

EARLY LEARNING PERFORMANCE FUNDING PROJECT



YEAR 4 EVALUATION 2017-2018 FINAL REPORT

Prepared for the Florida Office of Early Learning
by
University of Florida Lastinger Center for Learning
CONTRACT #SR400

YEAR 4 EARLY LEARNING PERFORMANCE FUNDING PROJECT

The Year 4 Early Learning Performance Funding Project created a significant, positive impact on the quality of programs serving Florida's children at greatest risk of school failure. Findings from this evaluation indicate that specified, targeted interventions create improvement in teacher knowledge, teacher-child interactions and teacher practice for the providers needing the most support. Findings also indicate that for higher quality tier providers, the powerful combination of job-embedded professional development paired with certified coaching moves the needle to create quality improvement in areas where growth is currently limited. Researchers recommend more evaluation on this new ELPFP design to verify these outcomes, provide explanations to draw meaningful conclusions of the impact of this initiative, and determine specific professional development supports for all School Readiness providers to maintain levels of quality in a scalable, successful professional development model.



CONTENTS

OVERVIEW	1
THE ELPFP EVALUATION STUDY TEAM	1
EXECUTIVE SUMMARY.....	3
BACKGROUND	3
FINDINGS SUMMARY	4
STUDY BACKGROUND	6
THE EARLY LEARNING PERFORMANCE FUNDING PROJECT.....	6
YEAR 4 EARLY LEARNING PERFORMANCE FUNDING PROJECT (2017-2018).....	7
YEAR 4 ELPFP EVALUATION LOGIC MODEL AND RESEARCH PLAN.....	8
STUDY METHODOLOGY	10
CONCEPTUAL FRAMEWORK FOR THIS STUDY	10
CONTEXT OF STUDY.....	10
RESEARCH QUESTIONS.....	10
YEAR 4 ELPFP PROGRAM PARTICIPATION.....	11
YEAR 4 ELPFP INTERVENTIONS.....	11
CQI STRATEGIES	12
OPTIONAL CQIS FOR TIERS 3,4,5 FOR ADDITIONAL COMPENSATION OR OPT-OUT	13
DESCRIPTION OF YEAR 4 ELPFP CONTINUOUS QUALITY IMPROVEMENT (CQI) STRATEGIES.....	14
DATA SOURCES, INSTRUMENTS AND COLLECTION.....	19
QUANTITATIVE DATA COLLECTION	19
SAMPLE	19
QUALITATIVE DATA COLLECTION AND SAMPLE	26
DATA ANALYSIS	27
QUANTITATIVE DATA ANALYSIS	27
QUALITATIVE DATA ANALYSIS	29
CONCURRENT TRIANGULATION ANALYSIS (MIXED-METHODS).....	29
RESULTS	30
SUCCESS ON SHORT TERM OUTCOMES: YEAR 4.....	30
OUTCOME 1: IMPROVEMENT IN EARLY LEARNING PROVIDER QUALITY	30
IMPROVEMENT OF ELPFP CONTINUED PROVIDERS.....	31
YEAR 4 CONTINUED PROVIDER QUALITY VERSUS NEW PROVIDER QUALITY	33
ADDITIONAL EVIDENCE OF PROVIDER IMPROVEMENT IN ELPFP.....	37
OUTCOME 2: IMPROVEMENT IN EARLY LEARNING TEACHER PRACTICE	41
CHANGES IN TEACHER KNOWLEDGE	41
CHANGES IN TEACHER-CHILD INTERACTIONS: YEAR 4.....	44
CHANGES IN TEACHER-CHILD INTERACTIONS BY TIER.....	46
CHANGES IN TEACHER-CHILD INTERACTIONS BY CQI STRATEGY	55
CHANGES IN TEACHER INSTRUCTIONAL PRACTICE.....	84
OUTCOME 3: IMPROVEMENT IN CHILD OUTCOMES	87
OVERALL CHANGES IN CHILD OUTCOMES FOR YEAR 4	88
CHANGE IN CHILD OUTCOMES WITHIN ELC SAMPLE	89
QUALITATIVE EVIDENCE OF CHILD LEARNING AND GROWTH.....	94
THE YEAR 4 ELPFP EXPERIENCE: STORIES OF LEARNING, CHALLENGE, AND GROWTH.....	95
OVERALL ELPFP PARTICIPANT THEMES ACROSS TIERS	95
TIER 1 CASE STUDY: TASHA.....	96

TIER 2 CASE STUDY: KELSEY	98
TIER 3 CASE STUDY: SARA	100
TIER 4 CASE STUDY: MARSHA.....	103
TIER 5 CASE STUDY: TAMERA.....	105
ELC CASE STUDY: THE EARLY LEARNING COALITION OF POLK COUNTY	108
DISCUSSION.....	113
IMPROVEMENT IN PROVIDER QUALITY.....	114
THE NEW YEAR 4 ELPFP DESIGN: A MENU OF CQIS	115
CERTIFIED COACHING AND MMCI.....	115
DOES 'HIGH QUALITY' EQUAL NO IMPROVEMENT NEEDED?.....	116
CHILD ASSESSMENTS AND CHILD OUTCOMES.....	117
ATTRITION, RETENTION AND COMPLETION OF YEAR 4 ELPFP	119
LIMITATIONS	120
ATTRITION	120
CLASS® ASSESSMENTS.....	120
TIMING OF POST-OBSERVATIONS.....	120
AGGREGATION AND TIER ASSIGNMENT	120
CEILING EFFECTS	120
MMCI.....	121
CHILD ASSESSMENTS	121
GOLD®.....	121
CQI STRATEGIES.....	121
SAMPLE SIZE.....	122
KNOWLEDGE ASSESSMENTS	122
QUALITATIVE INTERVIEWS	122
QUALITATIVE SELF-REPORTING AND THE HAWTHORNE EFFECT	122
SELF-REPORTING	120
RECOMMENDATIONS FOR FUTURE QUALITY IMPROVEMENT IMPLEMENTATION	123
ELPFP STRUCTURE.....	123
ELPFP DATA PROCESSES.....	125
IMPLICATIONS FOR FUTURE RESEARCH.....	126
CONCLUSION.....	127
REFERENCES	128
APPENDIX A.....	132
YEARS 1-3 SUMMARIES AND FINDINGS	132
YEAR 1 (2014-2015) DESCRIPTION OF PROGRAM	132
YEAR 2 (2015-2016) FINDINGS	132
YEAR 3 (2016-2017) FINDINGS	133
APPENDIX B.....	135
RESEARCH ON EARLY CHILDHOOD EDUCATIONAL QUALITY AND CHILD OUTCOMES	135
TEACHER PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD SETTINGS	135
QUALITY PROFESSIONAL DEVELOPMENT RESEARCH AND DESIGN	136

APPENDIX C.....	138
YEAR 4 ELPFP PROVIDER CONTRACT (2017-2018).....	138
APPENDIX D.....	160
YEAR 4 EARLY LEARNING FLORIDA COURSE ABBREVIATIONS.....	160
APPENDIX E.....	162
NAMES AND IDS OF ELCS.....	162
APPENDIX F.....	163
RESULT OF PAIRED-SAMPLES T-TEST COMPARING MEAN DIFFERENCES OF KNOWLEDGE ASSESSMENT SCORES BETWEEN PRE-TEST AND POST-TEST AS MEASURED BY MMCI AND ELFL KNOWLEDGE ASSESSMENTS.....	163
SECONDARY ANALYSIS RESULTS OF KNOWLEDGE ASSESSMENT.....	165
APPENDIX G.....	166
RESULT OF FIXED-EFFECTS MODEL OF CLASS® DATA FROM YEAR 1 TO YEAR 4 COMPARING ACROSS CQI STRATEGIES.....	166
INFANT DOMAIN.....	166
TODDLER DOMAIN.....	166
PRESCHOOL DOMAIN.....	167
APPENDIX H.....	168
RESULTS OF SECONDARY ANALYSIS OF CLASS TO COMPARE SCORES ACROSS TIERS ...	168
APPENDIX I.....	171
RESULTS OF REGRESSION DISCONTINUITY ANALYSIS OF CLASS SCORES COMPARING ACROSS TIERS.....	171
APPENDIX J.....	177
RESULTS OF PROPENSITY SCORE ANALYSIS BASED ON YEAR 4 GOLD CHILD ASSESSMENT DATA.....	177
APPENDIX K.....	184
TIER 1 INTERVIEW PROTOCOL (ENGLISH).....	184
TIER 2 AND TIER 3 INTERVIEW PROTOCOL (ENGLISH).....	185
TIER 4 AND 5 INTERVIEW PROTOCOL (ENGLISH).....	187
FOCUS GROUP PROTOCOL.....	189
APPENDIX L.....	190
COMPLETION SURVEY.....	190
APPENDIX M.....	209
GLOSSARY OF TERMS.....	209
APPENDIX N.....	212
DATA INSTRUMENTS.....	212
THE CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS®).....	212
TEACHING STRATEGIES GOLD® OBSERVATIONAL CHILD DATA.....	212
PRE-POST COURSE TEACHER KNOWLEDGE ASSESSMENT.....	213
YEAR 4 ELPFP PARTICIPANT COMPLETION SURVEY.....	213
QUALITATIVE DATA SOURCES.....	214

YEAR 4 ELPFP PARTICIPANT INTERVIEWS	214
EARLY LEARNING COALITIONS (ELC) FOCUS INTERVIEWS	214
OPEN-ENDED QUALITATIVE COMPLETION SURVEY RESPONSES FROM ELPFP PARTICIPANTS	214
APPENDIX O.....	215
LASTINGER COACHING MODEL	215
TABLES	216
FIGURES	218

OVERVIEW

The Florida Legislature created the Early Learning Performance Funding Pilot Project (ELPFPP) through the 2014-15 General Appropriations Act and was designed to: (1) place an emphasis on School Readiness providers in areas with high-needs populations; and (2) collect sufficient data to determine if targeted professional development experiences had a positive impact on program quality, teacher interactions with children, and/or child outcomes. The project was approved to continue into the 2015-2016 fiscal year offering the opportunity for approximately 400 providers and their teachers to receive additional support for improving School Readiness program outcomes (Florida Office of Early Learning, 2015). Based on the positive evaluation results of the program's pilot and implementation over the last three years, the Florida Legislature approved continuation of this initiative into its fourth year, as the Early Learning Performance Funding Project (ELPFP) for 2017-2018.

To understand the impact of this investment, the Florida Office of Early Learning (OEL) commissioned the University of Florida Lastinger Center for Learning (UF Lastinger Center), in partnership with Yale University, to complete a continuing comprehensive evaluation study of the Early Learning Performance Funding Project in 2015-2016, 2016-2017, and the 2017-2018 year. This cumulative evaluation study examines if early learning program participation in the ELPFP has an effect on program quality, teacher knowledge, teacher-child interactions, implementation of effective teaching practices, the use of child assessments, and direct child outcomes.

THE ELPFP EVALUATION STUDY TEAM

The UF Lastinger Center and Yale University assembled a team of talented professionals with diverse backgrounds and experiences in research, evaluation, and early childhood education to conduct this cumulative evaluation study. This research team was co-led by Mary Kay Rodgers, Ph.D., UF Lastinger Research, Evaluation and Design Manager; Walter Leite, Ph.D., UF Research and Evaluation Methodology Professor; and Chin Reyes, Ph.D., Associate Research Scientist at the Edward Zigler Center of Child Development and Social Policy at Yale University. Other consulting team members included from UF: Abby Thorman, Ph.D., Lastinger Early Learning Officer; Lara Glaser, M.A., Lastinger Early Learning Operations Manager; Natalie Hagler and Yuxi Qiu, UF Lastinger doctoral research assistants; Tara Mathien, Ph.D., UF Clinical Assistant Professor in Early Childhood Education; Stephanie Schroeder, Ph.D., UF research assistant; and Gail Fish, Lastinger Data Coordinator. The complexity of this evaluation required team members with early childhood systems and policy development expertise, university faculty with quantitative and qualitative research expertise, specialists in early childhood teacher professional development, and professionals with experience working in ELCs, centers, and early childhood programs within the state of Florida.

This study team met weekly by virtual meeting and regularly in person to conduct analysis and share study progress, successes, challenges, and problem solving to maximize study potential and credibility. Quantitative measures and results were continuously analyzed by researchers at both UF and Yale, and these results were then compared with qualitative measures and results throughout the study's duration. Because Early Learning Florida courses are coordinated by UF, all course quantitative measures and CQI completion surveys were completed by Yale researchers to ensure objectivity in research and findings. In addition, all qualitative findings were reviewed by each member of the research team individually and then collectively

EXECUTIVE SUMMARY

BACKGROUND

With recognition that Florida's School Readiness program provides early learning opportunities to children from low-income families- considered one of the strongest risk factors for school failure- the Florida Legislature created the Early Learning Performance Funding Project (ELPFP), now with the fourth year of implementation completed. The ELPFP was designed to provide performance-based funding for School Readiness providers that demonstrate improved program quality, teacher-child interactions, and teacher practice. The ELPFP has demonstrated a significant and positive effect on early childhood program quality in participating School Readiness programs (Rodgers et al., 2016, 2017). Year 4 evaluation findings validate that ELPFP quality improvement strategies provide a strong road map for increased investment and accountability, and this report provides valuable recommendations to narrow, refine, and target professional development strategies that most effectively improve and maintain high quality for all School Readiness providers.

578 early learning providers across Florida participated and completed the Year 4 ELPFP, which includes an estimated 3,518 teachers who impacted an estimated 19,233 children.

The Classroom Assessment and Scoring System® (CLASS) is a validated tool that measures the quality of teacher-child interactions and is a critical indicator of quality in early learning programs. A change of design for Year 4 ELPFP required that School Readiness providers were assigned to one of five tiers by using a CLASS composite score. The score was determined by averaging 50% of each care level from randomly selected classrooms. This differs from Years 1-3 participation in that providers had to show specific quality evidence (CLASS® composite) before entering the ELPFP program, and that new providers could enter the program at a higher quality level instead of the beginning tier (Tier 1). Once assigned to tiers, providers then chose continuous quality improvement (CQI) strategies from a menu of options. This shift in design from previous ELPFP years required lower tier providers (Tiers 1-3) to complete specified interventions (MMCI, Early Learning Florida, and/or Child Assessment Training), while higher tier providers (Tiers 4 and 5) were allowed to complete random and multiple interventions (Certified Coaching, IACET or OEL-approved training, ELFL, MMCI, Professional Development Pathway, Child Assessment Implementation, or no strategy).

Based on results from the Year 4 evaluation, ELPFP interventions continue to demonstrate an overall positive impact on program quality for lower tier providers with improvement in teacher-child interactions, gains in teacher knowledge, and change in teacher practice. However, higher tier providers who were allowed to choose interventions did not show improvement in Year 4.

FINDINGS SUMMARY



IMPACT ON OVERALL PROVIDER QUALITY:

The ELPFP provided continuous quality improvement for continued providers who have participated in the ELPFP for more than one year:

- 64% of providers who continued in the ELPFP (for at least one year) increased tier quality level based on CLASS® composite scores.
- Over 94% of practitioners reported increased collaboration among teachers and directors in their centers, as reported in completion surveys.



IMPACT ON TEACHER-CHILD INTERACTIONS:

Teacher-child interactions are the strongest predictor of program quality and children's readiness for success.

- Year 4 ELPFP interventions (CQIs) demonstrated overall positive impact on CLASS scores for all providers with an average growth rate across tiers of 16% in all CLASS domains.
- The ELPFP significantly improved teacher practice particularly related to skills measured by the CLASS® Toddler Engaged Support for Learning domain, and the CLASS® Pre-K Instructional Support domain for the third year in a row, which are considered the most difficult domains for practitioners to master.
- Significant gains in teacher-child interactions were reported for lower tiers of participation (Tier 1-3), with scores increasing as much as 72%.
- For upper tier providers, where changes in quality are nuanced and much harder to observe and improve on CLASS, no statistical increase was reported in Tier 4 or Tier 5 providers.



IMPACT ON TEACHER KNOWLEDGE:

Gains in teacher knowledge is an important predictor for improving practice. The Year 4 CQIs substantially improved teacher knowledge.

- Year 4 ELPFP interventions improved teacher knowledge, with an average of 23% gain with MMCI I/T and Pre-K, and gains from 18% to 77% with Early Learning Florida courses.
- 80% of teachers self-reported improving their practice from engaging in CQIs, and over 90% of teachers reported they would like to continue their professional learning within this program, based on completion survey results.



IMPACT ON TEACHER PRACTICE:

Year 4 offered a menu of professional development strategies (CQIs) for each tier based on quality level and incentives. Of those CQIs offered:

- MMCI (both I/T and Pre-K) were the most impactful CQIs on improving teacher-child interactions for all CLASS domains, providing as much as 18% average gains.
- For the second year, Certified Coaching was the most impactful CQI for improving teacher practice as measured by the CLASS Pre-K Instructional Support Domain, as well as reported by participants in surveys and interviews. Participants who completed the Certified Coaching CQI showed an average of 21% gains in IS domain.



IMPACT ON DIRECT CHILD OUTCOMES:

- Direct child outcomes in a sample of children in treatment providers within one ELC showed gains in scores in three domains (Social Emotional, Physical and Cognitive) over children in control providers.
- Overall, children in Year 4 treatment providers made positive gains in all GOLD domains, with the largest average growth in the Cognitive domain (16.12%) and the least growth in the Social Emotional Domain (10.92%) .
- Children in Year 4 treatment providers showed gains that were not statistically significant compared to children in control providers, which had larger gains as a sample group for Year 4.
- When comparing child outcome data within ELC samples, children in treatment groups scored higher in three domains (Social Emotional, Physical, and Cognitive), and had higher growth rates in five domains (Social Emotional, Physical, Literacy, Language, and Mathematics) than children in control groups within that same ELC.



STAKEHOLDER SUCCESSES WITH YEAR 4 ELPFP:

Overall themes of positive stakeholder experiences from the ELPFP Year 4 experience were:

- Overall program quality improvement from ELPFP interventions
- Increased professionalism of teachers and providers
- Improvement in language and literacy for teachers and the children they serve



STUDY BACKGROUND

THE EARLY LEARNING PERFORMANCE FUNDING PROJECT

First authorized by the Florida Legislature as a pilot project in 2014, the Early Learning Performance Funding Project (ELPFP) is an initiative to reward School Readiness (SR) providers for demonstrating high levels of quality, and to increase teacher knowledge and change teacher behavior in the classroom that directly impacts children (OEL, 2017).

Based on the stated objectives of OEL's ELPFP Implementation Logic Models (Rodgers et al., 2016; Rodgers et al., 2017), the ELPFP evaluation research team created a continuous research plan to align data collection instruments and measurements and determine if ELPFP proposed outcomes were achieved. Specifically, these investigations focused on whether early learning provider participation in the ELPFP had a positive impact on: (1) teacher knowledge; (2) teacher-child interactions; (3) teacher implementation of effective teaching practices; (4) teacher use of curriculum-based child assessments; and (6) direct child outcomes. Result summaries from the Year 2 (2015-6) and Year 3 (2016-7) ELPFP evaluation can be found in Appendix A.



Year 4 Early Learning Performance Funding Project (2017-2018)

After obtaining overall positive evaluation results in Year 3 (Rodgers et al., 2017), the Florida Legislature approved continued funding for this initiative for the Year 4 ELPFP (2017-2018). The goal of this Year 4 project was to provide a statewide pay for performance funding initiative that: (1) increases payment rates for providers that exhibit quality as demonstrated by the composite CLASS® score; (2) incorporates local participation in supports that increase the quality of early learning experienced by children in the SR Program; and (3) generates statewide data used to target quality improvement (OEL, 2017). Approximately 1,000 providers were given an opportunity to receive additional funding for improving school readiness program outcomes.

A change of design for Year 4 required that potential ELPFP providers were assigned to one of five tiers by using a CLASS® composite score. This differs from Years 1-3 participation in that providers now had to obtain specific quality evidence (CLASS® composite) before entering the ELPFP program. Once assigned to tiers, providers then chose continuous quality improvement (CQI) strategies from a menu of options, a shift in design from previous ELPFP years where providers were mandated to complete specific interventions. Figure 1 below shows the Year 4 ELPFP Tiers and CQI strategies.

Year 4 ELPFP Implementation Model

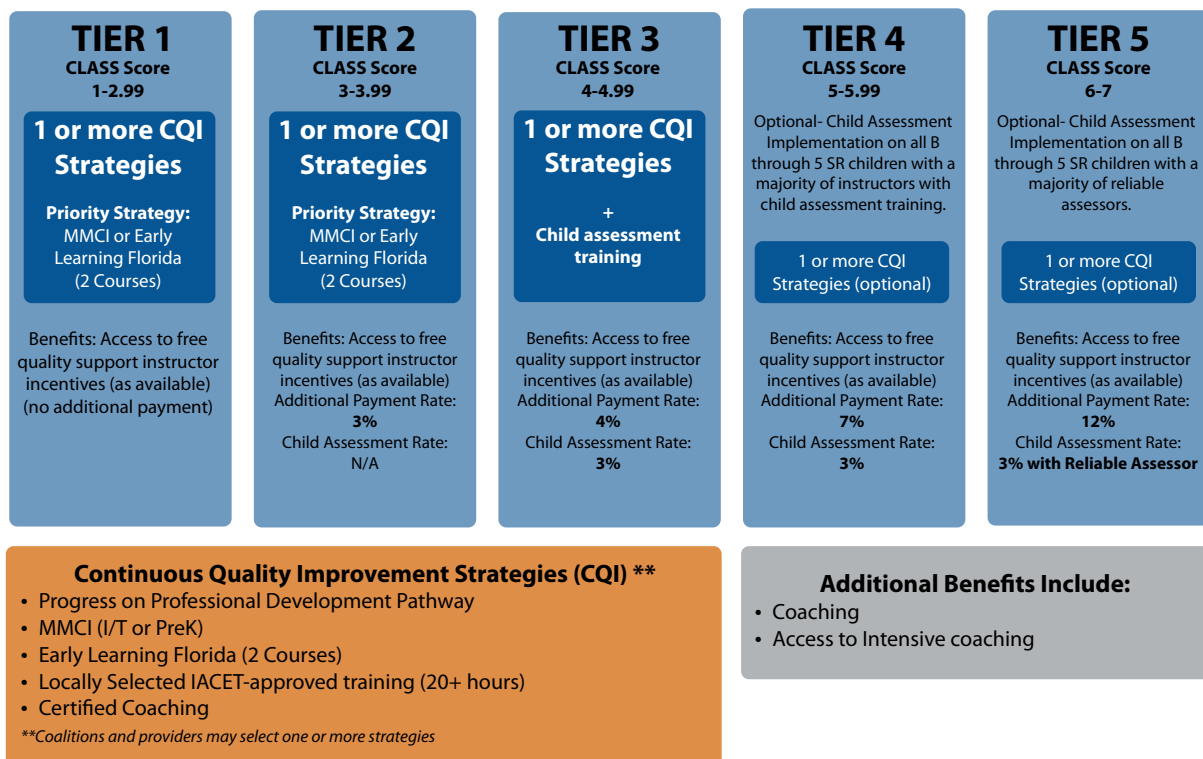


Figure 1. Year 4 ELPFP Tier descriptions, disbursements, and CQI strategies.

Year 4 ELPFP Evaluation Logic Model and Research Plan

Because of the shift in program design from mandated, tiered professional development interventions (Years 1-3) to a menu of choices and combinations of strategies for each provider level based on composite scores, the Year 4 evaluation study examined if early learning provider participation and choice of CQIs in the Early Learning Performance Funding Project (ELPFP) had an effect on knowledge gain, implementation of effective teaching practices, teacher-child interactions, the use of authentic child assessments, and impact on direct child outcomes. For Year 4, five tiers or quality levels of professional development and investment were evaluated. The impact of these professional development interventions (CQIs) within each tier and over multiple years was measured to determine if improvement in teacher-child interactions, teacher practice, and teacher knowledge improved. A sample of children was also assessed to determine if interventions continued to show an impact on direct child outcomes.

To accurately evaluate the goals and desired outcomes of the Year 4 ELPFP, OEL and the ELPFP evaluation research team created an implementation logic model based upon OEL's stated objectives and alignment with Year 4 improvement strategies. This model details the inputs (sources of both financial and human capital) of these tiered initiatives, the professional development activities of each tier, and assumed desired short-term and intermediate outcomes based on these objectives. As part of this evaluation, data from a myriad of sources, using both quantitative and qualitative measures, were collected to answer multiple formative and summative inquiries to assess the impact of this project.



ELPFP Year 4 Evaluation Model

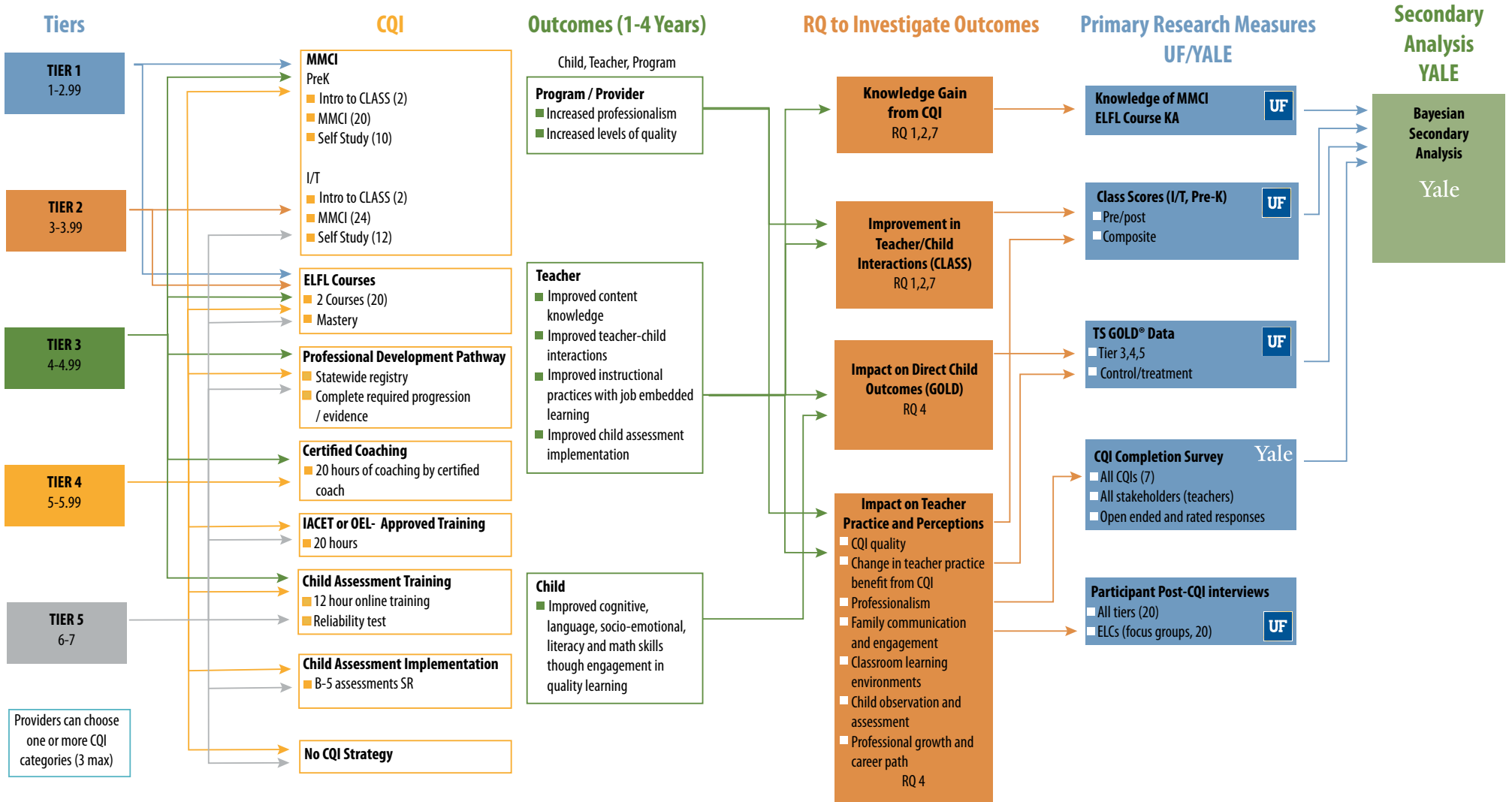


Figure 2. Year 4 ELPFP Evaluation Logic Model (2017-2018)

STUDY METHODOLOGY

CONCEPTUAL FRAMEWORK FOR THIS STUDY

The conceptual framework that informed the research design for this study is based on research of quality early childhood educational settings; the examination between provider quality and improvement in child outcomes; synthesis reports on the current state of early childhood professional development; and research on core theories of action to produce teacher change in practice and improve children's learning. The theory of change includes a number of assumptions based on existing research (See Appendix B for detailed research that supports these assumptions.)

CONTEXT OF STUDY

Based on these theoretical underpinnings of quality professional development research and design, this study focused on measuring the impact of early learning provider participation and choice of CQI strategies in the ELPFP on program quality, teacher knowledge gain, improvement in teacher-child interactions, implementation of effective teaching practices, the use of child assessments, and an investigation into child outcomes. Researchers also investigated what these effects were, and how and why they occurred with data from participant experiences. Due to the reference of several contextual terms in this report, a glossary of terms is provided in Appendix O to provide common language for readers to interpret findings.

RESEARCH QUESTIONS

Based on the intended short and intermediate outcomes (1-4 years) of the Early Learning Performance Funding Project Year 4 implementation, the following research questions were investigated:

1. What is the change in CLASS® scores and knowledge scores (MMCI and ELFL only) for ELPFP participants from pre-test to post-test across participation Tiers?
2. What is the difference between change in CLASS® scores and knowledge scores (MMCI and ELFL only) from pre-test to post-test between the tiers of ELPFP implementation?
3. Does the difference in change in CLASS® scores for Tiers 1, 2, 3, 4 and 5 between tiers of ELPFP implementation depend on the providers' CQI strategy? (MMCI, Professional development pathway, IACET or OEL-approved training, Early Learning Florida courses, Child Assessment Implementation, and Certified Coaching).
4. What is the difference between change in Teaching Strategies GOLD® child scores across multiple checkpoints between Tier 3, 4, and 5 providers and control providers not involved in ELPFP?
5. What are ELPFP teacher and director participants perceptions of ELPFP CQI implementation quality, benefits and challenges of participation in each tier?
6. What are ELPFP stakeholder participants (coalition leadership, staff coaches, and facilitators) perceptions of ELPFP CQI implementation quality, benefits and challenges of organizational participation?

YEAR 4 ELPFP PROGRAM PARTICIPATION

According to the Office of Early Learning 2017-2018 ELPFP Program Participation Provider Contract (see Appendix C), several substantial requirements are maintained for program participation. To maintain ELPFP project participation eligibility:

- ELPFP provider's participating instructors/directors must successfully complete each benchmark deliverable by the due date or extension period provided by the Contract. If instructor/director deliverable requirements are not met, instructor/director is immediately disqualified from the project and the instructor's classroom status is non-participating unless there is a second participating instructor/director previously assigned to the classroom during the initial classroom instructor assignment.
- Directors are considered the same as instructors when determining substantial completion. Therefore, when participating directors fail to meet deliverable requirements by the due date or extension period and are unable to come back into compliance, the director(s) are inactivated in the ELPFP system.
- The Provider must sustain the following percentage of instructors/directors completing the requirements of the program:
 1. Family child care home (per DCF definitions) – 100% of teachers/directors (no teacher/director turnover during the contract term).
 2. Large family child care home (per DCF definitions) – 50% of teachers/directors (no more than 50% of teacher/director turnover during the contract term).
 3. Facilities – 60% of teachers/directors (no more than 40% teacher/director turnover during the contract term).
 4. Provider agrees that in the event of director turnover during the Contract term that does not result in the provider falling below the provider's substantial completion eligibility threshold, any new director will continue to support participating instructors toward their completion of contract tasks and deliverables.

YEAR 4 ELPFP INTERVENTIONS

The Year 4 ELPFP program required participants to select continuous quality improvement strategies (CQI) based on their established CLASS® composite scores. Strategy selections were divided into three sections: CQI Strategies; Optional Strategies for Tiers 3, 4, 5 for additional compensation; and No CQI Strategy Participation – Tiers 4 and 5 only (OEL, 2017). Tables 1 and 2 below describes these sections.

CQI Strategies

Strategy	Applicable Tier(s)	Description of Strategy Implementation
MMCI Training : Infant/Toddler or Pre-K	1, 2 (required) 3, 4, 5 (if applicable)	Required for all Tier 1 and Tier 2 providers, unless previously completed. Includes Introduction to the CLASS. For the Tier 1 and Tier 2 provider's participating teachers/directors that have previously completed MMCI training, the provider will select Early Learning Florida (unless previously completed).
Early Learning Florida Courses	1, 2 (required) 3, 4, 5 (if applicable)	Each participating teacher/director at the provider will complete two Early Learning Florida courses facilitated by the ELC. Course options include taking an online course alone, with TA coaching support and/or as a member of an ELFL Community of Practice.
Professional Development Pathway	ALL (if applicable)	Each participating teacher/director at the provider shall register in the statewide Registry, generate a professional development plan in the system and complete the required progression along the career pathway.
Certified Coaching Visits	ALL (if applicable)	Each participating classroom will participate in 20 hours of certified coaching provided by the ELC or their delegate.
20-hours of IACET- or OEL-approved training	ALL (optional)	Each participating teacher/director will register for and successfully complete 20 hours of IACET-approved training (or other OEL-approved CEU training) provided by the ELC or their delegate.
Child Assessment Training	1,2 (optional with ELC approval) 3 (required)	Each of the provider's participating teachers/directors shall complete the child assessment publisher's training and reliability testing.

Table 1. Year 4 CQI strategies and descriptions

Optional CQIs for Tiers 3,4,5 for Additional Compensation or Opt-Out

Strategy	Applicable Tier(s)	Description of Strategy
Child Assessment Implementation	3, 4	<p>The provider shall conduct child assessment at two required checkpoints on all birth through five SR children in the Provider’s classrooms.</p> <p>Prior to contract execution, a majority of the provider’s participating teachers/directors must have completed the publisher’s training and reliability testing for the provider’s chosen child assessment tool.</p> <p>Any of the provider’s teachers/directors that have not completed child assessment training and reliability testing prior to contract execution must do so during the contract term before administering a child assessment on their assigned birth through five SR children.</p>
Child Assessment Implementation	5	<p>The provider shall conduct child assessment at two required checkpoints on all birth through five SR children in the provider’s classrooms. Prior to contract execution, a majority of the provider’s participating teachers/directors shall be reliable on the provider’s chosen child assessment instrument.</p> <p>Any of the provider’s teachers/directors that have not completed child assessment training and reliability testing prior to contract execution must do so during the contract term before administering a child assessment on their assigned birth through five SR children.</p>
Provider elects to not participate in optional CQI or Child Assessment Implementation	4, 5	<p>Tier 4 or Tier 5 providers will not participate in any CQI strategy or optional child assessment implementation.</p> <p>Provider’s teachers/directors are required to complete Administrative Tasks and deliverables during the Contract term.</p> <p>The provider must remain in compliance and in good standing under its SR Contract with the ELC, and provider is not eligible for any additional compensation.</p>

Table 2. Year 4 Optional CQIs for more compensation or opt-out.

Description of Year 4 ELPFP Continuous Quality Improvement (CQI) Strategies

For the Year 4 ELPFP program design, there were two sets of professional development strategies: those that can be measured and compared to previous years of implementation with the same dosage, frequency, and content; and then strategies that were not prescriptive, and deviated in dosage, content and frequency, and are thus not comparable. Comparable strategies from previous years of ELPFP implementation include Making the Most of Childhood Interactions (MMCI) training, Early Learning Florida courses, and the Child Assessment Training. Strategies that are new to this year are the Certified Coaching strategy, the Progress on Professional Development Pathway, and the IACET or OEL-approved training. Descriptions of these strategies are listed below.

Making the Most of Childhood Interactions (MMCI)

Making the Most of Childhood Interactions (MMCI) is a face-to-face professional development program. As an outcome of this training, teachers are expected to become aware of classroom interactions that are effective to improving student learning as well as to become sophisticated in initiating such effective interactions (Early, Maxwell, Ponder, & Pan, 2017). Beginning in 2017, the Infant-Toddler (IT) class was launched in addition to the Pre-K class for ELPFP participants.

For the MMCI CQI option, practitioners have the option of taking a 20-hour course designed around the PreK CLASS® tool, or a 24- hour course around the Infant and Toddler CLASS® tools. For both versions of MMCI, a two-hour Introduction to CLASS online module was a prerequisite for the face-to-face coursework. For this CQI, a training package required for ELPFP MMCI participants included training and materials supporting effective interactions to intentionally increase children's learning.

Early Learning Florida professional development system

Early Learning Florida is an online/blended professional learning system custom-designed to build the skills and knowledge of early learning teachers who serve infants, toddlers, and preschoolers in centers, schools, and family child care homes. Early Learning Florida courses can be accessed online 24 hours a day and offer teachers guidance and feedback from a highly qualified course instructor. Courses are provided free of charge to the teacher and upon mastery (80%), the teacher can earn up to 2.0 CEUs/20 in-service hours. Online discussion forums provide opportunities to collaborate with peers, and additional support is also delivered through face-to-face meetings with a trained Communities of Practice facilitator or a Lastinger Certified Early Learning Coach. There are three levels in which a teacher can experience Early Learning Florida courses:



Online only

Participants take the course with an online course instructor who provides guidance and feedback to each participant through the course learning management system (LMS).



Online + Community of Practice (CoP)

Participants take a blended course which includes participation in an online course in conjunction with face-to-face meetings as a cohort. Face-to-face meetings are facilitated by a certified CoP facilitator and meet multiple times during the course to support participants in the implementation of the content and reflection on their practice.



Online + TA/Coaching

Participants take blended course, which includes participation in online course in conjunction with engaging in one-on-one individualized sessions with a Lastinger Certified Early Learning Coach in their classroom or family child care home.

Child assessment systems

According to Florida's Office of Early Learning (www.floridaearlylearning.com), one of the ways Florida helps ensure quality early learning is by considering how well children do before and after receiving School Readiness services. State law requires the Office of Early Learning to review and select child assessments that are valid, reliable and developmentally appropriate to use as pre- and post-assessments. Because the statewide assessment system is voluntary, not all early learning coalitions provide these assessments. However, these assessments have been researched to show effective implementation can help improve school readiness (Dichtelmiller, 2011).

The Office of Early Learning has approved three assessment systems for use by ELPFP participants: Teaching Strategies GOLD®; Assessment Technology (ATI), and High Scope Educational Research Foundation (HighScope). Both ATI and HighScope systems are designed to coordinate with a specific curriculum also produced by the publishers. Teaching Strategies® aligns with the Common Core State Standards, state early learning guidelines, and The Head Start Child Development and Early Learning Framework. Although it can be used in conjunction with any curriculum, the publishers have aligned Teaching Strategies GOLD® with their Creative Curriculum® system. ELPFP providers had the option of using any of these child assessment systems within this program, but the majority of ELPFP providers have implemented Teaching Strategies GOLD® based on provider reports and feedback from participant surveys (Rodgers et al., 2016).

- **Teaching Strategies GOLD® (TSG).** Teaching Strategies GOLD® combines authentic observational assessment with performance tasks for selected objectives in literacy and numeracy. It can be used with any developmentally appropriate curriculum and is available in toolkit form and online. The online version can aggregate data for groups of children at the class, program, site, or district or coalition level. According to recent research (Heroman et al., 2010; Lambert, Taylor & McGee, 2010), this system has been found to yield highly reliable scores and teachers are able to make valid ratings of the developmental progress of children. Accessed through the MyTeachingStrategies™ single-entry online platform, the system allows assessment up through third grade (teachingstrategies.com). The purpose of the instrument is to assist teachers in planning appropriate experiences, individualizing instruction, and monitoring and communicating child progress to families and other stakeholders. The measure is intended to be inclusive of ELLs (English language learners) and children with disabilities as well as typically developing children and those who demonstrate competencies beyond developmental expectations.
- **Assessment Technology Incorporated (ATI)-Galileo.** This assessment system provides early childhood educators and other stakeholders a complete and fully integrated assessment, curriculum, and reporting system that links assessment, planning, individualization and program progress. Galileo utilizes the Instructional Intervention Cycle and provides users with reliable and valid data on which to base learning opportunities and program management decisions. Developmental domains addressed in the assessment include creative arts, approaches to learning, early math, language and literacy, nature and science, physical health practices, fine and gross motor development, and social and emotional development. The cycle begins with goal setting and planning and is followed by implementation, then evaluation (data gathering and analysis); the results of evaluation inform decisions guiding the next goal setting and planning stages (www.ati-online.com).

- **High Scope Educational Research Foundation-Child Observation Record (COR).** The COR assessment is based on six child development categories that represent broad domains of child development. For the Preschool COR, these categories are initiative, social relations, creative representation, movement and music, language and literacy, and mathematics and science. The Infant-Toddler COR has a parallel set of six categories: sense of self; social relations; creative representation; movement; communication and language; and exploration and early logic. Within each category, children are assessed on three to eight COR items that describe developmentally important behaviors. (The Preschool COR has 32 items. The Infant-Toddler COR has 28). Each item has five levels that indicate a typical developmental sequence for that behavior, enabling COR users to assign precise ratings to their observations of children. To carry out the assessment, teachers or caregivers spend a few minutes each day writing brief notes (called “anecdotes”) that describe significant episodes of young children’s behavior. They record their notes on printed forms or in computer files, and then classify and rate them according to the COR categories, items, and levels (HighScope Educational Research Foundation, 2015). The COR is based on the same developmental framework as the HighScope curriculum, and while indicators are not tied to age levels, they do represent a continuum of development in an area (Dichtelmiller, 2011).

Child assessment training

Each child assessment system includes online training modules which were required for Tier 3 providers and above who had not previously completed this training and chose this optional strategy for additional compensation. For Teaching Strategies GOLD®, a 12-hour online orientation course was required, which incorporates four modules that are self-paced and help educators understand the assessment process and how to link GOLD® assessment results with instruction. For Assessment Technology (Galileo), a 2-hour online tutorial and Module 1, Best Practices in Observational Assessment, and Module 2, Unpacking the Galileo G3 Assessment Scales for 3- through 5-year-olds were required. For the Child Observation Record (COR) system, training modules within a six-week online course, are required. Once teachers completed these trainings, they were required to complete reliability testing within the assessment system and submit evidence of testing results. However, reliability was not required in order to implement child assessments systems with the exception of the Tier 5 assessment option of Child Assessment Implementation .

Child assessment implementation

For providers who selected Child Assessment Implementation as a CQI strategy, a Child Assessment Training—Accelerated option was offered. In this variation, providers were required to complete all training modules (described previously) before implementation of child assessments. The Child Assessment Implementation strategy allowed practitioners to view child data and provided reports which organized and displayed data for practitioners.

Progress on professional development pathway

The Office of Early Learning offered five options for making progress on a professional development plan as a CQI strategy (OEL, 2017):

OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5
DCF Child Care Introductory Training Option—Part 1 and Part II	Staff Credential Option (certificate of completion)	Advanced Credential Option (certificate of completion)	Formal EC Degree Option (at least six hours of college coursework)	EC Specialization Option (at least six hours of college coursework)

In all options, practitioners created or updated a Florida state registry account, generated a professional development plan, and uploaded certificates and/or transcripts to show progress and/or completion.

Certified coaching

The Year 4 ELPFP program offered certified instructional coaching as an optional strategy. This strategy required 20 total hours of instructional coaching with a “certified” coach during the implementation year. However, the identification of eligible coaching certifications for coaches were not provided by OEL. For this strategy, providers agreed to coordinate with their ELC to develop a coaching visitation schedule totaling at least 20 hours, and then submit documentation once coaching was completed which included date and time of coaching visits, coaching topic related to the visit, and estimated duration of visit. Coaching topics included teacher child interactions, behavior management, classroom organization and management, child assessment and other topics related to early childhood and approved by OEL (OEL, 2017). Because most ELCs chose to use UF Lastinger Certified coaches for this strategy, the Lastinger Early Learning Coaching Model was often implemented for this approach (See Appendix Q for description of this model).

IACET or OEL- approved training provided by Early Learning Coalitions

In order to tailor professional development to more local quality initiatives, the Year 4 ELPFP program offered a choice of a locally facilitated, 20-hour professional development program as a CQI. The content of this professional development had to be related to early learning, and be accredited by the International Association for Continuing Education and Training (IACET) or approved by the Office of Early Learning. Each of the provider’s teachers and directors needed to complete the training and provide evidence (certificates of completion).

DATA SOURCES, INSTRUMENTS AND COLLECTION

This study design was guided by the theoretical model of teacher learning and development (Desimone, 2009) to examine research questions and explore intended outcomes. This study used well-established instruments to measure teacher-child interactions and direct child outcomes. In addition, instruments were created to measure teacher knowledge and perceptions of the Year 4 ELPFP CQIs and experience. According to the Year 4 ELPFP Evaluation logic model discussed previously, measurements were used to examine specific outcomes based on this study's research questions. These quantitative and qualitative instruments are described in Appendix O.

