual probation progress report must demonstrate progress toward meeting the specific actions for improvement in the target areas identified in the provider’s approved improvement plan.</td>
</tr>
<tr>
<td>• Determine if the provider submitted a probation progress report 30 days prior to receiving an advance payment and for at least 30 days prior to offering VPK instruction for the program type (summer or school-year).</td>
</tr>
<tr>
<td>• The second or subsequent year probation progress report shall contain a description of strategies for improving the VPK Program that includes a list of target areas for the VPK provider’s improvement per Rule 6M-8.700, FAC, and any additional areas a provider deems important to its improvement, specifically</td>
</tr>
<tr>
<td>o Identification and description of the provider’s use of an approved curriculum or a staff development plan according to ss. 1002.67(2)(c) and 1002.68(5)(b)(3), F.S., and listed above. This includes all program materials and professional development elements associated with the approved curriculum or staff development plan as Rule 6M-8.700(1)(a), FAC, describes.</td>
</tr>
<tr>
<td>o Identification and description of the provider’s action steps in the additional targeted area(s) as Rule 6M-8.700(1)(b), FAC, describes.</td>
</tr>
<tr>
<td>o A list of specific actions the VPK provider will take in the future for improving the targeted areas.</td>
</tr>
<tr>
<td>o An implementation schedule or timeline for the VPK provider to apply any proposed actions.</td>
</tr>
</tbody>
</table>
• Review coalition follow-up activities, such as training, agenda and technical assistance (site visits and reports).
• Verify that a provider who chose curriculum as an improvement plan selected a curriculum from the 2018 DOE-approved list and continues to implement stated curriculum.
• Verify that a second year or more provider on probation who chose a staff development plan is able to show a year’s worth of implementation of all the required components of the staff development plan for each site director/supervisor, VPK teacher and VPK assistant teacher before receiving another contract (i.e., six required trainings and goals listed in the improvement plan – Appendix B).

Note – DEL will review this criterion using the VPK provider scorecard.

4. If a VPK provider did not meet the minimum readiness rate for three consecutive program years, did DEL grant it a Good Cause Exemption or did the coalition remove it from delivering the VPK program? (ss. 1002.67(4)(c)3 and 1002.69(7), F.S.; Rule(s) 6M-8.603 and 6M-8.702, FAC)

Analysis

– DEL may grant a provider or school an exemption from being ineligible to deliver the VPK Program upon the request of a private VPK provider or public school that remains on probation for three consecutive program years and did not meet the minimum rate and for good cause shown.
– Such exemption is valid for one year and, upon the request of the private VPK provider or public school and for good cause shown, is eligible for renewal.
– If DEL does not grant a good cause exemption to a private VPK provider or public school that remains on probation for three consecutive program years and did not meet the minimum rate DEL adopted as satisfactory, DEL shall require the coalition or the school district to remove, as applicable, the provider or school for five years from eligibility to deliver VPK (either the school-year or summer program) and receive state funds for the program.

Assessment Activity

– Identify all providers who failed to meet the minimum readiness rate for three consecutive years using the Good Cause Exemption spreadsheet, and list the total number on the VPK scorecard.
– A provider may not receive a good cause exemption for the summer, but still be eligible to provide services for the school-year program, and vice versa.
– Once the analyst has identified the providers who did not receive good cause exemptions, verify through the Coalition Services Portal (or the data pull) that those providers are not providing VPK services for the same program type.
– If the provider was listed as denied a good cause exemption, and is currently offering services, follow up with the DEL VPK program unit and obtain the good cause exemption approval letter from the DEL VPK program unit, which is valid for one year.
– If the coalition reimbursed a disqualified provider for VPK services, DEL will question the cost (and make a finding) and the coalition/contractor will have to implement corrective actions.

Note – DEL will review this criterion using the VPK provider scorecard.

5. Did the coalition verify all sampled providers on probation, that selected a Staff Development Plan as a target area in its improvement plan, administered and submitted Assessment Period 2 (AP2) data into Bright Beginnings as rule requires? (Rule(s) 6M-8.605 and 6M-8.620, FAC)

Analysis

– If the provider is a provider on probation that has chosen to implement the staff development plan, the provider must also conduct the assessment under the AP2 timeframe.
- AP2 assessment period – middle of the classroom’s scheduled hours.
- Providers must submit AP2 assessments online in the Bright Beginnings database no later than 15 calendar days after the last day of the VPK class schedule.

**Assessment Activity**
- Determine if any of the six sampled VPK providers on probation chose a staff development plan available from the Division of Early Learning per Rule 6M-8.605, FAC, as a target area in its 2018-2019 improvement plan for the 2020-2021 program year, as applicable.
- Determine if the VPK provider on probation completed AP2 in the middle of the classroom’s scheduled hours for the 2020-2021 program year. If the provider was low performing for the 2018-2019 program year and chose a staff development plan, determine if the VPK provider on probation completed AP2 in the middle of the classroom’s scheduled hours for the 2020-2021 program year.
- Access the VPK Assessment Period Data Status report in Bright Beginnings (VPK Assessment Online Reporting System → VPK Assessment → VPK Assessment Tools → Assessment Reports → Coalition VPK Assessment Data Status Report → Select Year and Program then select ELC → Run Report).
- Review the report to determine if the applicable sampled providers entered and submitted AP2 data.
- Determine if the provider(s) are currently offering VPK for the 2021-2022 program year by using information in the Coalition Services Portal.
- Determine if the VPK provider on probation completed AP2 in the middle of the classroom’s scheduled hours by reviewing the classroom start and end date, daily instructional hours and total program hours.
- Access the VPK provider’s classroom data in the Coalition Services Portal for applicable program year (Contracts → View (VPK 10, 11A, 11B) → VPK Calendars → VPK Classes → Review).

**Note** – DEL will review this criterion using the VPK provider scorecard.

### E. Voluntary Prekindergarten (VPK) Pre- and Post-Assessment Compliance (VPKP-E)

Contingent upon legislative appropriation, each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement an evidence-based pre- and post-assessment that the State Board of Education has approved.

In order to receive approval, the assessment must be valid, reliable, developmentally appropriate and designed to measure student progress on domains that must include, but are not limited to, early literacy, numeracy and language.

Individuals who meet State Board of Education requirements must administer the pre- and post-assessment.

1. **Did the coalition approve, according to rule, all pre- and post-assessment orders that contracted VPK providers placed within seven calendar days?** (Rule(s) 6M-8.620 and 6A-1.09433, FAC; Grant Agreement, Exhibit II, C.7.5)

**Analysis**

The coalition is responsible for the timely review, approval or disapproval of orders for assessment materials that VPK private providers place on Bright Beginnings. The coalition shall –

- Monitor email notifications regarding assessment materials.
- Review orders and verify that the quantity of materials ordered aligns with the number of VPK classes the contracted VPK private provider ordering the materials offers.
- Approve or disapprove within seven days after the VPK provider places the order. If they place the order before contract execution, approve or disapprove orders within seven calendar days of executing Form OEL-VPK 20, the Statewide Voluntary Prekindergarten Provider Contract (VPK Provider Contract) as Rule 6M-8.301, FAC, requires, with the provider. If the coalition disapproves the order, the coalition shall notify the VPK provider through Bright Beginnings of the reason for disapproval.
- Approve or disapprove a resubmitted order no later than seven calendar days after receiving email notification.
that the order is pending approval. If the coalition disapproves the order, notify the VPK provider through Bright Beginnings of the reason.

