

Budget Detail Request - Fiscal Year 2016-17

Your request will not be officially submitted unless all questions and applicable sub parts are answered.

1. Title of Project: Early Learning Florida
2. Date of Submission: 12/16/2015
3. House Member Sponsor(s): H. O'Toole

4. DETAILS OF AMOUNT REQUESTED:

- a. Has funding been provided in a previous state budget for this activity? Yes
If answer to 4a is ?NO? skip 4b and 4c and proceed to 4d
- b. What is the most recent fiscal year the project was funded? 2015-16
- c. Were the funds provided in the most recent fiscal year subsequently vetoed? No
- d. Complete the following Project Request Worksheet to develop your request (Note that Column E will be the total of Recurring funds requested and Column F will be the total Nonrecurring funds requested, the sum of which is the Total of the Funds you are requesting in Column G):

FY:	Input Prior Year Appropriation for this project for FY 2015-16 (If appropriated in FY 2015-16 enter the appropriated amount, even if vetoed.)			Develop New Funds Request for FY 2016-17 (If no new Recurring or Nonrecurring funding is requested, enter zeros.)			
	Column: A	B	C	D	E	F	G
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated (Recurring plus Nonrecurring: Column A + Column B)	Recurring Base Budget (Will equal non-vetoed amounts provided in Column A)	INCREASED or NEW Recurring Requested	TOTAL Nonrecurring Requested (Nonrecurring is one time funding & must be re-requested every year)	Total Funds Requested Over Base Funding (Recurring plus Nonrecurring: Column E + Column F)
Input Amounts:	0	2,000,000	2,000,000	0	0	3,000,000	3,000,000

- e. New Nonrecurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs
- f. New Recurring Funding Requested for FY 16-17 will be used for:
 Operating Expenses Fixed Capital Construction Other one-time costs

5. Requester:

- a. Name: Donald Pemberton
- b. Organization: University of Florida Lastinger Center for Learning
- c. Email: dpemberton@coe.ufl.edu
- d. Phone #: (352)273-4108

6. Organization or Name of Entity Receiving Funds:

- a. Name: University of Florida Lastinger Center for Learning
- b. County (County where funds are to be expended) Statewide
- c. Service Area (Counties being served by the service(s) provided with funding) Statewide

7. Write a project description that will serve as a stand-alone summary of the project for legislative review. The description should summarize the entire project's intended purpose, the purpose of the funds requested (if request is a sub-part of the entire project), and most importantly the detail on how the funds requested will be spent - for example how much will be spent on positions and associated salaries, specifics on capital costs, and detail of operational expenses. The summary must list what local, regional or statewide interests or areas are served. It should also document the need for the funds, the community support and expected results when applicable. Be sure to include the type and amount of services as well as the number of the specific target population that will be served (such as number of home health visits to X, # of elderly, # of school aged children to receive mentoring, # of violent crime victims to receive once a week counseling etc.)

Early Learning Florida is the professional learning system early childhood professionals and the state of Florida have been looking for ? a research-based, practical, engaging vehicle for cost-effectively improving practice and supporting children's learning and development.

Early Learning Florida is a groundbreaking, research-based professional learning solution specifically designed to build the skills of professionals working with infants, toddlers and preschoolers in centers, family child care homes and schools. The high-quality, interactive courses are offered free of charge 24 hours a day, 7 days a week and uniquely combine on-line and in-person supports. Upon demonstration of mastery of content, participants receive cash stipends and ten in-service hours or 1.0 continuing education unit to meet licensing, credentialing, or certification requirements.

Early Learning Florida was developed by the University of Florida Lastinger Center for Learning. This system of professional development is implemented in partnership with Florida's early learning coalitions and provider associations. Funded through an innovative public-private partnership, Early Learning Florida is launching statewide in Florida in 2015. UF created Early Learning Florida in partnership with the legislature and Governor, the Office of Early Learning, early learning coalitions, provider associations, multiple philanthropies, and, most importantly, a broad array of early childhood stakeholders to ensure the system is designed to meet the needs of early childhood professionals.