Quantitative Data Collection

The Year 4 ELPFP design implemented CLASS® threshold scores to participate in the ELPFP, as mentioned previously in the program description. Providers were able to use CLASS® observations scores collected between April and June, 2017, if the same teachers were in the same classrooms, and taught the same age-group, as defined by the CLASS®. Overall, about 27% of pre-observations collected were earlier observations.

Sample

Providers were recruited for participation in the Year 4 ELPFP program by OEL and ELCs. All interested providers were required to apply through an OEL ELPFP application portal, and were required to have 20% of birth-to-five enrollment in the School Readiness program regardless of tier. In order to be eligible, all providers and teachers had to agree to participate in specific CQIs determined by their tier eligibility (OEL, 2017).

CLASS® sample

In the PFP Year 4 evaluation, CLASS® observations were collected based on two assessment occasions: (a) pre-test (mid-March- June, 2017 and August- October, 2017) and (b) post-test (April-June, 2018). In most cases, CLASS® observations were collected by either ELC assessors or contracted outside observers. All CLASS® scores were made accessible through the Web-based Early Learning System (WELS). Three versions of the CLASS® scoring system (referred to as CLASS® tool hereinafter) were used: Pre-K, Toddler, and Infant.

Across all the aforementioned CLASS® tools, a total of 8931 effective observations were collected from pre-test to post-test in Year 4. Of the total observations collected to measure the quality of teacher-child interactions, 6% were for CLASS® Infant, 34% for CLASS® Toddler, and 60% for CLASS® Pre-K. In Table 3, the number of observations of Year 4 CLASS® is presented in further detail. Tiers were assigned based on specific cutoff scores on a composite of CLASS® and the data was used in the analysis of regression discontinuity design, which will be described in greater detail in the Data Analysis section.

CLASS® Tool	Year 4 Tiers	Number of observations	% out of Total
Infant	1	5	0.06%
	2	124	1.39%
	3	274	3.07%
	4	139	1.56%
	5	10	0.11%
Toddler	1	82	0.92%
	2	548	6.14%
	3	1470	16.46%
	4	870	9.74%
	5	54	0.60%
Pre-K	1	135	1.51%
	2	990	11.08%
	3	2526	28.28%
	4	1599	17.90%
	5	105	1.18%
Total		8931	100.00%

Table 3. Number of observations of Year 4 CLASS®

In addition to focusing on Year 4 CLASS®, the data were combined with CLASS scores collected from previous years of ELPFP evaluation (Year 1-3). Over four years of evaluation, 5516 observations were collected from 3549 classrooms in 813 providers, totaling 9% of scores for CLASS® Infant, 41% of scores for CLASS® Toddler, and 50% of scores for CLASS® Pre-K. A pre- and post- observation was conducted in each classroom during each evaluation year of their participation in the ELPFP. For Year 4 providers, ideally this would mean that they had completed as many as eight observations per classroom over four years of participation. For Year 3 providers, up to six observations per classroom could have been completed. However, as a result of participant attrition and the introduction of new participating teachers, the number of observations varied.

Although this year there was a change in the definition of CLASS® tiers from previous years, analysis was based on fixed effects model because that change applied universally to all participants' observations. Therefore, only those classrooms who had more than two measurements were retained for this year's evaluation sample. Consequently, the number of effective observations was reduced to 3627 in 1660 classrooms.

Teaching Strategies GOLD® child data sample

The ELPFP research team chose a longitudinal design with treatment and control groups in order to determine the effects of ELPFP CQIs on direct child outcomes. However, for Year 4 control and treatment providers were chosen after receiving GOLD® data based on selected criteria sampling. In order to obtain permission and access all GOLD® child data, the ELPFP evaluation team contacted specific ELCs that fulfilled the following criteria: (1) The ELC was the TS GOLD® subscription holder so data could be accessed conveniently, (2) The ELC must have used GOLD® in previous years in order to retrieve at least two years of GOLD® data for child outcomes, and (3) the ELC had both ELPFP providers in Tiers 2, 3, 4, and 5 (treatment) and non-ELPFP providers (control) within their data set. Evaluation and data sharing consent forms were sent to all eligible ELCs, and permission to share data was received from thirteen coalitions. Of these thirteen, six coalitions had readily available data, while seven required additional agreements, did not have treatment groups, or had only partial data, which deemed them ineligible for the child assessment sample.

Once GOLD® data were received from these coalitions, the ELPFP research team sorted providers into control and treatment groups according to their participation status in the OEL ELPFP database. Treatment was assigned to providers that matched the OEL list, and providers not participating in the Year 4 ELPFP or who had not participated during any of the two previous year (2015-2016 and 2016-2017) were assigned to control. For this presentation of data, ELCs are given identification numbers in order to present results.

In the Year 4 GOLD® data, 34,832 observations were conducted for treatment and control groups. Specifically, a total of 15,629 children were assessed by 1759 teachers from 450 providers that were nested in the six designated ELCs. In Table 4 and 5, the number of observations and providers are presented. It is worth noting that (a) ELC 7 was excluded from the final analysis because, as shown in Table 4 & 5, there were no ELPFP treatment providers from this specific ELC, and (b) Tier 2 providers were excluded from the subsequent analysis as well according to Research Question 4 that focuses on the comparison between treatment (Tier 3, 4, & 5) against the control providers.

ELC ID	Control	Tier 2	Tier 3	Tier 4	Tier 5	Treatment	% control out of total	% treatment out of total
3	12273	0	216	281	0	497	35.23%	1.43%
7	440	0	0	0	0	0	1.26%	0.00%
17	3314	37	773	351	0	1161	9.51%	3.33%
23	5660	0	356	0	0	356	16.25%	1.02%
26	9086	0	166	0	0	166	26.09%	0.48%
28	1498	0	50	266	65	381	4.30%	1.09%
Total	32271	37	1561	898	65	2561	92.65%	7.35%

Table 4. Number of observations in Year 4 GOLD® data by ELC

ELC ID	Control	Tier 2	Tier 3	Tier 4	Tier 5	Treatment	% control out of total	% treatment out of total
3	79	0	1	1	0	2	17.56%	0.44%
7	6	0	0	0	0	0	1.33%	0.00%
17	61	1	8	4	0	13	13.56%	2.89%
23	70	0	3	0	0	3	15.56%	0.67%
26	174	0	4	0	0	4	38.67%	0.89%
28	28	0	2	7	1	10	6.22%	2.22%
Total	418	1	18	12	1	32	92.89%	7.11%

Table 5. Number of providers in Year 4 GOLD® data by ELC

Early Learning Florida course knowledge assessment sample

ELFL course knowledge assessments are embedded in each online course. Although the predominance of courses were presented in English, participants whose primary language was Spanish could choose from four Spanish language options (listed in Table 7 below). Practitioners were required to complete the pre-knowledge assessment before course content began, and a post-assessment after all content cycles were completed to determine knowledge gain based on course completion. Knowledge assessment results were extracted from the course management system and provided by LoudCloud, LLC to the ELPPF research team.

Tables 6 and 7 outline the number of teachers enrolled in the corresponding course who completed the pre- and post-assessments and the attrition rate in the course. For courses (Table 6) taught in English, enrollment varied noticeably by course, as did their associated attrition rates. Of these courses, VPK2 had the lowest attrition (9.26%) and ITDAP showed the highest rate of attrition (24.73%). Most notably, the Spanish version of the course PKO-S showed the lowest attrition rate of all courses at 3%.

Course Title	Number of Teachers		Attrition Rate (%)
	Pre	Post	
Act 1: Getting Organized for Learning in Preschool (VPK1)	219	175	20.09%
Act 2: Planning for a Successful Year in Preschool (VPK2)	54	49	9.26%
Designing Infant and Toddler Learning Environments (ITLE)	167	131	21.56%
Effective Operations in Early Care and Education (EOECE)	125	99	20.80%
Engaging Families of Infants and Toddlers (ITFE)	116	93	19.83%
Guiding Preschool Behavior and Building Classroom Community (PGB)	370	311	15.95%
Infant and Toddler Language Development (ITLD)	191	158	17.28%
Infant and Toddler Social-Emotional Development (ITSE)	96	74	22.92%
Infant Developmental Stages: The First Year of Life (IFYL)	30	24	20.00%
Infant Toddler Health, Safety, and Nutrition (ITHSN)	155	139	10.32%
Instructional Support in Preschool: Quality of Feedback (PQF)	85	74	12.94%
Preschool Growth and Development: Maximizing Learning Experiences (PGD)	163	135	17.18%
Preschool Health, Safety, and Nutrition (PHSN)	120	105	12.50%
Preschool Language Development (PLD)	94	72	23.40%
Preschool Learning Environments (PLE)	117	101	13.68%
Professionalism in Early Childhood Education (PECE)	236	187	20.76%
Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL1)	17	15	11.76%
Using Observation to Inform Individualized Instruction in Preschool (PKO)	108	85	21.30%
Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers (ITDAP)	93	70	24.73%

Table 6. Teachers' attendance in each course—English

Course Title	Number of Teachers		Attrition Rate (%)
	Pre	Post	
(SPANISH) Preschool Language Development (PLD-S)	35	30	14.27%
(SPANISH) Infant and Toddler Social-Emotional Development (ITSE-S)	37	25	32.43%
(SPANISH) Engaging Families of Infants and Toddlers (ITFE-S)	25	22	12.00%
(SPANISH) Using Observation to Inform Individualized Instruction in Preschool (PKO-S)	33	32	3.03%

Table 7. Teachers' attendance in each course—Spanish



MMCI knowledge assessment sample

Test scores on the MMCI knowledge assessment (pre- and post-) were collected by each participating ELC, and scores were sent on a secure server to the research team. The final sample was based on all scores received.

In the final dataset, a total of 399 teachers completed the pre-test, and 271 completed the post-test for MMCI Infant/Toddler training. For MMCI Pre-K training, 334 teachers completed pre-tests, and 274 teachers completed post-tests. Notably, the attrition rates for the courses MMCI Infant/Toddler and MMCI Pre-K were 32% and 18% respectively.

ELPFP participant completion survey sample

The Early Learning Florida Course Completion Survey was sent to all Year 4 ELPFP practitioners (Tiers 1-5) who completed and mastered Early Learning Florida courses through online software system. After excluding the duplicates and the respondents who opened the survey but did not answer, 855 respondents' results (completed or partially completed) were used in the analysis. Of those who participated in the survey, 551 (about 64%) completed the survey. Detailed sample sizes by ELCs are given in Table 8.

ELC ID	Complete	ELC ID	Complete	ELC ID	Complete
1	5	11	8	22	35
2	16	13	3	23	90
3	9	14	34	24	17
4	24	15	8	25	9
5	7	16	20	26	12
6	23	17	16	27	23
7	12	18	27	28	34
8	11	19	13	Other	10
9	17	20	28	Total	551
10	35	21	5		

Table 8. Samples of ELPFP completion survey

Qualitative Data Collection and Sample

In March, 2018, all ELPFP teachers who were enrolled in and completed their chosen CQI strategies were identified and selected for individual interviews with criterion sampling (Glesne, 2006), which required that participants:

1. Successfully completed CQI strategy(s):
 - If enrolled in ELFL courses, participants must have achieved mastery (80% or above).
 - Completed required hours/progressions for CQI strategies as stated in provider contract (see Appendix C).
2. Have successfully completed all ELPFP benchmark submissions to date.

Participant recruitment emails were sent to all teachers and directors identified in the OEL ELPFP database as participating in 2017-2018. Upon request, consent forms and interview protocols were also made available in Spanish. Participants were registered on a first-come, first-serve basis and divided into geographic regions to ensure saturation of evidence throughout the state of Florida. Of the potential Year 4 participants, 11 Tier 1 interviews were completed; 19 Tier 2 interviews were completed; 22 Tier 3 interviews were completed; 15 Tier 4 interviews were completed; and 10 Tier 5 interviews were completed, for a total of 77 participant interviews. Of these interviews, six were performed in Spanish, and these interviews were completed and translated into English transcriptions. Due to participants' scheduling conflicts, some interviews were unable to be completed within the evaluation study timeline.

Participants were interviewed by the study investigators by phone or online meeting room (Zoom). Each interview took between 45-60 minutes, and a semi-structured interview protocol was used (see Appendix L). Interviews were audio recorded and field notes were taken by the interviewer. Interview recordings were transcribed verbatim, and all audio recordings were destroyed per University of Florida IRB policy. Due to interviews occurring outside of regular teacher work hours, participants were compensated with \$80 stipends from OEL.

Additionally, in the spring of 2018, all 30 ELCs were contacted by email for recruitment of ELPFP leadership focus group participation. Participants were recruited based upon:

1. Participation in Year 4 ELPFP;
2. Location of teachers that participated in evaluation interviews for data triangulation in those ELCs.

These participants included ELC directors and assistant directors, professional development and quality improvement coordinators, TA/Coaches, CoP Facilitators, and finance and contract personnel. 22 ELCs agreed and leadership focus group interviews were scheduled. Of those, 17 interviews were completed, 3 ELCs submitted written answers to interview questions due to scheduling conflicts, and 2 ELCs could not participate. All ELC focus groups interviews were conducted by online meeting (Zoom) with the primary investigator, with interviews taking between 45-90 minutes for completion. A semi-structured interview protocol was used (see Appendix L), and interviews were audio recorded with field notes also taken by the interviewer. Interview recordings were transcribed verbatim, and all audio recordings were destroyed per University of Florida IRB policy.

DATA ANALYSIS

Quantitative Data Analysis

The research design of Year 4 ELPFP followed a quasi-experimental design. Participants were assigned non-randomly to Tiers 1-5 and were not considered to have similar characteristics. Therefore, analyses focused on examining the improvement of each group across four years of participation, as applicable, depending on whether the outcome was measured at one or multiple years of the ELPFP and how long providers participated in this initiative.

Primary Analysis of CLASS® Scores

To answer Research Questions 1 and 2, pre-post CLASS® observations were used to assess gains in CLASS® domain scores over the evaluation year. The analyses comparing gains in CLASS® domains across tiers was performed using regression discontinuity design. This quasi-experimental analysis method is applicable to measure the impact of an intervention when a clearly defined cutoff point determines eligibility for treatment is part of the program design. For the purposes of this evaluation, Tiers 1-5 were assigned based on specific cutoff scores on a composite of CLASS®. To estimate the effects of being assigned to a higher tier instead of the adjacent lower tier, a linear regression model, which measures the relationship between Tier membership indicators the composite score, and their two-way interaction, was used for each CLASS® domain. Analyses performed comparisons of CLASS® domain scores for these adjacent pairs of Tiers: Tier 1 against Tier 2, Tier 2 against Tier 3, Tier 3 against Tier 4, and Tier 4 against Tier 5. Only Year 4 data were used in the mentioned comparison because the criterion to assign providers to tiers changed from Year 3 to Year 4 of ELPFP.

To address Research Question 3, CLASS® data for Year 4 were combined with cumulative CLASS® observation data from the previous three years of ELPFP. The statistical model for this analysis was a fixed-effects model utilized to investigate the effect of CQI strategies and ELPFP participation. CQI strategies including MMCI course, ELFL courses, Professional Development Pathway, Certified Coaching, IACET or OEL- approved courses. Child Assessment Training, Child Assessment Training-Accelerated, and Child Assessment Implementation were dummy coded and included in the model as covariates. This approach followed the teachers across multiple years of participation and examined within-teacher change in the quality of teacher-child interactions across time.

Secondary Analysis of CLASS® Scores

The objective of the secondary data analysis of CLASS® scores was to establish and replicate the validity of the primary analysis. As part of a secondary data analysis, Year 4 CLASS® data (de-identified) were shared with the designated research partner at the Edward Zigler Center for Child Development and Social Policy at Yale University (refer to Zigler Center hereinafter). Yale's research team utilized alternative approaches to analyze the Year 4 CLASS® data. Specifically, a three-level Bayesian multilevel model (Gelman et al., 2014), was employed in which CLASS® measurements collected from pre- and post-test were treated as level one, teachers were treated as level two, and providers that these teachers were nested in were treated as level three.

Teaching Strategies GOLD® Scores

Research Question 4 was addressed using Year 4 GOLD® child data that consisted of measures of direct child outcomes collected at three checkpoints (Fall 2017, Winter 2017, and Spring 2018). As described in the previous section, the analysis compared providers in treatment groups (Year 4 ELPFP Tiers 3, 4, & 5) against those in control group (Year 4 non-participating providers).

GOLD® analysis consisted of two steps: (a) using child observations from Year 3 ELPFP, the technique of propensity score weighting (Leite, 2016) was utilized to calculate weights, and (b) based on the weights from the preceding step, Year 4 GOLD® data were analyzed using generalized linear models to investigate program effects on child outcomes. Specifically, comparisons of child observations from the Year 4 ELPFP were made between control and treatment providers of Year 4 ELPFP.

In addition, based on logistic regressions the weights were calculated by using the characteristics of Year 3 providers, including the number of teachers, number of children, ratio of gender, ratio of ethnicity, and GOLD® domain scores at Fall checkpoint, as the predictors for providers' probabilities of being assigned to treatment and control groups in Year 4. Because of the non-random assignment of providers to treatment and control groups, a major advantage of this analytical procedure is that bias can be reduced by accounting for the effect of the aforementioned confounding, which consequently affords a more unbiased estimate of treatment effect.

Knowledge assessment scores

The MMCI analysis consisted in computing the means of pre-assessment and post-assessment knowledge scores collected from MMCI and Early Learning Florida courses and testing the difference for statistical significance using a paired-sample t-test.

ELPFP completion survey

In order to understand their experiences with and perception of the received training related to specific CQI strategies, practitioners' responses to questions of the ELPFP Completion Survey were synthesized. Specifically, descriptive statistics (frequency of choice for each response category and the associated percentage) and the associated visualization were produced for each survey question. In addition, t-tests were performed to explore differences among CQI strategies, and content analysis was performed on open-ended questions.

Qualitative Data Analysis

Qualitative analysis occurred in three phases using an inductive interpretive analysis approach (Hatch, 2007; Miles, Huberman and Saldaña, 2013). After all participant interviews were completed, transcripts from interviews were separated by tier and analyzed individually for initial common themes and descriptions according to research questions to determine patterns related to study objectives. Researchers convened to discuss and debate initial thoughts and reflections on participant data and reach consensus on understandings present in this first phase of analysis. Phase two of analysis consisted of researchers creating condensed codes using data analysis software HyperRESEARCH to code interviews according to these research sub-questions:

- How did participants experience elements of PFP professional development (CQIs) in terms of changes or improvements to the quality of their instructional practice? Teacher-child interactions? Program Quality?
- What impact did participants perceive the PFP professional development (CQIs) had on their gains in content knowledge and child development?
- What direct impact did participants perceive the PFP professional development (CQIs) had on their children's learning and growth in their classrooms?
- What did participants experience related to challenges and barriers of PFP professional development?

After this second phase, researchers again convened to discuss analysis codes, and further reduced data to salient themes and quotes related to each code. This comprehensive analysis of each participant's entire data set as well as researcher memos ensued repeating these procedures and condensing data into emerging codes and phrases related to this study's objectives. From this data reduction, a third phase of analysis occurred in which case "stories" were written for stakeholder participants to summarize findings from these experiences. These vignettes were member-checked by participants to promote trustworthiness and rigor in research.

Concurrent Triangulation Analysis (Mixed-Methods)

In an effort to fully explore the relationships and phenomenon under study in this evaluation, a triangulation method of research was used by combining quantitative and qualitative methods in order to compensate for the weaknesses and blind spots of both research methods (Cresswell, 2003; Flick, 2009). These methods remained autonomous and occurred side by side, with their meeting point being the study objectives of this investigation. Within this study, triangulation of qualitative and quantitative methods focused on single cases (teachers), as well groups (Tiers 1-5 teachers, directors, and ELCs). Cases required that the same participants that completed completion surveys, knowledge assessments, and CLASS® observations were also interview participants. However, due to the number of ELPPF participants for Year 4, only a sample of teachers meeting these criteria were used as cases. These answers were compared to each other and combined for analysis at the final stage of this research process. Group data from ELCs were used to triangulate case data and compare results. Once case and group qualitative and quantitative data were collected and analyzed, all data were reduced and analyzed further to explore outcomes in which quantitative and qualitative results converged and confirmed conclusions, were complementary to each other to lead to a fuller picture, and also diverged and provided contradictory evidence. From this triangulation analysis, typologies were developed and linked to the broader study objectives (Flick, 2009).

RESULTS

SUCCESS ON SHORT TERM OUTCOMES: YEAR 4

Guided by the set objectives of this evaluation study and the predetermined ELPFP program outcomes, the measures highlighted throughout this section focus on the impact of participation and choice of CQI strategies on program quality. Additionally, teacher knowledge gain, improvement in teacher-child interactions, implementation of effective teaching practices, the use of child assessments, and direct child outcomes are also examined, as these elements are key for developing a comprehensive understanding of program quality. Results from these measures are presented as short- and long-term outcomes based on the 2017-2018 ELPFP logic model.

OUTCOME 1: IMPROVEMENT IN EARLY LEARNING PROVIDER QUALITY



OUTCOME 1 Scorecard

- Percentage of growth for each tier/Year 3 to Year 4:
 - > 86% of T1s improved
 - > 45% of T2s improved
 - > 62% of T3s improved
- Percentage of attrition- 45% total from Y3 to Y4
- Continued providers scored higher than new in T1-3, but new scored higher than continued in T4-5

Improving overall provider quality through continuous participation in professional development is a priority outcome outlined in the Year 4 ELPFP logic model (OEL, 2017). Guided by research on quality early learning environments (see Appendix B), the ELPFP research team examined the following specific factors: (1) Results of providers that participated in the ELPFP for multiple years and their tracked progress with CLASS® scores; (2) Quantitative measures (survey) to determine provider perceptions of improvement in director support, professionalism, and collaboration; and (3) Qualitative evidence through interviews to understand why providers perceived overall program improvement through participation in the ELPFP.

Improvement of ELPFP Continued Providers

In Year 4 of ELPFP, participating providers were assigned to Tiers (Tier 1- 5) determined by their previous performance on their CLASS® composite scores. The CLASS® composite scores are considered a source of quality evidence to be eligible for participation in the ELPFP program. Although the definitions of the Tiers were revised in Year 3 (2016-2017) and Year 4 (2017-2018), all providers still received CLASS® assessments and the associated scores were used as entrance scores for the ELPFP. Hence, critically important information regarding the effect of this project on provider quality improvement was gathered through tracking the change in tiers for providers who participated in both Year 3 (Y3) and Year 4 (Y4) of the ELPFP.

In Y3 (2016-2017) of ELPFP, 343 providers completed all the benchmarks for the program. Of these providers, over 45% (156) chose to opt out of participating in ELPFP altogether in Y4 (Table 11). For those providers that continued into Y4 (referred to as continued providers hereinafter), the rate of improvement into higher tiers is significant, as shown below in Figure 3.

Of the continued providers:

- **Y3 Tier 1:** 65 out of 75 of continued providers (86%) that were evaluated as Tier 1 in Y3 improved in Y4. In fact, 37 providers (about 50%) jumped two quality tiers and 28 (about 37%) of providers jumped three quality tiers in that short amount of time.
- **Y3 Tier 2:** 38 out of 85 (45%) continued providers that started in Tier 2 in Y3 improved in Y4, with 33 (about 39%) of providers moving up two quality tiers to Tier 4.
- **Y3 Tier 3:** 17 out of 27 (62%) of continued providers improved from Y3 in Y4, with 16 (about 59%) moving one quality tier to Tier 4, and 1 provider (3%) moving two quality tiers to Tier 5.
- Across all tiers of Y3 providers, a total of 9 providers (4%) improved to the top quality tier (Tier 5) in Y4.

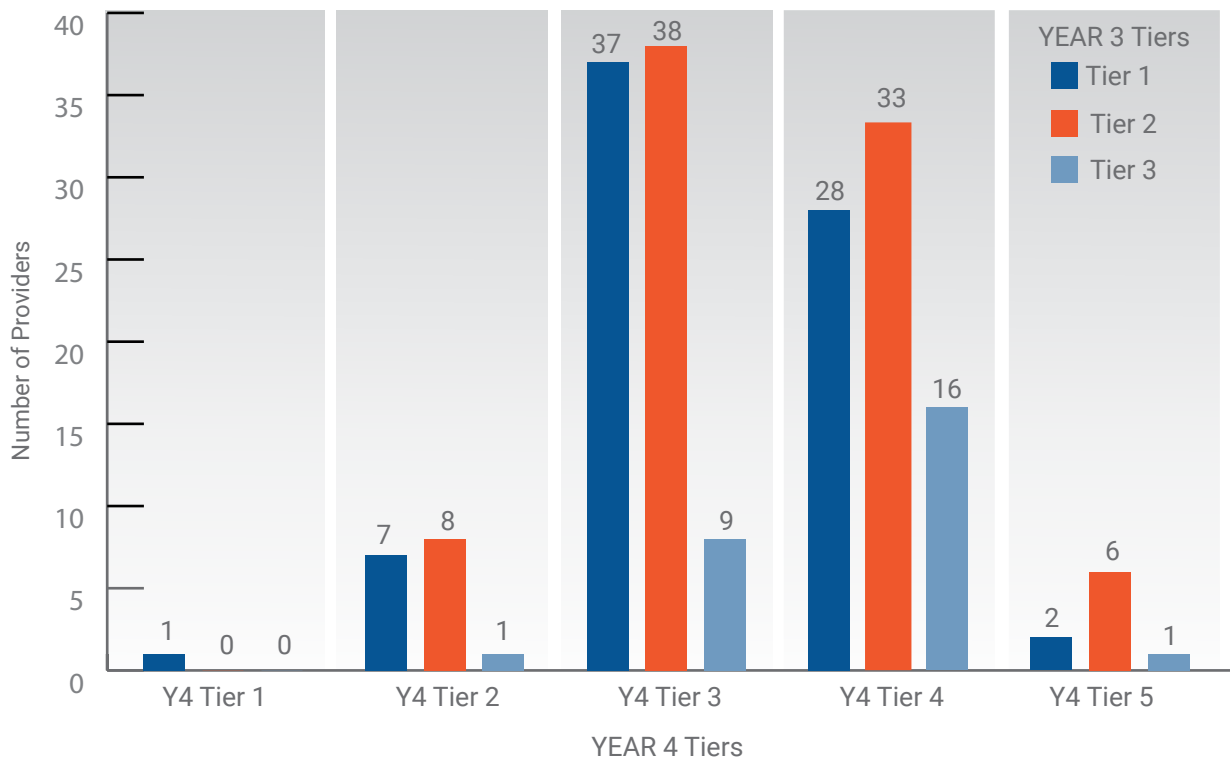


Figure 3. Change of tiers for continued providers from Year 3 to Year 4 of ELPFP.

This overall provider improvement can also be explained through the accounts of participants who have continuously participated in the ELPFP. For example, a Y4 Tier 3 director who was previously in Tier 2 in Y3 stated:

It literally changed how our classrooms run for the better. It changes your staff mindset, it changes the physical, emotional, social components of your classroom. It changes how we interact with each other as well as our students, and ultimately with our parents. I've really watched myself and decided I need to make this more of a positive experience. I need to have more verbal feedback, active praise...My a-ha moment was I can do my job better if I follow this (MF017N, interview).

Another Y4 Tier 4 teacher, whose center was previously in Tier 2 in Year 3, stated:

I think it makes us more aware, more conscientious of what we're doing, and why we're doing it... This is not just something we do. It's not because I'm being told to do this. I'm here to make a difference in the child. I need to see where this child is, what can I do in my lessons today to help this child reach this goal. I just think it makes us more conscientious (G09804, interview).

A Y4 Tier 5 director, who has participated in the program for three years, explained the differences in both staff and family perceptions of her center's quality:

It has made a huge difference. ... Perhaps before, parents themselves would think that we were not prepared, that we had taken 30 hours to take care of the children, but nowadays, they know that that's not the case because they are aware that we constantly take classes, courses, training, so they know that we are preparing more each day. After these trainings, we cannot work the same as perhaps five or six years ago, because the training we have received ... has helped us to grow as teachers.... Before, the kids were playing with blocks, and that's it... but now, they are playing with blocks and we are talking with them about what they are doing, about the colors of the blocks, about the texture... and we are giving them language and teaching them. A parent asked me, 'Why are you talking to them if they don't speak yet?' I responded that, 'No, they do understand, because children since they are very small, can start understanding everything you say.' Those are things that we focus on now (EHBAN6, interview).

It is also important to note the rate of attrition for those providers from Y3 and Y4 to understand program quality impact (Table 9), which will be more thoroughly discussed in the following section.

Year 3	Opted Out (Year 4)	
	Count	Attrition rate (from Year 3 to Year 4)
Tier1	88	25.51%
Tier2	58	16.81%
Tier3	10	2.90%
Total	156	45.22%

Table 9. Attrition for providers who continued participation from Year 3 to Year 4 of ELPFP

Year 4 Continued Provider Quality Versus New Provider Quality

As shown in Figures 4-9, continued providers in Tiers 1, 2, and 3 typically demonstrate higher post-test scores across CLASS® domains when compared to new providers from the same tiers. However, new and continued providers in Tier 4 demonstrate less noticeable differences in post-test CLASS® scores and Tier 5 new providers consistently scored higher than continued providers. Based on these comparisons, the lasting effect of ELPFP tends to be significant for lower Year 4 tiers (1, 2, & 3). For example, continued providers from Tiers 1, 2, & 3 had higher domain scores than new providers from corresponding tiers when they implemented CLASS® Engaged Support for Learning (Figure 6). However, Tier 4 continued providers scored only 0.1 higher than new providers on average, and

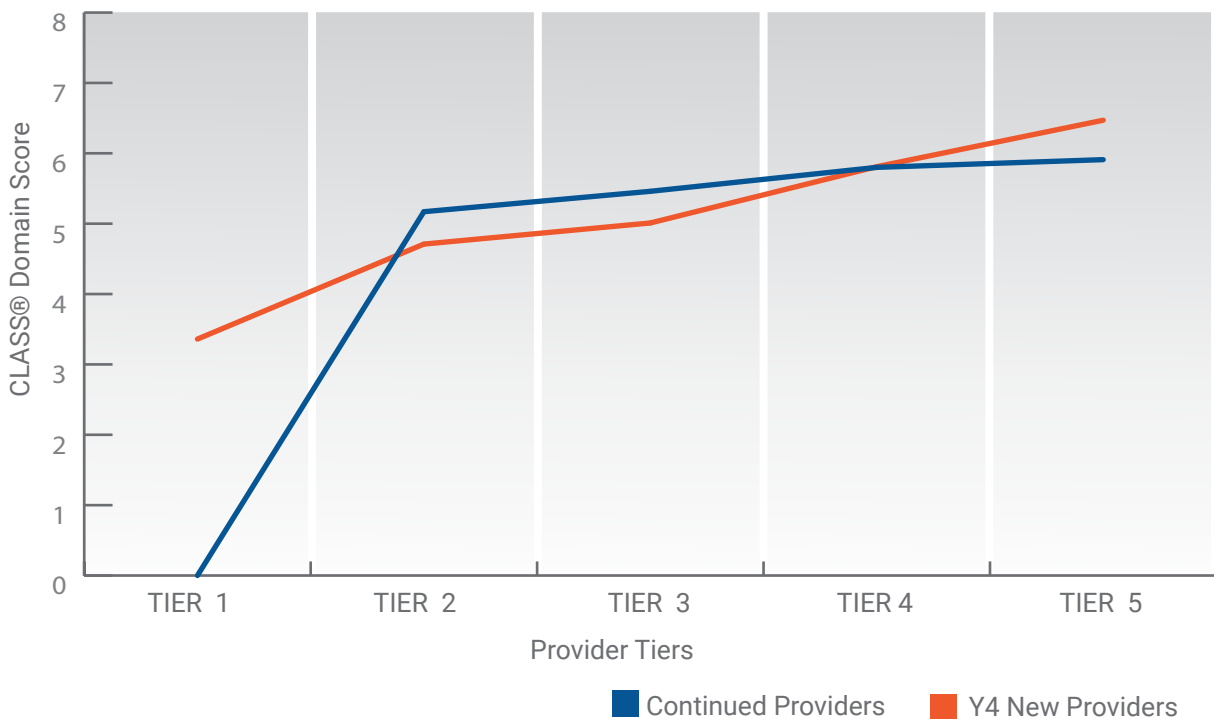


Figure 4. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers—Responsive Caregiving

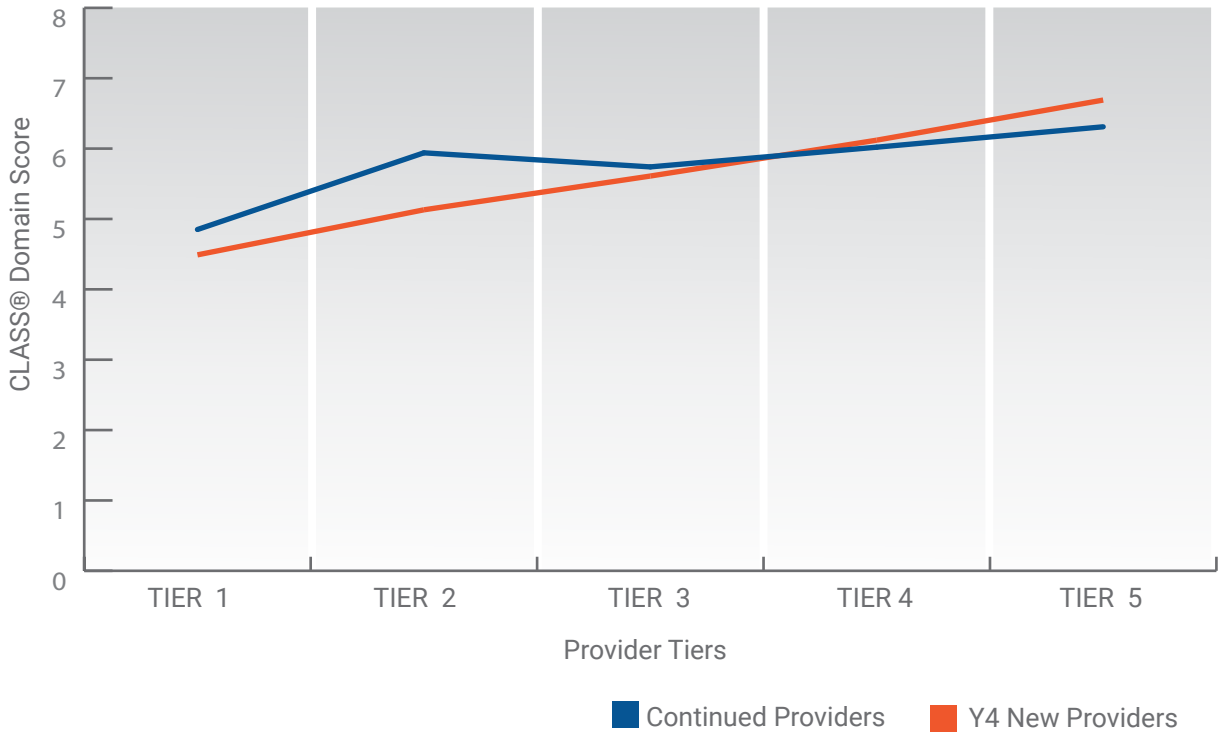


Figure 5. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers—Emotional and Behavioral Support

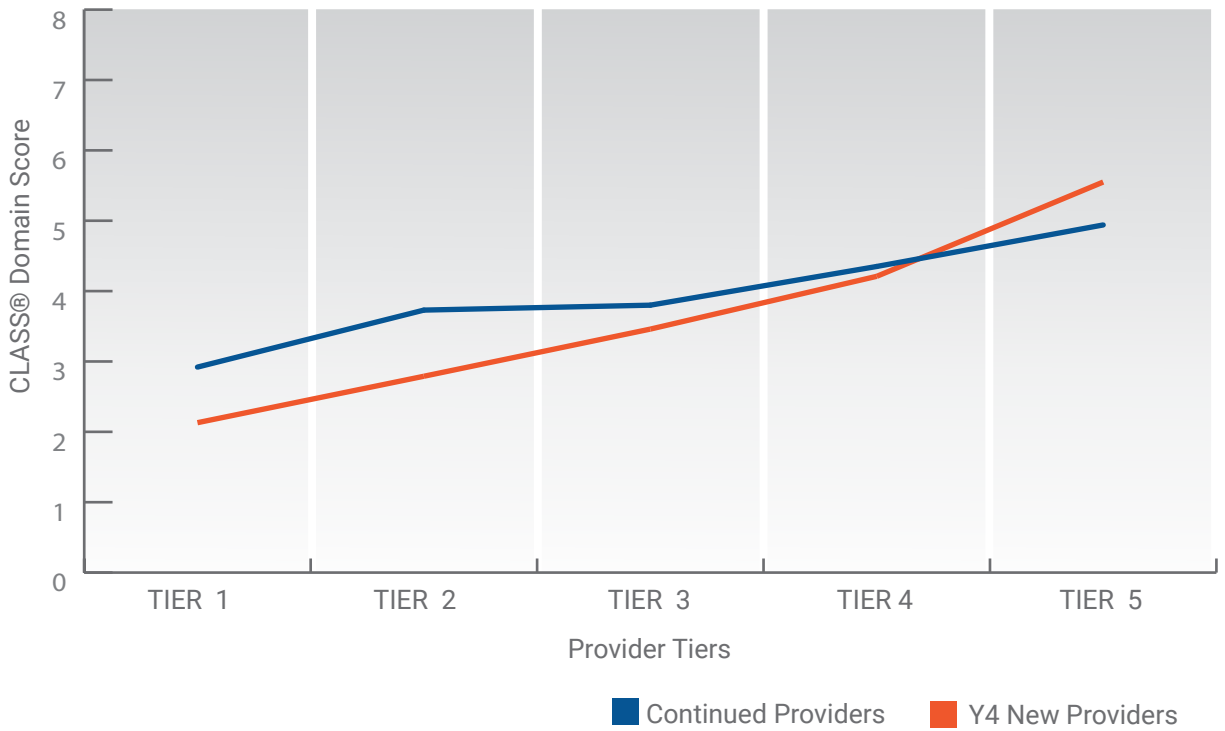


Figure 6. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers—Engaged Support for Learning

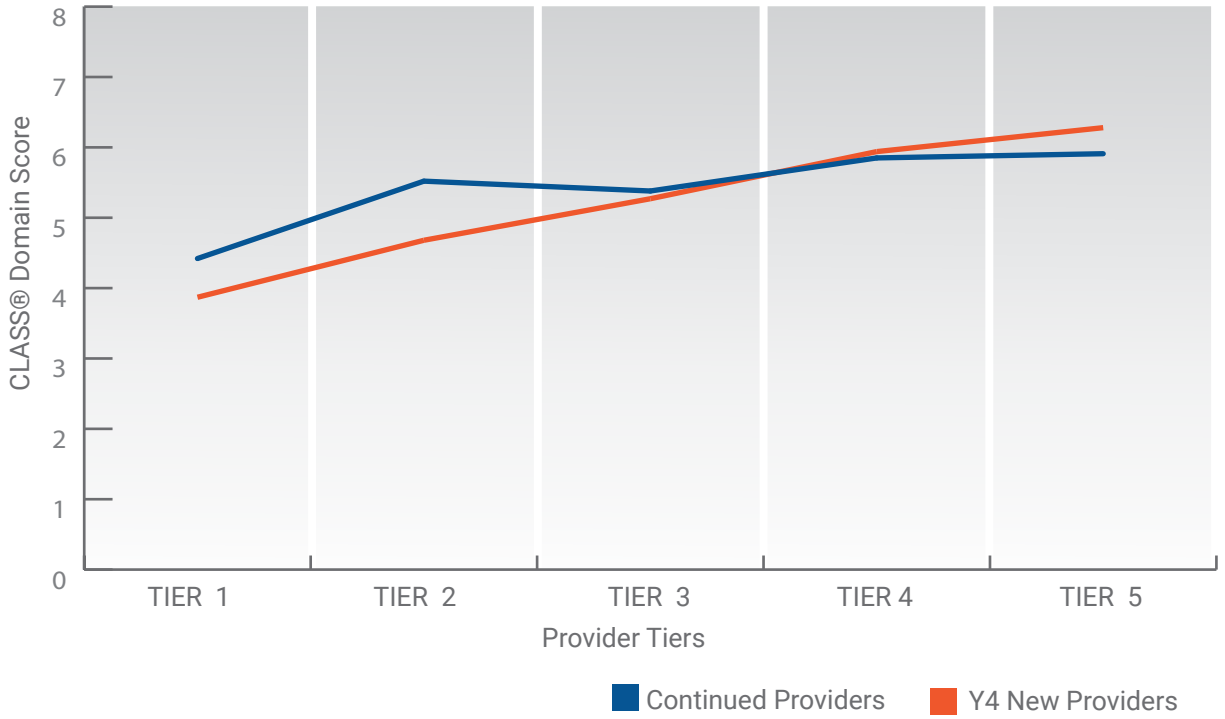


Figure 7. Comparisons of CLASS@ domain scores between continued (Y3 to Y4) and new (Y4) providers—Classroom Organization

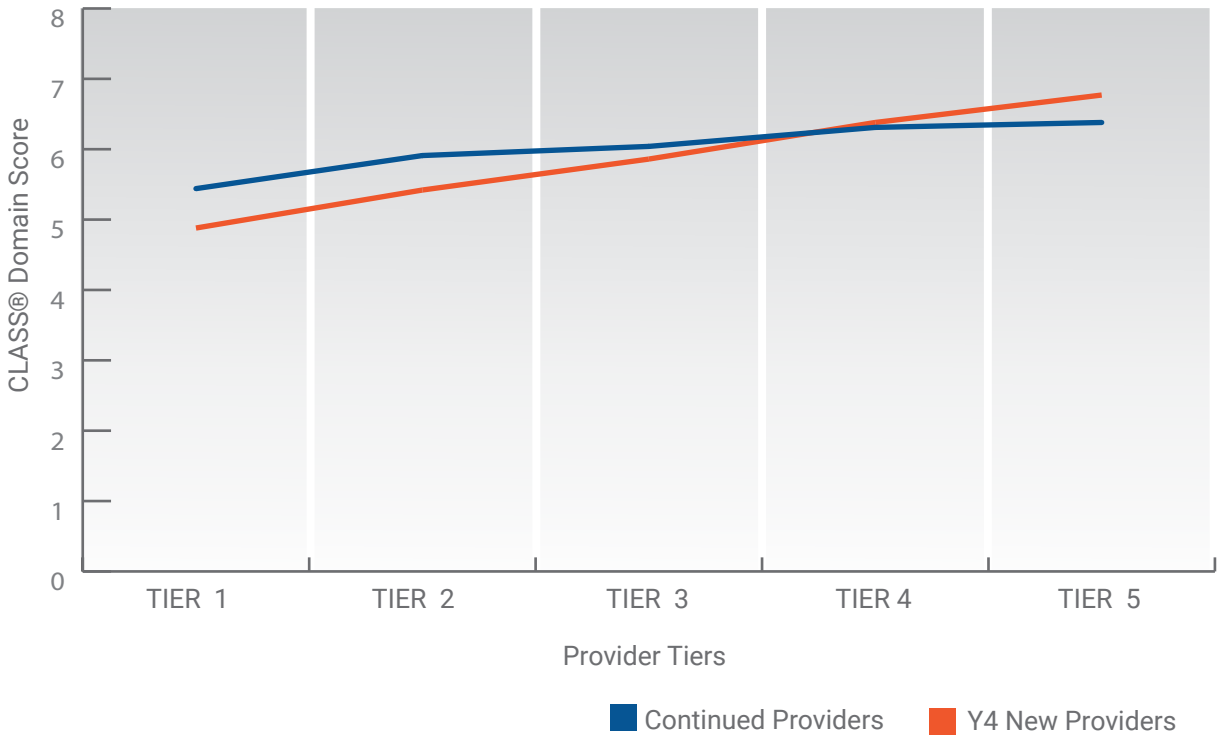


Figure 8. Comparisons of CLASS@ domain scores between continued (Y3 to Y4) and new (Y4) providers—Emotional Support

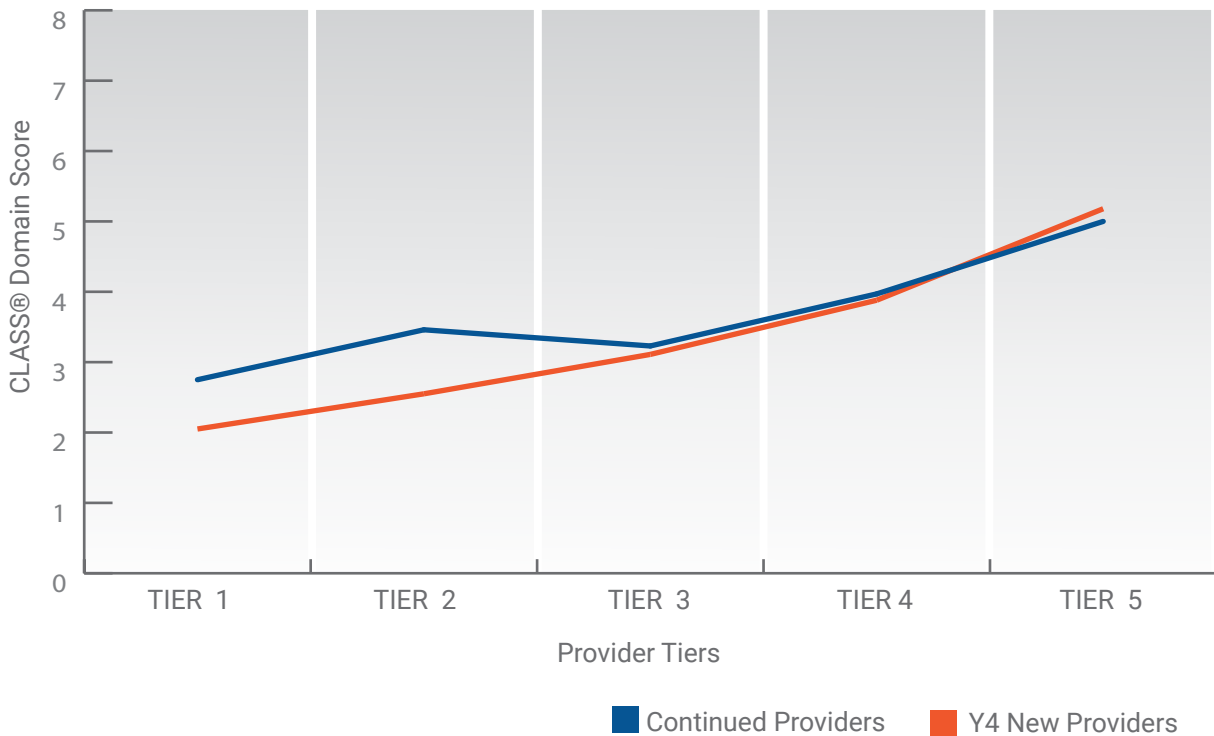


Figure 9. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers—Instructional Support

Another Y4 new provider from Tier 4 described participation in the ELPFP as a catalyst for collaboration between the administration and faculty at her center:

Because, all of us took it at the same time. That teamwork and collaboration really does help. ... [All the teachers, plus the two directors, so that was six teachers and two directors] that were taking the same classes were bouncing ideas off of each other, too. Especially when it came down to the final project. We were all talking amongst ourselves and trying to give each other ideas for the ones that couldn't really think of much of anything to do. So, it got us engaged more, too (RFMVJZ, interview).