**Assessment Activity**

- Log in to Bright Beginnings to access the order report and select (Order Management → Select Type → Approved → Submit).
- Filter the order report to identify the material kit orders from July 1 to report run date, (Sort & Filter → Custom Sort→ Sort by ELC Name, add level, sort by DateOrderwasplaced). Can also select Filter under Sort & Filter to filter by specific ELC and Order Date years.
- Locate the Order Report Template with Formulas spreadsheet on SharePoint in the Voluntary_Pre-K(VPK) folder and copy and paste formulas in columns V, W and X onto the downloaded order report in the same columns. Insert the contract date in column W and review the calculated results.
- Determine if the coalition approved orders that contracted VPK providers placed within seven calendar days of the order date.
- If the provider placed an order before executing Form OEL-VPK 20, the Statewide Voluntary Prekindergarten Provider Contract (VPK Provider Contract), verify the coalition approved it within seven calendar days of the VPK Provider Contract execution date.

**Note** – The coalition is permitted to approve material kit orders before executing Form OEL-VPK 20 (VPK Provider Contract). The order approval date may be greater than seven days and not a compliance issue if the order is approved prior to contract execution date.

**Note** – DEL will review this criterion using the VPK provider scorecard.

---

**2. Did the coalition verify that every private VPK Program provider administered assessment periods 1 and 3 and submitted the assessment data in Bright Beginnings? (Rule(s) 6M-8.620 and 6A-1.09433, FAC; Grant Agreement, Exhibit II, C.7.5)**

**Analysis**

- “Assessment Period One” (AP1) is the first 30 calendar days of the VPK class schedule beginning with the first VPK instructional day and including non-instructional days.
- “Assessment Period Three” (AP3) is the last 30 calendar days of the VPK class schedule ending on the last VPK instructional day and including non-instructional days.
- “Bright Beginnings” is the Florida VPK Assessment online reporting system VPK providers, school districts and early learning coalitions use. It is at https://brightbeginningsfl.org. An example of the website, without user-specific information, is on Form OEL -VPK 12 (June 2016), and is at http://www.flrules.org/Gateway/reference.asp?No=Ref-07037.
- “VPK Pre- and Post-Assessment” is defined in Rule 6A-1.09433, FAC, as the Florida VPK Assessment.
- VPK private provider responsibilities –
  - VPK private providers shall order assessment materials, based on need, through Bright Beginnings at least 30 calendar days before the first day of the VPK class schedule. The provider shall monitor the order status. If the early learning coalition disapproves the order, the provider shall resubmit the corrected order no later than five calendar days after disapproval.
  - If the VPK private provider fails to order assessment materials according to subparagraph (2)(a)1 of Rule 6M-8.620, FAC, there is no guarantee of receipt of the materials in time for required assessment administration as described in this rule.

**Assessment Activity**

- Log in to Bright Beginnings to determine compliance for all 2020-2021 VPK providers.
- Access the Assessment Period report in Bright Beginnings select (VPK Assessment Online Reporting System → Assessment Reports → Coalition VPK Assessment Data Status Report → Select Year and Program and Select ELC → Run Report).
- Determine if the coalition verified the provider completed Assessment Period One (AP1) within the first 30 calendar days of the VPK class schedule beginning with the first VPK instructional day and including non-instructional days. Access the provider’s classroom data in the Coalition Services Portal for applicable program year and select (Contracts → View (VPK 10, 11A, 11B) → VPK Calendars → VPK Classes → Review).
- Determine if the coalition verified the provider completed Assessment Period Three (AP3) within the last 30 calendar days of the VPK class schedule ending on the last VPK instructional day and including non-instructional days.
- If the Bright Beginnings VPK assessment report lists the provider as non-compliant with pre- and post-assessments for a classroom(s), determine if the provider had children enrolled in the classroom. Access the Bright Beginnings and select (VPK Assessment → Proceed to VPK Assessment Online Reporting System → Enter provider ID → Go → Click Classrooms tab → Select Year and Program → Select Classroom).
- For providers determined non-compliant with pre- and post-assessments for the 2020-2021 program year and are offering VPK services for the 2021-2022 program year, request the coalition to provide evidence of administered assessments as applicable and corrective action completed with the provider in question.
- Review Appendix B, VPK Pre- and Post-Assessment FAQ when determining the coalition’s compliance.

**Note** – DEL will review this criterion using the VPK provider scorecard.

### F. Statewide Information System Accuracy (VPKP-F)

The Grant Agreement requires a coalition to use the most current release of the DEL single statewide information system. A coalition must use the statewide information system to establish eligibility for VPK services. The DEL statewide information system is the basis for reimbursement and state reporting.

The review shall consist of comparing VPK provider eligibility files against statewide information system records for accuracy of entry, timeliness of processing actions and case history note narrations.

#### 1.* Does the information in each VPK provider file match the information in DEL’s statewide information system? *(s. 1002.82(2)(n), F.S.; Rule(s) 6M-8.300(c), FAC; DEL Grant Agreement, Exhibit II, C.2-3)*

**Analysis**

- The provider file must match the information the coalition entered into the DEL statewide information system and Coalition Services Portal.
- The case must stand alone. Proper narration of the reasons behind eligibility decisions will enable reviewers to reach the same conclusion as the caseworker.
- A provider must notify the coalition of all applicable VPK changes within 14 calendar days. The provider may complete the notification by submitting current OEL-VPK 10, 11A and 11B or local forms.

**Assessment Activity**

- Access the Coalition Services Portal using the analyst login to review the provider file.
- To download the OEL-VPK 10, 11A and 11B, log into the system, click (Provider → Search → Select VPK for the Provider Type → Select the program year → Enter the provider name → Search → Profile ID → Contracts → VPK-APP → Download).
- Review and compare VPK provider eligibility files against the Coalition Services Portal for accuracy of entry (e.g., facility name, employer identification number, address, telephone number, capacity, license or exempt identification number, owner information, director and instructors), timeliness of processing actions and case history note narrations.
- Verify the current instructors listed on Form OEL-VPK 11A, substitutes excepted, and match the instructors listed in Coalition Services Portal for each classroom.
- Document the discrepancies for VPK provider files on the VPK provider eligibility spreadsheet.
**Case history notes** – Case history notes are a tool for the eligibility counselor to use when determining eligibility or denying eligibility for VPK services. These notes can bridge gaps and explain missing documentation that reviewing the paperwork and documents submitted for eligibility does not readily explain. Case history notes enhance case management and provide valuable insight when the eligibility counselor monitors files.

**G. VPK Provider Previous Corrective Actions (VPKP-G)**

A coalition must submit a corrective action plan (CAP) response within 30 days to DEL’s written notices of non-compliance findings and then implement the CAP response. The coalition certifies that it has established and shall implement a monitoring plan, which includes, at a minimum, monitoring or testing of coalition subrecipient activities, reporting, corrective action resolution and tracking.