Early Learning Florida is a unique solution that brings the latest research-based practices to early childhood professionals to enhance their practice and support children's development.

Early Learning Florida:

- ? Provides courses rich with evidence-based content that promote child development through nurturing interactions and appropriate instructional strategies
- ? Improves practice by guiding participants to develop personal action plans, implement multiple new strategies in their daily activities with children, and reflect on these new methods with their peers and an online instructor ? providing reinforcement of new knowledge and skills while improving practice and program quality
- ? Includes rigorous assessment and measurement designed to track teacher learning and its impact on child learning and development
- ? Is flexible so participants can access courses online anytime, anywhere
- ? Helps practitioners meet licensing and credentialing requirements: participants receive ten in-service hours or 1 continuing education unit (CEU) upon successful completion
- ? Provides a competency-based system aligned with state and national standards and program assessments

Based on extensive feedback from providers, Early Learning Florida courses can be taken different ways depending on participants' needs and interests.

Participants receive stipends upon demonstration of content mastery, which includes not only passing the end of course exam but also documenting practices in ways that show the new strategies in action.

14 Courses in English and 3 Courses in Spanish are currently available for Florida's Early Learning Providers:

- ? Preschool Language Development
- ? Infant Toddler Social-Emotional Development
- ? Using Observation to Inform Individualized Instruction in Preschool
- ? Infant Toddler Family Engagement
- ? Act 1: Getting Organized for Learning in Preschool
- ? Act 2: Planning for a Successful Year in Preschool
- ? Act 3: Designing Strategies and Refining Practice in Preschool
- ? Preschool Learning Environments
- ? Instructional Support in Preschool: Quality of Feedback
- ? Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL 1)
- ? Screening and Assessing Dual Language Learners (DLL 2)
- ? Infant Developmental Stages: The First Year of Life
- ? Designing Infant and Toddler Learning Environments
- ? Infant Toddler: Developmentally Appropriate Practice

- ? SPANISH: Infant Toddler Social-Emotional Development

- ? SPANISH: Infant Toddler Family Engagement
- ? SPANISH: Preschool Language Development

Participants can take courses three ways:

Online only with an instructor: Practitioners take course with an online instructor. Upon demonstration of mastery, participants receive a \$75 stipend.

Online + a local Community of Practice: In addition to the online course and instructor, participants gather with a trained facilitator multiple times during the course to reflect on practice and support implementation of content. Since this approach is more time-intensive, participants who show mastery of the content receive a \$100 stipend.

Online + certified Technical Assistance Coaching: In addition to the online course and instructor, certified coaches provide one-on-one technical assistance sessions in the participant's classroom or family child care home. The sessions are based on the course content to provide individualized, job-embedded learning. To reflect the additional commitment, participants receive a \$100 stipend when they show mastery of the content.

Early Learning Florida benefits from innovative design on multiple fronts. The system is built by a team of early childhood, adult learning and online experts to ensure a highly engaging learning experience designed to improve early childhood practice. Early Learning Florida is supported by a custom-designed learning management system that is easy to navigate, highly engaging and promotes interaction among participants and instructors.

UF has also built a network of over 200 Community of Practice facilitators and TA Coaches so there is statewide capacity to support implementation in local communities. Early Learning Florida is designed to transform the work of teaching and learning. Cities, counties, school districts, and our state have the opportunity to better support the development of children by unlocking the potential of early childhood educators, thereby, improving the quality of early learning programs and better meeting the needs of families.

Several State and National Philanthropic Foundations provided a total of \$3,015,000 for course development and to support the course development system.

Early Learning Florida Research Design:

The objective of the Early Learning Florida program evaluation is to identify if early learning provider participation in Early Learning Florida has an effect on knowledge and implementation of effective teaching practices, instructor-child interactions, classroom climate, and use of curriculum-based assessments. The outcomes of interest are instructor knowledge, quality of instructor-child interactions, and socio-emotional climate.