For one Y4 Tier 4 new provider, the difference in her practice manifested in a general improvement in classroom climate and social emotional development:

I think that a lot of what they taught has focused on something that I think should have been focused on for a long time. It has to do with social skills, communication, helping people stop for a moment and think that it's not just them, that it's us. It's all of us, and it's finding out everyone's opinion, and coming to an agreement and understanding with everyone. It's a lot of conversation, it is a lot of social skills, and it's teaching us that without these social skills, and being able to communicate, cooperate, and be able to basically control our own emotions and our own impulses, that we won't be able to function properly as adults (FBV3IA, interviews).

Additional Evidence of Provider Improvement in ELPPF

According to the literature (Appendix B), there are specific factors that contribute to provider quality and these factors were made an investigative priority in this study. Therefore, in addition to assessment data discussed in the previous section, survey and participant interviews were included and were specifically aligned to the literature. These additional efforts yielded rich data sources, allowing further examination of provider improvement. For additional insight, researchers focused on: (1) providers’ perceptions of director and leadership growth and support, (2) teacher and director perceptions of increased professionalism and staff collaboration, and (3) evidence of provider increased family communication and engagement.

Director support

Participants were asked to rate the support and leadership they receive from their directors in Year 4 in the ELPPF completion surveys. Participants were asked to rate their experiences on a scale that includes four levels, from ‘Not at all’ meaning they did not received sufficient support from directors, to ‘A lot,’ meaning they did receive support from directors.

As shown in Table 10 and Figure 10, participants reported that they received sufficient support from directors on all the nine investigated CQIs. Of these responses, participants who completed Certified Coaching (96.08%) and IACET/OEL Approved Training (96.97%) CQIs were associated with highest degree of director support.

CQI	Not at all		A little		Somewhat		A lot		Total
	Count	%	Count	%	Count	%	Count	%	
MMCI Infant/Toddler	9	5.11%	9	5.11%	12	6.82%	146	82.95%	176
MMCI Pre-K	12	6.56%	5	2.73%	10	5.46%	156	85.25%	183
Early Learning Florida	18	5.39%	26	7.78%	16	4.79%	274	82.04%	334
Certified Coaching	1	1.96%	0	0.00%	1	1.96%	49	96.08%	51
Child Assessment Training	3	3.33%	2	2.22%	6	6.67%	79	87.78%	90
Child Assessment Training-Accelerated	2	9.09%	1	4.55%	0	0.00%	19	86.36%	22
Child Assessment Implementation	1	1.89%	3	5.66%	0	0.00%	49	92.45%	53
IACET/OEL Approved Training	0	0.00%	0	0.00%	1	3.03%	32	96.97%	33
PD Program Plan	5	5.26%	3	3.16%	5	5.26%	82	86.32%	95

Table 10. Frequency and associated response rate for response categories—Director Support

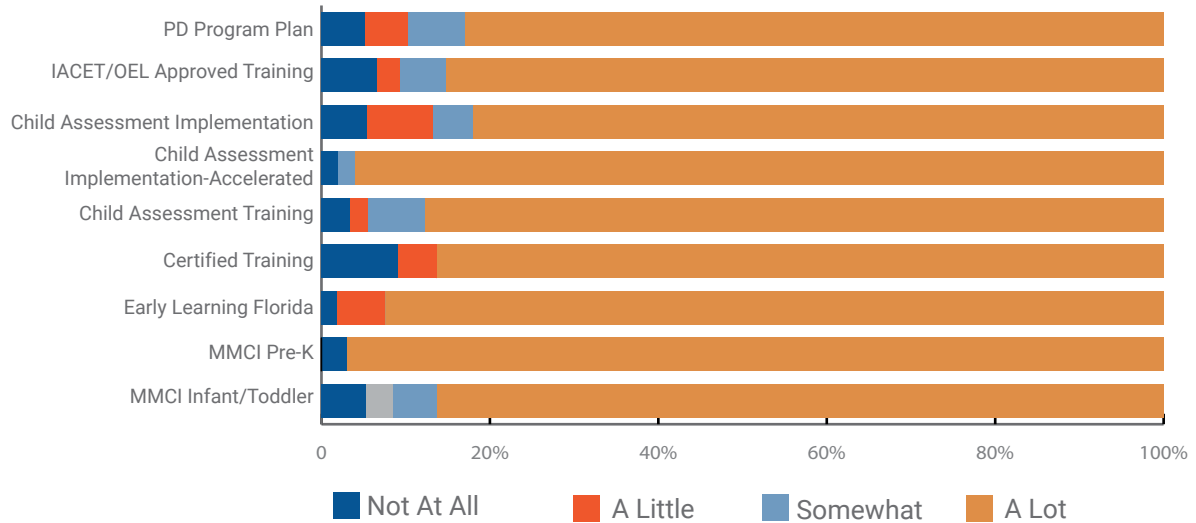


Figure 10. Response rate for response categories of director support

During qualitative interviews, several directors spoke of their personal growth and ability to promote provider improvement based on their own learning. For example, a Tier 3 director stated:

I learned a lot, and I was exposed to different things because some of my teachers were doing other things as far as their professional development. I was seeing them grow and us grow as a center because some of the teachers who participated had never participated in this before and were getting training that they had never received before. They have become that much better and, they're teaching others to do what they do. It's like, 'Well, let me copy them. I like what they're doing, so it's making the center grow as a whole' (J3WIP0, interview).

Another Tier 3 director who was new to ELPFP in Year 4 stated:

I always knew that we were important, but just not how important we were until I took this. It showed how we are shaping the lives of the future children and how important it is that more information that I can be given, the more I can learn, the better I am to teach our children (OFKBGL, interview).

One Tier 4 director who has participated in the ELPFP for three years reflected on her center's past practice, and realized the evolution of quality instruction based on her teachers' continued ELPFP participation:

When I started PFP four years ago, my center was not in wonderful shape. And my infant and toddler teachers were, I would say for lack for a better word, they were mean. They wouldn't let the infant and toddlers talk. But the difference in their practice has been incredible. I had a little girl that was totally non-verbal when we started this, and she just graduated VPK this last month! I have kids that have started in the infant room this year, right when we started the PFP, and now they've turned one and they are thriving and they're talking and they're babbling and they're using sign language, and it's because my infant and toddler teachers have taken MMCI and understand the value of these interactions (ON5JEV, interview).

Participant perceptions of increased professionalism, collaboration, and communication with families

To determine the effects of teacher collaboration, evidence was collected in the ELPFP Completion Survey for the CQI of Early Learning Florida. This CQI encourages teacher collaboration both within their center and across sites through discussions and assignments embedded in coursework. Out of 347 respondents, over 93% of teachers reported collaboration within their learning centers (Figure 11). Of these respondents, approximately 54% indicated collaboration with other colleagues twice a week or more, and 39% of participants reported that they collaborated with other colleagues at least once a week.

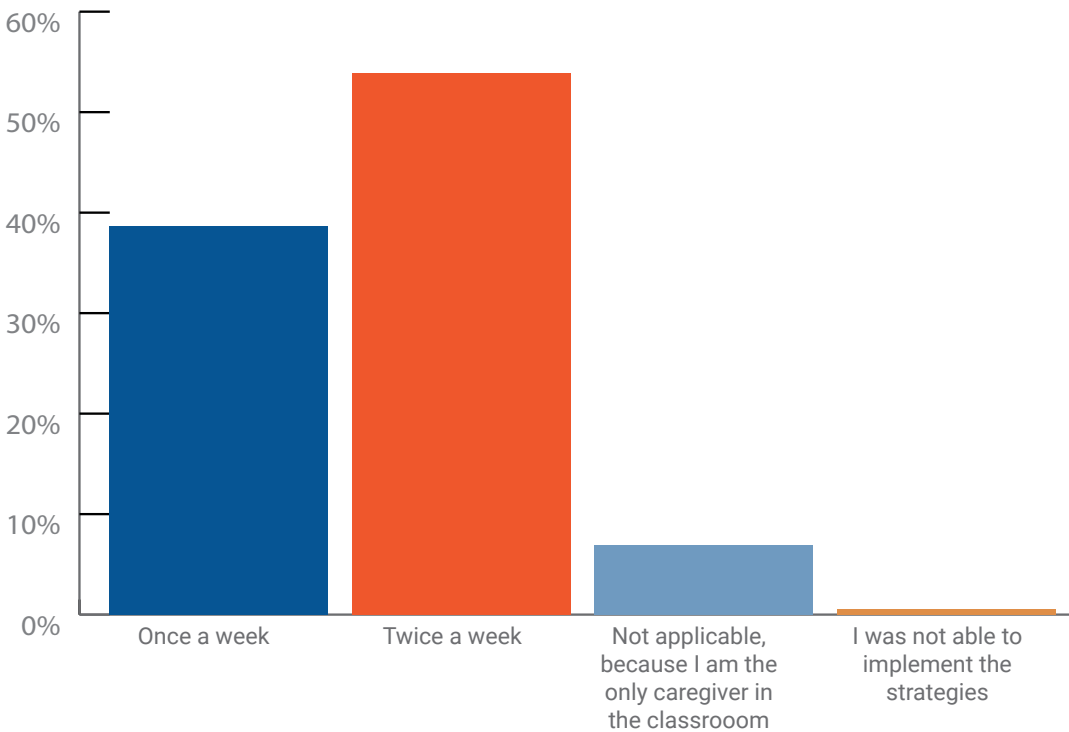


Figure 11. Response rate for Teacher Collaboration (Early Learning Florida CQI).

In addition, during qualitative interviews and focus groups, participants from all tiers reported overall program improvement related to these factors within the ELPFP. For example, a Tier 1 participant stated, “If something’s not working right, I can go to [another] teacher, ‘Hey, what can I do instead of this?’ I like that, we cooperate and listen to each other, and give each other ideas and stuff” (IL587S, interview). Similarly, a Tier 2 teacher discussed fellow teachers’ ability to assess each other and help each other improve:

We've actually learned to look out for each other and self-correct each other... like 'Hey, you remember from the class that we're supposed to do this and not that?' or 'Maybe you can try this because that doesn't seem to be working.' We're helping each other. We're helping each other a lot and it's making a difference with our children. (M12T3L, interview).

With respect to teacher collaboration and common understandings of practice, many participants reported how collaboration encouraged common understandings. For example, a Tier 2 director stated:

I think it puts all of us on the same page, as far as what we are giving the students. So, they don't get one thing here, one thing there. We're all practicing the same way so that they're all learning what they're supposed to learn. ... And I do believe that the more that the center learns, as far as all these teachings are concerned, the better we can do this, and can move onto the next level. So, for me and for my staff, I think it is a plus and we are trying to implement what we've learned and those that we hire after the fact will definitely be going to that next phase, to make sure that they understand what we're teaching them to do (OADTHW, interview).

In addition to collaboration with colleagues, participants reported increased communication with families as a change to their practice. For some teachers, learning strategies to communicate with families from a variety of different backgrounds improved their overall perception of themselves as professionals. As described by this Tier 3 teacher:

I feel more valued as a teacher because I feel prepared by the program not only to be a better teacher but also to connect with my children better and also how I can prepare myself to communicate with a very diverse community especially here.... When I talk with parents with all the support we have gotten from this program to prepare ourselves professionally, I feel calmer and free to sit down with a parent and be able to talk and at the same time respect their differences (PCCPOG, interview).

Another Tier 3 teacher shared this same perspective:

We just have so many different families here. We have a family who's really struggling, and the mom came in Friday and was just at a loss for what to do. And I was able, just in a few minutes, to put a list of resources together of ideas for her to help, to put her on the right track. So, I actually felt really accomplished to have that, just to know off the top of my head, resources that will hopefully really make a difference for her (4CB7DK, interview).

One Tier 5 teacher who had been working at her center for over 10 years explained that, although as an experienced teacher family engagement was not new to her, participation in the ELPFP deepened her understanding of the ways she could bring parents into the classroom.

The first difficulty was to try to integrate myself more with the parents, to talk with the parents in a way they would feel comfortable and I would feel comfortable. That was something that I learned to work, not that I didn't do it before, but during this process, I learned to do it better. And I saw also how the parents learned and they started reacting differently too, perhaps how they did before to any comment, to help, to teach them how to get involved in the activities of the classroom. Teaching the parents to learn, to come to the classroom to read books to the children, to sit on the floor for an activity, to bring something to share. That was something that at first, it was difficult to me, but now is something that I work with really well (EHBAN6, interview).

As evidenced by both quantitative results and qualitative evidence, the Year 4 ELPFP improved quality for both continued and new providers, and helped teachers, directors, and parents understand the importance of communication, collaboration, and implementation of quality practices in order to improve outcomes for all stakeholders.

OUTCOME 2: IMPROVEMENT IN EARLY LEARNING TEACHER PRACTICE



OUTCOME 2 Scorecard

- Year 4 ELPPF interventions improved teacher knowledge, with an average of 23% gain with MMCI I/T and Pre-K, and gains from 18% to 86% with Early Learning Florida courses.
- 80% of teachers reported improving their practice from CQIs on survey results.
- Year 4 ELPPF interventions (CQIs) demonstrated overall positive impact on CLASS scores for providers with an average growth rate across tiers of 16% in all CLASS domains.
- Significant gains in teacher-child interactions were reported for lower tiers of participation (Tier 1-3), with scores increasing as much as 72%.
- For upper tier providers, where changes in quality are nuanced, and much harder to observe and improve on CLASS®, no statistical increase was reported in Tier 4 or Tier 5 providers.

Improving teacher practice through continuous participation in professional development in the ELPPF is the second outcome prioritized in the Year 4 ELPPF logic model (OEL, 2017). The ELPPF theory of change posits that if teachers gain content knowledge related to improved instructional practice and child development through engaging in quality, job-embedded professional development, this knowledge will then be infused into teacher practice, and thus improve children’s learning and outcomes.

The research team examined this outcome by investigating: (1) results from teacher knowledge assessments to assess teacher knowledge gain related to specific CQIs (MMCI, Early Learning Florida); (2) results of teacher-child interactions as measured by all CLASS® tools; (3) results of teacher-child interactions filtered by CQI to connect gains to specific interventions; and (4) survey and qualitative evidence to understand how participants experienced each CQI, what challenges they encountered with each CQI, and why participants perceived improvement in these areas. It is important to note that many of the Year 4 ELPPF interventions cannot be compared to previous year’s ELPPF program growth due to the fact that these interventions are not mandated and vary in duration, quality, content, delivery, and desired outcomes.

Changes in Teacher Knowledge

To examine changes in teacher knowledge, researchers focused on two CQI strategies: Making the Most of Classroom Interactions (MMCI) and Early Learning Florida courses. For other CQI strategies, such as PDP, Child Assessment Implementation, Certified Coaching, and IACET or OEL-approved training, knowledge gains may have occurred for participants, but no standard measure of this knowledge gain exists so an objective comparison is not feasible at this time.

The MMCI knowledge assessment contains nine multiple choice questions, worth a total of nine points. Pre- and post-tests were used to measure knowledge gained from taking the 20-

hour course designed around the PreK CLASS® tool, or the 24- hour course around the Infant and Toddler CLASS® tools. The pre-test and post-test were given to practitioners before and after taking the MMCI training respectively. Comparing practitioners' post-test scores to their pre-test scores enabled examination of whether the MMCI training was successful in increasing practitioners' knowledge of practices taught in the MMCI training. Test scores on the MMCI knowledge assessment were collected by each participating ELC. Notably, every course produced gains, though the magnitude varied greatly.

Making the Most of Classroom Interactions (MMCI) knowledge gains

Teachers’ knowledge scores increased by more than 20% for the courses designed around the PreK CLASS® tool and Toddler CLASS® tool. Table 115 presents the average knowledge scores as measured by MMCI Knowledge Assessment before and after the training, as well as the associated gain in teachers’ knowledge. For the Infant-Toddler class, the average pre-test score was 6.38, and the average post-test score was 7.80, ranging from 0-9. For the Pre-K class, the average pre-test was 5.87 and post-test was 7.39 for this training. A dependent samples t-test was performed to analyze the scores of MMCI, and the results indicate that there was statistically significant increase from pre-test to post-test (Appendix F).

MMCI Class	Pretest	Posttest	Gain score	
	Mean	Mean	Mean	Percent Gain
Infant-Toddler	6.38	7.80	1.29	20.22%
Pre-K	5.87	7.39	1.54	26.16%

Table 11. Mean and Standard Deviation of MMCI pre- and post-test scores

Early Learning Florida knowledge gains

Gains were evident in all English versions of the Early Learning Florida courses, as shown in Table 12. Results indicate the largest percent gain, 63.38%, in the Infant and Toddler Social-Emotional Development (ITSE). The Preschool Health, Safety, and Nutrition (PHSN) had the lowest gains, demonstrating an 8.51% increase.

Gains were also evident in all Spanish versions of the courses (Table 13). Notably, a 78% gain was observed for participants in the Infant and Toddler Social-Emotional Development course (ITSE-S). Teachers taking PKO-S showed nearly 36% growth comparing to pre-test, and PLD-S showed about 18% growth. ITFE-S was associated to the least amount of growth (15.35%) relative to the aforementioned Spanish courses.

According the results of t-tests, teachers’ knowledge gain were statistically significant for both versions of ELFL course (Appendix F).

Course Title	Number of Classrooms	Percent Gain	Course Title	Number of Classrooms	Percent Gain
VPK1	175	29.83%	PQF	74	34.74%
VPK2	49	19.28%	PGD	135	28.21%
ITLE	131	25.13%	PHSN	105	8.51%
EOECE	99	25.82%	PLD	72	25.12%
ITFE	93	34.84%	PLE	101	9.78%
PGB	311	27.26%	PECE	187	26.16%
ITLD	158	44.95%	DLL1	15	44.81%
ITSE	74	63.38%	PKO	85	37.40%
IFYL	24	12.47%	ITDAP	70	19.54%
ITHSN	139	21.58%			

Table 12. Mean and gain scores for pre- and post-test of knowledge assessment (English courses)

Course Title	Number of Classrooms	Percent Gain
PLD-S	30	17.24%
ITSE-S	25	77.73%
ITFE-S	22	15.35%
PKO-S	32	35.17%

Table 13. Mean and gain scores for pre- and post-test of knowledge assessment (Spanish courses)

Changes in Teacher-Child Interactions: Year 4

Table 14 shows the mean gains made by each Tier across all CLASS® tools and domains, and the combined mean gain of all ELPFP participants in all tiers. Significant improvement (55.85%) was demonstrated across programs in Tier 1. However, the top-quality tier, Tier 5, actually showed a decrease in quality during the Year 4 ELPFP.

Year 4 Tier	Percent Growth
Tier 1	55.85%
Tier 2	21.64%
Tier 3	7.50%
Tier 4	0.91%
Tier 5	-4.01%
Total: All Tiers/All Tools	16.38%

Table 14. Mean growth percentage from pre to post across all CLASS® tools and domains

Table 15 presents the overall gains made by each tier in Year 4, broken down by the specific CLASS® tool used to measure teacher-child interactions in classrooms. A notable finding of this study is sharp decrease in gains as provider quality/Tier increases, most significantly in Tiers 4 and 5. This will be explored further in the Discussion section.

Tier	CLASS® Tool	CLASS® Domain	Percent Growth
Tier 1	Infant	Responsive Caregiving	72.63%
	Toddler	Engaged Support for Learning	70.93%
		Emotional and Behavioral Support	33.30%
	Pre-K	Instructional Support	82.52%
		Classroom Organization	45.72%
		Emotional Support	30.00%
Tier 2	Infant	Responsive Caregiving	20.26%
	Toddler	Engaged Support for Learning	36.84%
		Emotional and Behavioral Support	13.28%
	Pre-K	Instructional Support	33.46%
		Classroom Organization	16.10%
		Emotional Support	9.92%
Tier 3	Infant	Responsive Caregiving	9.45%
	Toddler	Engaged Support for Learning	11.73%
		Emotional and Behavioral Support	2.02%
	Pre-K	Instructional Support	14.94%
		Emotional Support	3.47%
		Classroom Organization	3.37%
Tier 4	Infant	Responsive Caregiving	3.38%
	Toddler	Engaged Support for Learning	2.26%
		Emotional and Behavioral Support	-0.83%
	Pre-K	Instructional Support	2.42%
		Classroom Organization	-0.81%
		Emotional Support	-0.97%
Tier 5	Infant	Responsive Caregiving	-4.94%
	Toddler	Engaged Support for Learning	-1.29%
		Emotional and Behavioral Support	-1.78%
	Pre-K	Emotional Support	-3.70%
		Instructional Support	-5.84%
		Classroom Organization	-6.49%

Table 15. Percentage of Gain or Decrease by Tier

Changes in Teacher-Child Interactions by Tier

Improving teacher-child interactions and creating better aligned outcomes that incorporate the specific needs of children were priority objectives of the ELPFP Year 4. In this section, results pertaining to teacher-child interactions as measured by CLASS® are described and supported with data from the completion survey and participant interviews.

Comparisons of CLASS® domain scores between pre- and post- assessments are presented in Table 16 with corresponding visualizations presented in Figure 11. Statistical results include the number of classrooms represented (N), as well as the mean growth rate and corresponding percentage of growth from pre to post.

Tier 1 providers

For Tier 1 providers (Table 16 and Figure 12), growth rates associated to the six CLASS® domains varied from 30% to 82.52%. The Tier 1 providers showed the most gain of any tier in Y4 and had the second smallest sample size (N= 41 pre/posts). The most change was observed in the Instructional Support domain, while the CLASS® Pre-K Emotional Support domain exhibits the least amount of growth in Year 4.

	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	3	2	2.61	4.50	1.89	72.63%
Toddler	Emotional and Behavioral Support	23	18	3.93	5.23	1.31	33.30%
Toddler	Engaged Support for Learning	23	18	1.64	2.81	1.16	70.93%
Pre-K	Classroom Organization	22	21	3.21	4.68	1.47	45.72%
Pre-K	Emotional Support	22	21	4.29	5.58	1.29	30.00%
Pre-K	Instructional Support	22	21	1.49	2.73	1.23	82.52%

Table 16. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 1 (CLASS® Infant, Toddler and Pre-K)

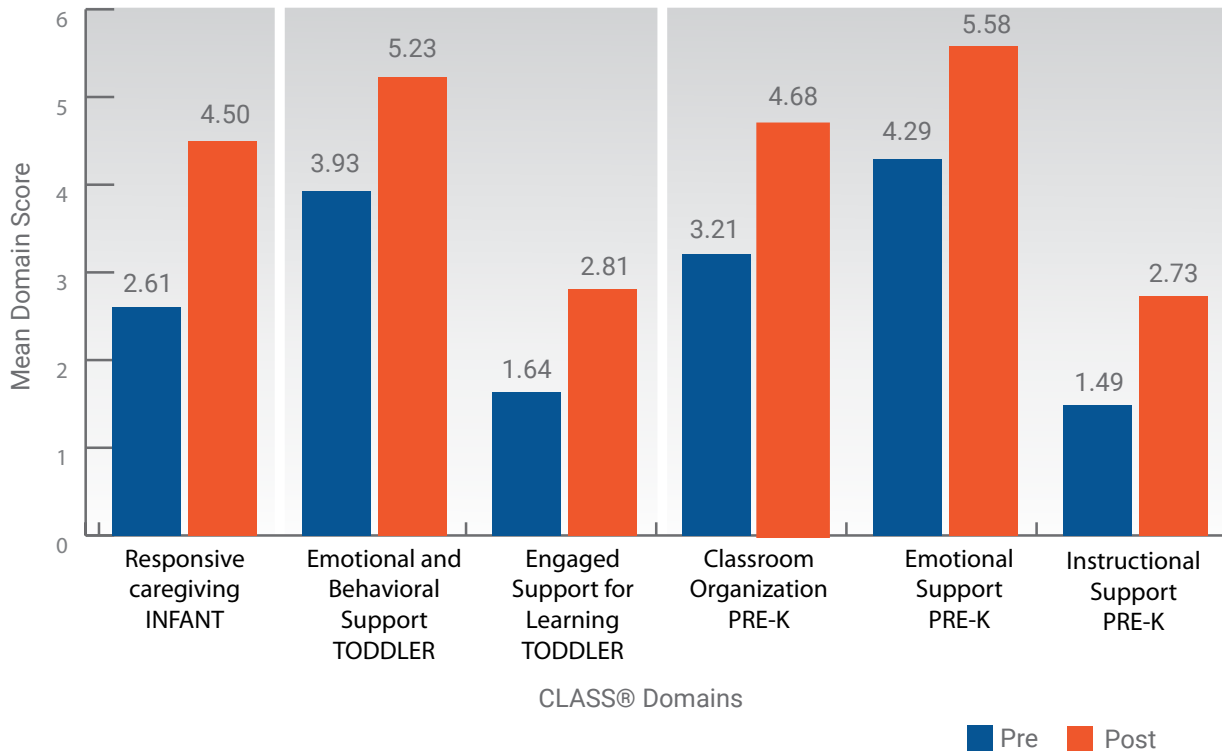


Figure 12. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest—Tier 1 (Infant, Toddler and Pre-K)

When asked about this perception of growth with Tier 1 providers, participants reinforced these results came through gaining an increased understanding of quality practice and classroom organization. For example, a Tier 1 director stated:

I have some teachers that are new to the field, when you tell them, “You need to ask more open-ended questions,” they actually don’t understand what an open-ended question is. When you’re new to the field, you have absolutely no idea what that means. The PFP just helped me to better help them understand what you’re looking for and what their goal is when dealing with children of this age, not just to be babysitting ... but to be teaching them.... (WKBZ95, interview).

Another Tier 1 teacher shared her perception of how her increased knowledge impacted classroom organization:

As a teacher, I changed the way I had my classroom room set up. I changed the way I did my schedule ... [it] actually helped the class function and flow better as it was set up [so] the children were able to identify what was going on with the schedule. We also did a lot of different changes outside with outside play, to also incorporate with the lesson plans, and I thought that the children really, really enjoyed that a lot more as well. (2AXGIC, interview).

Tier 2 providers

Tier 2 providers demonstrated growth in all CLASS® tool domains, ranging from 9.92% to 36.84%, illustrated in Table 17 and Figure 13. Overall, Tier 2 providers in Year 4 showed the second greatest gain and had a sample size of N = 332 participants. The Engaged Support for Learning domain (CLASS® Toddler) presented the greatest amount of change from pre- to post-assessment in Year 4 (36.84%), while the Emotional Support domain (CLASS® Pre-K) was associated with the lowest amount of growth (9.92%).

	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	63	59	4.29	5.16	0.87	20.26%
Toddler	Emotional and Behavioral Support	146	124	4.87	5.52	0.65	13.28%
Toddler	Engaged Support for Learning	146	124	2.41	3.30	0.89	36.84%
Pre-K	Classroom Organization	184	144	4.43	5.14	0.71	16.10%
Pre-K	Emotional Support	184	144	5.22	5.74	0.52	9.92%
Pre-K	Instructional Support	184	144	2.26	3.01	0.75	33.46%

Table 17. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest and the associated growth—Tier 2 (CLASS® Infant, Toddler and Pre-K)

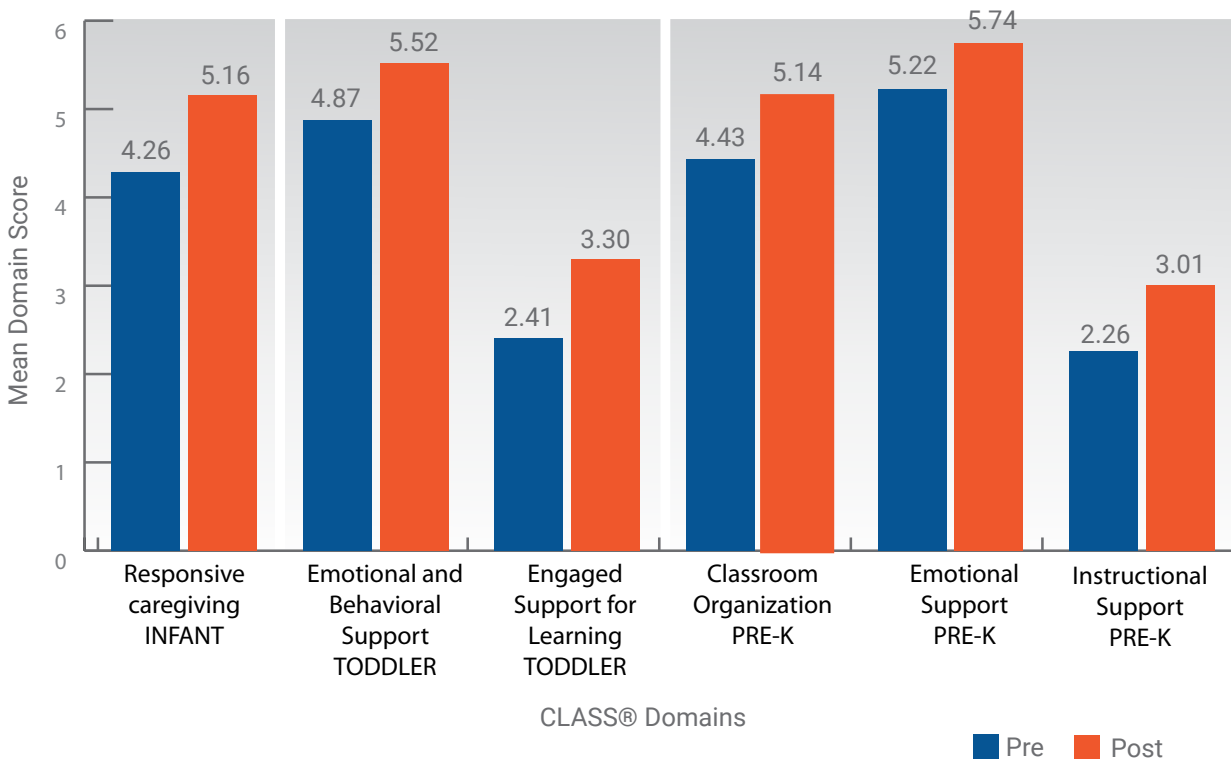


Figure 13. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest—Tier 2 (Infant, Toddler and Pre-K)

Qualitative evidence also supports that significant improvement occurred with Tier 2 teachers based on their ELPFP experience. When Tier 2 directors were asked about the growth they witnessed in their Infant teachers’ instructional practice, a Tier 2 director replied:

My infant-toddler teachers are so much better now. They were definitely more on the quiet side and because they work with the babies they didn't realize there should be more talking. There should be more communication. There should be more open-endedness and just talk throughout your day instead of just letting them roll around and play. So, instead of just having tummy time, putting the baby on the floor with toys, they got down there with them. They were talking to them. They're describing things. They're using colors. They're more interactive with the children (M12T3L, interview).

Another Tier 2 director described how two teachers worked together to improve the quality of interactions with their toddlers:

I think the big thing is learning how to interact better with the children. You could have two teachers in a classroom and not that either teacher is doing anything wrong, but let's say you have one that's walking around and singing and laughing and joking and addressing children. And then, you have the other one that is sitting down on the floor, singing, laughing, doing things and they're both interacting, but the sitting down on the floor or in the lower chair, I think makes it more personal and enjoyable for the children. That's where I've seen the improvements...they're talking, and expanding their and the children's vocabulary (P5G538, interview).

Tier 3 providers

For Tier 3 providers, results in Table 18 and Figure 14 indicate that the quality of teacher-child interactions improved, with the most improvement shown for CLASS® Pre-K domain Instructional Support (14.94%) and the least improvement shown in CLASS® Toddler domain Emotional and Behavioral Support (2.02%). Year 4 Tier 3 providers comprised the largest tier, with the most new providers to the Year 4 ELPFP. Tier 3 also had the largest sample size for Year 4 (N= 809 pre/posts).

	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	151	119	4.83	5.28	0.46	9.45%
Toddler	Emotional and Behavioral Support	408	309	5.61	5.73	0.11	2.02%
Toddler	Engaged Support for Learning	408	309	3.37	3.76	0.40	11.73%
Pre-K	Classroom Organization	450	374	5.25	5.43	0.18	3.37%
Pre-K	Emotional Support	450	374	5.82	6.03	0.20	3.47%
Pre-K	Instructional Support	450	374	2.91	3.35	0.44	14.94%

Table 18. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 3 (CLASS® Infant, Toddler and Pre-K)

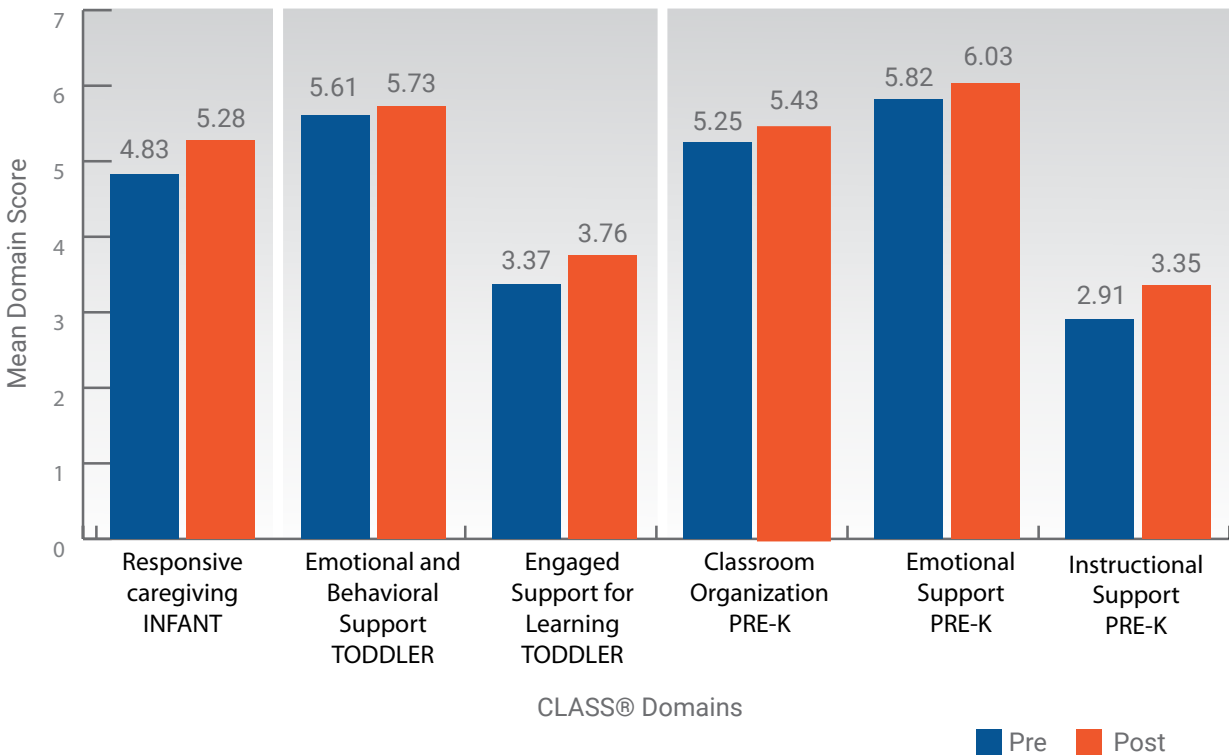


Figure 14. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest—Tier 3 (Infant, Toddler and Pre-K)

When asked to highlight specific areas of growth most teachers experienced during Year 4, almost all Tier 3 teachers responded that teacher-child communication through language acquisition, modeling, and feedback improved, which provides further evidence of the growth of both the Engaged Support for Learning and Instructional Support domains. For example, one Tier 3 teacher stated:

I know that by reflecting on those scores from past years that language modeling is always where we tended to struggle the most. That's where my scores were the lowest, especially in infant-toddler's because you just think that if you're loving on them and you're meeting their needs that you're doing fantastic and sometimes we forget that we can talk to them and we can use big words. So, I think the language modeling is probably what really was the most impactful, going through the (PFP) program (3GRTNG, interview).

A Tier 3 Director that has participated in the ELPPF for four years also noticed continuous growth and change in her teachers' practices and interactions related to children's language development:

From my standpoint, seeing the difference from when we participated in the pilot year, to the interactions that our teachers are having with kids now, there is a huge improvement... I can see that they're having real conversations. I can see that they're doing the right things. I'm hearing less empty praise, not 'Good job, oh, that's nice, oh, it's beautiful,' but really valuable conversations that target what the kids have done. And they're showing much more engagement, like 'Oh my gosh I can see you really like to do that. You're smiling, you keep adding lots of colors. You're really a good painter.' So, it's specific, and they encourage back and forth so that kids are learning vocabulary and they're getting interaction that makes them feel like the teacher's really paying attention and that they care (4CB7DK, interview).

Tier 4 providers

For Tier 4 providers (Table 19 and Figure 15), rates of improvement decreased overall. Minimal growth was found in the CLASS® Infant domain of Response Caregiving (3.38%). The CLASS® Pre-K domain of Instructional Support (2.42%) and CLASS® Toddler domain of Engaged Support for Learning also showed minimal growth (2.26%). The scores on the rest of CLASS® domains did not present any positive change.

	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	67	65	5.62	5.81	0.19	3.38%
Toddler	Emotional and Behavioral Support	238	182	6.12	6.07	-0.05	-0.83%
Toddler	Engaged Support for Learning	238	182	4.24	4.34	0.10	2.26%
Pre-K	Classroom Organization	303	213	5.90	5.85	-0.05	-0.81%
Pre-K	Emotional Support	303	213	6.36	6.30	-0.06	-0.97%
Pre-K	Instructional Support	303	213	3.91	4.00	0.09	2.42%

Table 19. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 4 (CLASS® Infant, Toddler and Pre-K)

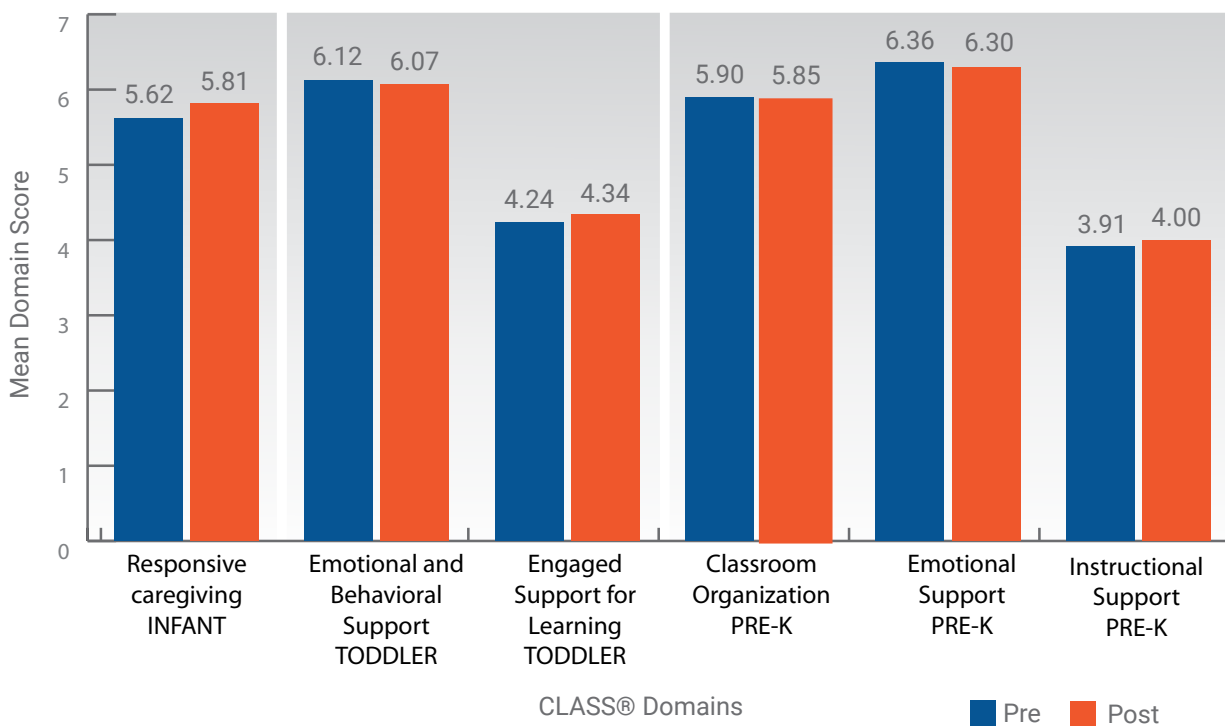


Figure 15. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest—Tier 4 (Infant, Toddler and Pre-K)

An interesting result from qualitative interviews was that the majority of Tier 4 teachers, while speaking about improving their practice, didn't provide specific examples of how their practice improved, and also could not recollect specific elements of their CQI that provided growth or change in practice. They struggled to recall which strategies were associated with a particular course or ELPFP participation year. For example, one Tier 4 teacher spoke of improvement, but could not pinpoint specific Early Learning Florida course strategies or elements she completed:

Well, for the most part it gets me to go to the next level of teaching for the kids...it causes me to think more and to put more effort into what I'm doing. Because over the years you get kind of comfortable... because you know what you're doing. So, this helps me to think outside of the box. It helps me to do more and to put more effort into it (7B70AC, interview).

However, one new Y4 provider provided an exception:

The majority of it was when I took the language development. A lot of the stuff that we had just fallen away from. A lot of... we were using a lot of close ended questions instead of asking the why's the how's, trying to get the kids to talk more. This year I've got two students that need speech, but they're with me instead so, I'm having to do a lot of modeling language and stuff like they said to do in the thing. ... So, I was like, having to model the proper way to say it, so she could repeat it after me (FBV31A, interview).

Tier 5 providers

For the highest quality rated Tier 5 providers, as shown in Table 20 and Figure 16, none of the six CLASS® domains presented positive change from pre- to post- assessment. The most significant decrease in score was observed in the CLASS® Pre-K domain of Classroom Organization (-6.49%). Tier 5 had the smallest sample size in Year 4 (N=30), and the largest amount of decrease in scores from pre- to post-assessment.

