The Children’s Trust
K-5 Provider Orientation
Breakout Session

September 19, 2019
University of Miami
Welcome
We are glad you are here
1. Timeline
2. K-5 Reminders & Updates
3. DCF licensing
4. Trivia
5. Parent Club and Oral Health Services
6. Small Group Activity
7. Reflection
Program Requirements: School Year

- **Group Literacy** – Two times a week 30 minutes
- **Differentiated Literacy Instruction** – Three times a week 30 minutes - certified teacher
- **Homework Assistance** – Four times a week 30 minutes
- **Social-emotional learning** – Related to EBP
- **Physical Activity** – 2.5 hours per week
Program Requirements

INCLUSION OF CHILDREN WITH DISABILITIES - MINIMUM 10%

FAMILY ENGAGEMENT - REGULAR AND CONSISTENT

HEALTHY EATING AND NUTRITION EDUCATION
Programmatic Data Requirements

- **DATA MUST BE ENTERED**
  - BY 15TH OF EACH MONTH
  - OR IT WILL NOT APPEAR IN PROGRAM METRICS

- **STUDENTS DO NOT TO BE**
  - COPIED EACH YEAR (ONLY ONCE PER GRANT CYCLE)

- **RECOMMEND NEW GROUPS EVERY SCHOOL YEAR**

- **ATTACH SERVICE COMPONENT TO STUDENTS**
Common Data Entry Errors

- Make sure full days are aligned with your contract.
- Do not accidentally enter data for weekend days.
- Enter full days under the full day activity.
- Make sure your groups site matches your contract.
Programmatic Data: School Year Testing

Students who **begin in the mid-testing period**:
- Enter the pre-test score in the mid-test score
- Students who begin in the mid-testing period do not need to be mid-tested after the "mid-testing period"

**Students who leave** before the post-testing period:
- If a student is leaving the program before the post-testing period, administer the post-test before the student leaves.

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**Pre-Test**
- Within first 30 days of attendance

**Mid-Test**
- Between December 1 & January 15

**Post-Test**
- Between May 1 & the end of the school year
Differentiated Literacy Instruction (DLI): Requirements

- Must occur in addition to Group Literacy
- Attendance must be entered separately for the DLI activity in SAMIS
- Must be provided by certified teachers
- Must occur one-on-one or in small groups (no larger than 5)
Differentiated Literacy Instruction (DLI): Mid-Year Testing

IF Pre-Test Score: Frustrational
These students will benefit from continuing DLI regardless of any improved scores at mid-testing.

IF Mid-Test: Frustrational
These students should be added into the DLI group for the rest of the year.
Percentage of programs that have entered DLI attendance for 19-20

71% of programs have NOT entered any DLI attendance for 2019-2020
The percentage of children in each program who are participating in DLI (19-20)
The Children’s Trust is committed to strengthening agencies’ ability to effectively deliver needed services and manage their operations.

The Trust’s program and professional development providers offer high quality, relevant trainings specific to initiative and audience needs.
Required Training

• Training attendance is now weighted in program metrics

• In-person and/or online trainings are offered by Project RISE, All Children Together (ACT), Injury Free Coalition, and other specialized programs

• Project Rise now offers the Fitness Outcome Assessment PACER training online

• You can find training attendance expectations on the Children’s Trust website under “Providers- Training and Professional Development”
The Children’s Trust affirms that children and youth of all abilities should have the opportunity to participate fully in Trust-funded programming.

The Trust recommends best practices for recruitment and activity delivery and provides options for assessing children with disabilities: accommodations, modifications, alternate assessments, and alternate outcomes.
Children with Disabilities

<table>
<thead>
<tr>
<th>Best Practices: Recruitment</th>
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<tbody>
<tr>
<td>Use images of children with and without disabilities</td>
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<tr>
<td>Use a “We Include All Children” sign by your registration desk</td>
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<td>Meet with teachers, counselors, and principals at the schools in the vicinity of your program site.</td>
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<td>Assure parents that you will work with them to address concerns</td>
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**Best Practices: Activity delivery**

- Have all parents complete the "Getting to Know Me" Form at registration
- Review Individual Education or 504 Accessibility Plan to determine accommodations needed
- Ask child’s parents, teachers/ therapists (with permission) and others who know him best
- Contact ACT Inclusion Specialist for Assistance
Assessing Children with Disabilities

**Accommodation** - A change to how a child learns the material and demonstrates competence, but it does not change the level of difficulty or what is learned and measured.

**Modification** - Modifications change what is learned and measured allowing for the level of difficulty to be adapted to meet the needs of the child. Formally know as an “adaptation”.
Assessing Children with Disabilities

Alternate Assessment- An outcome measure that is administered in place of the original outcome measure. An alternative assessment measures competency in same outcome domain as contracted for other participants.

Alternate Outcome- Used when the goal, outcome, and associated activity for a child is altered or changed.
Assessing Children with Disabilities

Alternative assessments and alternative outcomes are only for children with significant cognitive or intellectual disabilities, according to the Every Student Succeeds Act. Almost all children and youth attending Trust youth development programs should be able to have their needs met using accommodations and modifications.
Request a modification, alternate assessment or outcome

- Modification Request through helpdesk
- Alternate Assessment/Outcome Request Form
Financial

- Supporting Backup Documentation Checklist
- Advance Form
- Subcontractor Attestation of Payment - Forms D and E
- Fiscal Performance Improvement Plan (PIP)

- Non-Payment of Direct Services for Non-Compliance with Florida Department of Children and Families [New!]
  - Policy
  - Form
Oral Health

• Serves children 1-10 years old

• Children must attend a Trust funded K-5 afterschool or summer program
Contact the Oral Health Provider in your area

North- Jessie Trice Community Center

Central- Florida Department of Health in Miami-Dade

South- Community Health of South Florida
Non-school district sites should coordinate with FLIPANY for delivery of snacks or supper.

Snack should be served according to the program schedule.

Snack service documentation will be submitted to FLIPANY monthly and should match daily attendance.
Snack delivery

Deliveries should be coordinated with Flipany.

Inspect the food condition and sign the delivery receipt.

If food is not in good condition, do not accept the delivery and contact Flipany immediately.

Take photos of food and provide details of the delivery.