1. **Did the coalition implement VPK provider corrective actions that the previous DEL-issued Accountability Section review report lists?** *(Grant Agreement, Exhibit II, B.1, F.8, Exhibit III, B.1)*

**Analysis**

A coalition shall submit a corrective action plan (CAP) response within 30 days to DEL’s written notices of non-compliance findings within 30 days after report publication and shall implement the CAP response.

**Assessment Activity**

- Review the previous DEL-issued AS review report to determine if the coalition implemented VPK provider corrective actions.
- Access the Program Integrity Unit SharePoint homepage and select a coalition for review under Coalition Worksites. Next, select Program Integrity Reviews and click on Accountability Reports. Finally, select the previous review year to access the courtesy review response (CRR) or final corrective action plan (CAP) close-out document, if applicable.
- Doc cite the previous report(s) and the CRR or CAP to support your analysis.
- Consider it a finding if the coalition did not implement VPK provider corrective actions from the previous report.
- Consider it achieved if the coalition implemented the previous corrective actions and does not have a repeat of the same finding in the current review.
- Consider it N/A if the previous report did not list any findings or if the criterion is no longer applicable.

**Note** – Restrict the analysis to DEL-approved policies that the coalition agreed to implement as a part of the corrective action process during the previous review period.

**Note** – DEL will review this criterion using the VPK provider scorecard.

**H. VPK Provider Subrecipient Monitoring (VPKP-H)**

The Grant Agreement, Exhibit II, D.6, requires a coalition to have and implement an annual monitoring plan documenting the coalition’s planned monitoring procedures for all contracts, grants, agreements and programs according to state laws and rules and DEL guidance. The coalition must submit the plan to DEL by Aug. 31 and include quarterly monitoring that addresses, at a minimum, the requirements listed in the VPK Standard Eligibility Review Program Guide, including using all required elements and sample sizes.

The coalition certifies that it has established and shall implement a monitoring plan, which includes, at a minimum, monitoring or testing of coalition subrecipient activities, reporting, corrective action resolution and tracking.

1. **Did the coalition’s monitoring of its subrecipient(s) include each VPK provider criterion the VPK Standard Eligibility Review Program Guide lists?** *(Grant Agreement, Exhibit II, D.6 and Exhibit IV, G)*

**Note** – This is not applicable if the coalition does not have a subrecipient for VPK services.
Analysis

There must be evidence that the coalition monitored the criteria. The coalition has not met this requirement if the coalition’s tool contains the required criteria but the coalition has not monitored for the criteria.

Assessment Activity

- Review the coalition’s monitoring process to determine if it approves its contractor’s policies and procedures for the VPK Program or if its monitoring criteria include a review of VPK policies and procedures.
- Review the coalition’s VPK provider monitoring tools to verify the monitoring tools include all of the VPK provider monitoring criteria that DEL requires.
- Document the total number of DEL’s VPK provider monitoring criteria included on the coalition’s monitoring tools.
- List any required monitoring criteria missing from a coalition’s monitoring tool(s). Determine if the coalition’s monitoring captures all of the VPK provider elements in DEL’s VPK Standard Eligibility Review Program Guide.

Required VPKP monitoring criteria

1. Is there a completed, signed and dated Form OEL-VPK 10 (Statewide Provider Registration Application) for each provider?
2. Is there a completed, signed and dated Form OEL-VPK 11A and B (Class Registration Application) for each class?
3. Is there a completed, signed and dated Form OEL-VPK 20 or Form OEL-VPK 20S containing all required information and attachments?
4. Has each private provider met the requirements for a legally operating provider eligible to deliver the VPK Program?
5. Does each private VPK provider have a director with a valid director credential and, if applicable, a VPK Director Endorsement or a private school administrator with a valid certificate in educational leadership?
6. Does each lead instructor meet the required credentials?
7. Does each substitute instructor meet the required credentials?
8. Does the coalition have documented evidence that each VPK director, lead, substitute and secondary instructor for each class a provider offers had a current level 2 background screening clearance for the entire classroom period?
9. Does the coalition have documented evidence that each VPK director, lead, substitute and secondary instructor for each class that a private provider offers had a signed and current Attestation of Good Moral Character (AGMC) for the entire classroom period?
10. Did the coalition verify that the provider met applicable child/teacher ratios for the VPK class(es) during the review period?
11. Did the coalition require all providers on probation (private and school district sites) to submit an improvement plan prior to registering to offer VPK services for the next program year?
12. Did the coalition approve or disapprove the VPK provider’s improvement plan for all sampled providers on probation within 14 calendar days after receiving the improvement plan?
13. Did the coalition require all sampled providers on probation to implement an improvement plan according to rule?
14. If a VPK provider did not meet the minimum readiness rate for three consecutive program years, did DEL grant it a Good Cause Exemption or did the coalition remove it from delivering the VPK program?
15. Did the coalition verify all sampled providers on probation, that selected a Staff Development Plan as a target area in its improvement plan, administered and submitted Assessment Period 2 (AP2) data into Bright Beginnings as rule requires?
16. Did the coalition approve, according to rule, all pre- and post-assessment orders that contracted VPK providers placed within seven calendar days?
17. Did the coalition verify that every private VPK Program provider administered assessment periods 1 and 3 and submitted the assessment data in Bright Beginnings?
18. Does the information in each VPK provider file match the information in DEL’s statewide information
19. Did the coalition implement VPK provider corrective actions that the previous DEL-issued Accountability Section review report lists?

**Note** – DEL will review this criterion using the **VPK provider scorecard**.

### Table: Did the coalition follow the sample size guidelines during monitoring of its subrecipient(s) for VPK provider eligibility? *(Grant Agreement, Exhibit II, D.6)*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Analysis** | - Each file in the sample must be unique. If a coalition reviewed a file more than once during the fiscal year, the reviewer will only count it as one.  
- The sample must include representation from each provider eligibility category.  
- Coalitions with subrecipients performing VPK provider services will pull a sample of cases for VPK provider reviews. The review period shall represent active cases during the last quarter.  
- When establishing the sample size for the number of providers to review, a coalition must determine the total number of VPK providers contracted with the coalition for the previous year. |
| **Assessment Activity** | - Obtain the number of VPK providers the coalition served during the previous year.  
- Access each coalition’s annual report on SharePoint, select [Program Integrity Unit](#) ➔ click [Coalition Zone](#) (top of homepage) ➔ select reviewing coalition under Coalition Sites (right of page) ➔ select Coalition Annual Report under Coalition Services (left of page) ➔ open the Coalition Annual Report Workbook 2020-2021 (Excel spreadsheet) ➔ select Tab F (Total Providers by Provider Type ➔ combine the two columns titled Offered VPK Only and Both).  
- Determine the correct sample size using the sample size guidelines *(Appendix A)*. If the total number of providers falls between two numbers listed in the table, select the nearest sample size corresponding to the total number of providers for the previous year.  
- If the sample size the analyst determines does not match the number of files the coalition monitored, determine if the coalition excluded the school district or out-of-county VPK providers from its sample size count (review question #2 on the Certification Questionnaire.) Refer to the DEL statewide information system data (coalition annual report received from Data Services Unit) to obtain the number of school district VPK providers contracted with the coalition for the previous year. Subtract the number of school district VPK providers from the total number of contracted providers to determine the number of contracted providers the coalition used to determine its sample size.  
- Review all of the coalition’s monitoring tools and monitoring plan to determine the actual sample size the coalition monitored.  
- Verify the coalition met the minimum required sample size.  
- Verify that each file in the sample is unique. If the coalition reviewed a file more than once, the analyst must only count the file as one. |
| **Note** | – DEL will review this criterion using the **VPK provider scorecard**. |
X. Data Quality Edit Reports

A coalition may use data quality edit reports to enhance monitoring or in quarters when the coalition does not conduct child file reviews. More information about specific reports is available in the Data Accuracy Review Guide available on the DEL website or by contacting the DEL Accountability Section.