	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	5	5	6.31	6.00	-0.31	-4.94%
Toddler	Emotional and Behavioral Support	15	11	6.58	6.46	-0.12	-1.78%
Toddler	Engaged Support for Learning	15	11	5.25	5.18	-0.07	-1.29%
Pre-K	Classroom Organization	20	14	6.37	5.95	-0.41	-6.49%
Pre-K	Emotional Support	20	14	6.68	6.43	-0.25	-3.70%
Pre-K	Instructional Support	20	14	5.13	4.83	-0.30	-5.84%

Table 20. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 5 (CLASS® Infant, Toddler and Pre-K)

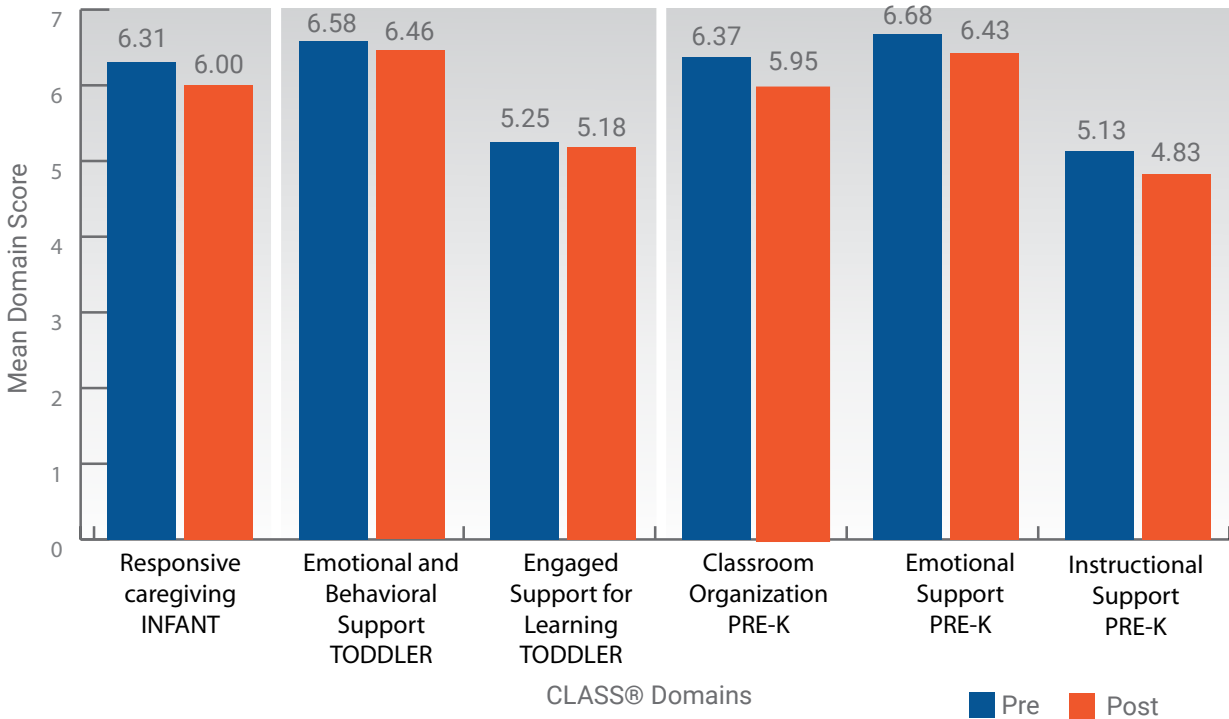


Figure 16. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest—Tier 5 (Infant, Toddler and Pre-K)

Similar to the Tier 4 qualitative interviews, Tier 5 interviews provided evidence that teachers felt they improved, but did not give specific examples of growth or change in practice. A Tier 5 teacher spoke of her incredible journey through the ELPFP and learning the CLASS® tool:

The journey has been amazing in five years of me doing CLASS. I've seen nothing but growth. And even when I did my last assessment, just in April, when she came out to assess me, I felt the growth. Isn't that crazy? Like I heard myself talking to the kids and I was like, 'Wow. I'm really amazed at myself,' because I felt the growth (34H3GG, interview).

In addition, interviewing Tier 5 teachers provided evidence that as some teachers became more familiar with the CLASS®, they perceived the assessment as a learning tool to provide a snapshot into one moment of their practice, and not a reflection of who they are as a teacher. Having participated in several years of PFP, one Tier 5 teacher expressed her emotional response to receiving a drop in her CLASS® observation score:

And my first experience with PFP was terrible. I got in the program. I still was at the highs and the mediums... and I think I went down like a point. And they did not give me the bonus. I was so hurt. As an individual, I was so hurt because I just felt like, "Wow, you worked so hard", and people who was coming in, that was their first time ever coming in and even being a part of any of the MMCI's or the CLASS, and I already did three years doing CLASS and all of this stuff, getting on PFP, ... I didn't get a dollar. I had to really reality check myself because I was down one point. Not even like I went into the lows or anything; I stayed in the medium and the highs. And I was I was just so hurt because when you work so hard for something, that moment made me feel like a failure... But I stuck in there, and I didn't give up because I was like, it's more than just some money, it's really about the journey and the growth and the learning. And now that I see myself, now it's just whatever percentage they give you... (34H3GG, interview).

Similar to the Tier 4 qualitative interviews, Tier 5 interviews provided evidence that teachers felt they improved, but did not give specific examples of growth or change in practice. A Tier 5 teacher spoke of her incredible journey through the ELPFP and learning the CLASS® tool:

The journey has been amazing in five years of me doing CLASS. I've seen nothing but growth. And even when I did my last assessment, just in April, when she came out to assess me, I felt the growth. Isn't that crazy? Like I heard myself talking to the kids and I was like, 'Wow. I'm really amazed at myself,' because I felt the growth (34H3GG, interview).

In addition, interviewing Tier 5 teachers provided evidence that as some teachers became more familiar with the CLASS®, they perceived the assessment as a learning tool to provide a snapshot into one moment of their practice, and not a reflection of who they are as a teacher. Having participated in several years of PFP, one Tier 5 teacher expressed her emotional response to receiving a drop in her CLASS® observation score:

And my first experience with PFP was terrible. I got in the program. I still was at the highs and the mediums... and I think I went down like a point. And they did not give me the bonus. I was so hurt. As an individual, I was so hurt because I just felt like, "Wow, you worked so hard", and people who was coming in, that was their first time ever coming in and even being a part of any of the MMCI's or the CLASS, and I already did three years doing CLASS and all of this stuff, getting on PFP, ... I didn't get a dollar. I had to really reality check myself because I was down one point. And I was just so hurt because when you work so hard for something, that moment made me feel like a failure... But I stuck in there, and I didn't give up because I was like, it's more than just some money, it's really about the journey and the growth and the learning (34H3GG, interview).

This same teacher went on to say that she now considers CLASS® a tool that she can use to reflect on her practice:

Well, I take it back to CLASS®. Because reading the reports year after year from pre or the post, it just showed me how I can do better. I never took it as a criticism, I took it as, okay, you could do a little better. I mean, like I'm a person that feels certain things, so it's like, when you give your all to something, or you know that, "Ooh, why did I say that?" But it taught me how to be more aware of my language with the kids. I learned, you don't have to just say just a basic word to them, you[re] teaching them vocabulary. I have kids now that ask me, "What does that mean?" And they want to learn more. And you can take that as a learning tool. (34H3GG, interview).

An interesting finding from qualitative interviews for Tier 5 participants was that though scores decreased as a whole, many Tier 5 practitioners felt their practice had improved in ways that CLASS® couldn't measure, and there was really no room to grow on the tool. One Tier 5 director stated:

It's so hard to increase scores when you start so high, which I guess we should be super proud of, but I know my teachers can improve. I know they are learning and changing and growing, and it's frustrating then when you see a score go down after you know you learned something (EFG87T, interview).

These findings will be discussed more thoroughly in the Discussion Section of this report.

CHANGES IN TEACHER-CHILD INTERACTIONS BY CQI STRATEGY



CLASS® SCORES BY CQI SCORECARD

- MMCI was CQI that provided most gains in all domains (from 5-16% gain)
- Certified Coaching provided the biggest gain in Pre-K Instructional Support Domain for the third year in a row (21% average gain in Y4).
- MMCI + Certified Coaching was the combined CQI that cumulatively increased gains by over 90%

Through analyzing CLASS® achievement changes disaggregated by each CQI strategy, the CQI associated with the most gains across and within tiers, as well as with the biggest decline in scores in each specific CLASS® domain quickly became apparent. The percentage of gain comparisons for each CQI strategy were executed by finding the growth between average pre- and post-CLASS® assessment scores and dividing it by the corresponding pre-test domain score. Descriptive statistics and fixed effects models were then utilized to provide inferential support to the observed growth based on the descriptive statistics as shown in this section (see Appendix G for results from fixed effects models). Tables 21-26 present the highest percentage of gain by CQI by CLASS® tool.

CQI	Percent Growth
MMCI	16.06%
Child Assessment Training	12.78%
Professional Development Pathway	10.48%
Early Learning Florida	9.33%
Certified Coaching	7.30%
IACET/OEL approved	3.91%
Child Assessment Training (Accelerated)	3.50%
Child Assessment Implementation	3.24%
No Strategy Chosen	-13.75%

Table 21. Percentage of Gain by CQI—CLASS® Infant: Response Caregiving

CQI	Percent Growth
MMCI	6.29%
Early Learning Florida	2.23%
IACET/OEL approved	2.08%
Professional Development Pathway	2.00%
Child Assessment Training	1.30%
Child Assessment Implementation	0.66%
Child Assessment Training (Accelerated)	0.57%
Certified Coaching	-0.60%
No Strategy Chosen	-1.18%

Table 22. Percentage of Gain by CQI-- CLASS® Toddler: Emotional and Behavioral Support

CQI	Percent Growth
MMCI	15.58%
IACET/OEL approved	13.57%
Child Assessment Training	11.70%
Certified Coaching	11.40%
Early Learning Florida	9.60%
Professional Development Pathway	9.24%
Child Assessment Implementation	6.15%
Child Assessment Training (Accelerated)	4.09%
No Strategy Chosen	-3.92%

Table 23. Percentage of Gain by CQI--CLASS® Toddler: Engaged Support for Learning

CQI	Percent Growth
MMCI	6.52%
Certified Coaching	4.60%
IACET/OEL approved	4.38%
Early Learning Florida	4.05%
Child Assessment Training	2.09%
Professional Development Pathway	1.03%
Child Assessment Training (Accelerated)	0.99%
Child Assessment Implementation	0.41%
No Strategy Chosen	-5.98%

Table 24. Percentage of Gain by CQI--CLASS® Pre-K: Classroom Organization

CQI	Percent Growth
MMCI	5.37%
Certified Coaching	3.63%
Early Learning Florida	3.14%
IACET/OEL approved	2.42%
Child Assessment Training	2.25%
Professional Development Pathway	1.91%
Child Assessment Training (Accelerated)	1.69%
Child Assessment Implementation	0.97%
No Strategy Chosen	-4.21%

Table 25. Percentage of Gain by CQI-CLASS® Pre-K: Emotional Support

CQI	Percent Growth
Certified Coaching	21.27%
IACET/OEL approved	17.19%
MMCI	15.69%
Early Learning Florida	14.13%
Child Assessment Training	13.63%
Child Assessment Training (Accelerated)	6.96%
Child Assessment Implementation	5.59%
Professional Development Pathway	1.13%
No Strategy Chosen	-11.65%

Table 26. Percentage of Gain by CQI- CLASS® Pre-K: Instructional Support

CLASS® Change by CQI: MMCI

MMCI was the CQI that provided the most gains for all CLASS® domains. As shown in Table 27 and Figure 17, the average growth rates for providers that completed MMCI were significant. The CLASS® domains of Infant Responsive Caregiving, Toddler Engaged Support for Learning, and Pre-K Instructional Support were all associated with noticeable improvements from pre to post assessment (16.06%, 15.58%, 15.69% respectively), while Pre-K Emotional Support showed the least amount of change at 5.37%. From the result of fixed effects model (Appendix G), the effect of MMCI was statistically significant on domains of CLASS® Toddler and CLASS® Pre-K.

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	162	141	4.63	5.38	0.74	16.06%
Toddler	Emotional and Behavioral Support	407	328	5.38	5.71	0.34	6.29%
Toddler	Engaged Support for Learning	407	328	3.15	3.64	0.49	15.58%
Pre-K	Classroom Organization	487	396	4.98	5.31	0.32	6.52%
Pre-K	Emotional Support	487	396	5.62	5.92	0.30	5.37%
Pre-K	Instructional Support	487	396	2.85	3.30	0.45	15.69%

Table 27. Mean pre and post domain scores of 2017-2018 CLASS® and the associated growth and percent growth—MMCI (CLASS® Infant, Toddler and Pre-K)

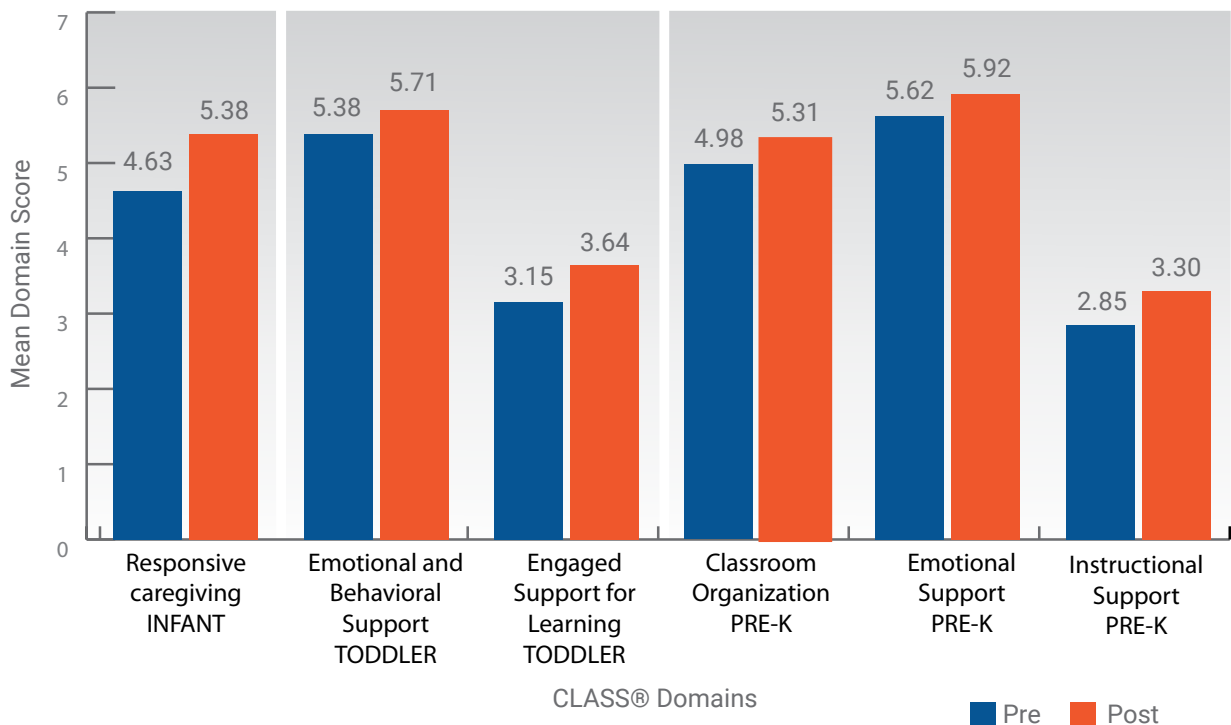


Figure 17. Mean pre and post domain scores of 2017-2018 CLASS®—MMCI (Infant, Toddler and Pre-K)



In the ELPFP Completion Survey and through qualitative interviews, participants were asked specific questions about each CQI strategy to shed light on how specific interventions impacted teachers' perceptions of their change in practice.

MMCI Infant/Toddler

Over 94% of participants in the MMCI Infant/Toddler training responded that their practice as an early childhood educator had changed in some way due to completing this CQI (Figure 17). Furthermore, about 10% of respondents reported they have completely redesigned their teaching practices as a result of completing this training. Only 5% reported that the training had 'no influence' on their practice.

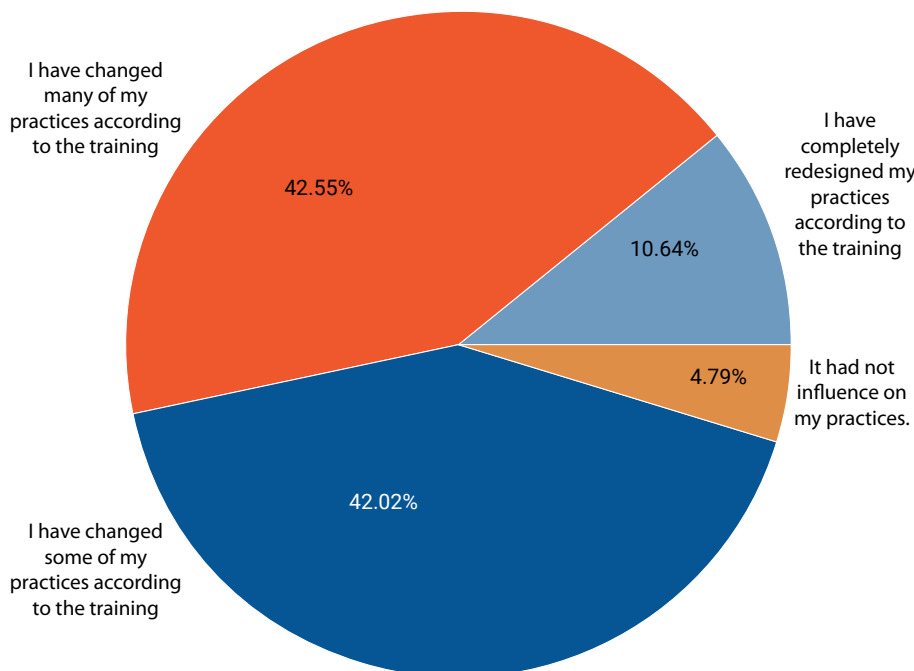


Figure 18. Response rate for the category: "Please rate the extent that the MMCI Infant/Toddler training has influenced your practice as an early childhood educator."

MMCI Pre-K

Among the participants who completed MCCI Pre-K CQI, 98% of respondents reported this training influenced their practice (Figure 19), with 12% of those respondents reporting they completely redesigned their practice as a direct result. Only 2% of respondents reported that this training had 'no influence' on their practice.

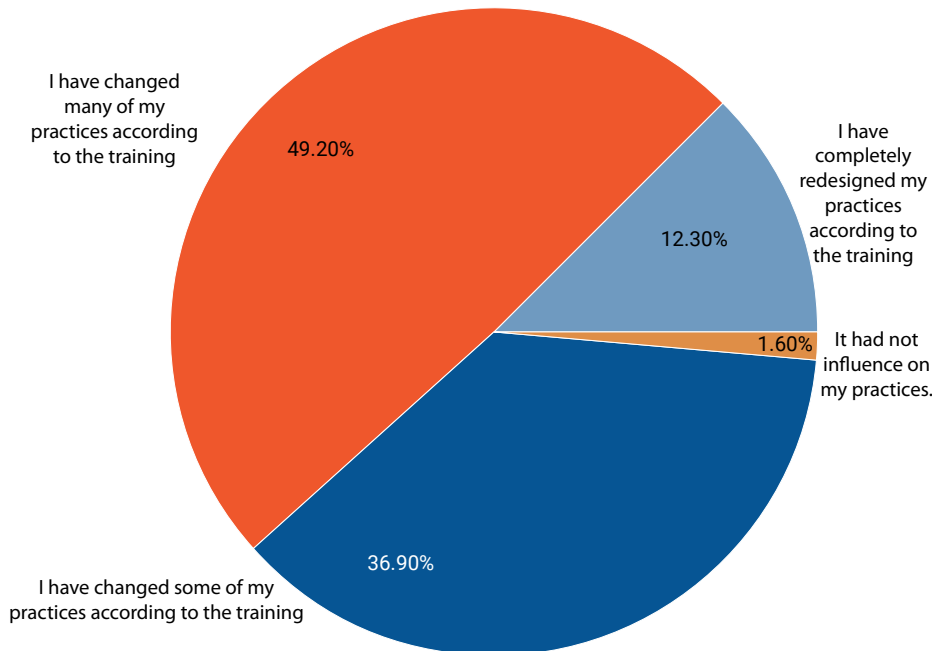


Figure 19. Response rate for response category—
“Please rate the extent that the MMCI Pre-K training has influenced your practice as an early childhood educator.”

In the interviews, participants spoke of their experience with MMCI training. They often mentioned gaining understanding the of nuances of each CLASS domain that they didn't fully appreciate prior to the program. For example, a new Tier 2 teacher who took the MMCI Infant/Toddler training discussed understanding negative climate and how that impacted her practice:

I took the MMCI class, and it taught me a lot about making sure that I have a positive environment, because you definitely don't want to try to teach a child when you've got a negative environment going on. It taught me the difference between having a positive and negative environment and how to maintain that, and how to be responsive to children's needs, even changing an infant's diaper. I let him know exactly what I'm doing, like, 'Oh, I'm getting ready to lift you on the changing table and we're going to change your diaper' so they will be aware and can still gain the knowledge through speaking and me telling them what I'm doing. And it's just a calming effect on the child as you're talking to them. They're smiling and they're paying attention... it did teach me positive interactions with children (GXQ4HE, interview).

An MMCI instructor from a larger ELC spoke of enjoying the design of the new MMCI Infant/Toddler training but still experiencing glitches with the new program:

"Well, I did infant-toddler MMCI and I actually liked it better because it was more of a design around coaching, but the format was confusing. Some of the videos didn't work, and they had to use a flash drive for videos, but overall, I think the providers enjoyed the content" (DEVW, focus group).

CLASS® Change by CQI: Early Learning Florida

Comparisons of the change of CLASS® domain scores from pre- to post-assessment are presented in Table 28 for the Early Learning Florida CQI. Corresponding visual presentations are shown in Figure 20.

For Early Learning Florida courses (Table 28), growth was evidenced across the six CLASS® domains. The greatest level of growth (14.13%) was evidenced in the CLASS® Pre-K Instructional Support domain. According to the results from a fixed effects model, no statistically significant effects of Early Learning Florida were found across CLASS® domains (Appendix G).

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	121	100	4.90	5.36	0.46	9.33%
Toddler	Emotional and Behavioral Support	366	269	5.67	5.79	0.13	2.23%
Toddler	Engaged Support for Learning	366	269	3.57	3.92	0.34	9.60%
Pre-K	Classroom Organization	428	321	5.32	5.53	0.22	4.05%
Pre-K	Emotional Support	428	321	5.91	6.10	0.19	3.14%
Pre-K	Instructional Support	428	321	3.12	3.56	0.44	14.13%

Table 28. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—Early Learning Florida (CLASS® Infant, Toddler and Pre-K)

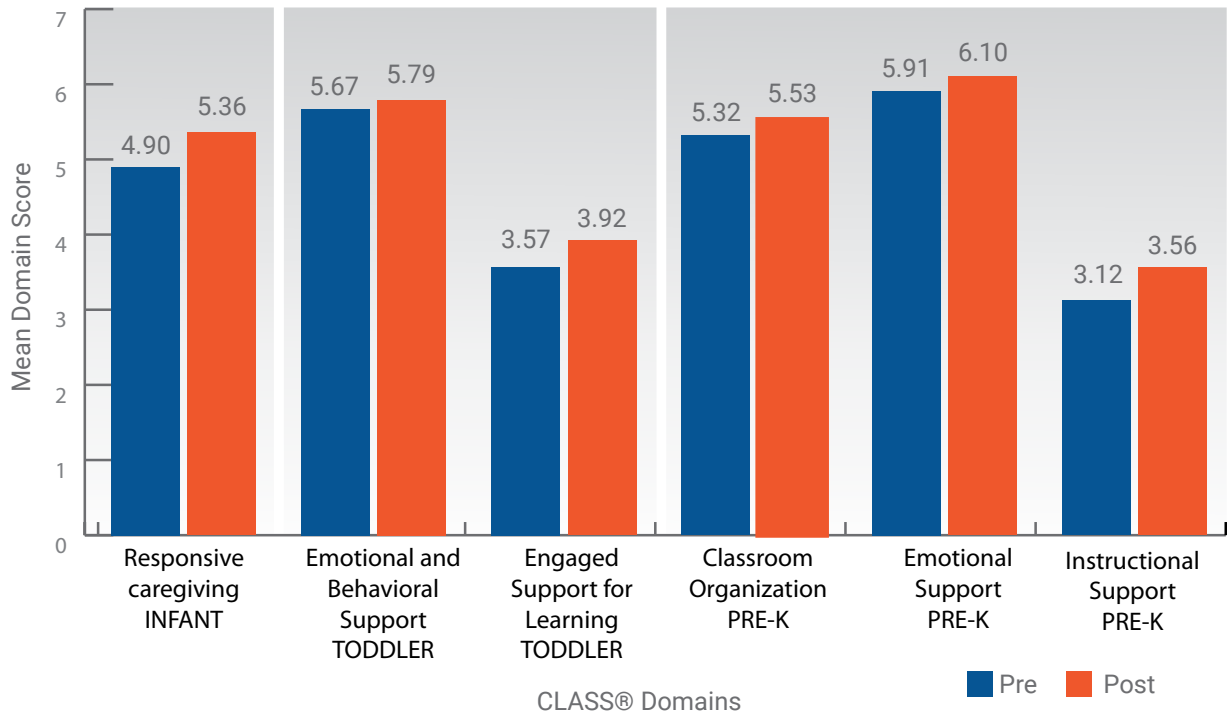


Figure 20. Mean pre and post domain scores of 2017-2018 CLASS—Early Learning Florida (Infant, Toddler and Pre-K)

Early Learning Florida Course Model

Because Early Learning Florida is a continued strategy of professional development with varied delivery methods (explained in the Interventions Section), several survey and interview questions were asked regarding the quality of implementation of the CQI ELFL to determine participant perception of the experience. As shown in Figure 21, nearly 65% of the 380 respondents reported taking the online-only model, 25% of the participants took the online + TA Coaching model, and 10% took the online + Community of Practice model.

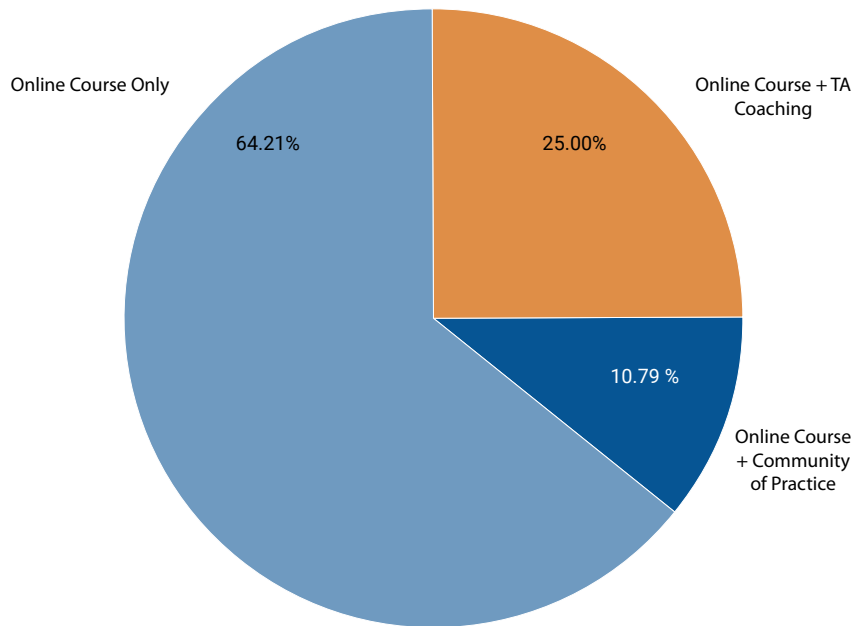


Figure 21. Response rate for category: "In which type(s) of the Early Learning Florida model did you participate?"

Teachers and directors that participated in ELFL courses spoke overwhelmingly of the positive changes they were empowered to make in their own instructional practice. Approximately 89% of the participants responded that their practice as an early childhood educator changed as a result of participation in the ELF professional development (Figure 22). Over 9% of respondents reported that they completely redesigned their teaching practices according to the training of Early Learning Florida. Only 2% reported that the training had ‘no influence’ on their practice.

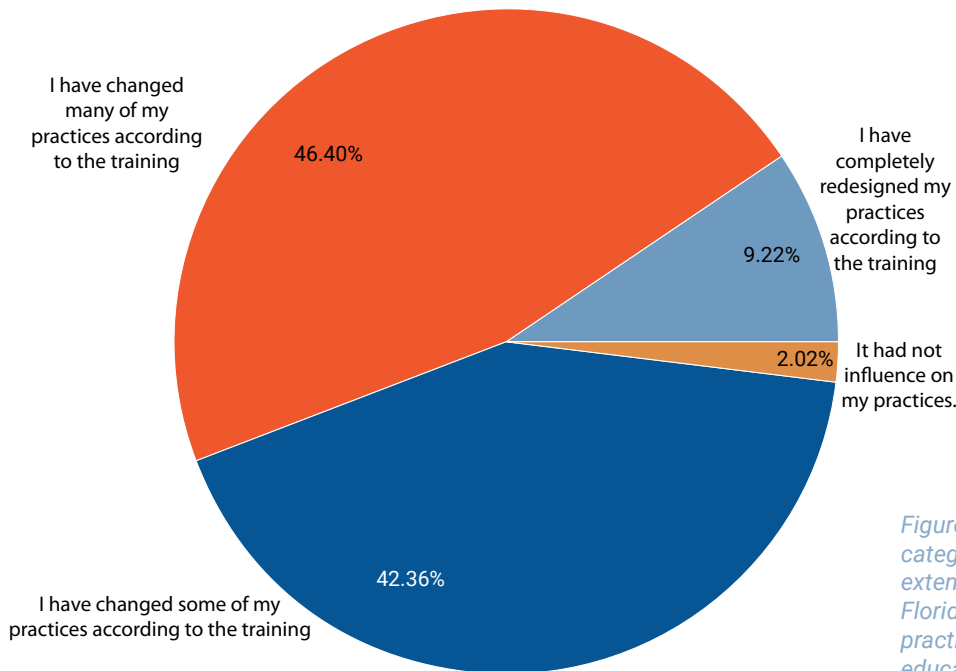


Figure 22. Response rate for category: "Please rate the extent that Early Learning Florida has influenced your practice as an early childhood educator."

Early Learning Florida instructors

Teachers rated their experiences with ELFL instructors on a on a range of skills and qualities (see Figure 23). Approximately:

- 78%**
of respondents reported that their ELFL instructors were excellent or above average as a course instructor.
- 73%**
of respondents reported that ELFL course instructors encouraged independent, creative and critical thinking during course completion, and promoted enthusiasm with participants about course content.
- 70%**
of respondents reported that ELFL instructors provided timely feedback during course instruction.
- 70%**
of respondents reported that ELFL course instructors showed clear expectations for course outcomes and communicated ideas and information clearly to students during course completion.
- 69%**
of respondents reported that ELFL course instructors showed cultural sensitivity towards participant language and learning styles, and 75% of respondents reported ELFL course instructors showed respect and concern for their students.

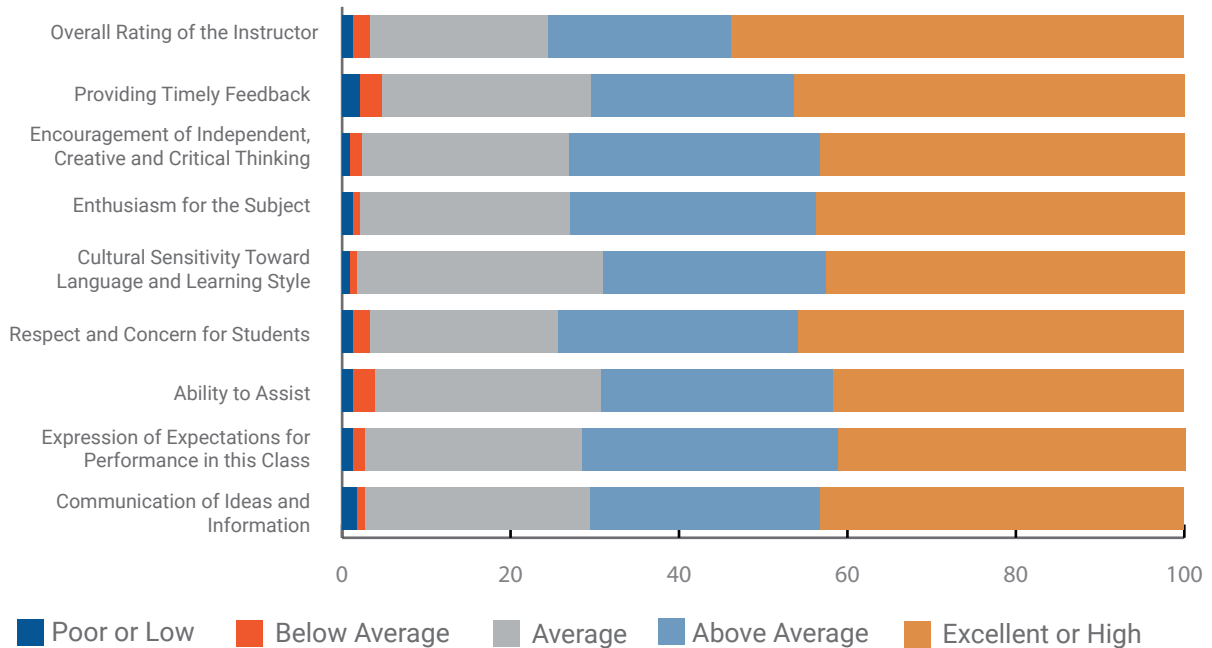


Figure 23. Response rate for response categories— “Please rate the instructor of your most recent Early Learning Florida course with respect to the characteristics”

Several participants and ELC staff specifically mentioned the new Early Learning Florida courses released in Year 4 geared towards organizational leadership for directors (Professionalism and Effective Operations). One ELC program manager spoke of the relevance of content in these courses for both directors and teachers:

I think it gave them the opportunity to see what administrators were having to look at, and things that they did not think about. One thing that we went over time on was licensing and regulations, and meeting those. And that is definitely something that is an administrative function, in making sure all that's in place, teachers didn't realize that a lot of the things that they were doing related to regulations. There was one component in there that really focused on milestones... that was really eye-opening for them. Also curriculum, when they had to get in and they had to explore different curriculum... It really opened their lens up to what they really need to be looking for. I thought it was an excellent course for teachers and directors (DEVW, focus group).

Another finding from this year’s participants was the difference in practitioner success with online courses versus courses with a Community of Practice component. An ELC director of programs stated:

We’ve done these Early Learning Florida courses, and have always done the Community of Practice model with success. For one course, we noticed when it was strictly online, the participants didn’t achieve mastery as much, there was a definite drop-off. And the feedback, when we got from prior groups... that they really get a lot out of it coming to meet and discuss, and you can see the networking and the community really developing. That’s why we choose to keep it that way and to really focus in on what our providers needs are (4Z3X, focus group).

When asked about specific challenges, many of the challenges for lower tiered participants revolved around logistics of getting coursework completed in an online system, and finding the time to get assignments completed during a busy work week. One Tier 2 director spoke of the logistical challenges her teachers faced in order to maintain quality and complete their ELFL coursework:

A lot of my people don't have printers. So when it comes to printing the transcripts for courses, or the work pages, I find that maybe they started on the weekend and then they didn't have any place to print. So they didn't work on the weekend when they had time. I'm dependent on them finishing that course to complete my benchmark. So now I'm kind of held hostage as to how much time do I give them here to make sure they complete it if they don't have the resources to do it at home. So instead of them working on their lesson plans or in their rooms, on their planning or during their lunch time or their planning time, I have to give them planning time to work on Early Learning Florida...And then you have a whole other set of people where this is their first time taking an online course, and they don't know anything about Dropbox, they don't know anything about downloading, they don't know where to find the downloads, they don't know how to edit them. So it's a lot of time on my part teaching basic computer skills then providing support (QQ9S4J, interview).

CLASS® Change by CQI: Professional Development Pathway (PDP)

Positive changes were observed on all CLASS® domains for providers who prioritized the Professional Development Pathway as a CQI in Year 4. As described in the above section, the values were aggregated across teachers from all providers who chose this specific CQI strategy. CLASS® Infant Response Caregiving (10.48%) and Toddler Engaged Support for Learning (9.24%) resulted in the most noticeable change. According to the results from fixed effects model (Appendix G), the effect of PDP on Engaged Support for Learning was statistically significant.

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	53	48	5.16	5.70	0.54	10.48%
Toddler	Emotional and Behavioral Support	155	106	5.86	5.98	0.12	2.00%
Toddler	Engaged Support for Learning	155	106	3.72	4.07	0.34	9.24%
Pre-K	Classroom Organization	178	118	5.52	5.58	0.06	1.03%
Pre-K	Emotional Support	178	118	6.04	6.16	0.12	1.91%
Pre-K	Instructional Support	178	118	3.49	3.53	0.04	1.13%

Table 29. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—PDP (CLASS® Infant, Toddler and Pre-K)

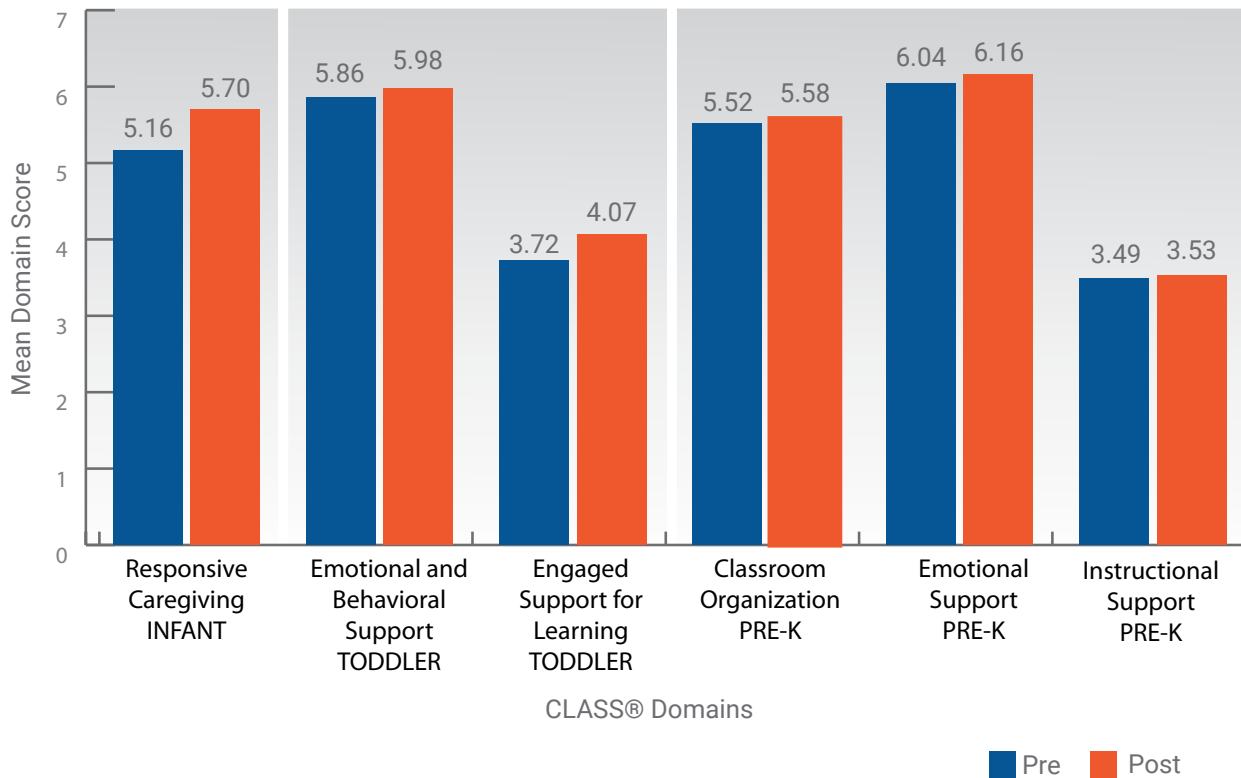


Figure 24. Mean pre and post domain scores of 2017-2018 CLASS–PDP (Infant, Toddler and Pre-K)

CQI influence change in teacher practice

Over 80% of participants indicated that they made a change to some of their practice as an early childhood educator as a result of engaging in the Professional Development Progress Plan (Figure 25), while 7% indicated completely redesigning their practice as a result. Only 8% reported that the training had ‘no influence’ on their practice.

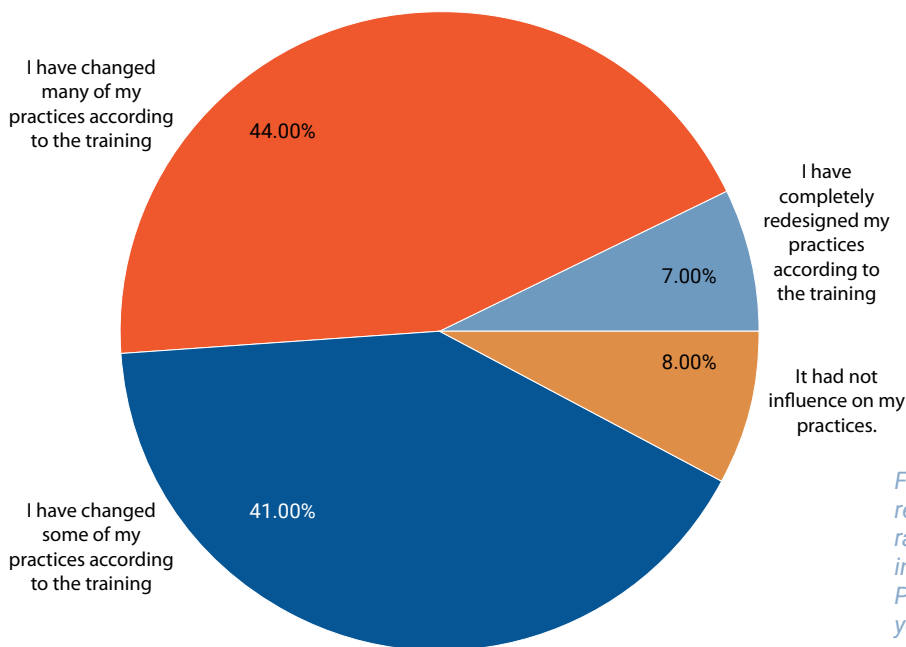


Figure 25. Response rate for response categories— “Please rate the extent that engaging in Professional Development Progress Plan has influenced your practice as an early childhood educator”

While PDP was one of the least chosen CQI strategies, participants expressed how the different curriculum and strategies they learned in their professional development helped create new ways of thinking throughout their centers. For example, a Tier 3 director discussed her PDP experience:

My professional development pathway was to get my Director's Credential so, I took the classes that I needed to take in order to get my Director's Credential as well as the Staff Credential. I learned a lot, I was exposed to different things because some of my teachers were tasked with doing other things as far as their professional development and seeing them grow and us grow as a center. It's like, 'Well, let me copy them, I like what they're doing' and it's making the center grow as a whole. One thing I learned from courses was role playing, so I played what I want my teachers to do and, then I have them repeat it back to me basically, almost the same thing you would do in the classroom with the kids. It's been really helpful for them to try out strategies (80GPNW, interview).

A Tier 5 teacher spoke about taking a Social Studies class to help her understand different content to teach her children:

I took a Social Studies class, and wow was this was a real eye-opener for myself. You don't know that you're really teaching preschoolers about social studies until I took this class. I've been in childcare for 13 years. I had to write a couple of lesson plans and try them out with the kids, and take a video, so the teacher can see my practice. Taking this class has helped me, and we started learning more about the states and had the kids making songs up, so that social studies class, I must sound very excited about it, but it was amazing. I learned so much, I even started buying little things for next year to implement social studies really into my curriculum and my lesson plan (34H3GG, interview).



CLASS® Change by CQI: Certified Coaching

Table 30 and Figures 26 display the CLASS® domain scores from pre- to post-assessment for providers who engaged in Certified Coaching as a CQI in Year 4. These values were aggregated across teachers from all providers who engaged in this specific CQI strategy.

Certified Coaching presents the highest growth among of any CQI strategy for the CLASS® Pre-K Instructional Support domain (21.27%). Additionally, positive changes were observed in participants for the following CLASS® domains: Infant Responsive Caregiving, Toddler Engaged Supported for Learning, Pre-K Classroom Organization, Pre-K Emotional Support, and Pre-K Instructional Support.