The research design is a pre/post matched design where each Tier II provider will be matched to at least one Tier I provider, and the differences between outcomes of Tier II and Tier I providers will be estimated. Implementing this design will require a pre-intervention program assessment of all outcomes variables and post-intervention program assessment of all outcomes for both Tier II and Tier I providers. The Classroom Assessment Scoring System (CLASS) will be used to measure the quality of instructor-child interactions. The Preschool Mental Health Climate Scale (PMHCS; Gilliam, 2008) will be used in a sample of classrooms in addition to the CLASS. The direct effect of professional development on teacher knowledge will be measured with a pre-intervention and post-intervention

knowledge assessment administered to instructors. The knowledge assessment will be developed to evaluate the instructor's knowledge with respect to the standards of early childhood education knowledge determined by Early Learning Florida.

Instructors in Tier II provider sites will respond to two online surveys, one administered at the beginning of engagement with Early Learning Florida and another at the completion of Early Learning Florida courses. The first survey will collect data about working conditions and instructional assignments. The second survey will collect data about participant's reactions to Early Learning Florida, organizational support for Early Learning Florida, interactions with ELF coaches and community of practice facilitators, and participants' opportunities for use of knowledge obtained in Early Learning Florida.

Existing data on provider performance, characteristics of instructors at each provider, and support/funding received by the provider will be obtained from the Office of Early Learning for providers in the Tier I and Tier II groups, as well as demographic variables of the population served by the providers.

In addition to the quantitative data collection and analysis, qualitative data will also be collected to determine how participants experience the professional development, what impact teachers perceive the professional development had on their instructional practice and gains in content knowledge, and how instructors, facilitators, coaches and coalition leaders perceive the impact of ELF on teacher effectiveness with regard to children's outcomes. The data collection will include: conducting at least 30 semi-structured participant (teacher) background interviews of 30 minutes pre-intervention (October-November); conducting at least 30 semi-structured participant (teacher) interviews of 45-60 minutes interviews post intervention (May-June); conducting at least 20 semi-structured leadership interviews through focus groups of directors, coaches and coalition leaders of 45-60 minutes for post intervention; and analyzing documents and other artifacts from professional development of participants (May-June). This qualitative data and analysis will enable additional perspectives on the impact of Early Learning Florida on the knowledge and implementation of effective teaching practices, instructor-child interactions, classroom climate, and use of curriculum-based assessments.

Current Status Indicators:

- ? 376 practitioners are enrolled in ELFL courses and will complete these by December 2015
- ? Approximately 229 Community of Practice facilitators and 206 Technical Assistance coaches are trained to support practitioners throughout their coursework.
- ? Early Learning Florida is currently delivering 3,700 hours of training across the state of Florida.

Return on Investment Indicators:

- ? Projected number of children impacted: 200,000
- ? Projected number of participating providers by end of year 2016: 5,000
- ? Projected participation rate of Early Learning Coalitions: 100%
- ? Projected county participation rate by the end of 2016: 100%
- ? Over 30,000 hours of training will be delivered by June 2016.

? Approximately 40,000 hours of training will be delivered by December 2016.

Below is a summary of the Early Learning Florida Legislative Budget:

\$981,225 ? Statewide Training

\$1,445,288 ? Stipends to Teachers, Online Instructors and Communities of Practice Facilitators

\$522,817 ? Learning Management System, Programming, Course Delivery Platform

\$50,670 ? Technical Assistance

\$3,000,000 ? Total

*UF Indirect Costs are included in each budget category.

8. Provide the Total Cost of the project for FY 2016-17 from all sources of funding:

a. Federal \$0

b. State \$0

c. Local \$0

d. Other \$3,015,000

8. Provide the total cost of the project for FY 2016-17 from all sources of funding:

Federal: 0

State: 0 (Excluding the requested Total Amount in #4d, Column G)

Local: 0

Other: 3,015,000

9. Is this a multi-year project requiring funding from the state for more than one year?

Yes