Data quality edit reports identify items in the DEL statewide information system that may indicate data entry errors or noncompliance in eligibility files. A coalition should be using these resources at least monthly to verify that it is maintaining the most current and up-to-date data accuracy. The coalition and the reviewer should work together on the items the report identifies to reach resolution and determine if there is a need for further corrective action.

XI. Reports and Corrective Action Plans

Once DEL completes a coalition monitoring review, DEL will prepare a written report. The report will address each review area, document findings, make recommendations to correct findings, identify findings that the coalition has corrected and request a CAP. Prior to publishing the monitoring report, DEL will give the coalition at least two opportunities to dispute any findings with documentation or correct findings/payments with documentation of case corrections. During the corrective action phase, DEL will offer training or technical assistance upon the coalition’s need or request.

Follow-up is critical to the monitoring process. A coalition with subcontracted VPK services must verify that its subcontractors complete corrective actions, which may include additional site visits or submitting documentation. Monitoring that identifies unresolved problems could lead to more serious findings.

The coalition should maintain the following documents for the DEL review –
- Original review and copies of errors noted.
- Documents submitted to dispute findings.
- Documents submitted of case corrections and payment corrections.
### XII. Appendices

The following appendices provide information to supplement the reviewers’ understanding of the areas reviewed. Some information included in the appendices may also appear in the program guide sections.

**Appendix A – Minimum Annual Sample Size**

<table>
<thead>
<tr>
<th>Number of Providers or children</th>
<th>Minimum Sample Size</th>
<th>Number of Providers or children</th>
<th>Minimum Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;20</td>
<td>all</td>
<td>475</td>
<td>106</td>
</tr>
<tr>
<td>30</td>
<td>25</td>
<td>500</td>
<td>108</td>
</tr>
<tr>
<td>35</td>
<td>28</td>
<td>525</td>
<td>109</td>
</tr>
<tr>
<td>40</td>
<td>31</td>
<td>550</td>
<td>110</td>
</tr>
<tr>
<td>45</td>
<td>34</td>
<td>575</td>
<td>111</td>
</tr>
<tr>
<td>50</td>
<td>37</td>
<td>600</td>
<td>112</td>
</tr>
<tr>
<td>55</td>
<td>38</td>
<td>625</td>
<td>113</td>
</tr>
<tr>
<td>60</td>
<td>39</td>
<td>650</td>
<td>114</td>
</tr>
<tr>
<td>65</td>
<td>40</td>
<td>675</td>
<td>115</td>
</tr>
<tr>
<td>70</td>
<td>42</td>
<td>700</td>
<td>116</td>
</tr>
<tr>
<td>75</td>
<td>44</td>
<td>725</td>
<td>116</td>
</tr>
<tr>
<td>80</td>
<td>47</td>
<td>750</td>
<td>117</td>
</tr>
<tr>
<td>85</td>
<td>50</td>
<td>775</td>
<td>117</td>
</tr>
<tr>
<td>90</td>
<td>53</td>
<td>800</td>
<td>118</td>
</tr>
<tr>
<td>95</td>
<td>56</td>
<td>900</td>
<td>119</td>
</tr>
<tr>
<td>100</td>
<td>58</td>
<td>1000</td>
<td>121</td>
</tr>
<tr>
<td>110</td>
<td>62</td>
<td>1500</td>
<td>122</td>
</tr>
<tr>
<td>120</td>
<td>65</td>
<td>2000</td>
<td>123</td>
</tr>
<tr>
<td>130</td>
<td>68</td>
<td>2500</td>
<td>124</td>
</tr>
<tr>
<td>140</td>
<td>70</td>
<td>3000</td>
<td>125</td>
</tr>
<tr>
<td>150</td>
<td>72</td>
<td>3500</td>
<td>126</td>
</tr>
<tr>
<td>160</td>
<td>74</td>
<td>4000</td>
<td>127</td>
</tr>
<tr>
<td>170</td>
<td>76</td>
<td>4500</td>
<td>128</td>
</tr>
<tr>
<td>180</td>
<td>78</td>
<td>5000</td>
<td>129</td>
</tr>
<tr>
<td>190</td>
<td>80</td>
<td>5500</td>
<td>130</td>
</tr>
<tr>
<td>200</td>
<td>81</td>
<td>6000</td>
<td>131</td>
</tr>
<tr>
<td>210</td>
<td>82</td>
<td>6500</td>
<td>132</td>
</tr>
<tr>
<td>220</td>
<td>83</td>
<td>7000</td>
<td>133</td>
</tr>
<tr>
<td>230</td>
<td>84</td>
<td>7500</td>
<td>134</td>
</tr>
<tr>
<td>240</td>
<td>85</td>
<td>8000</td>
<td>135</td>
</tr>
<tr>
<td>250</td>
<td>86</td>
<td>8500</td>
<td>136</td>
</tr>
<tr>
<td>260</td>
<td>87</td>
<td>9000</td>
<td>137</td>
</tr>
<tr>
<td>270</td>
<td>88</td>
<td>9500</td>
<td>138</td>
</tr>
<tr>
<td>280</td>
<td>89</td>
<td>10000</td>
<td>139</td>
</tr>
<tr>
<td>290</td>
<td>90</td>
<td>11750</td>
<td>140</td>
</tr>
<tr>
<td>300</td>
<td>91</td>
<td>12500</td>
<td>141</td>
</tr>
<tr>
<td>325</td>
<td>93</td>
<td>13750</td>
<td>142</td>
</tr>
<tr>
<td>350</td>
<td>95</td>
<td>15000</td>
<td>144</td>
</tr>
<tr>
<td>375</td>
<td>98</td>
<td>16750</td>
<td>145</td>
</tr>
<tr>
<td>400</td>
<td>100</td>
<td>17500</td>
<td>146</td>
</tr>
<tr>
<td>425</td>
<td>102</td>
<td>18750</td>
<td>148</td>
</tr>
<tr>
<td>450</td>
<td>103</td>
<td>&gt;20000</td>
<td>150</td>
</tr>
</tbody>
</table>
## Appendix B – Links to VPK Forms and Definitions