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	36	35	4.96	5.32	0.36	7.30%
Toddler	Emotional and Behavioral Support	104	84	5.75	5.72	-0.03	-0.60%
Toddler	Engaged Support for Learning	104	84	3.46	3.86	0.39	11.40%
Pre-K	Classroom Organization	131	109	5.28	5.53	0.24	4.60%
Pre-K	Emotional Support	131	109	5.87	6.08	0.21	3.63%
Pre-K	Instructional Support	131	109	2.89	3.51	0.62	21.27%

Table 30. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—Certified Coaching (CLASS® Infant, Toddler and Pre-K)

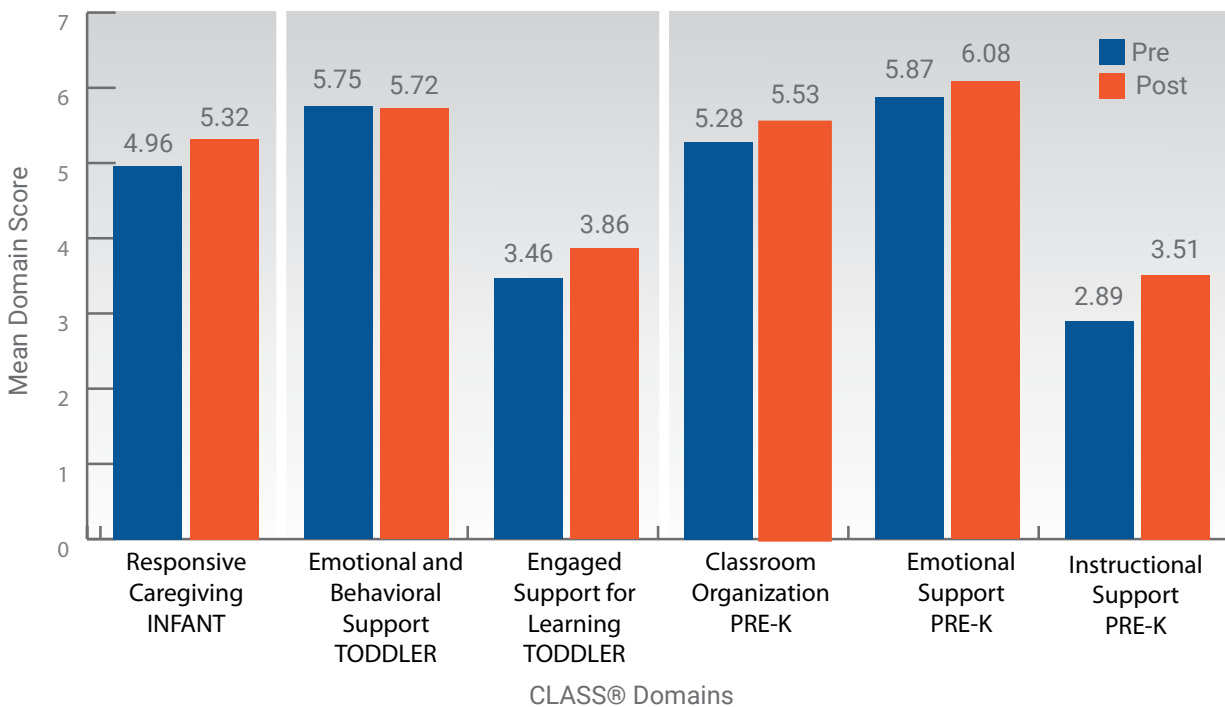


Figure 26. Mean pre and post domain scores of 2017-2018 CLASS—Certified Coaching (Pre-K)

Certified Coaching is the only CQI that provided one-on-one targeted support for ELPFP providers by a Certified Coach, and thus, each coaching experience and relationship varied and provided professional development that was tailored to the teacher. In order to understand these experiences and relationships, participants were asked to describe their coaching focus, relationships, and experiences which are further described below.

Certified coaching focus

Of the 75 respondents, about 54% reported 'CLASS® framework domains and strategies' as the focus of their coaching visits, and about 23% responded 'Early Learning Florida course content and teacher strategies' as the focus, and 17% of respondents reported the focus of their coaching interaction as child assessment implementation (GOLD®).

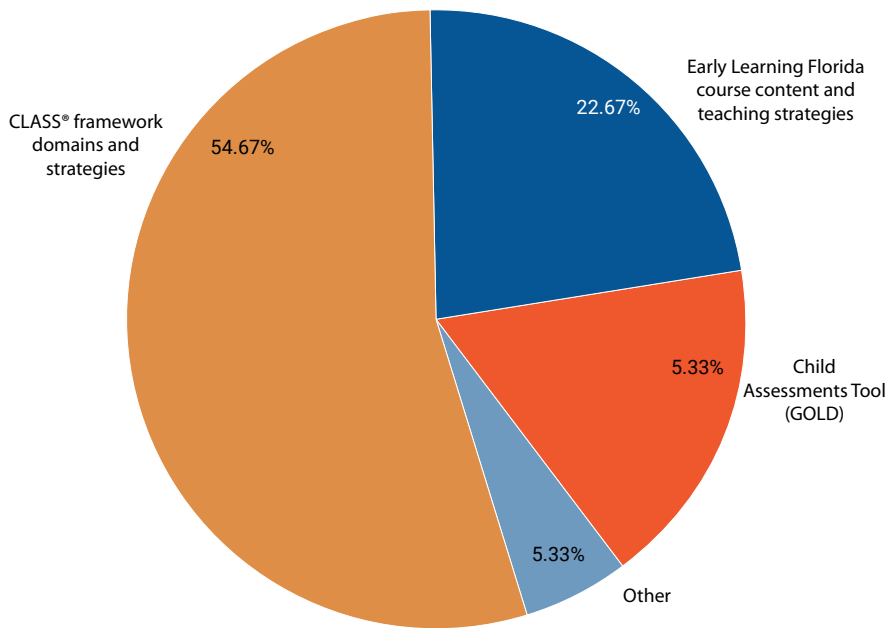


Figure 27. Response rate for response categories—*What was the focus of your coaching visits*

Certified coaching strategies

Among the seven identified coaching strategies in the ELPFP Completion Survey, as shown in Figure 28, discussion (17.77%), providing resources and materials (17.36%), and observation (16.94%) were the top three strategies reported by the participants.

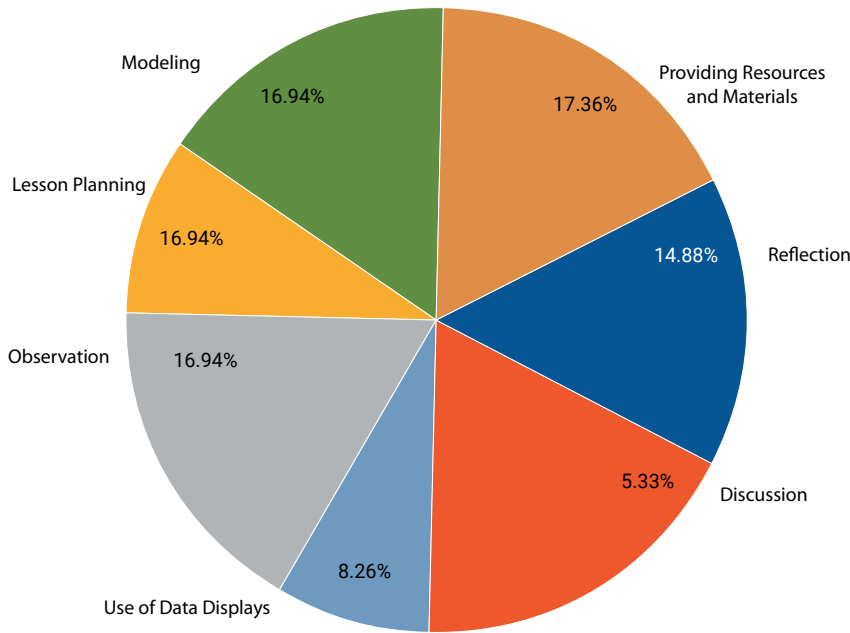


Figure 28. Response rate for response categories— What strategies did your coach use to support your learning?

Certified coaching relationships

The practitioners who participated in certified coaching were asking to pick the one best-fit term to describe their coaching relationship from the options provided below. About 44% reported their relationships with coaches were ‘open and trusting’, about 34% considered their relationships with coaches ‘professional’, and 23% of respondents considered their coaching relationship ‘partnership-oriented’ (Figure 29). No respondents reported that their coaching relationship was described as evaluative, judgmental, or indifferent.

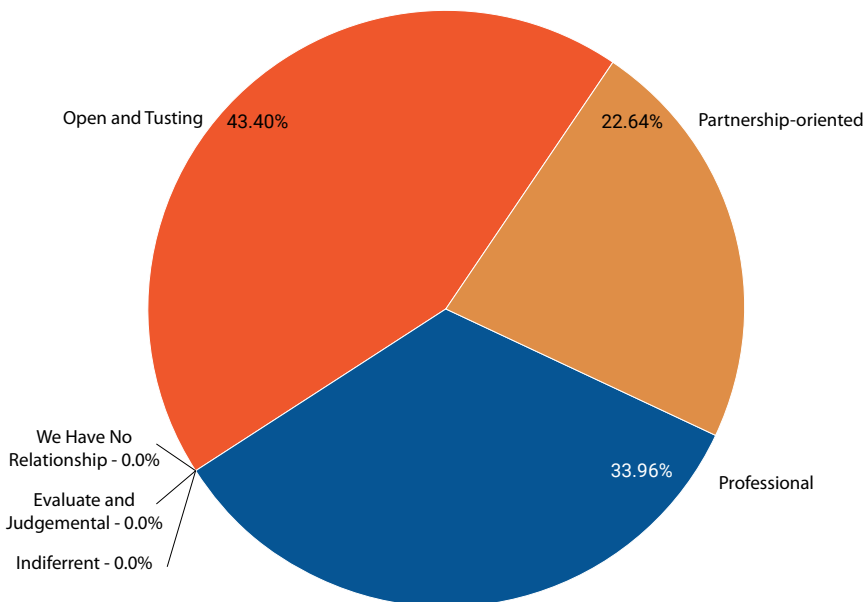


Figure 29. response rate for response categories— How would you describe your relationship with your coach?

Over 15% of respondents reported that they completely redesigned their practice based on coaching (Figure 30), which is the highest ranking for this question of any CQI strategy. Eighty percent of participants responded that ‘many’ or ‘some’ of their practices have changed according to their coaching experience and less than 4% reported that the training had ‘no influence’ on their practice.

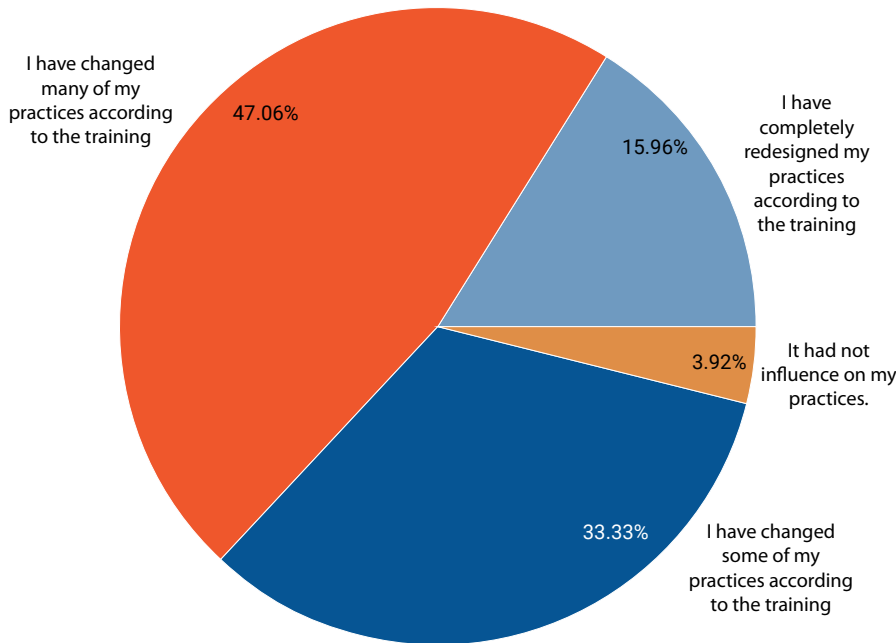


Figure 30. response rate for response categories— Please rate the extent that the Certified Coaching has influenced your practice as an early childhood educator

In qualitative interviews, practitioners spoke of rich coaching experiences with their certified coach. A Tier 3 teachers talked about the importance of dialogue and reflection with her coach, and her coach’s ability to emphasize strategies to help her children’s language:

My coaching experience was so good. When the [coach] came out and was helping us with what we need to do, with open- ended questions...it’s so helpful when somebody’s there coaching you. She makes posters for us to put up on the walls so we remember, big posters where we can see and do something every day with the children. She emphasized constantly talking-talking, talking, talking, talking, talking, and not just for the sake of talking, but using descriptive words and phrases for these kids to absorb. And that’s what we constantly are trying to do (282JEK, interview).

A Tier 4 teacher discussed how having a coach helped her bridge a gap of capacity with her co-teachers:

I had an excellent coach. She came once a week to work with us and once to model with the class. [She would be]... just sitting there watching, observing, writing down, collecting data, and then when she would come back the second time of the week and she would actually role model for us and show us, like, ‘Okay this is what I saw, this is what you did.’ It was great for me to have a coach because my co-teachers changed in-between benchmarks. The first one was prepared, but the second [co-teacher] hadn’t had any training, so [the coach] was a big plus because ... she really walked him through and walked me through how you handle this and work together...She gave us the steps, she gave us strategies, she gave us everything, even props to put on our wall, which was awesome. She was a lifeline for me (W7WJ4J, interview).

Another Tier 4 director spoke of the engagement of one-on-one support and targeted professional development with her coach and how that truly impacted her practice:

At first it was a lot to work with my coach, so much time was involved, but once we got going it was, "Oh my God I need you! Where are you?" because I really needed help. She gave me what I needed to be better even as a director because the same tools that I use in the classroom I can still use in my staff meetings or whatever with my staff. So, I thoroughly enjoyed it, I think the one-on-one instruction and support from her was essential to help me create new ideas and engage my staff. And I know my staff benefited from her whenever she gave them constructive things... she always let me know too, it was almost like group coaching, because we all benefitted (G09804, interview).

CLASS® Change by CQI: IACET or OEL- Approved Training

Table 31 and Figure 31 include data regarding participant learning, as reflected in the CLASS® domain scores for providers who engaged in local IACET or OEL- approved training in Year 4. Positive changes were observed for all CLASS® domains. CLASS® Pre-K Instructional Support and Toddler Engaged Support for Learning participants demonstrated the most noticeable change, 17.19% and 13.57%, respectively.

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	29	26	5.28	5.48	0.21	3.91%
Toddler	Emotional and Behavioral Support	89	73	5.73	5.85	0.12	2.08%
Toddler	Engaged Support for Learning	89	73	3.46	3.93	0.47	13.57%
Pre-K	Classroom Organization	110	78	5.35	5.58	0.23	4.38%
Pre-K	Emotional Support	110	78	5.99	6.14	0.14	2.42%
Pre-K	Instructional Support	110	78	3.10	3.63	0.53	17.19%

Table 31. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth— IACET (CLASS® Infant, Toddler and Pre-K)

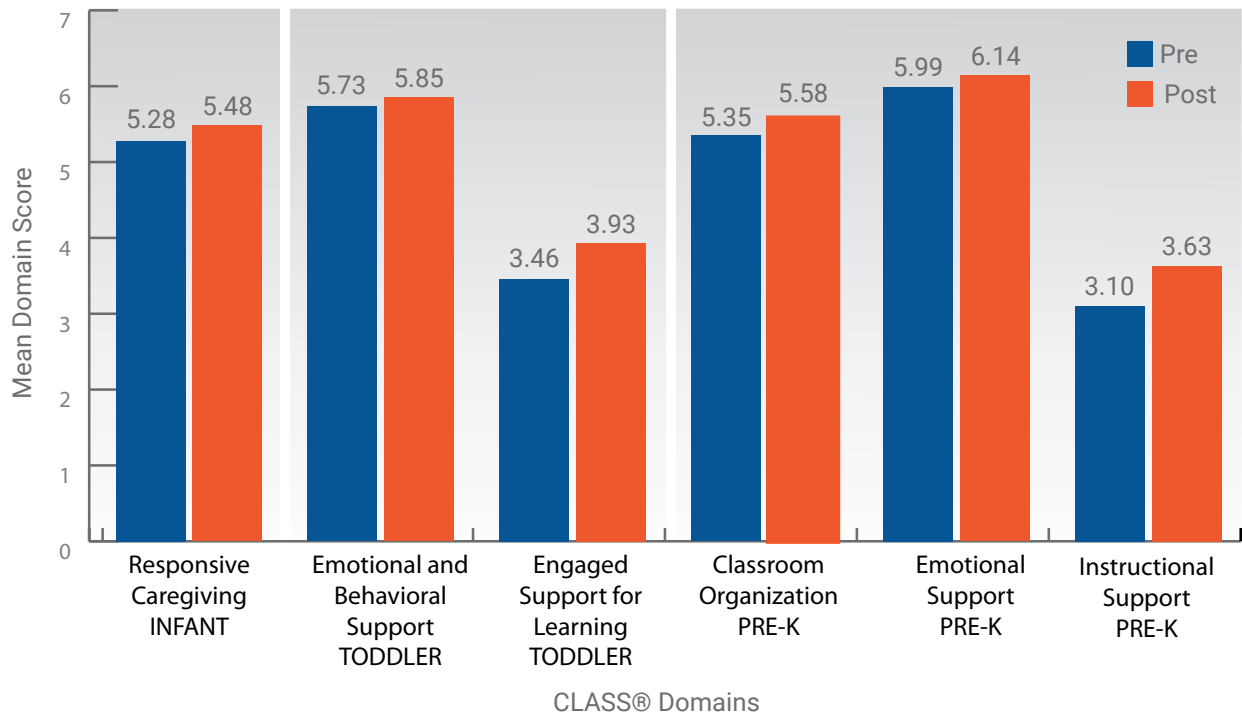


Figure 31. Mean pre and post domain scores of 2017-2018 CLASS®–IACET (Infant, Toddler and Pre-K)

Because this CQI strategy is comprised of several separate, varying trainings featuring different content, duration, and delivery that are implemented on the local level by Early Learning Coalitions, there is no data from surveys or interviews to compare experiences for this strategy.

CLASS® Change by CQI: Child Assessment Training

Positive changes were observed on all CLASS® domains of the Child Assessment Training (Table 32 and Figure 32). The growth rate actually varied from to the greatest value, 13.63%, for the Pre-K Instructional Support domain to its least value of 1.30% for Toddler Emotional and Behavioral Support domain. Statistically significant effects of Child Assessment Training were found on the Pre-K Instructional Support domain (Appendix G).

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	86	70	4.88	5.50	0.62	12.78%
Toddler	Emotional and Behavioral Support	235	191	5.70	5.77	0.07	1.30%
Toddler	Engaged Support for Learning	235	191	3.47	3.87	0.41	11.70%
Pre-K	Classroom Organization	262	218	5.31	5.42	0.11	2.09%
Pre-K	Emotional Support	262	218	5.85	5.98	0.13	2.25%
Pre-K	Instructional Support	262	218	3.02	3.43	0.41	13.63%

Table 32. Mean pre and post domain scores of 2017-2018 CLASS® and the associated growth and percent growth–IACET (CLASS® Infant, Toddler and Pre-K)

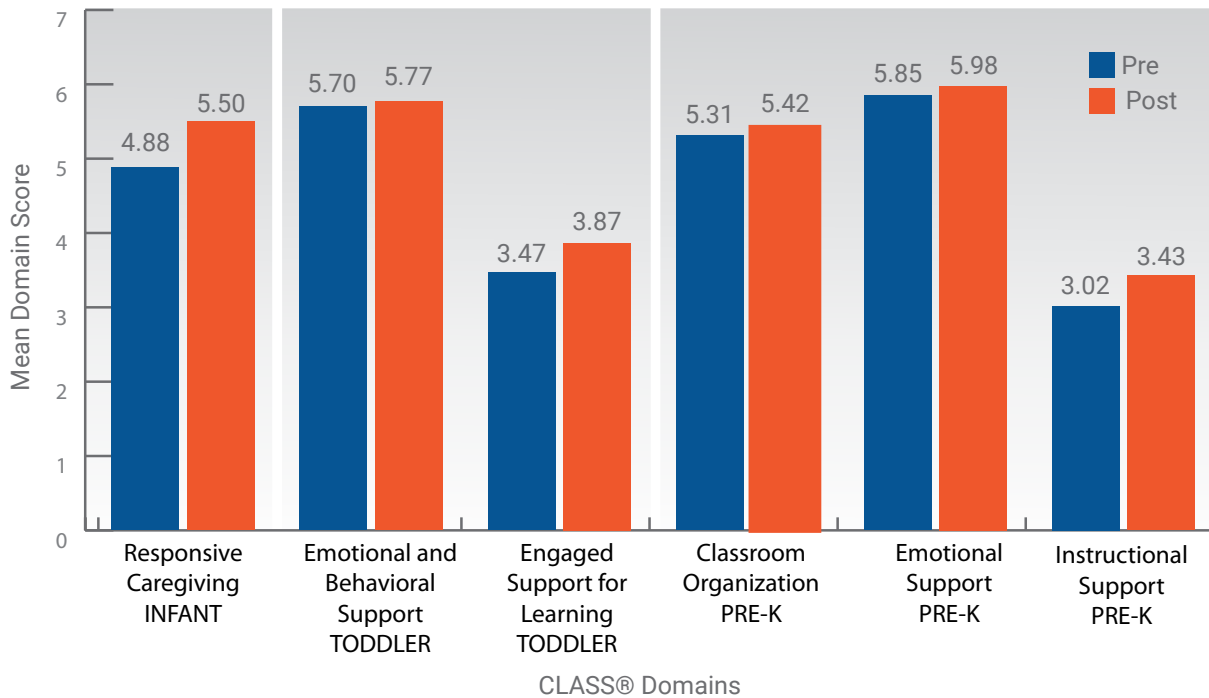


Figure 32. Mean pre and post domain scores of 2017-2018 CLASS@–Child Assessment Training (Pre-K)

Similarly, positive changes were observed on all CLASS@ domains for providers who received Child Assessment Training–Accelerated (Table 33 and Figure 33). While it is important to note that the aggregate scores are either equal to or greater than the previous years’ data, the effects of Child Assessment Training–Accelerated were not statistically significant according to the results from fixed effects model (Appendix G).

CLASS@ Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	106	91	5.18	5.36	0.18	3.50%
Toddler	Emotional and Behavioral Support	279	207	5.80	5.83	0.03	0.57%
Toddler	Engaged Support for Learning	279	207	3.75	3.90	0.15	4.09%
Pre-K	Classroom Organization	342	270	5.58	5.63	0.06	0.99%
Pre-K	Emotional Support	342	270	6.09	6.19	0.10	1.69%
Pre-K	Instructional Support	342	270	3.41	3.64	0.24	6.96%

Table 33. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth–Child Assessment Training (Accelerated; CLASS@ Infant)

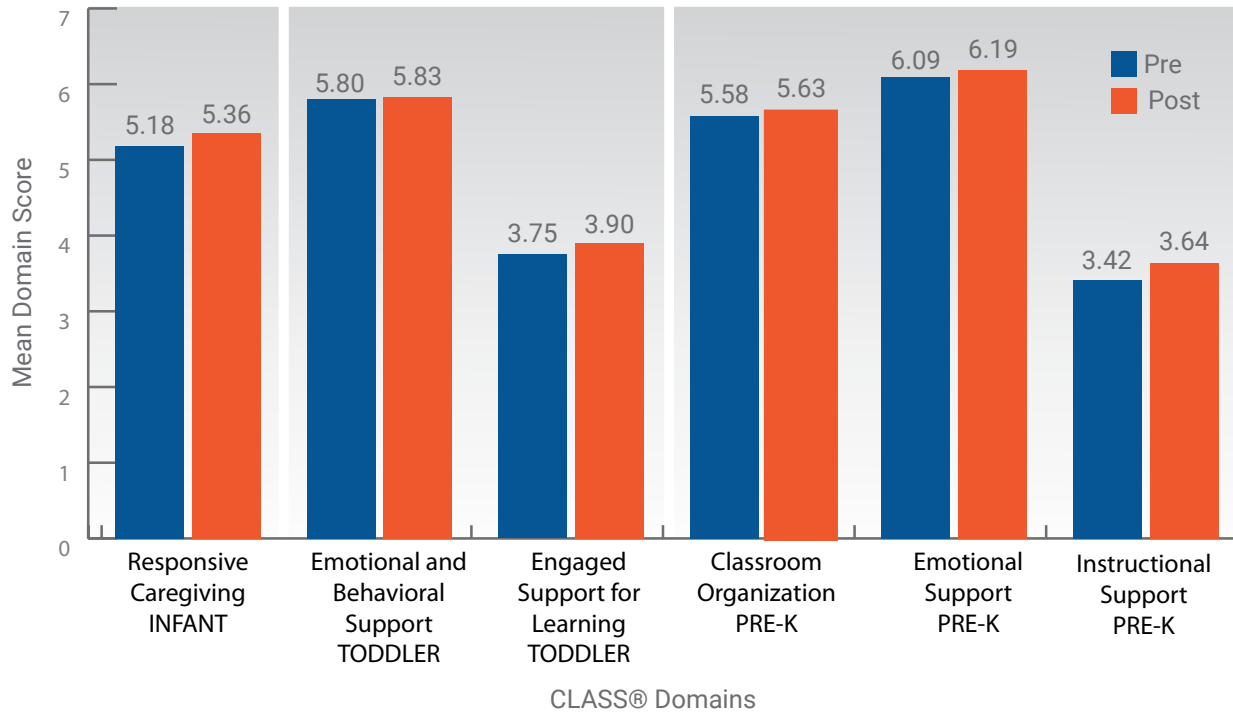


Figure 33. Mean pre and post domain scores of 2017-2018 CLASS® –Child Assessment Training (Accelerated; Infant, Toddler and Pre-K)

In an effort to better understand how this CQI could be improved from a participants’ perspective, additional questions were included in the post-course survey. Participants were asked to “identify areas which you feel WERE NOT covered adequately for you to feel able to implement this child assessment tool”. The course designers may use this information about topics that were not directly covered in the Child Assessment Training course when considering revisions of the course content.

Among the potential areas that were not directly covered in Child Assessment Training, only 25% of respondents reported feeling there was adequate coverage of all the listed areas, while over 75% of respondents felt certain topics were not sufficiently addressed. Topics relating to how to input observations into assessment systems (10.94%), how to complete a quality observation (10.57%), how to use the assessment system to inform instruction (10.57%), and how to determine quality improvement (10.57%) were the top rated areas that were not sufficiently covered in training. This feedback provides important insights for program developers to take a deeper dive into the participants’ perceptions of topics that lacked adequate coverage and to make improvements in the CQI to better prepare providers for completing child assessments.

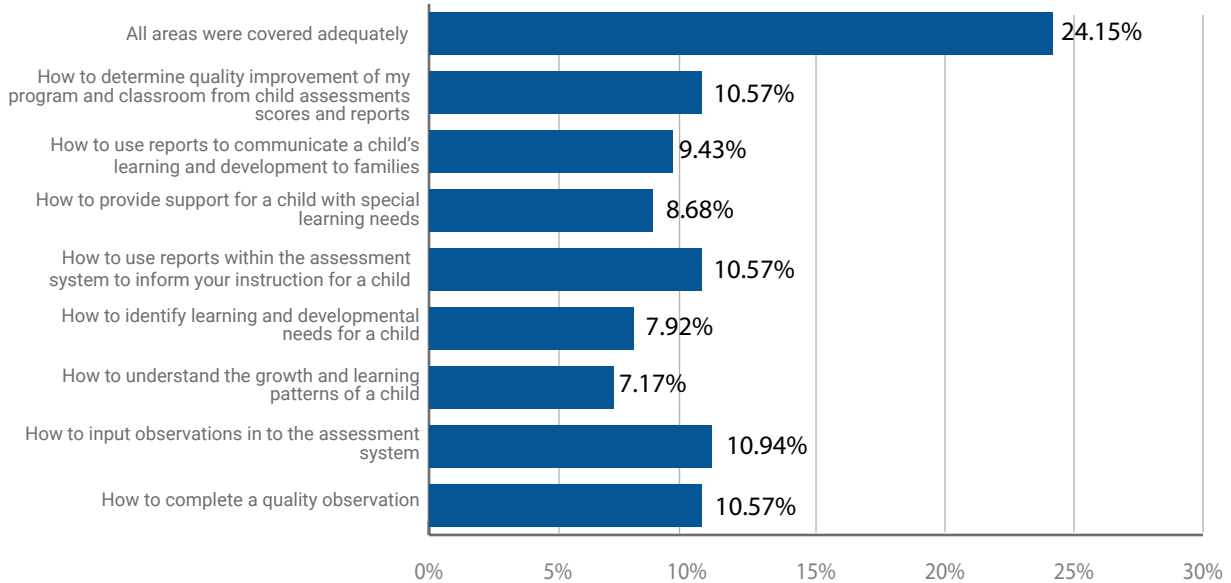


Figure 34. response rate for response categories— “Please identify areas which you feel WERE NOT covered adequately for you to feel able to implement this child assessment tool”

CLASS® Gains by CQI: Child Assessment Implementation

Similar to the Child Assessment Training CQI, Toddler Engaged Support for Learning (6.15%) and Pre-K Instructional Support (5.59%) were associated with the most noticeable amount of growth. As shown in Table 34 and Figure 35, positive changes were observed on all CLASS® domains for providers who engaged in Child Assessment Implementation as a CQI. The effects of this CQI were found to be statistically significant on the CLASS® domain of Pre-K Instructional Support, according to the results of fixed effects model.

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	118	98	5.20	5.37	0.17	3.24%
Toddler	Emotional and Behavioral Support	353	258	5.84	5.88	0.04	0.66%
Toddler	Engaged Support for Learning	353	258	3.79	4.02	0.23	6.15%
Pre-K	Classroom Organization	431	332	5.63	5.65	0.02	0.41%
Pre-K	Emotional Support	431	332	6.14	6.20	0.06	0.97%
Pre-K	Instructional Support	431	332	3.48	3.67	0.19	5.59%

Table 34. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—Child Assessment Implementation (CLASS® Infant, Toddler and Pre-K)

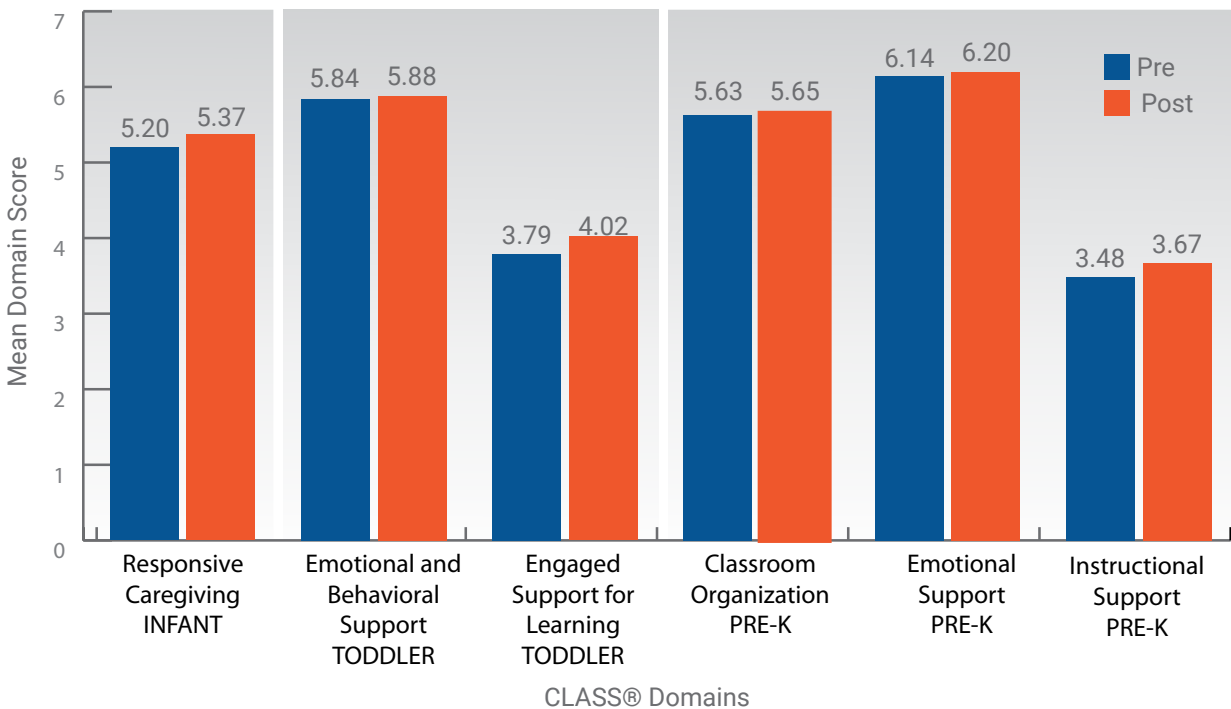


Figure 35. Mean pre and post domain scores of 2017-2018 CLASS—Child Assessment Implementation (Infant, Toddler and Pre-K)

As with other CQIs, participation in Child Assessment Implementation influenced at least some change in over 80% of participants’ practice, with 40% indicating ‘some change’ and nearly 42% of the participants responding that ‘many’ of their practices have changed according to the training (Figure 36). Only 12% reported that the training had ‘no influence’ on their practice

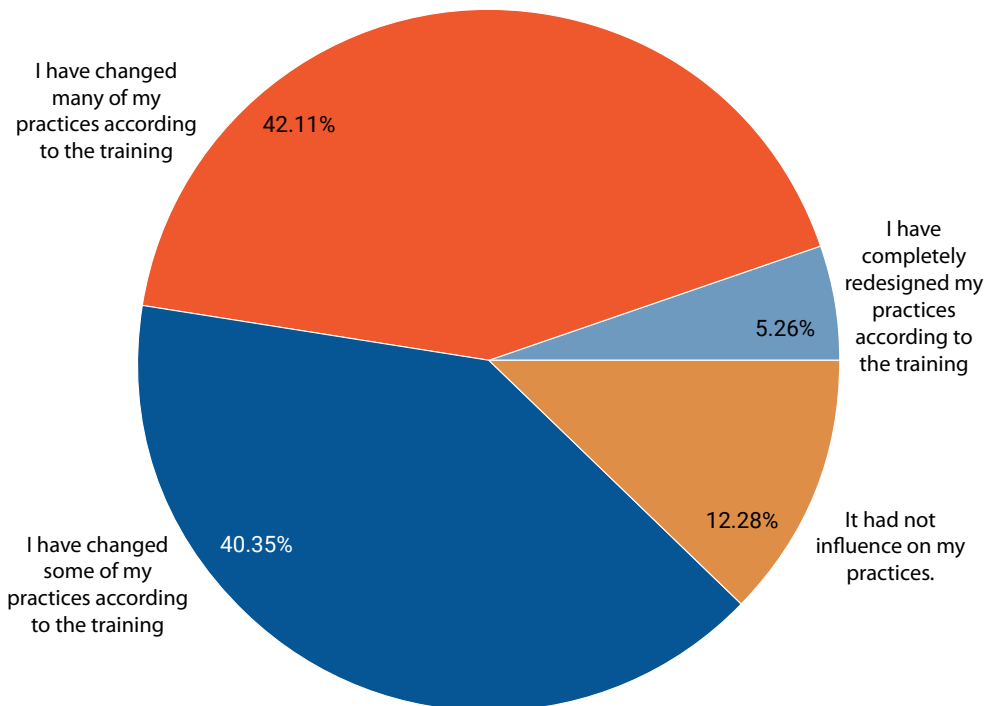


Figure 36. response rate for response categories— Please rate the extent that the Child Assessment Implementation has influenced your practice as an early childhood educator

Participant knowledge on child assessment tools

Eight aspects of knowledge related to child assessment skills were identified as critical competencies by the ELPFP research team. In the Completion Survey for the Child Assessment Implementation CQI, participants were asked to self-reflect on these eight competencies and on their experience implementing a child assessment tool. Highlights include:

- Nearly 71% of participants reported that they were able to complete a quality observation, while 11% of the participants responded that they did not complete this.
- Approximately 77% of participants reported that they completed the training of Child Assessment Implementation and knew how to load observations into the assessment system.
- About 84% of participants reported they were able to understand the growth and learning patterns of a child.
- Nearly 82% of participants reported they knew how to identify learning and developmental needs for children.
- About 71% of participants reported that they were able to use reports from the assessment system to inform their teaching practice, knew how to assist children’s learning, and were able to communicate children’s learning from an assessment report to children’s families.
- About 73% of participants reported they knew how to determine quality improvement of their programs and classrooms according to the scores and reports from child assessment.

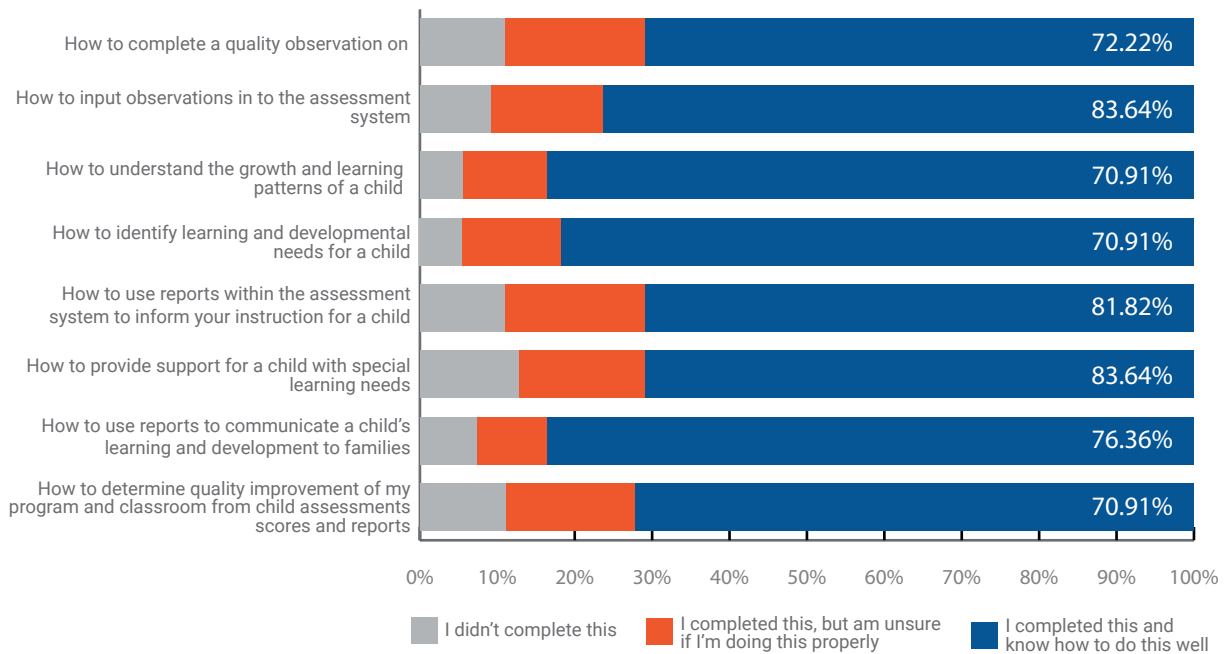


Figure 37. Response rate for response categories: “Please indicate your knowledge and comfort level for the following elements of Child Assessment Implementation” (GOLD, Galileo, or HighScope)

When asked about the Child Assessment Implementation course in qualitative interviews, several participants responded positively about this CQI. For example, a Tier 3 teacher described how using Teaching Strategies GOLD® helped her plan lessons for her classroom:

When you get into the teaching strategies, it gives you so much you can do to be better prepared as a teacher. It gives you planning for the day, the week, you can plan your lesson plans better, and then ... upon grading, you can see where that child is and what level you need to teach more of to enhance that child's learning to bring them up to go to another level. Or if they're behind in a level, it exposes that. It's a fantastic tool to show the placement of a child and his learning processes, of what he has learned or what he knows (GXQ4HE, interview).

Another Tier 3 Director discussed how Teaching Strategies GOLD® helped her teachers understand how documenting progress regularly supports strategic identification of learning gaps with her children:

Teaching Strategies [GOLD], gives us an idea of what we should be doing with the kids. And it gives us feedback, like how to move a child up. If a child is struggling, it gives us activities and ... the teaching strategies for how to work with the child to move them up. ... And I like to use TSG because I'm documenting what they are doing, and I have something to look back on to say he did this or he did that. You can also show the parents when you have that parent conference where they are, what level they're on. You can always go back and look and see where a child was and where he's at now. So, I love the documentation (8PTC5P, interview).

Some challenges with TS Gold® were reported by several practitioners and ELCs regarding the new platform, MyTeachingStrategies®. ELCs struggled with providers on both the old platform and new platform, and several system issues regarding technology glitches with the new portal. An ELC coach explained:

It was really challenging because they had two different platforms for TSG. We're still on the old platform. A bunch of our newbies were on the new platform. And, for the life of us, we could see the screen... that they had gotten the checkpoint, and it was on the screen... but to actually get the documentation to print was next to impossible. It was very, very frustrating because the coach would be sitting right there, and they're like, "I can see it, I'm looking right at it" but when they went to hit print to provide the documentation, whether it was the format that they were using or what exactly the problem was...it didn't work. I approved the benchmarks based on the coach telling me that they were sitting there, staring at the screen, or they took a picture with their phone. And I just documented that in the system (XVF4, focus group).

Several ELC staff members also remarked on the continued struggle to implement GOLD® successfully with new providers to promote reliable implementation. A small ELC program director stated:

We've been trying to implement GOLD across the board for the past several years, but since it's voluntary, it's a slow process. We've taken it slow but with a tremendous amount of support. We put a structure to it. There's a timeline where they're expected to use the tool, regardless of PFP, and we encourage reliability testing pretty soon after. We based that on Southwest Florida... they are experts at this, and we just we deferred to their experience, and it's worked out pretty well. It depends on their comfort zone. If they're really comfortable and they want to do their whole class, go for it, but if they want to choose two children, maybe one that's typical and one that's either high or struggling... just try to get them into the concept of observation and just the mechanics of using the tool (YRC5, focus group).

CLASS® change by CQI: Combination of Strategies

As new CQI strategies were introduced to Year 4 in addition to those provided in the past, Y4 providers had the option to complete up to three CQIs during Year 4 implementation. Hence, the investigation of combined effects of CQI strategies affords an in-depth understanding of how CQIs work together to improve CLASS® scores and change teacher practice.

To determine these effects, researchers examined domain scores of Year 4 CLASS® in aggregated form for every possible combination of CQI strategies across all providers. Subsequently, percentages of gain were calculated based on the change of scores from pre- to post-test relative to the pre-test score for respective CLASS® domains. Tables 34-39 present these percentages of gain for the top 5 combinations of CQI strategies associated to each specific CLASS® tool and domain.

Overall, Certified Coaching + MMCI is correlated to a percentage gain of 90%, standing out as the most promising combination of CQI strategies across all CLASS® domains to improve teacher-child interactions. This particular CQI combination was found to be the most beneficial strategy to improve teacher-child interactions, as measured by CLASS® and for Pre-K Instructional Support.

Infant Responsive Caregiving

For CLASS® Infant Responsive Caregiving, the combination of Certified Coaching and MMCI presented the greatest amount of improvement with an average gain of 40.27%. The combination of Child Assessment Training, MMCI, and Professional Development Pathway associated to nearly 22% of gain from pre to post. Notably, all combinations of CQI strategies in this CLASS® domain show over 20% gain.

CQI Combination	Percent Gain
Certified Coaching + MMCI	40.27%
Child Assessment Training + IACET + MMCI	39.29%
Early Learning Florida + MMCI + Professional Development	35.19%
Child Assessment Training + Early Learning Florida + IACET	23.51%
Child Assessment Training + MMCI + Professional Development	21.44%

Table 35. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Infant-Responsive Caregiving

Toddler Emotional and Behavioral Support

The combination of Certified Coaching and MMCI CQI strategies once again resulted in the most substantial improvements in practitioner skills, as evidenced by the nearly 18% gain in the Emotional and Behavioral Support domain. In addition, the combination of Early Learning Florida, IACET, and MMCI presented approximately 14% rate of improvement in this particular CLASS® domain.

CQI Combination	Percent Gain
Certified Coaching + MMCI	17.46%
Child Assessment Training + IACET + MMCI	16.69%
Certified Coaching + Child Assessment Training + Professional Development	14.49%
Child Assessment Implementation + IACET	13.86%
Early Learning Florida + IACET + MMCI	13.13%

Table 36. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Toddler–Emotional and Behavioral Support

Toddler Engaged Support for Learning

For the Engaged Support for Learning domain, the amount of improvement varied dramatically across combinations and feature some dramatic gains. Specifically, over 100% percentage of gains for practitioners resulted from combinations of (a) Certified Coaching and MMCI and (b) Child Assessment Training, Early Learning Florida, and Professional Development Pathway. The aggregated domain scores grew from 2.20 to 4.67 for pre-test and post-test, respectively for Certified Coaching and MMCI. For combination (b), the aggregated domain scores increased from 3.25 and 6.87 for pre-test and post-test, respectively. Notably, combinations 3-5 of the top 5 list range still produced a substantial gain of 35-36% gain for practitioners.

CQI Combination	Percent Gain
Certified Coaching + MMCI	112.80%
Child Assessment Training + Early Learning Florida + Professional Development	111.38%
Certified Coaching + Child Assessment Implementation	36.43%
Child Assessment Implementation + Child Assessment Training + Child Assessment Training (Accelerated)	36.14%
Child Assessment Training + IACET + MMCI	35.58%

Table 37. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Toddler–Engaged Support for Learning

Pre-K Classroom Organization

Similarly, the amount of improvement for the top 5 combinations of CQI strategies varied dramatically for CLASS® Classroom Organization. Early Learning Florida, IACET, and MMCI together were impactful for practitioners, as evidenced by the 97% growth. Certified Coaching paired with MMCI presented the second greatest improvement (38.24%).

CQI Combination	Percent Gain
Early Learning Florida + IACET + MMCI	96.90%
Certified Coaching + MMCI	38.24%
Certified Coaching + Child Assessment Training + Professional De-velopment	25.23%
Child Assessment Implementation + Professional Development	17.02%
Child Assessment Training + Early Learning Florida + IACET	15.10%

Table 38. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Pre-K–Classroom Organization

Pre-K Emotional Support

For Emotional Support, as shown in Table 39, improvements varied from 9.89% to 23.65%. The combinations of (a) Certified Coaching + MMCI and (b) Certified Coaching + Child Assessment Training + Professional Development Pathway presented the greatest amount of improvement with approximately 24% gains for each combination.

CQI Combination	Percent Gain
Certified Coaching + MMCI	23.64%
Certified Coaching + Child Assessment Training + Professional De-velopment	23.64%
Early Learning Florida + IACET+MMCI	16.21%
Child Assessment Implementation + Professional Development	10.46%
Early Learning Florida + MMCI	9.89%

Table 39. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Pre-K–Emotional Support

Pre-K Instructional Support

Considered the most difficult domain to master for most practitioners, the Pre-K Instructional Support domain showed over 50% growth for all of the top 5 combinations. Specifically, combinations of (a) Early Learning Florida + IACET + MMCI, (b) Certified Coaching + Child Assessment Implementation + IACET, and (c) Certified Coaching + MMCI presented 90% or higher growth when post-test scores were compared to pre-test scores.

CQI Combination	Percent Gain
Early Learning Florida + IACET + MMCI	113.64%
Certified Coaching + Child Assessment Implementation + IACET	93.13%
Certified Coaching + MMCI	90.00%
Child Assessment Training + IACET + Professional Development	62.43%
Certified Coaching + Child Assessment Training + Professional De-velopment	54.57%

Table 40. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Pre-K—Instructional Support

CLASS® Change by CQI: No Chosen CQI Strategy

Y4 providers in Tiers 4 and 5 were given the option to not participate in any optional CQI or Child Assessment Implementation. Conversely from the previous results, a decline in percent growth was consistently observed for those providers not involved in any CQI strategy in Year 4 (Table 41 and Figure 38). In fact, the average CLASS® scores declined from pre-test to post-test with no growth demonstrated in any of the CLASS® domains for providers that chose to opt out. Of the six domains, Responsive Caregiving (-13.57%) and Instructional Support (-11.65%) showed the greatest magnitude of decline.

CLASS® Tool	Domain	Number of Classrooms		Mean		Growth	Percent
		Pre	Post	Pre	Post		
Infant	Responsive Caregiving	3	3	5.92	5.10	-0.81	-13.75%
Toddler	Emotional and Behavioral Support	11	9	6.05	5.98	-0.07	-1.18%
Toddler	Engaged Support for Learning	11	9	4.67	4.49	-0.18	-3.92%
Pre-K	Classroom Organization	12	9	5.99	5.63	-0.36	-5.98%
Pre-K	Emotional Support	12	9	6.63	6.35	-0.28	-4.21%
Pre-K	Instructional Support	12	9	4.63	4.09	-0.54	-11.65%

Table 41.. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—No Strategy Chosen (CLASS® Infant, Toddler and Pre-K)

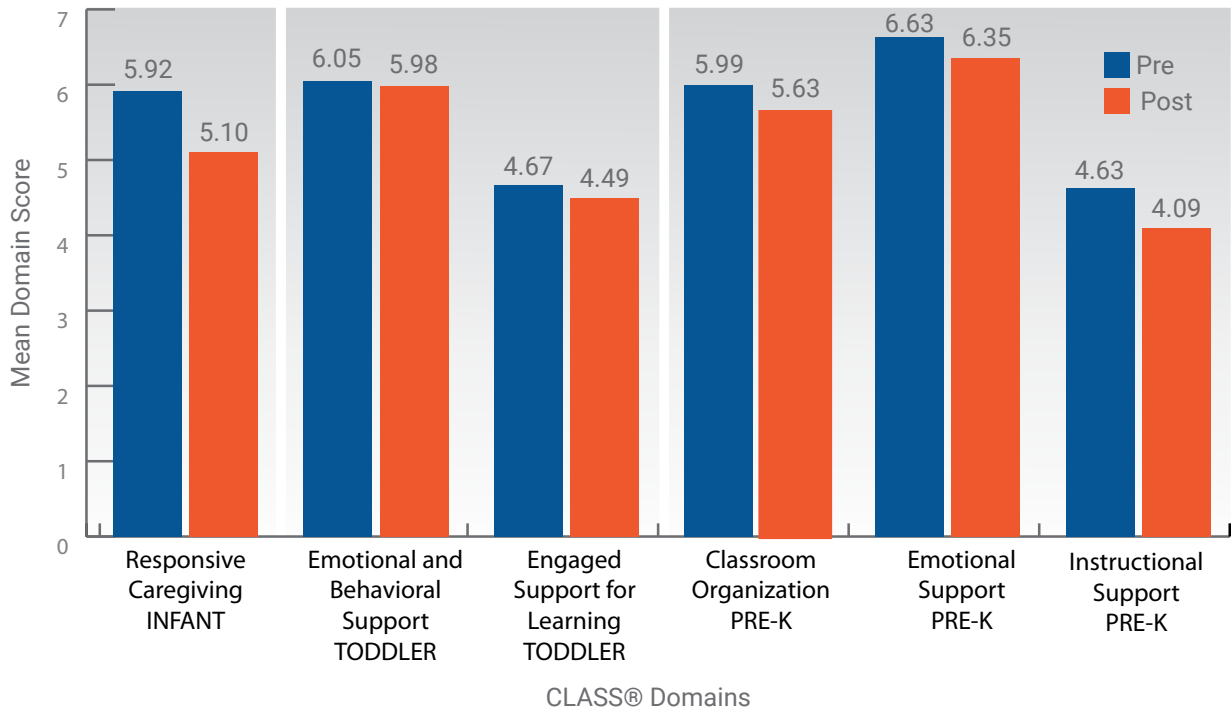


Figure 38. Mean pre and post domain scores of 2017-2018 CLASS®—No Strategy Chosen (Infant, Toddler and Pre-K)

During ELC focus groups, several participants commented on the fact that those providers that chose No CQI showed no improvement, and often decreased in CLASS® scores. This finding will be discussed more thoroughly in the Discussion Section of this report.

Changes in Teacher Instructional Practice

ELPFP participants were asked targeted questions about how their instructional practice has changed as a result of their experience in Year 4. The Completion Survey and qualitative interviews probed for details regarding which specific content or professional development created this change in practice. These findings directly support the theory of teacher change described earlier with quantitative measures: Certified Coaching was the highest rated CQI for creating change in practice.

For all CQI strategies, over 70% of the participants reported ‘Agree’ or ‘Strongly Agree’ that their chosen CQI training was effective in helping improve their teaching practice. Notably, Certified Coaching was identified as having the most influence on improving provider practice (42.31%).

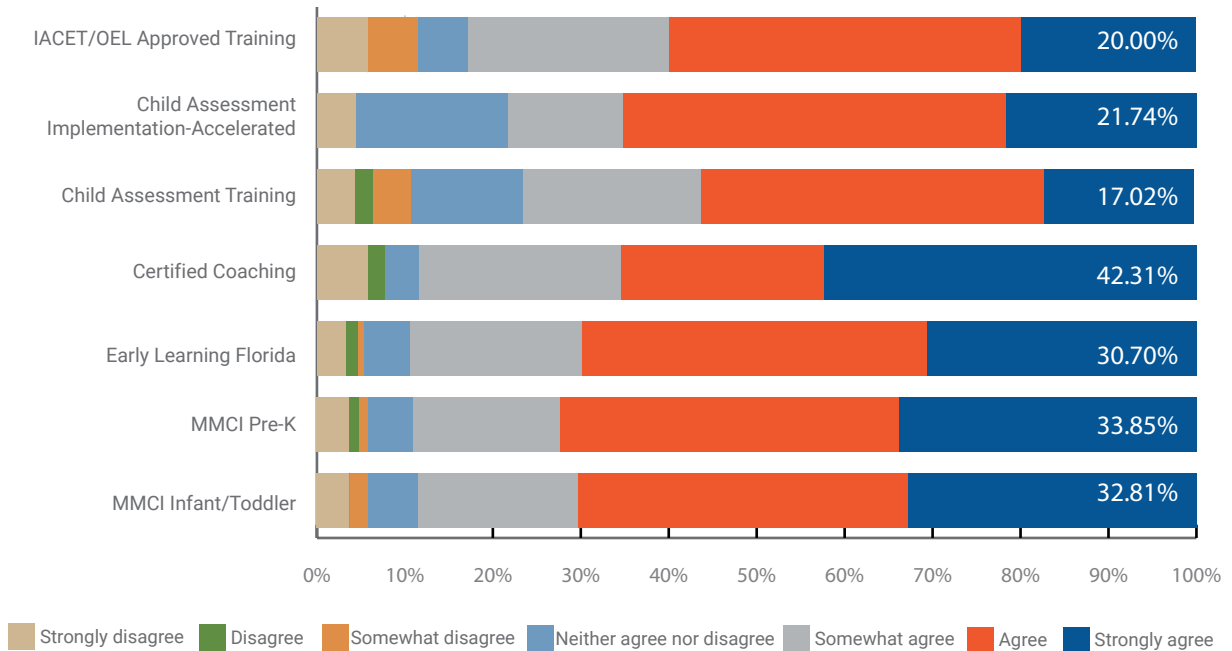


Figure 39. Response rate of response categories for CQIs: I feel like the strategies provided in this training were effective in helping me improve my teaching.

Likewise, all CQI strategies were rated by participants as relevant to their day-to-day roles and responsibilities (Figure 40), with Certified Coaching found as the most promising strategy (over 79% rated 'Agree' or 'Strongly Agree') in this category.

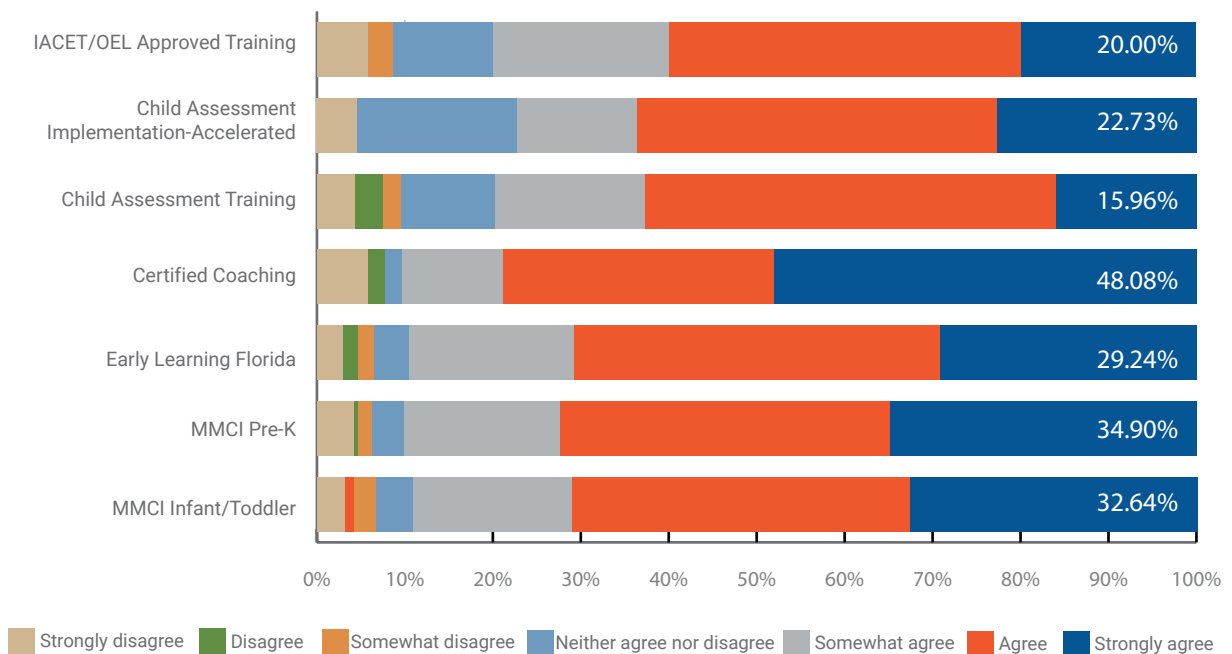


Figure 40. Response rate of response categories for CQIs: I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator.

Qualitative evidence was gathered to understand how participants felt their practice changed and improved, and three categories were most reported: Improved collaboration within centers, improved social-emotional support for children, and improved language and literacy support for children.

A Tier 4 teacher described how she and her colleagues' practice changed because of collaboration within her center:

What was most important was all of us took [the course] at the same time. That teamwork and collaboration really does help. All the teachers, plus the two directors, so that was six teachers and two directors, that were taking the same classes were bouncing ideas off of each other, too. Especially when it came down to the final project. We were all talking amongst ourselves, and trying to give each other ideas for the ones that couldn't really think of much of anything to do. So, it got us engaged more and we worked together (RFMVJZ, interview).

A Tier 3 teacher discussed how using child assessments has improved her classroom environment, and allowed her the ability to discern children's needs more accurately:

A lot of what we're learning was helping us know how to determine a child's learning level, like what's considered the average for their level, and it lets you see what some children can do and what they can't do, and how they can go forward. And if you can see that some of them are struggling with things, you notice the difference in their behavior to the others, and it's that moment that you begin to question, okay, is this just that they're not understanding it? Should I change what I'm doing? Or is it that they're finding it so difficult because they can't quite grasp the concept yet? And I think a lot of what we learn helps us create a classroom to help find that level, on what we should expect for the age. It helps us deliver lessons that are appropriate to that age, where they're at (FBV3IA, interview).

A Tier 3 teacher spoke about how she shifted her thinking regarding providing social-emotional support and growth for her children based on her own needs as an adult, and modeling those practices:

I think that a lot of what they taught has focused on something that I think should have been focused on for a long time. It has to do with social skills, communication, helping people stop for a moment and think, that it's not just children, that it's us. It's all of us, and it's finding out everyone's opinion, and coming to an agreement and understanding with everyone. It's a lot of conversation, it is a lot of social skills, and it's teaching us that without these social skills, and without being able to communicate, cooperate, and be able to basically control our own emotions and our own impulses, that we won't be able to function properly as adults. And the fact that they're going over all this, and they're trying to take it to where children recognize how they feel, and are able to control it, as well as talking to others and understanding how others feel, and what they need. And I think that's wonderful, honestly (FBV3IA, interview).

OUTCOME 3: IMPROVEMENT IN CHILD OUTCOMES



OUTCOME 3 Scorecard

- Overall, children in Year 4 treatment providers made positive gains in all GOLD domains, with the largest average growth in the Cognitive domain (16.12%) and the least growth in the Social Emotional Domain (10.92%) .
- Children in Year 4 treatment providers gains were not statistically significant compared to children in control providers, which had larger gains as a sample group for Year 4.
- When comparing child outcome data within ELC samples in which treatment and control groups within the same ELC were compared, children in treatment groups scored higher in three domains (Social-Emotional, Physical, and Cognitive), and had higher growth rates in five domains (SE, Physical, Literacy, Language, and Mathematics) than children in control groups within that same ELC.

The third outcome outlined in the Year 4 ELPFP logic model focuses on the direct impact on child outcomes based on teachers' participation in professional development in the ELPFP (OEL, 2017). According to this evaluation study's theory of teacher change, new teacher knowledge is infused into teacher practice through engaging in quality, job-embedded professional development. Teachers implement these new strategies, which change and improve teacher practice and learning environments, and thus improve children's learning and outcomes.

The research team examined this outcome by investigating: (1) results from child observations within a child assessment system (GOLD®) in which a control group of children (whose teachers did not participate in Year 4 ELPFP), were compared with the treatment group of children (whose teachers are Year 4 ELPFP participants) to determine program effects on child outcomes from observations of Year 4 ELPFP; and (2) qualitative evidence to understand how participants experienced the child implementation CQI and what challenges they encountered.

As described in the methodology section, changes of GOLD® domain scores from the Fall to Spring checkpoints of Year 4 and the associated change were presented for control and treatment providers, then such comparisons for each ELC in the sample group were depicted.

An important consideration for this year's evaluation study is that the Y3 and Y4 results cannot be compared. Even though the same research design for evaluating child outcomes was used in the Year 3 ELPFP evaluation, the tier and sample definitions are not similar and do not allow for a direct comparison. The Y3 child treatment evaluation sample only measured children with teachers in one tier (Tier 3) that had engaged in the ELPFP continuously for three years and engaged in standardized interventions (MMCI, Early Learning Florida, and Certified Coaching). The Y4 sample looked at three tiers of child data (3,4, and 5) with children whose teachers engaged in varied CQIs within ELPFP in both new and continuing providers in this same sample.

Overall Changes in Child Outcomes for Year 4

Tables 42-43 and Figures 41-42 show positive increases in all GOLD® domains for both control and treatment groups. Growth rates for Year 4 treatment providers were positive, with the largest growth in the Cognitive domain (16.12%) and the lowest average rate of growth in the Social Emotional Domain (10.92%). For control providers, the change in growth rate varied from the largest growth in the Physical domain (18.65%) to the lowest amount of growth in the Social Emotional domain (12.84%). As evidenced by these results, the ELPFP Year 4 treatment group gained in all domains of child outcomes, but results were not statistically significant compared to control groups, which had larger gains as a sample group for Year 4. Thus, as a sample, the effects of Year 4 ELPFP on children in treatment providers were not significant.

The sample size for the treatment group included 678 children in the fall, 940 in the winter, and 906 in the spring. The sample size for the control group included 10,313 students in the fall, 9,909 in the winter, and 11609 in the spring.

Domain	Knowledge Score			Percent Growth
	Fall	Winter	Spring	
Cognitive	323.01	327.44	375.08	16.12%
Language	296.88	304.57	337.07	13.54%
Literacy	416.46	432.03	471.21	13.15%
Mathematics	273.20	291.22	312.58	14.41%
Physical	385.92	397.78	438.07	13.51%
Social Emotional	299.44	302.05	332.14	10.92%

Table 42. Average domain scores of Year 4 Teaching Strategy GOLD and the associated growth by provider group (TREATMENT)

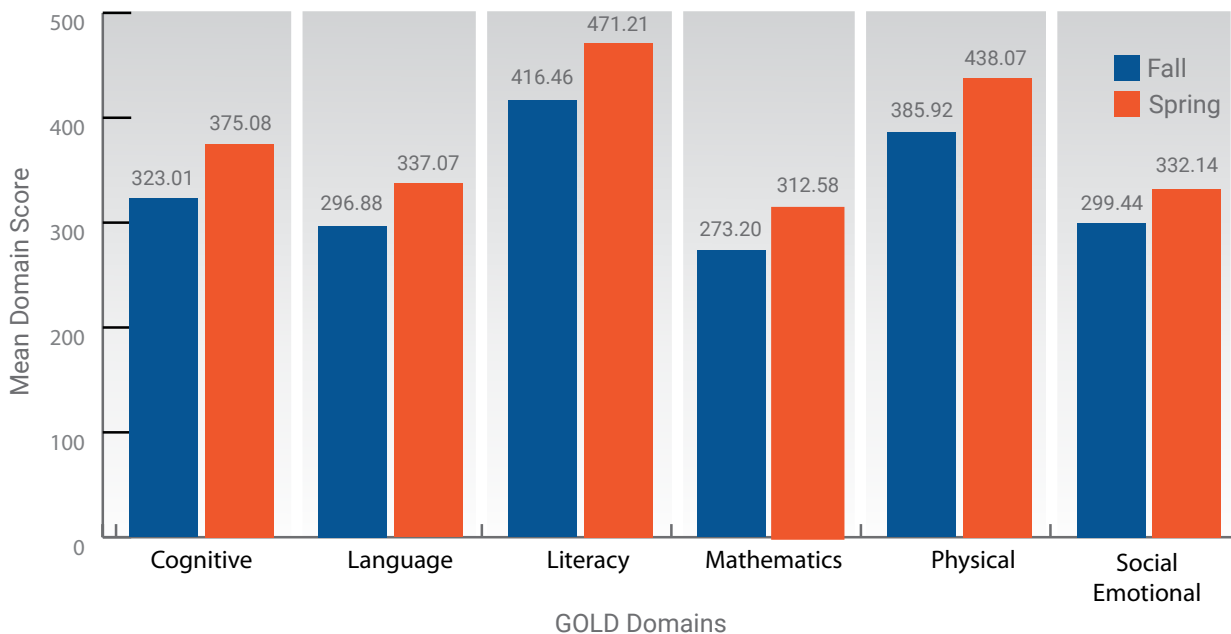


Figure 41. Average domain scores of Year 4 Teaching Strategy GOLD (TREATMENT)

Domain	Knowledge Score			Percent Growth
	Fall	Winter	Spring	
Cognitive	313.49	343.50	367.96	17.38%
Language	282.69	309.47	333.92	18.12%
Literacy	406.69	439.61	460.26	13.17%
Mathematics	266.24	291.22	308.96	16.05%
Physical	371.63	410.39	440.95	18.65%
Social Emotional	290.84	311.00	328.18	12.84%

Table 43. Average domain scores of Year 4 GOLD® and the associated growth by provider group (CONTROL)

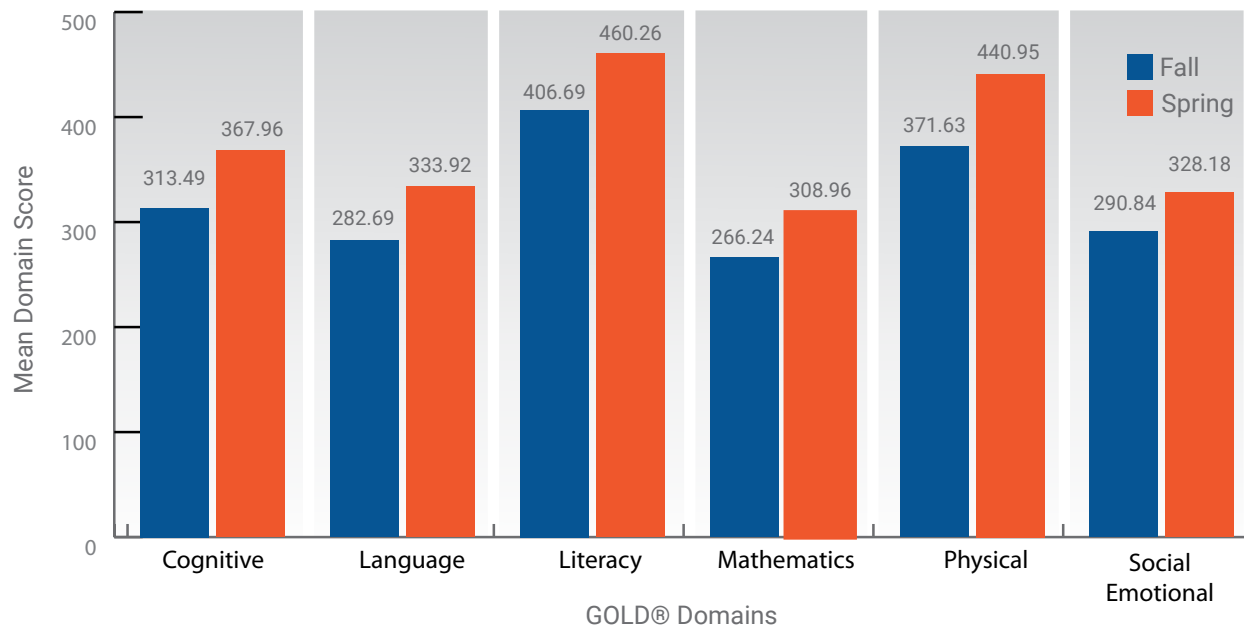


Figure 42. Average domain scores of Year 4 GOLD® (CONTROL)

Change in Child Outcomes Within ELC Sample

While treatment groups did not generally score higher than children in control groups for all domains, data comparing treatment and control groups within each ELC and treatment groups in specific sample ELCs with the average of all control groups showed positive results. Notably, corresponding growth rates were higher in five GOLD® domains for three-year-old children, indicating that these children made faster growth in less time than children in that ELC’s control group. Furthermore, the scores for treatment groups were higher than those of the control groups in two specific GOLD® domains. A deeper dive into these highlights is provided below.

Social Emotional Domain

ELC 3

The average score on the Social Emotional domain for three-year old children was 34.36 points higher for treatment providers in ELC 3 than for control providers from the same ELC.

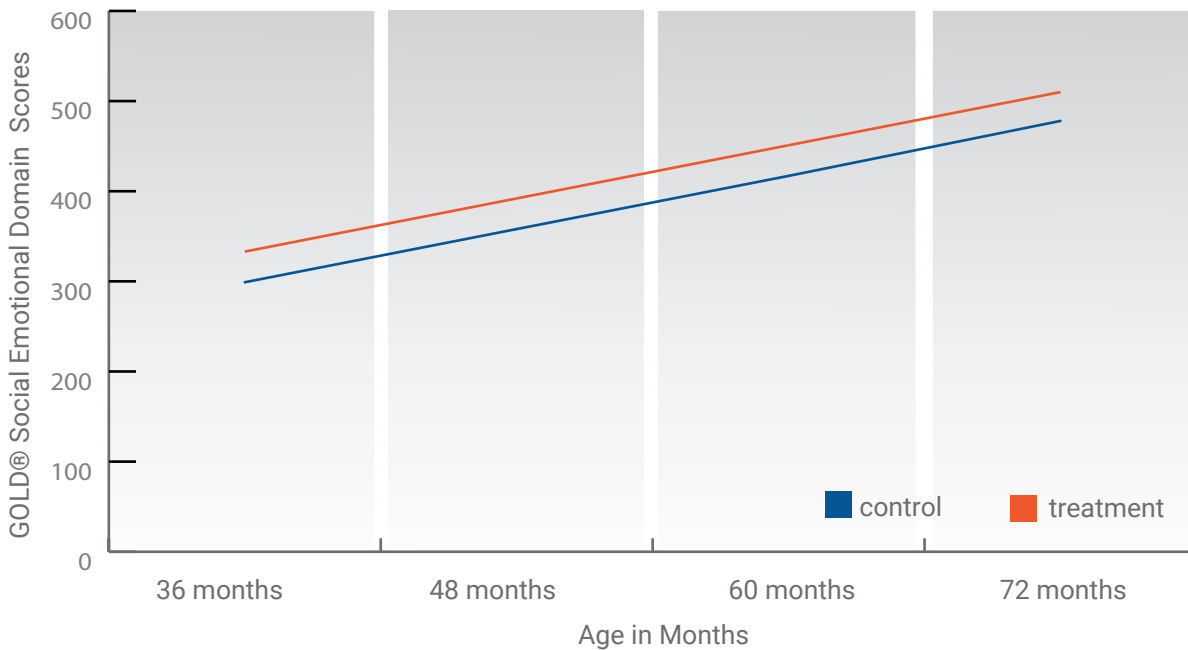


Figure 43. Linear growth trajectories of scores on GOLD® Social Emotional domain for control and treatment providers from ELC 3

ELC 26

For ELC 26, the average Social Emotional domain score for three-year-old children from treatment providers was significantly higher by 10.45 points compared to the average Social-Emotional score for control providers over all sample ELCs.

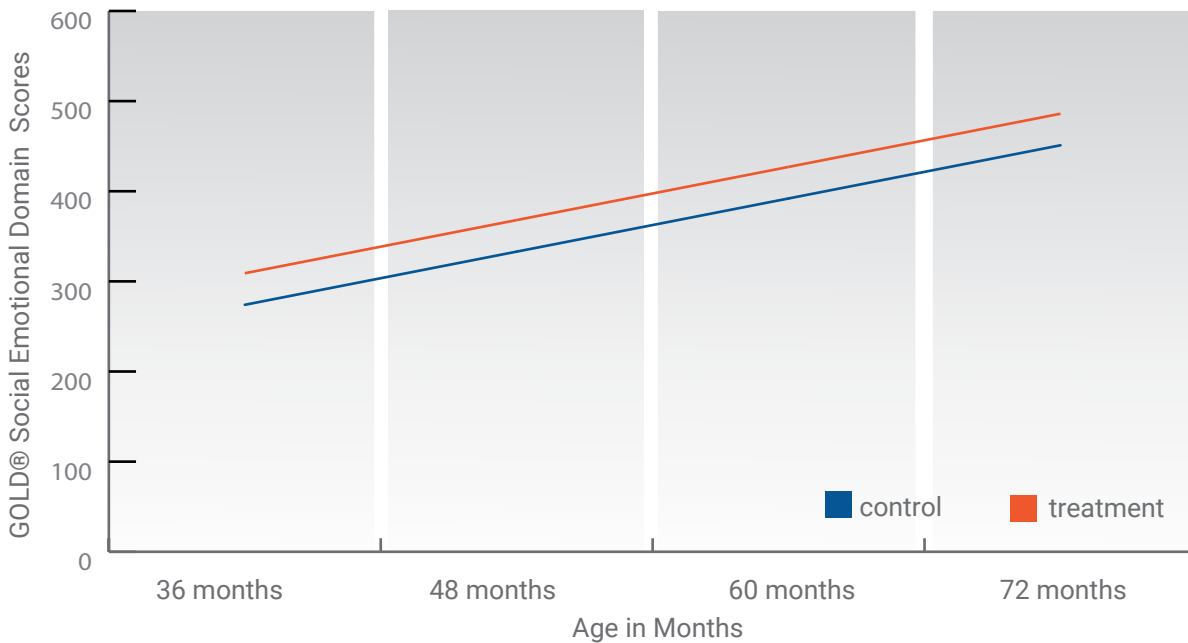


Figure 44. Linear growth trajectories of scores on GOLD® Social Emotional domain for control and treatment providers from ELC 26

ELC 28

In ELC 28, Children in treatment providers had a growth rate in the Social Emotional Domain that was larger than children in control providers by 1.18 points per month (see Figure 45).

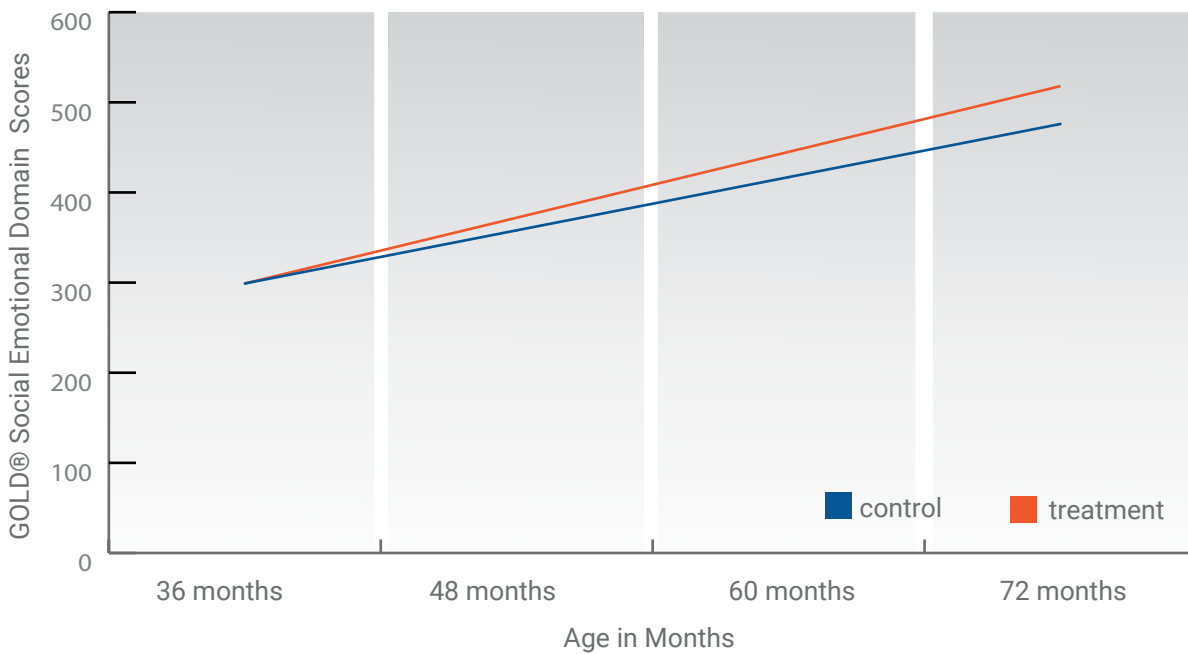


Figure 45. Linear growth trajectories of scores on GOLD® Social Emotional domain for control and treatment providers from ELC 28

Physical Domain

ELC 28

For ELC 28, the average growth rate for treatment providers was significantly higher than was for control providers from this particular ELC (Figure 46).

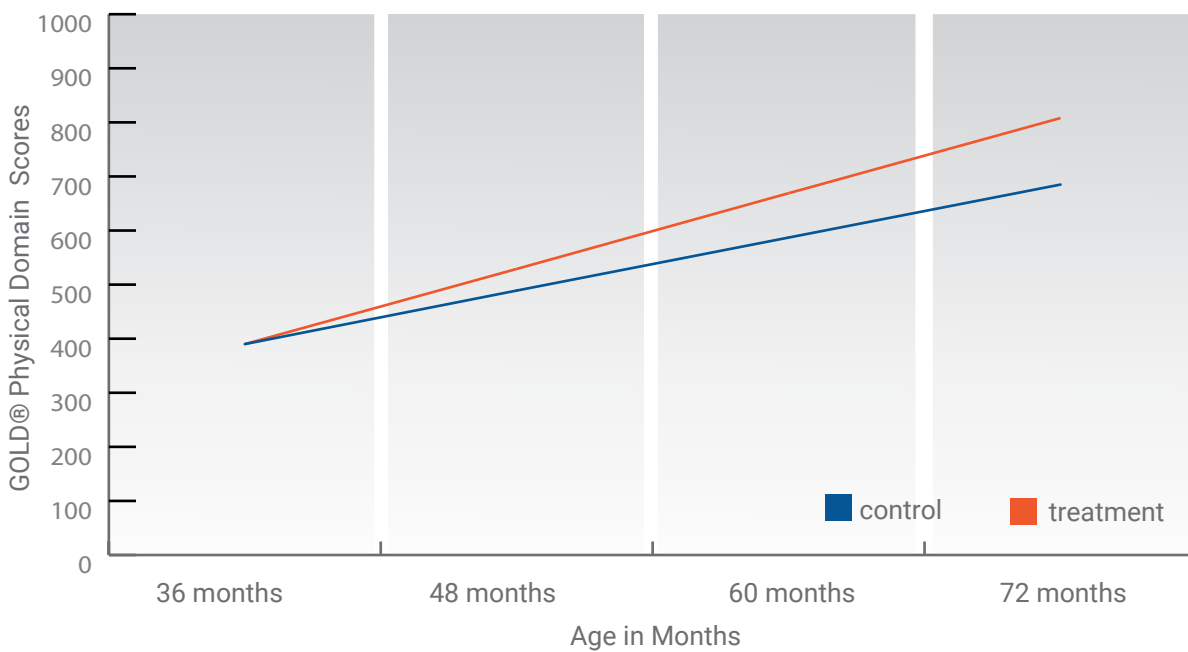


Figure 46. Linear growth trajectories of scores on GOLD® Physical domain for control and treatment providers from ELC 28

Cognitive Domain

ELC 17

For ELC 17, the average scores for children in treatment providers on GOLD® Cognitive domain was higher by 33.32 points, a statistically significant difference between three-year-olds in the treatment group to those in control providers (Figure 47).

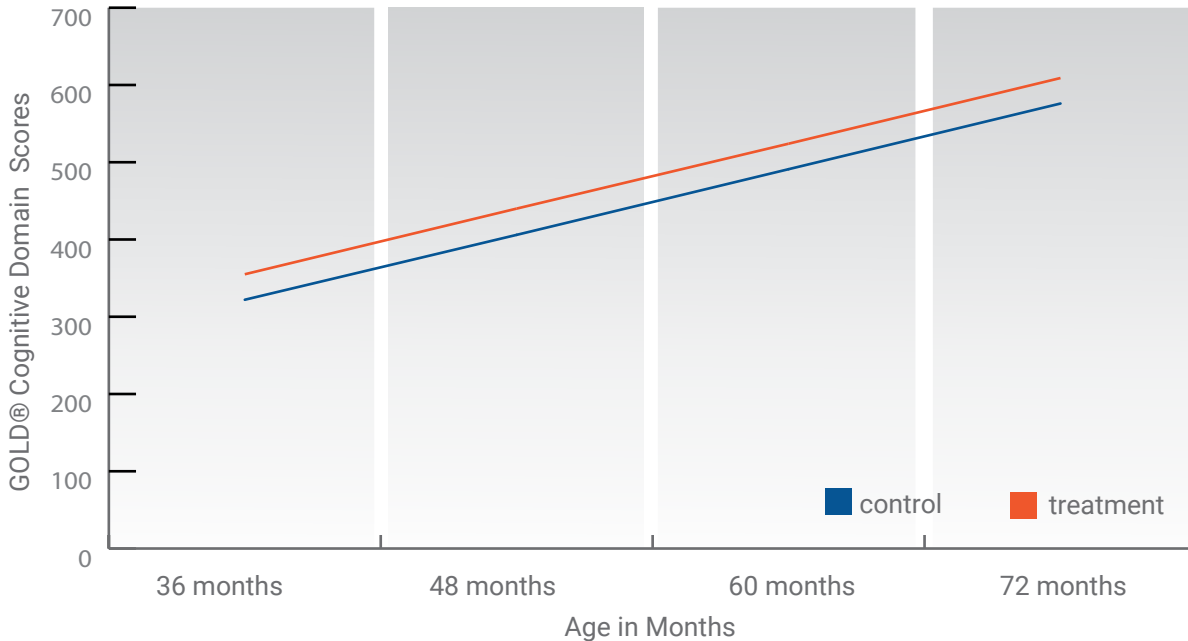


Figure 47. Linear growth trajectories of scores on GOLD® Cognitive domain for control and treatment providers from ELC 17

Language Domain

ELC 28

For children from ELC 28, the average score on GOLD® Language domain was not significantly different for three-year-olds. However, the average growth rate for children in treatment providers was significant higher when compared with children from control providers (Figure 48).

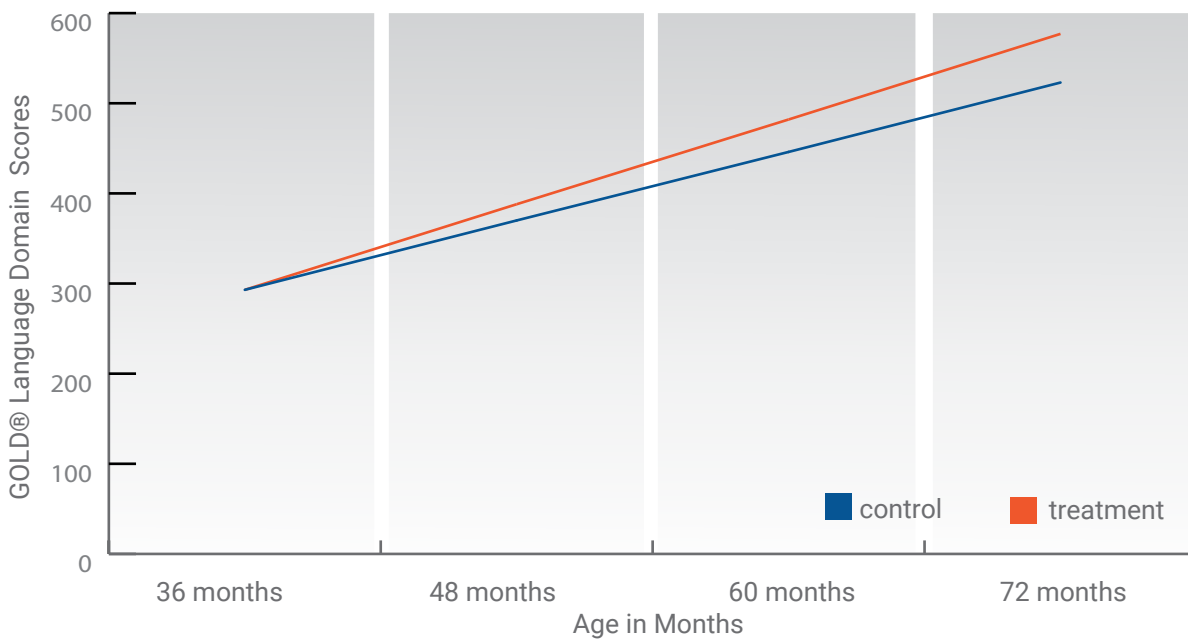


Figure 48. Linear growth trajectories of scores on GOLD® Language domain for control and treatment providers from ELC 28

Literacy Domain

ELC 28

For ELC 28, the average scores on GOLD® Literacy domain between three-year-old children from treatment and control providers were not significantly different (Figure 49), but the growth rate for children from treatment providers was significantly higher (by 1.66 points) when compared to children from control providers.

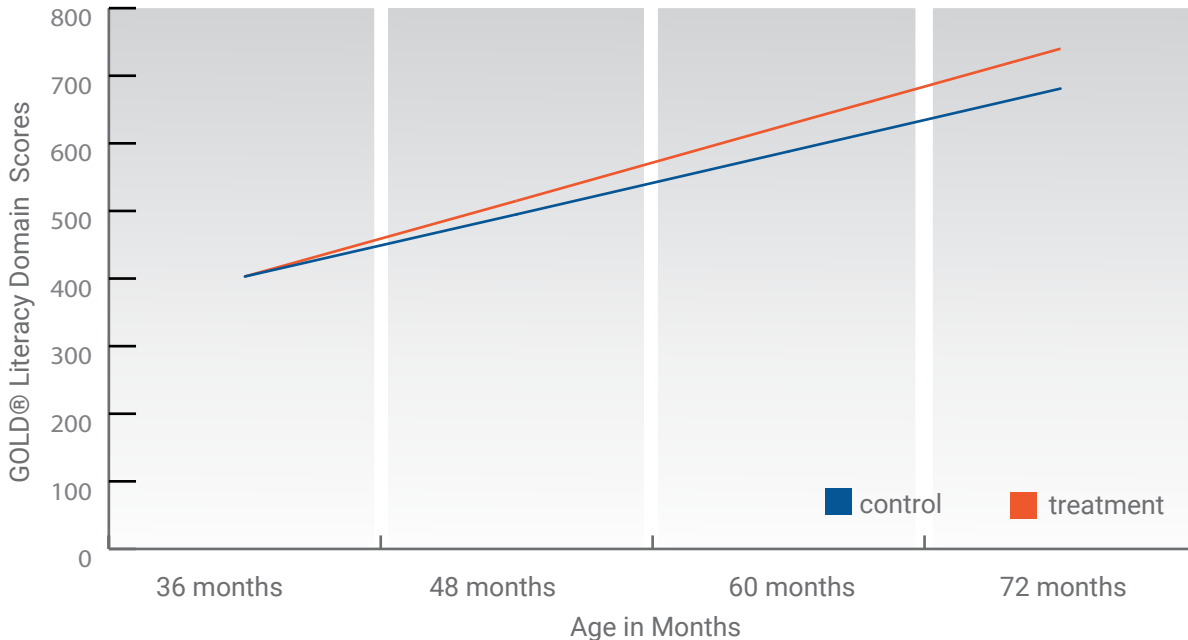


Figure 49. Linear growth trajectories of scores on GOLD® Literacy domain for control and treatment providers from ELC 28

Mathematics Domain

ELC 28

For the GOLD® Mathematics domain, the difference in the average score for three-year-old children was not statistically significant between treatment and control providers (Figure 50), but the average growth rate for children in treatment providers was significantly higher (by 1.32 points) for those in control providers.