<table>
<thead>
<tr>
<th>Links to Referenced Forms</th>
<th>Form Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEL-VPK 01</strong></td>
<td>VPK Child Application</td>
</tr>
<tr>
<td><strong>DEL-VPK 01A</strong></td>
<td>VPK Education Program Child Application (Beginning 2022-2023 program year)</td>
</tr>
<tr>
<td><strong>OEL-VPK 01S</strong></td>
<td>VPK SIS Supplemental Student Application</td>
</tr>
<tr>
<td><strong>DEL-VPK 02</strong></td>
<td>Child Certificate of Eligibility</td>
</tr>
<tr>
<td><strong>OEL-VPK02S Part A</strong></td>
<td>VPK SIS Certificate of Eligibility</td>
</tr>
<tr>
<td><strong>OEL-VPK02S Part B</strong></td>
<td>VPK SIS Schedule of Services</td>
</tr>
<tr>
<td><strong>OEL-VPK 03S</strong></td>
<td>Child Attendance and Parental Choice Certificate (Short Form)</td>
</tr>
<tr>
<td><strong>OEL-VPK 3L</strong></td>
<td>Child Attendance and Parental Choice Certificate (Long Form)</td>
</tr>
<tr>
<td><strong>OEL-VPK 05</strong></td>
<td>Reenrollment Application</td>
</tr>
<tr>
<td><strong>OEL-VPK 04</strong></td>
<td>Certificate of Eligibility for Reenrollment</td>
</tr>
<tr>
<td><strong>DEL-VPK 07</strong></td>
<td>Voluntary Prekindergarten Parent Handbook</td>
</tr>
<tr>
<td><strong>OEL-VPK 10</strong></td>
<td>Statewide Provider Application</td>
</tr>
<tr>
<td><strong>OEL-VPK 11A</strong></td>
<td>Class Registration Application – Instructors</td>
</tr>
<tr>
<td><strong>OEL-VPK 11B</strong></td>
<td>Class Registration Application – Calendars</td>
</tr>
<tr>
<td><strong>OEL-VPK 10, 11A, 11B</strong></td>
<td>Instructions for Forms OEL-VPK 10, OEL-VPK 11A and OEL-VPK 11B</td>
</tr>
<tr>
<td><strong>OEL-VPK 20</strong></td>
<td>VPK Statewide Provider Contract</td>
</tr>
<tr>
<td><strong>OEL-VPK 20PP</strong></td>
<td>VPK Statewide Provider Contract Private Provider Attachment</td>
</tr>
<tr>
<td><strong>OEL-VPK 20PS</strong></td>
<td>VPK Statewide Provider Contract Public School Attachment</td>
</tr>
<tr>
<td><strong>OEL-VPK 20S</strong></td>
<td>VPK SIS Provider Agreement</td>
</tr>
<tr>
<td><strong>OEL-VPK 31, 31A, 31B, 31C Staff Development Plan</strong></td>
<td>Staff Development Plan for VPK Providers on Probation</td>
</tr>
<tr>
<td><strong>VPK Pre- and Post-Assessment FAQ</strong></td>
<td>VPK Pre- and Post-Assessment FAQ</td>
</tr>
<tr>
<td><strong>OEL-VPK 25</strong></td>
<td>Training Requirements</td>
</tr>
<tr>
<td><strong>VPK Curriculum List</strong></td>
<td>2018 Approved VPK Curriculum Packages for use by programs on probation (POP)</td>
</tr>
<tr>
<td><strong>Rule 6M-8.100, FAC</strong></td>
<td>Definitions</td>
</tr>
<tr>
<td><strong>Overview Webinar</strong></td>
<td>VPK Improvement Process</td>
</tr>
</tbody>
</table>
Appendix C – VPK Readiness Rates

May 20, 2021

MEMORANDUM

TO: Executive Directors, Early Learning Coalitions
    VPK School District Contacts

FROM: Shan Goff, Executive Director

SUBJECT: 2019-2020 VPK Provider Kindergarten Readiness Rates - 2021-12

Due to the impact of COVID-19, including but not limited to the resulting decrease in the number of students that participated in FLKRS, the 2019-2020 VPK Provider Kindergarten Readiness Rates were not calculated per DOE EMERGENCY ORDER NO. 2020-E0-01.

As in previous years when Readiness Rates were not calculated, those providers that were classified as a Provider on Probation (POP) will remain on probation. For example, if a VPK provider was a second-year POP in 2018-2019, they will remain a second-year POP for 2019-2020, and will be expected to continue implementing the approved improvement plan in accordance with Section 1002.67, Florida Statutes.

POP improvement plans on the readiness rate website will continue to be active as the website is updated for the 2019-2020 program year. Early learning coalitions and school districts will continue to monitor improvement plans to determine if the POPs need to update their improvement plans for the next program year.

Good cause exemption renewals for the 2020-2021 VPK Summer Program have been issued. Good cause exemption renewals for 2021-2022 VPK School Year Program are forthcoming.

Please feel free to contact us at VPKQuestions@oeo.myflorida.com if you have any questions.

SGG/mw

SHAN GOFF
EXECUTIVE DIRECTOR, OFFICE OF EARLY LEARNING

250 MARRIOTT DRIVE • TALLAHASSEE, FL 32399 • 850-717-8550 • Toll Free 866-357-3239 • www.FloridaEarlyLearning.com
February 17, 2020

MEMORANDUM

TO: Executive Directors, Early Learning Coalitions
Superintendents, Public Schools
Program Contacts, Voluntary Prekindergarten (VPK) Education Program
Interested Persons

FROM: Shan Goff, Executive Director

SUBJECT: 2018-19 VPK Provider Kindergarten Readiness Rates

The 2018-19 VPK provider kindergarten readiness rates were released today and are available on the Readiness Rate Website. The results show that 63% of students who completed the 2018-19 VPK program were ready for kindergarten while for their peers who started, but did not complete the VPK program, only 47% were ready, a difference of 16 percentage points. For students that who did not participate in any portion of the VPK program, only 39% were ready, fully 24 percentage points below the VPK completers.

The VPK program is the foundation for early grade success and beyond. Governor DeSantis and Commissioner Corcoran remain committed to a high quality, accountable early learning system that ensures students are ready when they begin kindergarten. In accordance with state law, beginning with the release of the 2018-19 school year results, VPK readiness rate calculations include both learning gains and kindergarten screener results. Providers that do not meet the minimum readiness rate will be subject to the following consequences:

- Placement on probation.
- Implementation of an improvement plan approved by the early learning coalition or school district including the use of an Office of Early Learning (OEL)-approved curriculum or a staff development plan.
- Providers on probation for two or more years that do not meet the minimum readiness rate for 2018-19 are not eligible to receive funding from the VPK program for a period of five years, unless the provider applies for and is granted a good cause exemption from the Office of Early Learning.

Online and in-person trainings and teacher resources are available from the Florida Department of Education/Office of Early Learning. Registration for these supports is in collaboration with the Department of Children and Families (DCF). For a comprehensive listing of current instructor-led and online training opportunities for directors, teachers, assistants and parents, click on the links below.

- Online training (13,410 participants in 2019-20)
- Instructor-led training (2,824 participants completed in-person in 2019-20)

To register for any of these training opportunities, please visit DCF’s website.

Additional resources are available at:

SHEAR GOFF
EXECUTIVE DIRECTOR, OFFICE OF EARLY LEARNING
250 MARRIOTT DRIVE • TALLAHASSEE, FL 32399 • 850-717-8530 • Toll Free 866-357-3239 • www.FloridaEarlyLearning.com
• The Florida Early Learning and Developmental Standards Website offers multiple resources for teachers and families.

• The Bright Beginnings Website includes resources for teachers and parents to use to guide children's success in emergent reading and mathematical skills while attending VPK. The website also includes the online reporting system for the VPK Assessment.