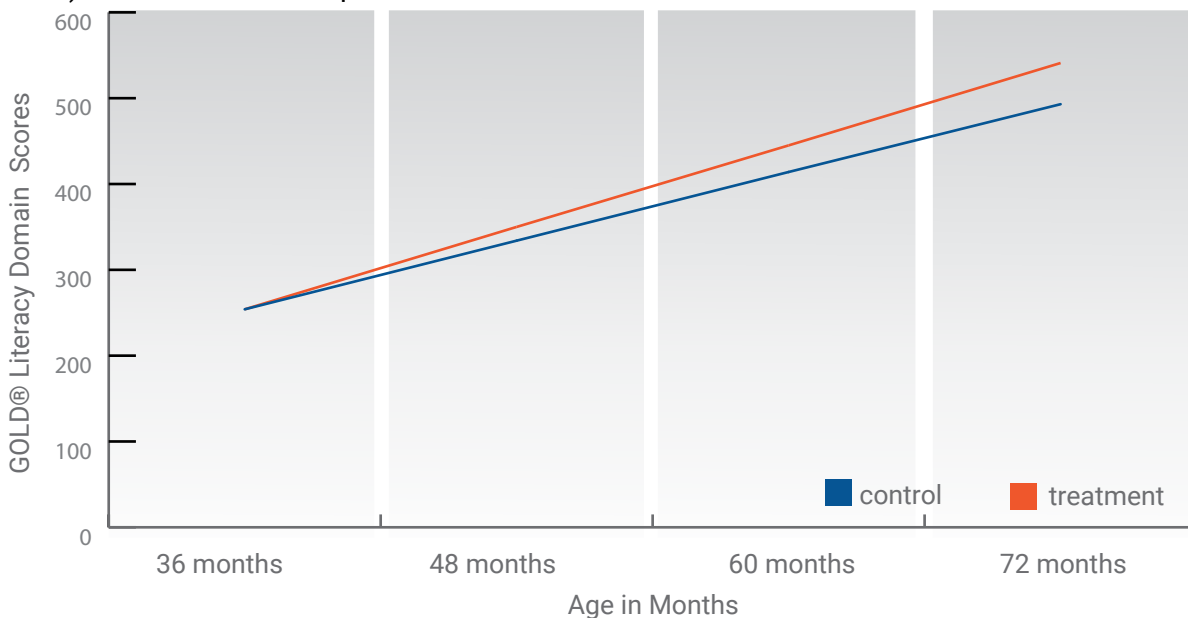


Figure 50. Linear growth trajectories of scores on GOLD® Mathematics domain for control and treatment providers from ELC 28

Qualitative Evidence of Child Learning and Growth

While quantitative results provided mixed conclusions about improved child outcomes in Year 4, there was overwhelming self-report evidence provided by teachers during interviews that children were improving in every aspect of their learning and development. Specific examples of language acquisition and modeling were provided from every tier, and teachers described classrooms that were engaging, challenging and creative in nature, which in turn, allowed children to thrive. For example, a Tier 5 teacher provided examples of children's increasing language and literacy abilities:

I have seen that, for example, the children are showing better results in their transitions, better academic results. There are kids who come up with words, and you say 'Wow, how does that child know the meaning of that word?' Because you can sing a song to them but you don't explain the word itself, so the children can hum it, but they don't get the connection of what a word is. But thanks to the courses we have taken, the kids actually understand the concept and they tell you. You say to a child, a child that is saying something is beautiful, and you ask him, "What does beautiful mean?" He explains it to you, and there are some who immediately ask you, 'What is the difference between beautiful and something else...?' That, to me, means they have done an analysis. We have helped the children to process the information, and create analytical thought, and we learned all of that is through the course (CPRRHK, interview).

Another Tier 4 director who is primarily Spanish speaking talked about her Spanish speaking children's increased self-esteem and confidence. The director observed positive changes as the teachers learned strategies to support English Language Learners and students increased their language acquisition.

We see that in the children's results, children who are speaking better, children that have better transitions. If you go to the socio-emotional development of the children ...You see them with better self-esteem because you used to see them before when they had perhaps a low self-esteem, because they didn't know how to speak or they talked too little, or perhaps the child that speaks the most during class ...but the smartest outshines the other... After taking this class, teachers know how to pair a child that has those linguistic abilities, thinking abilities, with another kid who perhaps has not developed it, and you know how to mix them. We have seen that children are more ready (PCCPOG, interview).

While the quantitative data examining improvement of teacher and children's learning are mixed, the qualitative narratives consistently provide detailed descriptions of how children are benefitting from their teacher's increased learning. It is important to consider both perspectives and realize that these results provide a window through which to best understand the impact and effects of the Year 4 ELPFP. In the next section, qualitative stories from participants in each tier will be presented to further shed light on the impact of this initiative and bring the benefits and challenges of this program into specific relief.

THE YEAR 4 ELPFP EXPERIENCE: STORIES OF LEARNING, CHALLENGE, AND GROWTH

In order to triangulate quantitative results and present the voices and experiences of all ELPFP stakeholders in Year 4, 98 participant and coalition focus group interviews were conducted to examine the following items of investigation according to the Year 4 logic model:

- Stakeholder thoughts and perceptions about Year 4 ELPFP
- Specific evidence of changes in teacher knowledge and practice from CQIs
- Changes and/or improvements in teacher-student, student-student interactions
- Factors within Year 4 ELPFP that impacted participant change of practice and knowledge gain
- Stakeholder descriptions, perceptions, and challenges of Year 4 CQI strategies
- Stakeholder challenges and barriers of the Year 4 ELPFP program
- Stakeholder suggestions for future ELPFP improvements

Evidence is provided in the form of de-identified direct stakeholder quotes to further support themes and quantitative results and offer in-depth description of processes, structures, and outcomes of the Year 4 ELPFP, starting with ELPFP participants, and continuing with ELPFP coalition stakeholders. Overall themes of the Year 4 ELPFP participant experience will be presented in the following format: (1) common themes across Tiers of participation; (2) Tier-specific themes of experience; and (3) case studies for each Year 4 Tier of participation that provide comprehensive description and narrative of participant experiences. Evaluation study participant IDs and case study pseudonyms are used to protect participant identity and confidentiality during the interview and reporting process per UF IRB guidelines.

OVERALL ELPFP PARTICIPANT THEMES ACROSS TIERS

Similar to previous years of ELPFP implementation, themes of participants' experiences focused around three similar areas: (1) Increased professionalism due to ELPFP participation; (2) Increased communication skills, language and literacy of both teachers and children; and (3) Improved classroom climate through implementation of concrete strategies to meet the needs of all students. In addition, interviews yielded information about a theme that had not previously been presented: Improved CQI strategies provided deeper school-family connections, communication and engagement. These themes are present throughout all participant interviews and will be evidenced through these narratives.

While challenges of ELPFP were discussed during interviews, there were no common themes present as to challenges that all participants faced. Each tier seemed to have different and tier-specific challenges based on their CQI and context, and these were incorporated into the case studies presented.

TIER 1 CASE STUDY: TASHA

(28XGIC interview)

Tasha serves as the director and is also a teacher for her Tier 1 child care center that participated in the ELPPF for the first time in Year 4. Having been in the field of early learning for twenty years, she is a veteran educator, yet is open to new ideas. In anticipation of her participation, she was hopeful that this experience would expose her to innovative practices and generate a renewed energy for her role. Tasha completed the MMCI Pre-K training as her chosen CQI strategy and felt encouraged by the strategies she gained to support her staff and program:

The language has been enriching, I notice that a lot. And I notice that they (children) started to get along a whole lot better, once the centers were set up differently. It engaged the children more to play with different toys that weren't touched previously, and it also helped them to get along a little better for the ones that used to fight all the time. They were more encouraging and helping with sharing towards each other.

Although Tasha is a director at her program, she also spends time as a classroom teacher. As such, she is able to experience the needs and struggles of her teaching staff. She is able to share ideas and support them through knowledge gained during her ELPPF experience:

It was actually wonderful. It gave me a lot of new ideas on classroom management and ways to handle children, behavioral children with different issues. It taught me different ways to set up the centers to engage the children more and use enriching vocabulary. It also helped me to incorporate the curriculum along with the way the children were playing in the center so that they actually learn more than what they were getting previously. I really enjoyed that part of it.

Her learning experience was truly transformative for her entire program. In particular, the classroom environment and schedule of the day was examined and subsequently enhanced. Tasha felt the need to review typical sections of the day in order to provide the children with a higher quality learning environment. For instance, she reflected on each classroom's arrangement and layout to improve the "flow" of learning. Additionally, she augmented outdoor play activities and the lunch routine. She explains:

As a teacher, I changed the way I had my classroom room set up. I learned a lot of different scenarios with that. I changed the way I had my teachers in the other classrooms do their schedules. We watched video scenarios on that as well, how the schedules actually help the class function and flow better if it was set up to where the children were able to identify what was going on with the schedule, as well as the teacher. We also did a lot of different changes outside with outside play to also incorporate with the lesson plans, and I thought that the children really, really enjoyed that a lot more as well. And, also during, lunch time there were different topics and scenarios that for days that the kids were served meals that they didn't care for, we were taught different ways to encourage the child to at least taste it and try it, and a lot of times it still didn't work, but at least we got them to taste it, so...We got the staff really into it, doing those different things.

Perhaps one of the most unexpected outcomes of the participation in the ELPPF resulted in the relationship between Tasha and her teachers. As the teachers and Tasha engaged in the same process of learning and shared similar stories of growth, they developed a more collaborative and ongoing professional development relationship. When asked about how the benefits of this CQI strategy on her own professional growth, she replied:

It has really enlightened me and showed me the areas where I was weak. It encouraged me to have more areas to reach when I have my staff meetings to educate my staff on the different things that they needed to do and the different areas that I also observed myself where they had their weaknesses, and it helped them to understand where I was coming from as a director and where they needed to be as a teacher.

Overall, Tasha is a prime example of the potential the ELPPF has for transformative efforts to be made in early childhood programs. Largely, Tier 1 providers face the everyday challenges of working in the field without the benefit of high-quality backgrounds, educational knowledge, and effective practices. However, given an open mind, a willingness to try out new ideas, and the dedication to continually improve, centers can make small, but mighty changes that move them ahead. Tasha serves as a reminder of this potential.



TIER 2 CASE STUDY: KELSEY

(ON5JEV interview)

Kelsey directs a Tier 3 early learning center and is a first-time participant in the ELPFP. Her early learning center serves approximately 80 children, many of whom are considered at risk and have, as she explained, “behavioral issues” stemming from early childhood trauma. Kelsey began her career in childcare after taking part in a program on early childhood education while she was in high school. Having worked in the field for 12 years, she has been a director of her current center for three years and holds a director’s credential and Florida Child Care Professional Certificate.

Prior to joining the ELPFP, Kelsey had taken the MMCI Pre-K course. Consequently, she decided to take the MMCI Infant/Toddler course as her chosen CQI strategy in order to learn more about an unfamiliar age group and to support teachers at her center who were also taking the course. She explained: “I know it’s a long course. I know it lasts a super long time. I wanted to go and show them, ‘Hey, we can do this together. We’re going to get it done.’”

Through the MMCI Infant/Toddler course, Kelsey identified that for her and her staff, the most impactful learning centered on the importance of communicating and interacting with the infants and toddlers in their care. When asked about this impact, she explained:

I think it was the strategies. You know, just being close with the infants and self-talking, telling them what you’re going to do before you do it. Sometimes you just get so wrapped up in getting them fed and getting them changed and doing those normal mundane things and you forget...they have no idea what’s going on. So, you have to tell them, ‘Hey, I’m going to pick you up and I’m going to change your diaper.’ You know, labeling those things, telling them what everything is. Because they’re soaking it all up.

Kelsey and her staff also became aware of the CLASS domain of negative climate, and how parents and teachers can inadvertently create a negative climate just by tone or a heavy, exasperated sigh. Kelsey explained that she and her staff learned that even “little things that they [parents and teachers] might say that are sarcastic, that they don’t really think the kids are listening, and they are.” Through MMCI, Kelsey believed that her center became aware of the role of an adult’s attitude in “setting that tone for that kid’s day” and, as a result, worked to combat negativity by being aware and reflective.

These realizations regarding communication and climate stemmed from the teachers’ ongoing collaboration with peers—both during the MMCI classes and back at the center during the regular work day. As the director, Kelsey took it upon herself to coach teachers at her center, modeling for her teachers not only best practices, but also ways to collaborate with one another for continued learning. For example, when an infant teacher struggled with feelings of self-consciousness during self-talk, Kelsey was able to go to her classroom and reaffirm that the teacher did not look or sound “weird.” Having seen the infant teacher improve after coaching, Kelsey believed “if people are going to take the course, they need to take it together. There needs to be two people taking it in that center” so they can collaborate and support one another.

To Kelsey, the “togetherness, knowing that we’re not alone” helped during the learning process, because “sometimes you feel like you’re the only teacher that has that problem.” Kelsey emphasized the importance of collaboratively coaching new teachers at her center to implement the strategies. She shared, “We use strategies from MMCI, the self-talks and the parallel-talks, the close proximity to the children, using their names when we’re talking to them. “

Implementing strategies collaboratively and coaching teachers helped to improve children’s behavior and ability to communicate at the center. It also encouraged Kelsey to further professionalize her childcare center by trying to retain her teachers and encourage them to continue their career planning, something she realized was an issue after participating in the ELPFP. She explained,

It points out the need for more teacher retention. That when my teachers leave or don’t finish the course, it drops my points and incentives. And it kind of made that a little more important to me: what can I do to keep my teachers here? I looked into different school culture models and, looking at things about how I can better myself, so my staff are happier where they are and they stay happy.

Kelsey and four members of her staff also applied for TEACH scholarships while participating in the program. She shared,

I don’t know if it was a coincidence or it was us doing that. I mean we wrote down our education, so maybe that made all of us a little self-conscious and we went back to school and applied for TEACH. I have four other teachers going through TEACH to get their CDAs and they go to school next month. It was a lightbulb for all of us.

Despite the many positives of participating in the PFP program, Kelsey and her staff also encountered challenges. Some were logistical, such as physically getting to a training nearly an hour away after working all. Other challenges stemmed from a lack of knowledge and support from the ELPFP itself. As a first-year participant, Kelsey did not understand all of the regulations. She shared,

I submitted my teachers too fast, I think, before I was ready. So, I think it was just me being a first-year director. I wish I would have spoken to somebody in the program first and been like “Hey, how strict is it before I submit my teachers?” Cause once I submit them, I can’t change them and that was hard. I changed a room, and so that teacher didn’t get to participate.

While these challenges were not insurmountable, they certainly lessened the overall impact the program could have had on the center and her teachers. Kelsey ended the interview by saying thank you to the ELPFP, and claiming, “It just really helped my center.”

TIER 3 CASE STUDY: SARA

(3GRTNG interview)

Sara is a Tier 3 early learning educator who has worked as an early learning teacher for over 20 years and was recently made a director during the Year 4 ELPFP. She oversees a small center of four classrooms and has participated in the ELPFP for two years as a teacher. Having been in the early learning field for so long, Sara was unsure her first year in the ELPFP if she would learn much through participating but wanted to take part because of the financial incentives that would benefit the center. She thought to herself, "I've been doing this for so long, what do I really have to gain in this specific area that I'm not either already taking advantage of or haven't already done?"

After participating she was "really shockingly surprised" about what she learned, as she described that first year (Year 3) in the ELPFP:

We did MMCI Pre-K training that first year and [I was surprised] how enlightening it was and refreshing it was. You're in this community of other preschool teachers and getting their feedback and what challenges that they're facing. It actually was really excellent, and then just another reminder about how ever-changing this field can be, too...that just when you've figured something out that's developmentally appropriate, families change, the demographics change, the children change... it really does change the way we teach, and the way we learn.

Sara's experience—of first doubting that she would benefit from the program and then realizing how beneficial it was, was common across Tier 3 participants, many of whom had been in the field for some time and felt as though they were seasoned professionals.

Because of her positive first year experience, Sara was excited to participate for a second year. She chose the MMCI Infant/Toddler course, and shared her reasons for choosing this CQI strategy:

First, I have no background in infant-toddler and being a new director at the center I just thought that I would be in a more challenging position by taking that just because I know so very little about it... I mean, I can love on infants and toddlers all day, but as far as knowing their developmental appropriateness I was still learning a lot about that age group. So, I just thought that would be the most challenging for me. And number two...I really wanted to be the most support for the majority of the staff going through the ELPFP.

For both Sara and her staff, language modeling and improved communication with infants proved to be the biggest area of growth as a result of their participation. Sara shared:

Language modeling is always where we struggled the most. That's where scores were the lowest, within that language modeling, especially in infant-toddler's because you just think that if you're loving on them and you're meeting their needs that you're doing fantastic and sometimes we forget that we can talk to them and we can use big words. So, I think the language modeling is probably what really was the most impactful going through the program.

Sara explained that learning about that research “was huge for me.” Seeing the impacts in children, such as seeing infants visibly more responsive to adult voices, has also reinforced the importance of language modeling for Sara and her staff.

Something new that Sara incorporated in her second year was that her previous ELPPF experience provided her the expertise to coach her own staff with difficult strategies in their own classrooms, or to train new teachers at her center. She explained the more collaborative nature of her role now:

I can go in and actually model now, too, whereas before, they were teaching me. If I walked into an infant or toddler room here, it's like, you show me. You show me what's working best in your classroom. Where now, if I hire someone new for one of those classrooms, I can jump in and I can work alongside them and we can learn from each other... it's been great to have this tool [CLASS] to go back to with us and say “Hey, if you're stuck or you're struggling in a certain area, let's pull this back out.” What did we see the videos? What did we learn from, what other people were doing?

Sara’s ELPPF participation also helped her engage more with families. An example she provided involved the subject of families who may be concerned about their child biting. She shared how she now responds to families on this subject after participating in the ELPPF:

We have a freezer full of teethingers that we pull out. We show them what they can bite. And we teach them the empathy piece of it, too, so it's full circle. It's not just, “Hey, no biting.” But there's a learning opportunity there that we could take advantage of. And then families can go home and do it at home. And then there's this beautiful home and school relationship for the child. And you can almost see that change happen much quicker when you have the family and the school working together.

Engaging with families also extends to teaching them about the important role of communication with their infants. Sara explained that sometimes when parents come in and wait for their child she will talk to them about the ELPPF and how it’s improving their teaching:

I told them it's geared towards infant and toddlers. And what we're learning is that it's never too early to do language modeling. Even with infants. And we're learning to just talk, self-talk, parallel talk, even when they're infants. So, we take advantage of every minute that we're with your child, to talk to them and respect them and make them feel safe and build a relationship with them and build trust.



Despite the many positive experiences, she had with ELPFP, Sara and her staff faced challenges during the year, including the logistical challenge of just getting training, making up classes, or getting homework done during the work day. Finding time to fit in the MMCI coursework proved to be the biggest challenge for Sara's staff, particularly some of her newer teachers who were still "kind of getting their feet wet in the field" and found participating in the ELPFP "a little more stressful" than more veteran teachers. Sara also questioned some of the MMCI teaching materials, specifically videos, to be realistic examples of classroom spaces. She shared,

You watch these videos and there's five teachers in a classroom with four kids which, come on. I mean, it's just unrealistic. Reality is you're keeping children and staff in ratios but it's very rare that you have that many adults in the classroom. And, of course, things are going to be beautiful and wonderful and lots of excellent stuff happening. And that just really isn't the reality of what we're dealing with, you know? Where are the screaming children and toys flying across the room?

Sara explained that despite the challenges of time management, "this couldn't have come at a better time in the position I was taking and the lack of knowledge I had in that area. As far as the guts of the material, the book I have sitting in front of me has just been huge." Like many Tier 3 participants, Sara overcame the challenges of participating and saw the positives she would not have otherwise experienced.

TIER 4 CASE STUDY: MARSHA

(7B70AC interview)

Having been an early learning teacher for over 30 years, Marsha is a career educator who has been at the same center for over a quarter of a century, and currently works with children ages two and three. Marsha is the first to admit that it “over the years you get kind of comfortable ... because you know what you’re doing”, but was enthusiastic about participating in the ELPFP as a way to revitalize and deepen her work with children:

It gets me to go to the next level of teaching for the kids. It gets me to stop and think more about the importance of, ‘Do the kids themselves understand me and do I understand them?’ ...and me being able to get them to a higher level and a higher point as to where they should be. It helps me to think outside of the box. It helps me to do more and to put more effort into it.

Marsha’s chosen CQI strategy for Year 4 was Certified Coaching, which she considered an integral part of her ELPFP experience. Despite her multiple years in the classroom, she valued her coach’s feedback and observations, which she felt provided insights into her practice that could only be surfaced through objective observation:

[My coach] was really knowledgeable and in tune to the [CLASS@] tool. She was able to show me different things, pointers as to how I need to critically think about what I’m doing. It’s not that I wasn’t doing it the correct way, but she did show me other little strategies that I could do to better myself and be better for the children.

Marsha was enthusiastic about collaborating with her coach to examine challenges she was facing with meeting the needs of one particular child. Struggling to find a solution on her own, Marsha was losing faith in herself as a professional and had found herself near tears on several occasions. However, working together with her coach to explore factors that might inhibit a child’s language development, they identified potential strategies to engage the student that had a significant impact on the child’s developmental progress, as she described:

I have a little girl that’s in my class, she’s three and she’s not yet making full sentences. She wasn’t talking at all. She was making sounds, but she wasn’t talking. And before [my coach] came in, I was struggling as a teacher to get her to that point to where she can actually use her words. I couldn’t understand how to do that, because I didn’t understand why she’s not talking. It hurt me because I’ve been doing this all my life and I’m wasn’t helping her. When [my coach] came in, right off the bat she was able to look at the situation. She said, “I’m going to pull you up some information,” and I was able to look, ... and able to work with her and now she can call my name. She sees new things and she’ll come and she’ll tell me “star” and she’ll say “square”. She’s so excited!

The culture of Marsha's center is one of professional collaboration. She works closely with a director who "would go above and beyond" to support her teachers. All of Marsha's peers participate in the same professional development opportunities and support one another in implementing the strategies they learn. Like most of the other teachers at her center, Marsha is an experienced Teaching Strategies GOLD® assessor. She describes TSG as "an observational tool to help the kids get to the point where they need to be." Because of her continuous participation in the ELPFP, Marsha has developed a profound understanding of the intersection between assessment tools such as CLASS® and TSG, and how professional development like coaching influences her practice:

We look at [the children's TSG scores] and we integrate that into our lesson plans on a day to day basis and also month to month. We go by concepts from the kids. We get the ideas from the kids of what they like to work on, and that's what we use and we integrate it all... The coaching, the CLASS, it goes along with all of the domains that TSG has. The social, emotional, the physical, the cognitive, the mathematics. It all intertwined together. To me you can't have one without doing the other. It's a plan for that specific child.

Marsha represents a veteran teacher who, through Certified Coaching in the ELPFP, expanded her knowledge, improved her practice, and most importantly, met her children's needs.



TIER 5 CASE STUDY: TAMERA

(MXI320 interview)

Tamera has been a preschool teacher for nearly eight years and is a second-year participant with the ELPPF. As a high school student, Tamera dreamt of being a teacher, and after working a series of odd jobs for several years eventually found a position with a Head Start program.

As a Tier 5 participant this year, Tamera engaged in multiple CQI strategies including Early Learning Florida courses (classroom management and language development), and MMCI training. Her Early Learning Florida courses were selected by the director at her center and “tied in to” the knowledge Tamera gained during her college courses. Like many of her peers at the center who took these courses along with her, Tamera attributed her ability to support students’ language and literacy development to her chosen CQI strategy:

A lot of the stuff we had just fallen away from. We were using a lot of closed-ended questions instead of asking the why's the how's, trying to get the kids to talk more. This year, I've got two that need speech services, but since they're with me instead I'm having to do a lot of modeling language like they said to do in the course. I was having to model the proper way to say a word, so the child could repeat it after me. I had to pull from what I learned in the course and remember how to implement this.

Tamera recalled one particular 3-year-old student who struggled to make sense of the letters in her name. She realized that in the past, she did not always make space and time to acknowledge her students’ individual learning and developmental needs in order to meet them where they were. Changes in her practice reflect the intersection of her new knowledge around classroom management strategies and instructional strategies that, together, create a more positive learning environment for her students:

I thought she was just being stubborn and then I slowed down and watched what she was doing and noticed it wasn't just her being stubborn, ... she was very tensed up. Before I would just feel like, “Oh you can't do it, you can't do it. Move on to the next person.” But I've gone back and instead, I've been working with her through just a letter here, a letter there and just having her piece it all together and then get more comfortable about writing it out... trying to build up her self-esteem so she's more self-reliant and knows that she can do this without having me hold her hand the whole way. It's helping her develop confidence. I've started to figure out how to slow down and take the time to individualize with each child and find out where it is they need more bolstering and provide the time to do that.

Tamera went on to describe specific changes in the ways she and her peers engaged in teacher-student interactions that impacted her students’ social-emotional development as well as their language and literacy:

Sometimes the kids don't know how to use their words, so you have to model for them. We've gotten better about modeling language. For example, instead of saying, "Use your words", actually giving them the words to use like it said to do in the language modeling lesson. Because, a lot of our children just say, "Stop!" But now I'm like, 'No, you need to tell them what to stop doing. Quit it doesn't tell them what you want them to stop doing. Let's working through it together and figure this out.' It is a lot of just slowing down and helping them so they can help themselves.

Utilizing Teaching Strategies GOLD® as an assessment tool enabled Tamera to identify “where the spots are that I need to work on with all my children” and regularly incorporate remediation activities throughout the week in the form of fun learning games:

[TSG has] made a big difference because ... before I was working with another assessment system and you just had to meet this goal for this age group and then that's it, nothing further to do. Whereas Teacher Strategies Gold actually gives me a break down of levels and lets me see where it is that I need to bring my children up in certain areas.

Tamera's story provides the much-needed picture of what continuous professional development that aligned with goals and objectives looks like in practice. Through describing how she connected her learning from Early Learning Florida courses and MMCI into her practice, and then assessing those practices with TSG, she provides an example of what the ELPFP program can achieve for teachers.

Overall Themes of ELPFP Coalition Partners

Because Early Learning Coalitions are considered partners with OEL in the implementation of the ELPFP, the perspective of ELC leadership and staff was integral to determine the impact and effectiveness of the Year 4 program on participating teachers and directors. 20 ELCs participated in focus group interviews for this evaluation (80% response rate), and provided much-needed stories of implementation for the ELPFP. This allowed researchers to further triangulate results and compare with participant narratives from regional and local contexts.

Themes of ELC experiences focused around three areas: (1) The majority of ELCs are now using ELPFP as their main quality improvement lever and integrating this initiative into local quality improvement systems; (2) Coalition capacity continues to be a challenge when providing specific CQI strategies such as Certified Coaching; and (3) Attrition, retention, and completion of CQIS and benchmarks are the biggest challenge for providers.

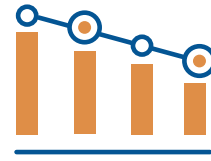
Based on an aggregate analysis of ELC focus groups participant responses:



Most beneficial CQI strategy to improve teacher knowledge:
MMCI I/T, PreK



Most beneficial CQI strategy to improve teacher practice:
Certified Coaching



Least beneficial CQI strategy overall:
Professional Development Pathway



CQI Strategy that was hardest to implement by ELCs:
Certified Coaching



Biggest “A-ha” for ELCs from Year 4:
Tier 4 and 5 providers that chose “No CQI” dropped in scores



Best improvement of Year 4:
ELFL course participant direct enrollment



Biggest challenge of Year 4 implementation for providers:
Retention rates and teacher attrition

ELC CASE STUDY: THE EARLY LEARNING COALITION OF POLK COUNTY

This ELC’s Year 4 experience provides a picture of the challenges, growing pains, capacity and scalability issues of expanding the ELPFP at a rapid pace, and shows specific innovative strategies to alleviate these challenges. Results from the Polk ELC Year 4 experience provide useful ideas and suggestions in order to share structures and solutions regarding provider support, coalition capacity, and quality improvement. Researchers have obtained collective permission from the staff members and leadership of the ELC of Polk County to provide these examples and continue the conversation among ELC partners to further examine quality improvement.

Polk ELC Year 4 ELPFP at a Glance (Based on 2017-2018 WELS Data)

Year 3 ELPFP Enrollment: 59 practitioners enrolled (27 completed)
Year 4 ELPFP Enrollment: 704 practitioners enrolled (339 completed)
Increase in Enrollment from Y3 to Y4: 1049%

	Tier 1	Tier 2	Tier 3	Tier 4	TOTAL #	TOTAL %
Started ELPFP (Aug 2017)	72 teachers 11 providers	237 teachers 46 providers	338 teachers 58 providers	57 teachers 9 providers	704 teachers 124 providers	52% Teacher Turnover Rate*
Finished ELPFP (June 2018)	30 teachers 5 providers	111 teachers 26 providers	155 teachers 35 providers	43 teachers 8 providers	339 teachers 74 providers	40% Teacher Turnover Rate*

* Turnover rate refers to participation in ELPFP, not staff employment. Terms of teachers and providers are reported automatically after a provider opts out or is considered inactive in ELPFP, or a certain percentage of staff turnover occurs per OEL guidelines.

CLASS Tool	Domain	Tier 1	Tier 2	Tier 3	Tier 4
Infant	Responsive Caregiving	72.63%	10.42%	-3.23%	-85.65%
Toddler	Emotional and Behavioral Support	14.83%	4.81%	2.27%	-67.53%
Toddler	Engaged Support for Learning	33.58%	9.95%	14.48%	-70.36%
Pre-K	Classroom Organization	64.46%	15.42%	0.13%	-76.08%
Pre-K	Emotional Support	42.10%	5.89%	1.11%	-86.01%
Pre-K	Instructional Support	101.44%	18.88%	4.75%	-81.39%

Table 44. Percentages of growth in Year 4 CLASS® domain scores for Polk ELC providers

Incentive to make ELPPF the coalition choice for quality improvement

One of the themes in ELC focus groups was that the ELPPF is an initiative that is here to stay, and instead of having a local quality system, many ELCs have integrated the ELPPF design and interventions into their quality improvement system and leverage resources. The Polk ELC worked through this challenge, and determined specific incentives to maintain provider motivation to both enroll in the program, and continue:

We knew that we were going to be transitioning our QRIS program into this. And we wanted all of those [QRIS] sites to go with us... But, we wanted to go county wide with that too, we wanted to get every provider in. I feel like as a county, we had been doing that for years, and there's going to be something tied to all of this.

A program manager at Polk discussed their intentional strategy to enroll significantly more providers in the Year 4, and compensate them:

We started thinking through incentives that came with the program, and we met very closely with OEL, and they were very receptive to a lot of ideas that we threw out there. When we were talking with the providers, we let them know where we were headed down the road. We did give them incentives through an increase in funds aside of what was already in place with OEL. When we first started it was 2% for tier one, because they weren't getting anything, 1% for tier two, and 1% for tier three, in addition to what they were getting. So that was part of the sell, but now there is a quality component tied to that, and there are bench marks and things that you need to go through to be able to receive that funding. And providers responded overwhelmingly. We really presented it in a positive matter, that this was an opportunity for [them] to achieve higher quality and professional development in practice with different supports. Providers finally have more stake in what's happening, and it's not just this thing that's coming down from OEL or from the ELC, that this is what it is and it will help you become a stronger learning center. I think they're finally seeing the vision of it, and what we can actually do for early childhood educators. And they're realizing how it's going to impact their program.

The capacity challenge: choosing CQIs

With the large increase in enrollment, as with all ELCs, the challenge of choosing CQIs for ELPFP providers depended on ELC capacity to provide certain strategies and support providers accordingly. All the Polk ELC staff spoke of the fact that Certified Coaching, which they considered the most beneficial CQI, wasn't possible for any tier because so many providers were enrolled in Year 4. A Polk Coach explained:

We did have to look at capacity as far as the coalition as a whole, what we were able to provide. That was the biggest thing on our end because we can only limit ourselves to so many different things, so we had to look at that and then what different options we could fully support. We looked into two forms of IACET training, and capacity was a big component... Obviously we don't have enough coaches to coach all these providers that want coaching. If they could all do it, they would. Coaching is so vital to improvement for providers, and those relationships are critical for support. There's no way when you have 200, 300, now 400 providers in this program, there's no way to coach them all. And that's something we are really struggling with.

The solution: Communities of Practice (CoP)

As a result of Polk's increase of ELPFP providers in Year 4, several providers experienced challenges and required additional support. Polk's ELPFP attrition rate for practitioners was over 50%, and without coaching as an option, the ELC staff realized that they needed to create a support system that was possible with their limited staff capacity. Thus, Polk decided to implement a Communities of Practice structure with several providers that required targeted, face-to-face support in order to keep them in the ELPFP.

One such group consisted of about 30 new ELPFP practitioners who didn't attain mastery (80% overall in the course) in their first Early Learning Florida course, and were in danger of being dropped from the ELPFP. With OEL's consent, Polk ELC leadership decided to allow these practitioners to retake the course within an intensive Communities of Practice structure in which practitioners and facilitators met for 2 hours per week for 10 weeks (20 hours) during the course. The Polk CoP facilitator for this "Corrective Action" group described this experience:

They weren't happy to be there, they weren't happy to dedicate 10 weeks to us. They didn't understand the whole dynamic of it. But once we got them in there and we introduced them to the COP, and we started team building and building community with protocols, they absolutely loved it. We became such a family so quickly. I think a lot of it had to do with the CoP framework, it wasn't a "let's train you" model. I believe that it was our support and our level of motivation that we gave them and just positive feedback, and our communities agreements...they really got into it. We followed our agendas, but we also did what they needed based on their needs. It was a great approach to learning.

The Polk facilitators that met for 20 hours with this group of practitioners also said this experience opened their eyes to the different learning styles of these practitioners, and they reflected on how this hindered these teachers in the original online course:

Something that I noticed when I was working with those who struggled was, they had a hard time getting what was in their head out and on to the computer, to write it. They knew what they wanted to say, they knew how to verbalize it, but writing it became a big challenge for them. It's things that they do every day, presented in a different fashion, and they didn't realize that they were scaffolding all day long in a classroom. So, when you broke it down in that way, I think they understood it a little better.

At the conclusion of this Corrective Action CoP experience, all practitioners achieved mastery, and both facilitators and practitioners realized how valuable and powerful this experience was:

I think for me it was that combination at the end, and I came in and they all got mastery. And I was on cloud nine, I was wanting to cry. Because of the transparency and the realization that nobody's an expert, that everybody's in it together. That's the secret sauce... everything needs to be done with the CoP model. I just watched them grow and I just watched so many of those "ah-ha" moments. And in facilitating prior COPs, I didn't get as much. This one was out of this world. I can't even describe it. They made us food, they loved us so much, and just put the word out there of how much they loved this.

The success of this CoP structure with Polk providers prompted ELC leadership to implement this CoP structure in other ways, and create innovative, supportive strategies for all their ELPFP practitioners. In Year 4, several Polk coaches and facilitators offered an open CoP, or "office hours" in order to help providers understand benchmarks and provide support with documentation and uploading. These sessions occurred before each benchmark, and providers were encouraged to attend and get group or one-on-one support through dialogue with peers and Polk ELC staff. For the Year 5 ELPFP, Polk is going to implement a CoP around Child Assessment Implementation. Based on evaluation of GOLD® scores from Year 3 and Year 4, the ELC has determined providers need targeted support to implement child assessment tools. However, because Communities of Practice is not an identified CQI for ELPFP, Polk is calling this "Coaching through CoP" with a certified coach:

So for year 5, we're offering as a strategy where it's a Community of Practice based around Teaching Strategies, but we are putting it under the coaching strategy, because it will be group coaching. We are trying to both improve TSG implementation, coach providers directly, and balance that with our capacity.

The Tier 4 slide

All of the Polk ELC staff recognized the challenge to create quality improvement for their highest quality Tier 4 providers and discussed the variables they considered regarding this outcome. With so few providers, the ELC staff questioned whether it was the CQI strategy that did not promote practitioner gain (IACET- approved training), or whether the initial higher CLASS scores made it harder for providers to show growth in these domains. A Polk coach explained:

Those tier fours, we were surprised, and I don't know if it was that particular strategy. There seemed to be way more gains in [tier]ones and twos, a mix in threes, and then a lot decreased in four, and what I wonder is, is it the higher number that's harder to maintain? It's easier to bring up your lower number? So, that was the interesting thing I was thinking about when I looked at that. Most of our Tier 4s chose an IACET strategy, The Mind in the Making, and some parts of CLASS are in there, but it is not significantly focused on teaching. So, yes, I think strategies did impact that tier four's level.

When asked about the obvious challenge of provider retention in the ELPFP and scalability issues with capacity, support and time for reflection, Polk's Program Manager described their collective mindset:

We don't want to discourage providers, especially if we are seeing improvement. Teacher retention is so hard, and we don't want to penalize them for something they can't control. If they didn't fulfill the PFP requirements, obviously of completing mastery of courses or with Teaching Strategies GOLD, we did remove them from participating in ELPFP, we had to. But if it was due to turnover, we would move them locally and continue to work with them with that professional development. We didn't want them to think just because there's turnover, that they weren't still important and worth providing support.

Because of the tremendous growth in the size of the ELPFP from Year 3 to Year 4, the Polk ELC experienced growing pains and learning curves that are representative of many ELCs participating in this initiative, and these dedicated staff provided support, tailored CQIs, and created solutions to capacity problems to the best of their ability with their limited resources and staff. Further investigation of these challenges are recommended to provide the next chapter in this case study, and answer the questions of scalability, funding and capacity within the ELPFP for all ELCs within the state of Florida.



DISCUSSION

This evaluation study examined professional development interventions (CQIs) in the Year 4 ELPFP to determine if early learning provider participation had an effect on: teacher knowledge gain, improvement in teacher-child interactions, improvement in teacher practice, and improvement in direct child outcomes. Data collection from both quantitative and qualitative sources outlined results regarding all tiers within the ELPFP, provided evidence for how the CQIs were experienced by participants, as well as the cumulative impact on providers from program participation.

The results of this evaluation study provided strong evidence of the following positive outcomes from the Year 4 ELPFP:

- The ELPFP provided continuous quality improvement for continued providers who have participated in the ELPFP for more than one year;
- The ELPFP created significant positive effects for lower tier providers (Tiers 1-3) on teacher knowledge, teacher-child interactions, and change in teacher practice;
- The ELPFP significantly improved teacher practice particularly related to skills measured by the CLASS® Toddler Engaged Support for Learning domain, and the CLASS® Pre-K Instructional Support domain for the third year in a row, which are considered the hardest domains for practitioners to master;
- Certified Coaching and MMCI are the most impactful CQIs within the current ELPFP structure, and provided practitioners with the most impact regarding changing teacher practice and improving teacher-child interactions; and
- Direct child outcomes in a sample of children in treatment providers within one ELC showed gains in scores in three domains (Social Emotional, Physical and Cognitive) over children in control providers, and growth rates for children in treatment providers in four ELCs outscored those in control groups in these same ELCs.

There were also results found that provided evidence of the following challenges with the new Year 4 ELPFP design and implementation:

- Higher quality providers (Tiers 4-5) did not show overall improvement with the menu of CQIs offered, and the highest quality Tier 5 providers actually showed a decrease in quality;
- Direct child outcomes in a sample of children in both treatment and control groups showed mixed results, with children in treatment providers (whose teachers are ELPFP participants) scoring slightly lower than children in control providers (teachers who are not in ELPFP); and
- The opt-out rate from Year 3 to Year 4 for providers was 45%, meaning a little less than half of Y3 providers did not re-enroll for Y4; and the attrition rate for Year 4 ELPFP was 31%, meaning of those providers who started the Y4 program, a little over two-thirds completed the program.

These findings were consistent through the entire sample of participants, and results provide support to this study's theory of teacher change, as well as a causal link from quality professional development to increased teacher knowledge, to improved teacher practice and preliminary effects on child outcomes. A limited discussion of these findings will provide further explanation of these outcomes, and also highlight specific areas needed for further investigation to track these results.

IMPROVEMENT IN PROVIDER QUALITY

This year's ELPFP design provided the most benefits for Tier 1, 2, and 3 providers, as well as providers that had participated in previous years of the ELPFP. With teacher-child interactions being considered a strong predictor of program quality and children's readiness for success (Pianta et al., 2009), the ELPFP increased teachers' abilities to improve these interactions through engaging in specified professional development initiatives. As with previous years in the ELPFP, a significant finding in this evaluation was the cumulative impact of participation, which was evidenced by a 64% increase in quality tier from Y3 to Y4 for continued providers, as well as increased gains in the CLASS Pre-K Instructional Support domain for four out of five tiers.

To understand the impact of quality improvement for Tiers 1-3, it's important to note that lower tier providers engaged in two CQIs that have shown previous impact in overall CLASS improvement: MMCI (Infant/Toddler and Pre-K), and Early Learning Florida courses. MMCI and Early Learning Florida are CQIs that have been proven to create positive change in teachers' beliefs, practices, and outcomes with children (Rodgers et al., 2016, 2017). Qualitative descriptive evidence of increased professionalism, director support and understanding, and collaboration with teachers provided the picture of how these gains occurred, and the educational and environmental factors that most contributed to provider gains in quality.

Tier 1 and Tier 2 providers, who showed the most gains of any tiers, are, for the most part, new to the program and have engaged in little if any quality professional development previously. As a result, teachers learned foundational pieces of quality teaching, learning, and child development within a structure that provided support, guided instruction, reflection, and collaboration with peers.

Tiers 1 and 2 had the highest attrition rates, indicating that those who were unable to complete the rigor of the ELPFP, chose to discontinue, thereby leaving those with capacity and dedication within the program.

One notable addition to this year's improvement in scores was the MMCI Infant/Toddler training, which many participants spoke highly of during interviews. As evidenced by the increase in CLASS® scores for both the Infant and Toddler CLASS® tool, this training made significant impact on teachers, and qualitative evidence provided support of learning about the power of language acquisition and modeling with infants and toddlers, as well as the need for teachers to continuously interact with children throughout their day.

Tier 3, which was the largest tier in terms of providers and also had the largest number of new providers to the ELPFP, exhibited a vast array of findings and can be referred to as the "kitchen sink" tier due to the tremendous variation of support, chosen CQIs, and provider knowledge, experience, and background. Therefore, it is difficult to determine specific reasons or factors of impact because of these variations, and results are inconclusive without further investigation. Findings are indicative, however, that providers in Tier 3 are highly motivated and willing to persevere. The majority of Tier 3 providers chose to complete multiple CQIs, with the two most

popular combinations being MMCI + Early Learning Florida courses, and Early Learning Florida courses + Child Assessment Training. This means that these providers had to engage in 20-35 hours of professional development on top of their daily roles as early learning educators. Despite these challenges, Tier 3 had a lower attrition rate (30%) than Tiers 1 and 2, an overall 7.5% increase in CLASS outcomes, and a notable 15% increase in the Pre-K Instructional Support Domain.

It is critical to further investigate Tier 3 providers in future years of statewide quality improvement, because as with children in a classroom, these providers give evidence of what is necessary to support practitioners with variations of teaching skills and specialized knowledge to support child outcomes and provide quality improvement on a large scale for providers, both experienced and new to this initiative.

THE NEW YEAR 4 ELPFP DESIGN: A MENU OF CQIS

While the lower tiers (Tiers 1-2) of ELPFP providers experienced the same design as previous implementation years where specified interventions were required (MMCI and Early Learning Florida), Tiers 3, 4, and 5 had the opportunity to choose from a menu of CQI strategies for Year 4. As a result of this shift in design, several changes occurred. First, the CQI options for Tiers 3-5 were provided based on their level of quality entering the program, and thus, may or may not have participated in the highly valued MMCI training or Early Learning Florida courses. These higher quality providers had the choice of taking multiple CQIs, or not choosing a CQI at all, which diluted the ability to assess the professional development on these providers. Secondly, CQIs varied tremendously in duration, delivery, content, objectives, outcomes, and alignment with CLASS® and GOLD® assessments, and thus, any results of quality gains are inconclusive as CQIs could not be compared, with three exceptions: MMCI, Early Learning Florida courses, and Certified Coaching. These three specific CQIs are research-based professional development strategies that have shown evidence of quality improvement (Rodgers et al., 2016, 2017).

Thirdly, because this menu of CQIs was offered, Certified Coaching was no longer offered for all ELPFP participants as in previous years, where an ELPFP participant engaged in 4 coaching sessions throughout the implementation year. Early Learning Coalitions were only able to provide the CQIs that they could implement with their current staff capacity. Thus, Certified Coaching, while proven to be the most impactful CQI for changing teacher practice and improving outcomes, was only offered by a fraction of ELCs because their limited coaching capacity compared to the abundance of providers in the Year 4 program.

Certified Coaching and MMCI

The most impactful results of this year's CQI menu came from MMCI and Certified Coaching options. However, as evidenced from qualitative evidence, MMCI was easier to implement for ELCs due to previous quality structures already in place and capacity to serve large groups at one time. Many ELCs had MMCI trainers on staff and were able to respond to the increase

in practitioners with this option. However, Certified Coaching was on the other end of the spectrum in regards to quality infrastructures. While Certified Coaching was the most impactful CQI in terms of improving teacher practice, as evidenced by CLASS® results, interviews, and completion surveys, it was also designated as the CQI that was hardest to implement by ELCs. As an example, when asked why they think the absence of coaching across the ELC has impacted CLASS® scores, several ELC staff members responded that the reason the limit of coaching arose was because of limits on the number of CQI strategies per center. If a large center elected Certified Coaching as a strategy, the ELC simply did not have the capacity to deliver that CQI.

In addition to the results on individual CQI strategies, because there were multiple providers that chose multiple CQIs, evidence was gathered regarding the most impactful combination of CQIs.

What combination of scaffolded professional development provided the most learning and improvement for practitioners across domains and tiers?

The answer: MMCI + Certified Coaching.

DOES 'HIGH QUALITY' EQUAL NO IMPROVEMENT NEEDED?