• Activity Plans, based on the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017), are designed to help develop the skills that 4-year-old children should know and be able to do by the end of their prekindergarten year. There are targeted standards for 4-year-old children included in each lesson plan.

For more information on the 2018-19 VPK Provider Kindergarten Readiness Rates, please refer to the attachment.

Please feel free to contact us if you have any questions.

MW/sgg

Attachment: Release of 2018-19 VPK Provider Kindergarten Readiness Rates
April 25, 2016

MEMORANDUM

TO: VPK Providers on Probation

FROM: Rodney J. MacKinnon, Executive Director

SUBJECT: Improvement Plan Guidance for Providers

The purpose of this memo is to provide guidance to VPK providers on probation regarding provider improvement plans.

Overview: Recent legislation directs the Office of Early Learning to not issue VPK Provider Kindergarten Readiness Rates for the 2014-15 and 2015-16 VPK program years. This comes after no providers received a 2013-14 readiness rate. The legislation also stated that providers already on probation would remain on probationary status. This means that each eligible provider who received a low performing readiness rate for the 2012-13 VPK program year or was on probation from a rate issued earlier must have an approved improvement plan in place at least 30 days prior to beginning a VPK program (school year or summer).

Provider Responsibilities:

Each VPK program that is currently on probation as described in the paragraph above will need to update the existing improvement plan and submit that plan to the early learning coalition via the VPK Readiness Rate Website (vpk.fldoe.org). Note that there are a small number of providers whose probationary status stems from a year prior to the 2012-13 VPK program year and those improvement plans will need to be updated and maintained in hard copy.

Primary Target Area:

Providers on probation were required to choose either an approved curriculum or a staff development plan. For each of these, the provider must review the plan to determine if it needs to be updated.
Improvement Plan Policy for Providers
April 25, 2016

If the provider chose to implement an approved curriculum, the provider may continue to use that curriculum and there may be no update to the improvement plan on the website. However, the provider must ensure that current staff have taken the required professional development for that curriculum and be prepared to document that to the coalition. If the provider wishes to change to a different approved curriculum the provider must request that the coalition disapprove the existing plan. Once disapproved, the provider may make the change by selecting the option to “add new curriculum” and completing the required information. There is no need to remove the previous curriculum. After making the selection, the provider will submit the plan to the coalition for approval.

If the provider chose staff development plan, then the provider will need to update that target area by ensuring that the list of staff shown is current and that each staff member has the required training. The system allows the provider to add new staff as well as make staff who are no longer associated with the program “inactive.” There is no submission associated with updating the staff development target area.

Secondary Target Area:

No action is needed regarding the secondary target area unless there are pending tasks showing on the plan.

RJM/gs
April 25, 2016

MEMORANDUM

TO: Early Learning Coalitions/School District VPK Administrators

FROM: Rodney J. MacKinnon, Executive Director

SUBJECT: ELC/SD Responsibilities Related to VPK Providers/Public Schools on Probation

The purpose of this memo is to provide guidance to early learning coalitions and public school district VPK administrators regarding provider improvement plans.

Overview: Recent legislation directs the Office of Early Learning to not issue VPK Provider Kindergarten Readiness Rates for the 2014-15 and 2015-16 VPK program years. This comes after no providers received a 2013-14 readiness rate. The legislation also stated that providers on probation would remain on probationary status. This means that each eligible provider that received a low performing readiness rate for the 2012-13 VPK program year or was on probation from a rate issued earlier must have an approved improvement plan in place at least 30 days prior to beginning a VPK program (school year or summer).

Coalition/School District Responsibilities:

1. Contract eligibility. The coalition is responsible for ensuring that any eligible VPK provider (public school or private provider) that is on probation has an approved improvement plan in place 30 days prior to the beginning of a new VPK program before contracting with that provider. To be clear, that means that for the 2016-17 program year, the provider has updated the improvement plan as described in the memo dated April 25, 2016 and that the coalition has approved the private provider’s plan (and school districts have approved public school’s plan) on the VPK Readiness Rate Website (https://vpk.fldoe.org/Default2.aspx) if needed.

2. Monitoring. The coalition is responsible for ensuring the improvement plan is being implemented by the private provider as part of regular monitoring activities. The school district is responsible for ensuring the improvement plan is being implemented by the public school as part of regular monitoring activities.

RODNEY J. MACKINNON
EXECUTIVE DIRECTOR, OFFICE OF EARLY LEARNING
230 MARRIOTT DRIVE • TALLAHASSEE, FL 32399 • 850-717-8550 • TOLL FREE 866-357-3239 • www.floridaEarlyLearning.com
Improvement Plan Policy for ELCs/School Districts
April 25, 2016

3. Removal for non-compliance. The coalition is responsible for notifying the Office of Early Learning when a non-public provider is found to be non-compliant regarding the improvement plan so that the office may direct the ELC to remove the provider. Similarly, if a public school VPK program is found by the school district to be non-compliant, the school district must notify the office and the office will direct the school district to remove that school from eligibility.

Should coalitions or districts have questions about this memo, email questions to OEL at vpkquestions@oel.myflorida.com.

RJM/gs
Appendix F – VPK Instructor Increased Emergent Literacy Training Requirements

MEMORANDUM

TO: Early Learning Coalition (ELC) Executive Directors
    All Voluntary Prekindergarten (VPK) Contracted Providers (via ELC)
    School District Superintendents
    School District VPK Contacts

FROM: Matthew H. Mears

DATE: October 29, 2021

SUBJECT: Increased Emergent Literacy Training Requirements

Florida law now requires every prekindergarten classroom to have at least one prekindergarten instructor who has completed three five-hour emergent literacy training courses. Prior to the passage of House Bill (HB) 419 and HB 7011 in 2021, only one emergent literacy training course was required. Thus, continuing prekindergarten instructors, who have already completed one five-hour emergent literacy training course, must complete two additional courses. Any new prekindergarten instructors must take all three classes.

This legislative change became effective on July 1, 2021. Through this memorandum, the Department of Education, Division of Early Learning (DEL), is giving notice of this new requirement, and is identifying ten emergent literacy training courses that meet this requirement. Given the importance of this training, DEL is setting a deadline of July 1, 2022, for all prekindergarten providers to meet this requirement.

After completing the first three emergent literacy courses, Voluntary Prekindergarten (VPK) instructors must complete one emergent literacy course every five years.

Instructors will receive Continuing Education Units (CEUs) upon completion of each course, and the completed courses will be added on the instructor’s training transcript.

VPK instructors are encouraged to begin taking the emergent literacy courses in order to complete the three five-hour emergent literacy course requirement by July 1, 2022.
Increased Emergent Literacy Training Requirements
October 29, 2021
Page Two

The following online, virtual instructor-led and in-person emergent literacy courses meet the five-hour course requirement:

<table>
<thead>
<tr>
<th>Division of Early Learning Literacy Courses</th>
<th>Date Available</th>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergent Literacy for VPK Instructors</strong> (online <strong>VPK21</strong>) 5 hours; 0.5 CEUs</td>
<td>Currently available</td>
<td>This course will provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in early learning classrooms with 4- to 5-year-olds, supporting success in kindergarten and beyond.</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Language and Vocabulary in the VPK Classroom</strong> (online <strong>LPK21</strong>) 5 hours; 0.5 CEUs</td>
<td>Currently available</td>
<td>This course will provide participants with instructional strategies for increasing language and vocabulary with young children, a critical component of children’s development. Activities and resources are provided to support instructors as they begin to use the language and vocabulary strategies in their own classrooms.</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Phonological Awareness Development for Preschoolers</strong> (online <strong>VIP21</strong>; in-person and virtual instructor-led <strong>PAP21</strong>) 5 hours; 0.5 CEUs</td>
<td>October 30, 2021</td>
<td>This training is appropriate for preschool educators and directors, and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness as well as explore the phonological awareness stages of development.</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Dialogic Reading: Language and Vocabulary Development for Preschoolers</strong> (in-person and virtual instructor-led <strong>DRP</strong>) 5 hours; 0.5 CEUs</td>
<td>October 30, 2021</td>
<td>This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4- and 5-year-old children. Participants will learn Dialogic Reading as a strategy used with books to promote vocabulary and oral language skills. In Dialogic Reading, the book becomes a shared visual and verbal context for the instructor to teach their children new words.</td>
<td>Free</td>
</tr>
<tr>
<td><strong>Book Embedded Vocabulary Instruction: Language and Vocabulary Development for Preschoolers</strong> (in-person and virtual instructor-led <strong>BEP</strong>) 5 hours; 0.5 CEUs</td>
<td>October 30, 2021</td>
<td>This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4- and 5-year-old children. Participants will learn how to implement the Book Embedded Vocabulary Instructional strategy to facilitate vocabulary teaching and learning.</td>
<td>Free</td>
</tr>
</tbody>
</table>
Increased Emergent Literacy Training Requirements
October 29, 2021
Page Three

### Division of Early Learning Literacy Courses

<table>
<thead>
<tr>
<th>Date Available</th>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30, 2021</td>
<td>This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4-, and 5-year-old children. Participants will learn about Language Scaffolding and Think, Show, Tell, Talk instructional strategies used to promote language, vocabulary and oral language skills.</td>
<td>Free</td>
</tr>
</tbody>
</table>

### Early Learning Florida (University of Florida Lastinger Center) Literacy Courses

<table>
<thead>
<tr>
<th>Date Available</th>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently available</td>
<td>Participants will explore language development in young children and learn evidence-based strategies for helping children develop language skills and extend their vocabulary knowledge. These strategies are job-embedded and will need to be implemented with the preschool children (3-5-year-olds) in the participant’s setting.</td>
<td>Free</td>
</tr>
</tbody>
</table>

### Reading Endorsement

<table>
<thead>
<tr>
<th>Date Available</th>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently available</td>
<td>Participants will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.</td>
<td>Varies</td>
</tr>
</tbody>
</table>
Increased Emergent Literacy Training Requirements
October 29, 2021
Page Four

The attached Frequently Asked Questions document is provided as a resource. Please direct any additional questions regarding the expanded VPK instructor emergent literacy training requirements to VPKQuestions@oel.myflorida.com.

MHM/mw

Attachment: VPK Instructor Increased Emergent Literacy Course Requirements Frequently Asked Questions
Appendix G – VPK Instructor Increased Emergent Literacy Course Requirement - Frequently Asked Questions

Recent legislative changes to section (s) 1002.55, Florida Statutes (F.S.), and s. 1002.63, F.S., following the passage of House Bill (HB) 419 and HB 7011, provide all VPK instructors, including those holding a valid Florida educator certificate, opportunities to increase skills for emergent literacy instruction with young children. All VPK instructors must complete three 5-hour emergent literacy courses, an increase from the previous requirement of one emergent literacy course. After completing the first three emergent literacy courses, VPK instructors must complete one emergent literacy course every five years.

1. What is the deadline for meeting this new requirement?
This legislative change became effective on July 1, 2021. Given the importance of this training, the Division of Early Learning (DEL) is setting a deadline of July 1, 2022, for all prekindergarten providers to meet this requirement.

Importance of Early Literacy

1. How will completing the three 5-hour emergent literacy courses impact or benefit my instruction? Through the participation in an emergent literacy course, teachers will expand and enhance their knowledge and instructional strategies related to emergent literacy. Teachers will gain a deeper understanding of the emergent literacy progression and how the sequence of instruction impacts the learning process for young learners. Several of the training courses include three component areas: a content instructional component, a classroom implementation component and a virtual reflection component. It is through these various methods of delivery that teachers will expand professionally as an early childhood educator.

Course Requirements for VPK Instructors

2. What courses meet the 5-hour emergent literacy course requirement? The following courses meet the emergent literacy course requirement and may be accessed via the following links:

<table>
<thead>
<tr>
<th>Division of Early Learning Literacy Courses</th>
<th>Date Available</th>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration link: <a href="https://training01-dcf.myflorida.com/studentsite/admin/signin">https://training01-dcf.myflorida.com/studentsite/admin/signin</a></td>
<td>Currently available</td>
<td>This course will provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in early learning classrooms with 4- to 5-year-olds, supporting success in kindergarten and beyond.</td>
<td>$10.00</td>
</tr>
<tr>
<td>1. Emergent Literacy for VPK Instructors (online VPK21) 5 hours; 0.5 CEUs</td>
<td>Currently available</td>
<td>This course will provide participants with instructional strategies for increasing language and vocabulary with young children, a critical component of children’s development.</td>
<td>$10.00</td>
</tr>
<tr>
<td>2. Language and Vocabulary in the VPK Classroom (online LVPK21) 5 hours; 0.5 CEUs</td>
<td>Currently available</td>
<td>This course will provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in early learning classrooms with 4- to 5-year-olds, supporting success in kindergarten and beyond.</td>
<td>$10.00</td>
</tr>
<tr>
<td>Division of Early Learning Literacy Courses</td>
<td>Date Available</td>
<td>Course Description</td>
<td>Cost</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>3. Phonological Awareness Development for Preschoolers</strong> (online VIPA21; in-person and virtual instructor-led PAP21) 5 hours; 0.5 CEUs</td>
<td>October 30, 2021</td>
<td>This training is appropriate for preschool educators and directors, and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness as well as explore the phonological awareness stages of development.</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>4. Dialogic Reading: Language and Vocabulary Development for Preschoolers (in-person and virtual instructor-led DRP) 5 hours; 0.5 CEUs</strong></td>
<td>October 30, 2021</td>
<td>This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4- and 5-year-old children. Participants will learn Dialogic Reading as a strategy used with books to promote vocabulary and oral language skills. In Dialogic Reading, the book becomes a shared visual and verbal context for the instructor to teach their children new words.</td>
<td>Free</td>
</tr>
<tr>
<td><strong>5. Book Embedded Vocabulary Instruction: Language and Vocabulary Development for Preschoolers (in-person and virtual instructor-led BEP) 5 hours; 0.5 CEUs</strong></td>
<td>October 30, 2021</td>
<td>This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4- and 5-year-old children. Participants will learn how to implement the Book Embedded Vocabulary Instructional strategy to facilitate vocabulary teaching and learning.</td>
<td>Free</td>
</tr>
<tr>
<td><strong>6. Scaffolding and Think, Show, Tell, Talk: Language and Vocabulary Development for Preschoolers (in-person and virtual instructor-led STSTTP) 5 hours; 0.5 CEUs</strong></td>
<td>October 30, 2021</td>
<td>This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4-, and 5-year-old children. Participants will learn about Language Scaffolding and Think, Show, Tell, Talk instructional strategies used to promote language, vocabulary and oral language skills.</td>
<td>Free</td>
</tr>
<tr>
<td><strong>7. Building a Strong Foundation for Emergent Literacy (virtual instructor-led BSFEL) 5 hours; 0.5 CEUs</strong></td>
<td>October 30, 2021</td>
<td>This virtual instructor-led course provides foundational content focused on emergent literacy skills and instruction. This course is most appropriate for directors, new VPK instructors and/or preschool instructors who are new to early childhood education.</td>
<td>Free</td>
</tr>
</tbody>
</table>
3. Where can instructors find additional information regarding emergent literacy professional development?
The emergent literacy course requirement information as well as other professional development information may be found on the Division of Early Learning (DEL) website at http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training.

4. Are public school VPK teachers and/or certified teachers required to complete the three 5-hour courses? Yes. All VPK teachers are required to complete three 5-hour emergent literacy courses. See ss. 1002.55(3)(c) and 1002.63(4), F.S.

5. Are substitute instructors or classroom assistants required to meet the emergent literacy course requirement? No. Substitute instructors and classroom assistants are not required to complete the course requirement. However, it would be recommended that any person providing instruction to young children complete the trainings in an effort to increase their professional knowledge and instructional abilities.
6. Can an instructor receive credit for courses previously taken?
Yes. Teachers who have completed the following online courses, after the dates identified below, may count these courses toward the emergent literacy course requirement.
- **Emergent Literacy for VPK Instructors** (5 hours) (July 1, 2018)
- **Language and Vocabulary in the VPK Classroom** (5 hours) (July 1, 2020)
- **Preschool Language Development** (20 hours) (March 19, 2018)
  - The Building Blocks of Preschool Literacy (20 hours) (January 7, 2019)

7. How will instructor course participation be tracked?
DEL, in partnership with the Department of Children and Families (DCF), offers course access via the [Florida Early Childhood Professional Development Registry](https://earlychildhoodflorida.org). Instructors of three 5-hour emergent literacy courses will be recognized on the participant’s training transcript with the following message:

“VPK Instructor Emergent Literacy Course Requirement has been completed.”

Participants have access to their training transcripts in the [Florida Early Childhood Professional Development Registry](https://earlychildhoodflorida.org).

8. Are public school teachers required to use the Florida Early Childhood Professional Development Registry?
Yes. Teacher participation and completion of course requirements will be tracked via the [Florida Early Childhood Professional Development Registry](https://earlychildhoodflorida.org). Public and private school VPK teachers will create an account in the Registry and utilize the system to access approved emergent literacy courses. Completed courses will appear on the participant’s training transcript. Once the course requirement is met, a notice of completion will also be posted to the transcript.

“VPK Instructor Emergent Literacy Course Requirement has been completed.”

Additionally, school districts may add DEL training courses to their Master Inservice Plan (MIP) and offer inservice points for course completion.

9. Can this requirement be satisfied by taking a single class that is at least 15-hours, instead of three 5-hour classes?
Yes. The list of approved classes includes three longer classes that meet this requirement.

**Course Access and Information**

10. When can VPK instructors begin taking the courses?
Instructors may begin taking the available courses immediately.

11. Where are the approved courses offered?
Emergent literacy courses are available both [online](https://earlychildhoodflorida.org) via the [Florida Early Childhood Professional Development Registry](https://earlychildhoodflorida.org) (DCF) for $10 per course or through the instructor-led trainings offered virtually by the VPK Regional Facilitators. The virtual instructor-led trainings are free. A schedule of virtual instructor-led training opportunities and registration tips are available [here](https://earlychildhoodflorida.org).

Additionally, [Early Learning Florida](https://earlylearningflorida.org) offers the following courses. Course fees are paid by DEL.
- Preschool Language Development (online)
- The Building Blocks of Preschool Literacy (online)

12. How do instructors gain access to the online training courses?
Emergent literacy courses are available through the [Florida Early Childhood Professional Development Registry](https://earlychildhoodflorida.org) (DCF). Instructors will set up an account in the registry if they do not already have one. Teachers will be able to access the online courses in the registry. Emergent literacy course reference numbers will be posted on the DEL professional development webpage located at [http://www.floridaeearlylearning.com/vpk/vpk-providers/professional-development-training](http://www.floridaeearlylearning.com/vpk/vpk-providers/professional-development-training).
13. Are there free course options?
   Yes. All of the virtual instructor-led and in-person courses offered by the VPK Regional Facilitators are free of charge. Registration information can be found at [http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training](http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training).

14. Do the emergent literacy courses have to be taken online?
   No. Teachers may complete an approved online course or register and attend a virtual instructor-led training offered by the VPK Regional Facilitators. Additional training information can be found on the DEL website at [http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training](http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training).

15. Where can the course reference numbers be found?
   DEL course reference numbers can be found at [http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training](http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training).

16. Where is registration available for Reading Endorsement Competency 1?
   Interested individuals should contact their local school district for course availability information.

**Districts and Early Learning Coalitions**

17. Are districts or coalitions required to pay for the instructors to take the emergent literacy courses?
   No. There are free and low-cost options available to all instructors. Online courses are available via the [Florida Early Childhood Professional Development Registry](http://www.floridaearlylearning.com) (DCF) are $10 per course. The Virtual Instructor-led courses are free and also available via the Registry.

18. Are coalitions or school districts required to track teacher completion of this requirement?
   Teacher participation and completion of course requirements will be tracked via the [Florida Early Childhood Professional Development Registry](http://www.floridaearlylearning.com).

   Coalitions and school districts may require VPK providers to upload participants’ [Florida Early Childhood Professional Development Registry training](http://www.floridaearlylearning.com) transcripts to the Provider Portal. The transcript will reflect the following upon completion of the three emergent literacy courses:
   
   “VPK Instructor Emergent Literacy Course Requirement has been completed.”

19. Will DEL conduct a train-the-trainer for coalition or school district staff for the emergent literacy courses?
   VPK Regional Facilitators will be available to provide virtual instructor-led trainings. Ultimately, DEL plans to utilize previously trained trainers for the [Phonological Awareness Development for Preschoolers](http://www.floridaearlylearning.com) course. As the need arises, DEL may provide train-the-trainer sessions to train additional trainers at the local level for selected emergent literacy courses.

**Directors/Administrators/Owners**

20. How can directors track teacher progress towards the emergent literacy requirement?
   Directors may require instructors to provide their [Florida Early Childhood Professional Development Registry training](http://www.floridaearlylearning.com) transcripts to their director as evidence of requirement completion.

   Coalitions or school districts may also accept a copy of the participant’s transcript, which upon completion of the three 5-hour emergent literacy courses will reflect the following:
   
   “VPK Instructor Emergent Literacy Course Requirement has been completed.”
Administrative Rule

21. Will DEL create State Board Rule for the Emergent Literacy Course Requirement?
   DEL is scheduled to seek rule approval by the State Board of Education in early 2022.

22. Will there be workshops for the public, early learning coalition and school district staff to attend?
   DEL Rule Workshops are scheduled to be presented in the fall of 2021.