With this new ELPFP design, an important finding was the lack of quality improvement for Tier 4 providers, and the decrease in quality for Tier 5 providers. While there could be several explanations for these outcomes, because this is the first year of having “upper tier” providers within this new model of ELPFP, it is important to note that these results are inconclusive and need further investigation. Based on evidence from participants, several practitioners and ELC staff reiterated that once the score of 5 is achieved for any CLASS domain, there is very little room to grow and show improvement. This outcome has also been researched, providing evidence of the CLASS® tool having a ceiling effect in terms of how much change teachers can achieve in one year on this assessment (Pianta et al., 2014).

In addition, several providers and ELC staff mentioned that without targeted, one-on-one support such as Certified Coaching, in addition to job-embedded professional development, teachers will not understand and implement the nuanced changes that are needed in their instruction to create gains with such a high starting score. Furthermore, if the professional development that these Tier 4 and Tier 5 providers chose did not align with the CLASS® or GOLD® assessment tool, such as the Professional Development Pathway or IACET or OEL-approved training, little or no improvement may be revealed on those particular assessments. And finally, several ELC staff suggested that many Tier 5 providers stated that no improvement was needed or necessary, because they had reached the pinnacle of quality within their learning environments through their own professional development pathways. However, the results stated above

contradict this theory from these providers, indicating perhaps the appropriate type or level of supports has not been adequately identified for these higher quality tiers.

There was also evidence provided in this year's evaluation about the reliability of CLASS® assessments for higher quality providers, the relationship between CLASS® scores and bonuses for improvement, and communication about this new design between ELCs and providers. Several Tier 4 and 5 providers gave anecdotal evidence of the bias in CLASS® observations related to coalitions providing incentives, and how that impacted their outcomes. For example, a Tier 4 director stated:

The coalition actually did our CLASS® observations and used them against us, if that makes sense. They conducted our initial CLASS® observation and then did a monitoring based on our upper-class results, which I thought was a total conflict of interest. That's the whole local control piece that is in the implementation model which doesn't work. I know we were using independent assessors, and I think we really need to think about that again, because no matter how clean you try and make it, there's always gonna be that room for personal bias, depending on if the coalition likes you or not. It really is very clear that coalitions probably should not be the people who do your CLASS® observations, if they're the ones who control your money (KVR1KY, interview).

Another Tier 5 director talked about the need to purposely score low on CLASS® and then have "growing room" in order to receive the financial ELPFP bonus for improvement:

And the first thing [they] tell me is, you don't want to score too high, because they will not give you growing room... you need to keep it at mediocre, so that you have some growing room, so that if something happens on a non-traditional day, when the assessor comes, you won't take that fall or that hit. And then, your funds will go down. Or you won't get your bonus (RFMVJZ, interview).

While this evidence is anecdotal, it portrays the gaps within this system as well as communication gaps between ELCs and providers, and reveals that providers and ELC staff can often have adversarial relationships based on this structure. This relays a need for potential shifts in funding, incentives and assessment to alleviate these concerns for all stakeholders. This could include the removal of the pressure or impetus for growth at these higher tiers, and instead promote the maintenance of quality. Subtle shifts in high quality that are required to hit the top tier may be too discrete and a collapsed higher tier could be more beneficial.

CHILD ASSESSMENTS AND CHILD OUTCOMES

As was mentioned throughout this report and in previous research, the need for child assessment systems is critical to improve teacher practice, as well as increase communication and engagement with families (Committee for Early Grade Success, 2017; Lambert, Kim, & Burts, 2014; Rodgers et al., 2016, 2017). Within the Year 4 ELPFP design, Child Assessment Training and Implementation was both a CQI strategy and an outcome measure, as in Year 3 ELPFP design. Specifically, Teaching Strategies GOLD® was implemented as a child assessment system by the majority of providers, and GOLD® child data was used to determine impact of ELPFP participation on direct child outcomes.

Based on two years of research of this child assessment tool, results are indicative that when implemented with strategic support, proper time and tools, and with adequate resources and technology, teachers believe that GOLD® provides them with much needed information about their children to help guide their instruction. As outlined in the Year 3 ELPFP evaluation report, a specific timeline of implementation for child assessments is needed to provide beneficial results in children's learning, development and growth, and providers must receive support to achieve this goal. However, both providers and ELCs described that the majority of teachers are still not considered reliable with this assessment system, based both on their experience, and by results from GOLD® assessments.

It is important to note, however, based on GOLD® child results from Year 4, that there are pockets of excellence regarding this strategy within the state of Florida, as evidenced by Year 3 and Year 4 ELPFP child outcomes. Analysis revealed that those ELCs that have: (1) implemented the tool for more than 3 years with fidelity; (2) provided continuous, guided support of child assessment implementation through technical assistance and coaching; and (3) consistently monitored and analyzed teacher and child data results, have shown gains in child domain scores and growth scores.

Specifically, ELCs 17, 23, 26, and 28 provided these results, with ELC 28 also providing consistent positive results for two years as evidenced by Year 3's GOLD® child sample (Rodgers et al., 2017). When asked about the continuation of child assessment implementation in the ELPFP structure, a program manager from one of these highlighted ELCs spoke honestly about how child assessments are not supported within this implementation design:

I still don't think the way that the project is designed, I don't think it truly supports these teachers. It's great that they're required to do check-points, but we're still not getting the observations that we need out of it, the quality. I think that's a big component, the connection of doing observations, getting data, and then informing teachers isn't there. And Interrater Reliability (IRR), again, is always a struggle. And I think ELPFP rush them into taking interrater reliability too fast, and it scares them. And, when we looked at the data around interrater reliability, I would still say, out of all the teachers that we have in the system or that are going in the system this year, we might not even have a 20% reliability rate... And, I truly believe that's just because they're required to just go in and put check-points. There's no accountability to be accurate or use the tool properly (DEVW, focus group).

It is also important to remember that with this new ELPFP model in its first year of implementation, the ability of determining significant results in child outcomes from teachers' engagement in professional development is problematic, based on research of improvement initiatives (Borko, 2004; Desimone, 2009; Wayne et al., 2008). As with other results in this evaluation, it is critical to evaluate these results moving forward with larger samples sizes and proven reliability in assessments in order to provide more empirical results.

ATTRITION, RETENTION AND COMPLETION OF YEAR 4 ELPFP

For a longitudinal study where data are collected over two or more points in time, such as the one implemented in evaluating the ELPFP, some attrition always occurs when participants drop out or are removed from the study prematurely. However, the attrition and opt-out rates for the ELPFP are concerning and require more extensive investigation. These concepts of teacher attrition, retention, and program completion are essential to understand when discussing the impact of the Year 4 ELPFP initiative

Tier	Active	Inactive	Opted Out	Total	Attrition Rate
Tier 1	16	6	10	32	50%
Tier 2	126	56	36	218	52%
Tier 3	272	80	38	390	30%
Tier 4	150	21	17	188	20%
Tier 5	14	0	1	15	7%
TOTAL	578	163	102	843	31%

Table 45. Attrition rates for Year 4 ELPFP by Tier.

As Table 45 presents, the attrition rate for providers in Year 4 is over 30% or slightly more than one-third of all providers, and the opt out percentage of providers from Year 3 to Year 4 is over 45%. Out of 843 providers who began the Year 4 program, only 578 providers completed the program. In addition, because of OEL guidelines regarding teacher retention rates to stay active in ELPFP (see Appendix C provider contract), several providers were made inactive from ELPFP just prior to the last June 30 benchmark (according to ELPFP data) because teachers left the center and/or the program. In future implementation of this initiative, a more manageable retention policy for smaller providers can alleviate this unintended consequence, and reward those practitioners based on their individual completion rates.

While there are many theories about why providers opt out, drop out, or are made inactive in the ELPFP, there is no conclusive quantitative evidence. There is anecdotal evidence that points to providers' perceptions of not receiving the support, direction, and technical assistance and coaching they needed in order to maintain quality and stay eligible. ELCS also discussed the need for simpler contract language and benchmarks for lower tier providers, a timeline that does not rush providers to finish benchmarks, and a more streamlined, scaffolded design of choosing professional development, as in previous ELPFP implementation years. What is most needed to truly understand this dilemma is to contact Year 4 providers within the 31% attrition group, and Year 4 providers within the 45% opt-out group and determine the factors that caused these conditions. These investigations could provide insight into necessary supports, strategies, and structures that could prevent providers from leaving the ELPFP program.

LIMITATIONS

ATTRITION

For a longitudinal study where data are collected over two or more points in time, such as the one implemented in evaluating the ELPFP, attrition occurs when participants drop out of the study prematurely. Attrition may introduce bias in the results when the participants that drop out are systematically different from those that stay. For example, if low performing participants drop out, the results would be biased upward. An additional impact of attrition is a loss of statistical power due to the reduction in the amount of data that is available and effective to support complex statistical analyses.

CLASS® ASSESSMENTS

Timing of Post-Observations

All pre-CLASS® observations were completed before CQI strategy work began for all practitioners. However, due to the late program start and overlap of benchmark dates with the post-observation window (benchmark 3 occurred in end of June, 2018, and observation windows occurred from April-June, 2018), many post-observations were completed before practitioners finished their CQI strategy. Most notably, Early Learning Florida courses did not end until June 3rd, while providers could be observed any time between April 1st and June 30th. To compensate for this, the University of Florida moved its observer start dates up to May 1st and many coalitions, especially those with sufficient capacity, scheduled their observations around CQI strategy end dates. To account for this in the evaluation, the University of Florida evaluation team sent out a request to all coalitions asking for each practitioner's strategy end date and received several responses.

Aggregation and Tier Assignment

One limitation of using CLASS composites to assign providers to ELPFP tiers is that high aggregated CLASS scores at the provider level does not indicate that there is a positive relationship between individual teacher CLASS scores and academic achievement of the students within the provider. Making incorrect inferences about individual scores based on group scores is known as "aggregation fallacy". To avoid this fallacy, the evaluation team would use individual teacher CLASS scores and knowledge assessment scores, and student TSG scores to answer the research questions posed in the evaluation contract.

Ceiling Effects

While it is reasonable to expect that higher process quality in providers is related to better child outcomes, and that higher structural quality is related to better process quality, it is also reasonable to expect that there may be a minimum level of quality that needs to be reached before better outcomes are manifested (Le, Schaack, & Setodji, 2015). As we noted above for professional development interventions, this perhaps suggests the more challenging nature of changing instructional support but may also signal that for some teachers, there may be a ceiling effect in terms of how much change they can achieve in one year. Finally, it should also be noted that a considerable limitation of this study is the use of the CLASS® as both the focus of intervention and an outcome measure, a circumstance that could reflect "teaching to the test" (Pianta et al., 2014). The lack of separate and perhaps more independent measures of observed teacher practice is a shortcoming of this work.

MMCI

All MMCI scores were secondary data. The ELPFP evaluation team would have no way accessing scores of providers that were not sent to the research team. The total number of scores received is less than the number of active practitioners selecting this strategy, and the sample received may or may not be representative of all practitioners enrolled in MMCI.

CHILD ASSESSMENTS

The only child assessment data easily acceptable to the ELPFP evaluation team needed to meet the following criteria: (1) Presence of ELPFP providers choosing “Child Assessment Implementation” as a CQI strategy; (2) Providers choosing GOLD® as their assessment tool of choice; (3) Coalitions holding GOLD® subscriptions in 2016-2017; and (4) In 2017-2018; and (5) Signing and returning a consent form for GOLD® to release child assessment data to the evaluation team. Of the thirty coalitions, only six coalitions at this time were confirmed to meet all of the requirements.

GOLD®

A limitation related to the investigation of program effects on child outcomes is due to the change in score scale of GOLD®. As initially proposed, Year 4 GOLD® data were combined with the data collected from Year 3, which led to a collection of child observations from six checkpoints across two years of ELPFP. However, GOLD® expanded its previous platform from B-K to B-3rd in 2017, and this led to changes in the ranges of raw and scale scores (the latter was used in the analysis). Comparing to the previous range of 200 and 800, scale scores from the B-3rd platform range from 0 to 1000. A direct impact of this change in score scales of GOLD® is that child observations from the Year 4 GOLD® (i.e., GOLD® scores) are no longer directly comparable to the scores from Year 3 GOLD®. For example, a scale score of 200 in Year 4 is no longer the minimum scale score as it would be on the scale of Year 3 GOLD. As mentioned in this report, only the child observations from Year 4 ELPFP were used in the final analysis of program effects on child outcomes.

Another limitation is related to the rater effect pertaining to the collection of GOLD® scores. To be specific, child measures were produced based on the rating of children that was done by the corresponding teacher. However, data was not available on whether the teacher was a reliable rater of GOLD®. A possible consequence could be certain teachers tend to consistently assign high or low scores to children, and because there is not an indicator to signify the reliability status, the effect of ELPFP intervention could be confounded. Another possible problem is that, outside of Tier 5, teachers were not required to pass the reliability measure. Better teachers may be more likely to complete the process. It would be important for future evaluation to have data regarding the reliability status of each teacher administering the GOLD®.

CQI STRATEGIES

This year’s ELPFP allows providers to choose among many CQIs, but data on the combination of CQIs chosen as well as the quality or validity measure of each CQI is not available to the evaluation team. Therefore, the evaluation would examine the effects of providers receiving the CQIs without examining whether the effects depend on the quality of CQI implementation. If the quality of CQIs vary greatly from low quality to high quality, this variability may mask any positive effects that high quality CQIs may have.

SAMPLE SIZE

Low statistical power can be due to small sample sizes. The issue of lack of statistical power due to small sample sizes is highly likely to have been the cause of statistically non-significant effect of ELPFP on the some CLASS® domains in tier 1 and tier 5.

KNOWLEDGE ASSESSMENTS

A limitation of the knowledge assessment analysis is that the gain from pre-test to post-test cannot be compared across courses, because the course assessments may have different difficulties, which are unknown. Furthermore, the knowledge assessments analyzed may not have included all eligible participants. Separate organizations implemented the OEL-ELPFP database, WELS database, and Early Learning Florida course participant and user databases, and these were not linked with common teacher identifiers. ELPFP participants identified for inclusion in the study analysis based on user-inputted provider names. Therefore, practitioners who did not include their provider name at the time of registration for Early Learning Florida courses may have been excluded from analysis.

QUALITATIVE INTERVIEWS

A limitation of the Tier 1-5 qualitative interviews was that participation in this study was voluntary, and interviews were not completed in-person, allowing for possible outcomes that researchers could not document, such as body language and eye contact. While the interviews represented geographic diversity, interested practitioners self-selected to be interviewed, and may not be characteristic of all practitioners.

Qualitative Self-Reporting and the Hawthorne Effect

A key limitation to qualitative data was the power dynamic of the researcher-participant relationship, which may contribute to the Hawthorne Effect, in which participants believe their performances were changed because they were being interviewed and observed regarding those changes. To alleviate this effect, all interviews were conducted by research team members who did not have previous relationships with participants, and challenging data regarding lack of positive improvement was included in analysis. All interviews and correspondence were scheduled at participants' convenience, and trust and rapport established as much as possible by providing resources and words of encouragement and appreciation during interviews and meetings.

Self-Reporting

A second limitation stems from the self-reporting of information from all participants. There was no externally reliable data to show whether teachers were doing what they reported in their classrooms with the exception of CLASS® observations, which were not aligned with several interventions measured in this study such as implementation of practices and child-based assessments. This study was concerned with the experiences and challenges faced by ELPFP stakeholders, and thus depended on personal feedback through interviews and the integration and testing of ideas presented within the literature on early childhood teacher professional development.

RECOMMENDATIONS FOR FUTURE QUALITY IMPROVEMENT IMPLEMENTATION

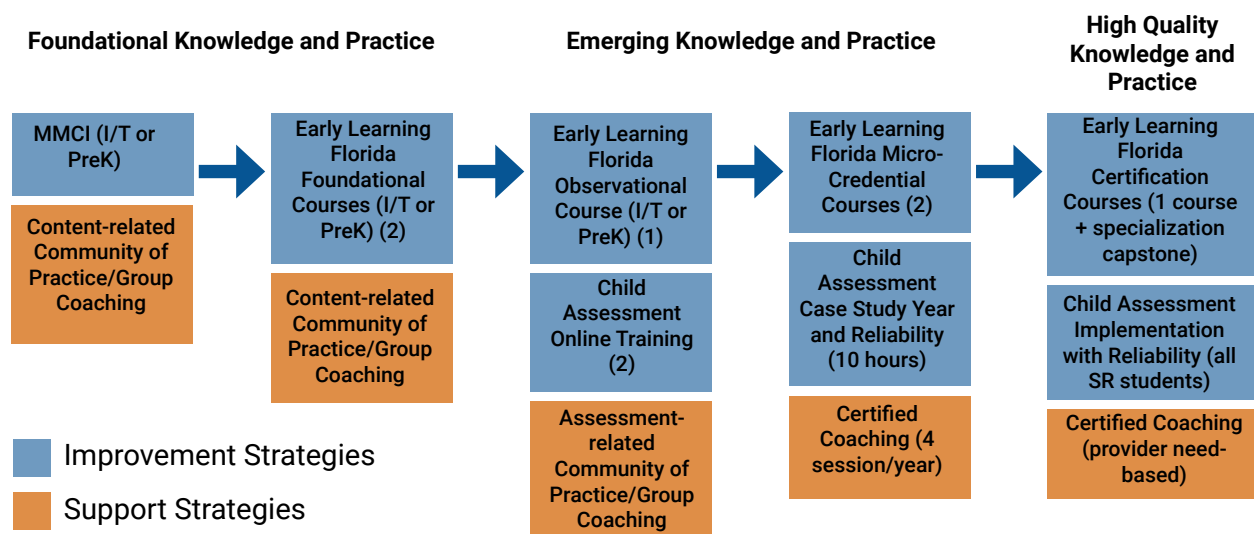
After careful confirmation with stakeholders across the state through multiple rounds of feedback, member-checking and triangulation of data, researchers have created high-impact recommendations for future implementation of quality initiatives through identifying specific improvements to program structures, professional development strategies, and data processes. It should be noted that due to the timeline of the completion of this evaluation and the start of the final year of ELPFP implementation (2018-2019), recommendations are post-programmatic and therefore provided for general systems improvement.

ELPFP Structure

The ELPFP, in its current design, has meaningful impact on lower tier providers and results in significant improvements and outcomes. However, it is important to identify the most effective supports and quality levels for improving and maintaining higher quality for Tier 4 and 5 providers because these are the programs receiving the most financial incentives. Based on feedback from participants as well as empirical evidence of improvement from specific interventions, the following ELPFP structure is presented for future consideration to ensure all levels of early learning are engaging in quality professional development that is targeted, supported, and manageable for their success.

This structure is presented by provider participation level from beginning to advanced, without tiers or quality requirements, and assumes that the combination of cumulative, scaffolded job-embedded professional development and targeted support creates ELPFP intended outcomes, based on this cumulative evaluation (Rodgers et al., 2016, 2017).

Structure by Participation*



Note: *This structure assumes that providers will require foundational learning as in previous ELPFP models. For continued providers, the Professional Development Pathway can also be chosen as an option to promote career advancement once foundational requirements are met.

In order for these structures to effectively support practitioners, the following changes and/or additions need to occur within ELPFP CQI options:

Communities of Practice must be offered as a CQI option to provide group coaching.

All participants agreed that a Community of Practice structure provides support, collaboration, differentiated instruction and understanding to practitioners. Several ELCs used this strategy to provide extra time and different instructional methods for those programs that are most struggling in the ELPFP, with positive results. As evidenced in the Polk ELC Case Study, a community of practice could provide “group coaching” and help ELCs alleviate the capacity challenge of providing certified coaching to participants. While it would be ideal to provide coaching to every participant as in previous ELPFP structures, the challenge of ELC capacity, and financial and geographic scalability prevents this from occurring on a statewide level. Thus, CoP provides an alternative for these providers, and will help retain providers in the future.

Professional Development Pathway must be more specified and geared towards improvement in instruction.

The options within the PDP have no specific alignment with CLASS® assessments or CLASS® framework or Child Assessments, and thus do not provide targeted improvement towards teacher-child interactions and instructional practice. Coursework chosen for the CDA or degree pathways should be aligned with CLASS® and ideally GOLD® to provide a validity measure. PDP should only be chosen as an additional CQI, and quality assessments for this intervention must also align with coursework being completed for these credentials and degrees.

Child assessment training and implementation must occur at a methodical pace, and require reliability for all practitioners before implementation.

Based on findings from Year 3 and Year 4 ELPFP evaluations, and research literature from quality assessment systems, there are clear indications that implementation of any assessment system takes more than one year of implementation, and often requires three or more years in order to create fidelity of implementation and reliability of outcomes. The following recommendations for providers initiating implementation are:

Year One: This first assessment implementation year after training and reliability testing should be considered a practice year, in which reliability in child assessment is achieved, verified (a system should be in place to monitor and support attempts at certification and fidelity after certification), and supported. Teachers and administrators need to use observations and tools to practice and create a case study of 3-5 children and compare results with other ELCs using the tools. Year One assessment data should still be considered unreliable due to lack of use and understanding of implementation.

Year Two: This second year of assessment implementation should be used as an apprentice year, in which teachers and administrators use the tool to observe and monitor children, but still receive continuous support through coaching and professional development on analyzing the data throughout the year. While these assessments can be used to inform instruction, Year Two data should still be considered practice, and consistently analyzed for verification of outcomes with other assessment tools (such as environment assessments and classroom assessments, such as the CLASS® framework).

***Attainment of reliability must be a requirement by the end of Year Two.**

Year Three: This third year of assessment implementation becomes valid and reliable in terms of data gathering and analysis, and therefore teachers and administrators can learn to use this information to create lesson plans, use specific tools to inform children’s instruction based on reporting, and predict future learning needs of children based on analysis and comparisons of data.

ELPFP Data Processes

Based on triangulation data and analysis, the evaluation research team has determined improvements in data processes for future years of program implementation. These processes may occur at the provider, ELC, or state agency level.

Share ELPFP data with providers.

All stakeholders requested that all ELPFP quantitative measures are able to be accessed by providers in order to promote quality improvement. Recommendations include:

- Providers have access to all child assessment scores (GOLD®) and reports from ELCs; and
- CLASS® outcomes should be provided to participants within 30 days of observations in order to allow providers time and capacity to design and implement quality improvement efforts.

Improve data processes and linkages within Florida’s Early Learning Systems.

As a statewide program, the use of technology and electronic submissions are imperative for ensuring that the ELPFP is a far-reaching, scalable system. Electronically linking these components would allow not only for more robust data collection and evaluation but could also alleviate many capacity challenges stakeholders face.

- The CLASS® score database (WELS) and OEL provider portal listing of active, participating providers and classrooms should be electronically linked to ensure program quality. An accurate representation of classrooms would also allow for a CLASS® composite to be conducted and allow more providers to participate in ELPFP;
- Common identifiers should be used for providers, classrooms, and teachers across all professional development options in ELPFP to better triangulate data and assess more precisely the most impactful components of the intervention; and
- Continuing development and sophistication of a centralized professional development registry is needed to further link all PD activities. A comprehensive registry could allow more flexibility in PD pathways and alleviate stakeholder capacity challenges and mismatched goals and outcomes.

IMPLICATIONS FOR FUTURE RESEARCH

As previously stated in this report, it is critical to evaluate this Year 4 ELPPF design further to substantiate any relevant findings with more credible data and analysis. The results presented in this report provide a window into a systemic statewide professional development reform initiative and suggest areas where current practices and structures could be strengthened.

A number of lessons can be gleaned from this evaluation study on all levels of this systemic approach to learning and these results support themes in current professional development research, including:

- The importance of valuing teachers and their time and effort;
- The need for creating systemic capacity to provide quality professional development and the support to transfer that knowledge into quality teaching practices;
- The importance of consistency in instruction and implementation while still respecting contextual differences;
- The need for alignment of initiative goals, resources, and evaluation at all levels of implementation;
- The emphasis on providing follow up, and continuous reflection and evaluation to inform development and create institutionalization of practices; and
- The importance of systems-level buy-in, support, and development to achieve educational objectives for all stakeholders (Darling-Hammond, Wei, Andree, Richardson & Orphanos, 2009; Fullan & Hargreaves, 2016; Garet, Porter, Desimone, Birman & Yoon, 2001).

Implications for future research both within future ELPPF evaluations and in other early childhood professional development initiatives are extensive. Many topics merit further investigation, including:

1. The continued investigation and identification of promising practices of technical assistance and early childhood coaching that help create teacher and provider improvement in instructional outcomes, and the impact of a certified coaching model on teacher practice and improvement in children's learning;
2. The need for investigation of different coaching methods and models, such as virtual coaching, group coaching, communities of practice and peer coaching to provide support for practitioners that work within system constraints of capacity and funding;
3. The examination of the relationship between provider "culture" (collaborative vs. compliance-based, reflective vs. evaluative) and teacher learning and implementation of new instructional practices;
4. The elements of online learning that create the most beneficial outcomes for teachers with regard to child-based outcomes; and
5. The impact of providing director leadership capacity and training in conjunction with teacher professional development to create quality instructional leaders within early learning classrooms.

CONCLUSION

The Year 4 Early Learning Performance Funding Project created a significant, positive impact on quality of programs serving Florida's children at greatest risk of school failure. Findings indicate that specified, targeted interventions create improvement in teacher knowledge, teacher-child interactions and teacher practice for lower tiered providers. Findings also indicate that for higher quality tier providers, the powerful combination of job-embedded professional development paired with certified coaching moves the needle to create quality improvement in areas where growth is currently limited. Researchers recommend more evaluation on this new ELPFP design to verify these outcomes, provide explanations to draw meaningful conclusions of the impact of this initiative, and determine specific professional development supports for high quality providers to maintain levels in a scalable, successful model of statewide quality improvement.

Educational research is so often about the scores, the variables, and the outcomes, which are directly tied to funding and inputs, but often overlooks the voice of teachers and the needs of children. When engaging in this research, researchers were encouraged to find that teachers spoke with confidence, professionalism, and pride about participation in this initiative. Though challenges were evident views were positive and in some cases transformational. One story that stuck out the most was about a provider in their second year of ELPFP participation and served homeless children. The ELC program director described this center with pride:

We've been talking about a site a lot lately, and I think this is a huge PFP success story. From the start, this site has 57 of our homeless children there. When they started with us, it was pretty dismal, and we did our own quality evaluation with them. And then they joined the ELPFP, and I'm telling you, the center, you would walk in, you would be like 'I can't believe this is for our homeless population.' They were in the PFP last year, and when I walked back in there, [the director] took all the [PFP] money and remodeled the whole site. I was so impressed with her. And she's working hand in hand with her teachers. And they are learning and growing, and it shows with the children. This is a site that's serving our most needy, most forgotten population, and it looks like every center should look like, and more importantly, it's providing quality learning (DEVW, focus group).

It is our hope that as this research is analyzed, interpreted and discussed, it creates a larger conversation based on equity and excellence in implementation, and provides the springboard for further educational opportunity and advancement of Florida's early childhood educators.

REFERENCES

- Barnett, S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *NIEER Preschool Policy Matters*, (2).
- Borko, H. (2004). Professional development and teacher learning: mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Buyesse, V., Winton, P., & Rous, B. (2009). Reaching consensus on a definition of professional development for the early childhood field. *Topics in Early Childhood Special Education*, 28(4), 235-243.
- Cassidy, D.J., Hestenes, L.L., Hansen, J.K., Hegde, A., Shim, J., & Hestenes, S. (2005). Revisiting the two faces of child care quality: Structure and process. *Early Education & Development*, 16(4), 505-520.
- Committee for Early Grade Success. (2017). *Recommendations for a coordinated early child assessment system in Florida*. Gainesville, FL: UF Lastinger Center.
- Cresswell, J. W. (2003). *Research design. Qualitative, quantitative, and mixed methods approaches*, 67.
- Curby, T.W., LoCasale-Crouch, J., Konold, T.R., Pianta, R.C., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2009). The relations of observed PreK classroom quality profiles to children's achievement and social competence. *Early Education and Development*, 20(2), 346-372.
- D'Amour, A.C. (2008). *The relations among childcare provider education, neighborhood poverty, and the quality of childcare classrooms (unpublished doctoral dissertation)*. Retrieved from <http://drum.lib.umd.edu/handle/1903/3>.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession*. Washington, DC: National Staff Development Council.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38, 181-199.
- Dichtelmiller, M. (2011). *The power of assessment: Transforming teaching and learning*. Washington, D.C.: Teaching Strategies.
- Early, D. M., Maxwell, K. L., Ponder, B. D., & Pan, Y. (2017). Improving teacher-child interactions: A randomized controlled trial of Making the Most of Classroom Interactions and My Teaching Partner professional development models. *Early Childhood Research Quarterly*, 38, 57-70.
- Flick, U. (2009). *An introduction to qualitative methods*. California: Sage.
- Florida Office of Early Learning. (2016). Program description, Early Learning Performance Funding Project, 2016-2017. Retrieved at <http://www.floridaearlylearning.com>

Florida Office of Early Learning. (2017). Program description, Early Learning Performance Funding Project, 2017-2018. Retrieved at <http://www.floridaearlylearning.com>

Fukkink, R., & Lont, A. (2007). Does training matter? A meta-analysis and review of caregiver training studies. *Early Childhood Research Quarterly*, 22, 294-311.

Fullan, M., & Hargreaves, A. (2016). *Bringing the profession back in: Call to action*. Washington DC: Learning Forward.

Garet, M.S., Porter, A.C., Desimone, L., Birman, B.F., & Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915-946.

Gelman, A., Carlin, J. B., Stern, H. S., Dunson, D. B., Vehtari, A., & Rubin, D. B. (2014). *Bayesian data analysis* (Vol. 2). Boca Raton, FL: CRC press.

Girolametto, L., Weitzman, E., & Greenberg, J. (2003). Training day care staff to facilitate children's language. *American Journal of Speech-Language Pathology*, 12, 299-311.

Glesne, C. (2006). *Making words fly: Developing understanding through interviewing*. *Becoming qualitative researchers: An introduction*, 3.

Hamilton, L., McCaffrey, D., Stecher, B., Klein, S., Robyn, A., & Bugliari, D. (2003). Studying large scale reforms of instructional practice: An example from mathematics and science. *Educational Evaluation and Policy Analysis*, 25(1), 1-29.

Hatch, J.A. (2002). *Doing qualitative research in education settings*. Albany, NY: SUNY Press.

HighScope Educational Research Foundation. (2003). *COR information for decisions makers*. Ypsilanti, MI: HighScope Press.

Kontos, S., & Wilcox-Herzog, A. (1997). Teachers interactions with children: Why are they so important? *Young Children*, 52(2), 4-12.

Lambert, R.G., Kim, D.-H., Taylor, H., & McGee, J.R. (2010) *Technical manual for the Teaching Strategies GOLD® assessment system*. Charlotte, NC: University of North Carolina, Charlotte.

Lambert, R. G., Kim, D. H., & Burts, D. C. (2014). Using teacher ratings to track the growth and development of young children using the Teaching Strategies GOLD® assessment system. *Journal of Psychoeducational Assessment*, 32(1), 27-39.

Le, V. N., Schaack, D. D., & Setodji, C. M. (2015). Identifying baseline and ceiling thresholds within the qualistar early learning quality rating and improvement system. *Early childhood research quarterly*, 30, 215-226

Mayer, D.P. (1998). Do new teaching standards undermine performance on old tests? *Educational Evaluation and Policy Analysis*, 20, 53-78.

Mashburn, A.J., Pianta, R.C., Hamre, B.K., Downer, J.T., Barbarin, O.A., Bryant, D., & Burchinal, M. (2008). Measures of classroom quality in pre-kindergarten and children's development of academic, language, and social skills. *Child Development, 79*(3), 732-749.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage Publications.

National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. Washington, DC: National Academy Press.

Neuman, S., & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal, 46*(2), 532-566.

Neuman, S. B., Roskos, K., Vukelich, C., & Clements, D. (2003). *The state of state prekindergarten standards in 2003*. Ann Arbor, MI: CIERA.

NICHD Early Child Care Research Network. (2002). Child care structure-process-outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science, 13*, 199-206.

Peisner-Feinberg, E., Burchinal, M., Clifford, R., Culkin, M., Howes, C., Kagan, S., et al. (2001). The relation of preschool child-care quality to children's cognitive and social developmental trajectories through second grade. *Child Development, 72*, 1534-1553.

Pianta, R.C., Barnett, W.S., Burchinal, M.R., & Thornburg, K.R. (2009). The effects of preschool education: What we know, how public policy is or is not aligned with the evidence base, and what we need to know. *Psychological Science in the Public Interest, 10*(2), 49-88.

Pianta, R. C., DeCoster, J., Cabell, S., Burchinal, M., Hamre, B. K., Downer, J., ... & Howes, C. (2014). Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. *Early Childhood Research Quarterly, 29*(4), 499-508.

Putnam, R.T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher, 29*(1), 4-15.

Rodgers, M.K., Leite, W., Ye, J., Gilliam, W., Glaser, L., & Thorman, A.; (2016). *Early Learning Performance Funding Pilot Project: Final Evaluation Report 2015-2016*. Tallahassee, FL: Florida's Office of Early Learning.

Rodgers, M.K., Leite, W. L., Hagler, N., Zhou, S., He, J., Qiu, Y., Glaser, L., Thorman, A., Reyes, C., Hurley, L. (2017). *Early Learning Performance Funding Project: Final Evaluation Report 2016-2017*. Tallahassee, FL: Florida's Office of Early Learning.

Sabol, T.S., Soliday-Hong, S.L., Pianta, R.C., & Burchinal, M.R. (2013). Can rating Pre-K programs predict children's learning? *Science, 341*, 845-846.

Sheridan, S., Edwards, C., Marvin, C., & Knoche, L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education Development, 20*(3), 377-401.

Smith, S., Robbins, T. A., Schneider, W. J., Kreader, J. L., & Ong, C. (2012). *Coaching and quality assistance in quality rating improvement systems: Approaches used by TA providers to improve quality in early care and education programs and home-based settings*. New York: National Center for Children in Poverty.

Supovitz, J.A. (2001). Translating teaching practice into improved student performance. In Furhman, S. (Ed.), *From the Capitol to the classroom: Standards-based reform in the states. 100th Yearbook of the National Society for the Study of Education, Part 2* (pp. 81-98). Chicago: University of Chicago Press.

Teaching Strategies. (2013). *Teaching Strategies GOLD®: Birth through kindergarten touring guide*. Washington, DC: Teaching Strategies, Inc.

Teachstone. (2016). CLASS assessment guide. Retrieved at <https://www.teachstone/class>

Wayne, A., Yoon, K.S., Zhu, P., Cronen, S., & Garet, M. (2008). Experimenting with teacher professional development: Motives and methods. *Educational Researcher, 37*(8), 469-479.

Weglinski, H. (2002). How schools matter: The link between teacher classroom practices and student achievement performance. *Education Policy Analysis Archives, 10*. Retrieved September 10, 2015, from <http://epaa.asu.edu/eppa/v10n12/>

Winterbottom, C., & Piasta, S. (2015). Does accreditation matter? School Readiness rates for accredited versus nonaccredited child care facilities in Florida's Voluntary Pre-Kindergarten program. *Journal of Research in Childhood Education, 29*, 60-72.

Zellman, G. L., Perlman, M., Le, V. N., & Setodji, C. M. (2008). *Assessing the validity of the Qualistar early learning quality rating and improvement system as a tool for improving child-care quality*. New York: Rand Corporation.

APPENDIX A

YEARS 1-3 SUMMARIES AND FINDINGS

Year 1 (2014-2015) Description of Program

Florida's Early Learning Performance Funding Pilot Project (ELPFPP) began in 2014, designed to achieve the following: (1) create a funding differential to provide incentives for programs serving high-needs populations; (2) create professional development interventions to significantly improve teacher quality; and (3) incorporate a research-based observational system to measure teacher interactions with children. In year one of the ELPFPP implementation, 200 providers were selected as the "treatment" group from specific criteria and required to improve school readiness outcomes through tiered interventions, and 200 providers were selected as the "control" group and did not receive these interventions but were provided incentives for their participation. The Florida Center for Reading Research (Florida Center for Reading Research, 2015) was commissioned to conduct evaluation of this pilot year (2014-2015), and these findings can be obtained by contacting the Florida Office of Early Learning.

Year 2 (2015-2016) Findings

Based on the stated objectives of OEL's 2015-2016 ELPFPP Implementation Logic Model (Rodgers et al., 2016), the UF Lastinger Center research team created a research plan to align with the data collection instruments and measurements to determine if these proposed outcomes were achieved. Specifically, these investigations focused on whether early learning provider participation in the ELPFPP had a positive impact on: (1) teacher knowledge; (2) teacher-child interactions; (3) teacher implementation of effective teaching practices; (4) classroom climate; and (5) teacher use of curriculum-based child assessments.

FINDINGS SUMMARY:

ELPFPP sites improved program quality for 14,733 children who received school readiness funds. Over 1,300 teachers from 275 early learning providers improved program quality, teacher-child interactions, and their skills and knowledge in educating young children.

IMPACT ON TEACHER KNOWLEDGE GAIN as measured by Early Learning Florida course pre- and post-knowledge assessments:

- 43% average increase in teacher knowledge for Infant-Toddler courses
- 23% average increase in teacher knowledge for Preschool courses

IMPACT ON TEACHER-CHILD INTERACTIONS: Teacher-child interactions significantly improved for participants in the ELPFPP, as measured by the Classroom Assessment Scoring System (CLASS®).

- 23% average improvement in program quality for ELPFPP providers

IMPACT ON TEACHER PRACTICE AND COLLABORATION IN THE CLASSROOM as measured by Early Learning Florida course completion surveys and stakeholder qualitative interviews:

- Teachers indicated that the ELPFPP had a significant positive impact on their practice and collaboration with peers
- 88% of teachers reported a positive change in teaching practice as a result of participating in the ELPFPP
- 87% of teachers collaborated with other colleagues when implementing new teaching strategies
- 72% of teachers indicated they are able to easily implement the new strategies into their classrooms on a daily basis

CHALLENGES OF YEAR 2 IMPLEMENTATION as measured by qualitative stakeholder interviews and Early Learning Florida course completion surveys:

- Teachers reported challenges such as lack of technology access or expertise, lack of time for implementation and understanding, and lack of organizational support regarding the implementation of child-based assessments
- ELC leadership focus groups voiced challenges such as ELC lack of staffing capacity to implement ELPFPP strategies, lack of input regarding provider selection and support, and lack of oversight regarding ELPFPP guidelines and funding as obstacles for both provider and ELC success
- Teacher attrition rates for the ELPFPP program were significant, with over 30% of teachers who started the 2015-2016 year leaving or being dropped from the program

Year 3 (2016-2017) Findings

FINDINGS SUMMARY:

Direct impact on child outcomes:

A sample of Tier 3 children's growth and development was measured over the course of the 2016-2017 year:

- Child assessment scores showed teacher participation in the ELPFP is correlated with significant positive effects on children's social-emotional, physical, language, and cognitive growth and development. Children in ELPFP providers' classrooms demonstrated an average growth rate 23% higher than children not in a ELPFP provider's classroom. This means that these children made more gains in less time than their peers who did not attend ELPFP sites.

Impact on program quality:

Teacher-child interactions are the strongest predictor of program quality and children's readiness for success.

- Program quality, as measured by teacher-child interaction scores, showed significant increases in each tier.
- Teacher-child interaction scores improved annually as a result of participation in the ELPFP, highlighting the significant cumulative impact on a program over time; this is evidenced by scores increasing by as much as 79%.

Impact on teacher knowledge:

Gains in teacher knowledge is an important predictor for improving practice. The required professional development substantially improved teacher knowledge.

- Teacher knowledge improved by 26% with just one year of participation in the ELPFP in the [MMCI training].
- Teacher knowledge improved more significantly after two years of participation in the ELPFP, with scores increasing as much as 82%. [Early Learning Florida courses].

Impact on teacher practice and collaboration in the classroom:

In teacher qualitative interviews and completion surveys, teachers provided evidence of impact from ELPFP participation.

- Over 90% of teachers reported Early Learning Florida courses were extremely useful in providing strategies for teaching ALL children, including those with special needs, dual-language learners, and high-needs populations, as well as creating learning partnerships with families. The research reported a particular impact on teacher's skills to support children's language and literacy development.
- All Tier 3 participants reported that the certified coaching they received was significantly beneficial to their teaching practice.
- 85% of Tier 2 and 3 teachers reported they collaborated with other teachers when implementing practices learned.
- 80% of teachers reported course content and strategies were extremely useful in their daily instructional practice.
- Over 80% of Tier 2 and 3 teachers reported interest in taking additional professional development and career advancement.

Stakeholder successes and challenges with ELPFP implementation:

Overall themes of positive stakeholder experiences from the ELPFP Year 3 experience were:

- Overall program quality improvement from ELPFP interventions
- Increased professionalism of teachers and providers
- Improvement in language and literacy for teachers and the children they serve

Participants reported that they would have benefitted more from the initiative with:

- More time, training, support, and accountability for implementing a child assessment system
- More compensation to continue career advancement
- ELPFP structures to promote teacher retention
- ELPFP to include leadership capacity building with teachers and directors
- Support for early learning coalitions to increase capacity for implementation and communication support
- Expanded access for more programs to participate in the ELPFP

CONCLUSION

The Early Learning Performance Funding Project is having a significant, positive impact on quality of programs serving Florida's highest need children. This investment holds great promise for expanding access to high quality programs in the future.

APPENDIX B

RESEARCH THAT SUPPORTS UNDERLYING THEORY OF CHANGE

Research on Early Childhood Educational Quality and Child Outcomes

Multiple studies confirm classroom quality predicts positive developmental and academic outcomes for children (Barnett, 2011; Curby et al., 2009; Mashburn et al., 2008; Pianta, Barnett, Burchinal, & Thornburg, 2009; Sabol, Hong, Pianta & Burchinal, 2013). For example, The NICHD Study of Early Child Care and Youth Development (2007) is a seminal study that examined children's experiences in early education settings and elementary schools across the country. After examining the educational experiences of over 1,300 children who were followed from birth through ninth grade academic year, researchers determined that quality interactions were a major component of successful educational outcomes, and specifically identified how teachers interacted with children as the main contributor to that quality (NICHD, 2007). Furthermore, targeted professional development helps teachers improve how they interact with children, leading to better child outcomes (Curby et al., 2009; Mashburn et al., 2008).

Quality of early child care programs can be discussed as structural quality and process quality. (Winterbottom & Piasta, 2015). Structural quality are elements that are evident in the environment and can be easily regulated by state or regulatory licensing, but are not necessarily dependent of human interactions (Cassidy et al., 2005; Winterbottom & Piasta, 2015). Factors such as teacher-child ratios and health and safety issues fall into this category. Process quality, however, requires human interaction, and targets specific teacher-child interactions and activities (Cassidy et al., 2005). Mashburn et al. (2008) indicates that the quality of teacher-child interaction in prekindergarten programs was a better predictor of children's school readiness than structural classroom quality. Process quality is considered more critical because it influences children more directly (Zellman, Perlman, Le, & Setodji, 2008).

A growing body of research has outlined positive relations between children who attend high quality preschools and higher academic performance and outcomes (NICHD ECCRN, 2003). The NICHD study of early child care (2003), found that high quality child care was significantly associated with cognitive development and language development. Children in high quality child care programs have been shown to have better language skills than children in lower quality preschools (Winterbottom & Piasta, 2015). Evidence from other studies (D'Amour, 2008; Peisner-Feinberg et al., 2001) also indicates that high-quality early childhood programs are beneficial for the cognitive and language development of children in high-needs environments, and these gains have been shown to continue in later school years.

Teacher Professional Development in Early Childhood Settings

Educational research has identified the continuing development and learning of teachers as key to improving the quality of educational programs in the United States (Desimone, 2009; Putnam & Borko, 2000), and, as a result, creating effective professional development for educators has become integral in transforming all levels of education (Darling-Hammond, Wei, Andree, Richardson & Orphanos, 2009; Garet, Porter, Desimone, Birman & Yoon, 2001). Professional development is especially important for those teaching the youngest and most high-need children in early learning environments. Research links quality teacher education to children's positive early experiences and later success in schooling (Barnett, 2003; Neuman & Cunningham, 2009; Sheridan, Edwards, Marvin & Knoche, 2009).

Due to varied levels of education, training and experience of early childhood teachers, there is a growing call in early childhood literature to determine what professional development experiences produce the highest quality early learning programs (Neuman, Roskos, Vukelich & Clements, 2003). Priorities include the importance of “teacher or caregiver-child interactions that are emotionally supportive, responsive to children’s individual and developmental needs, and rich in their provision of support for children’s exploration and understanding of new concepts” (Smith, Robbins, Schneider, Kreader & Ong, 2012, p. 4). Thus, professional development for early childhood educators should facilitate the acquisition of specific learning and social-emotional competencies in young children (Sheridan, Edwards, Marvin, & Knoche, 2009).

A synthesis of studies examined the connections between program characteristics and environmental quality in early childhood settings, and found that teachers with more education and specialization in early childhood development had higher quality programs and engaged children in best practices (Fukkink & Lont, 2007). Kontos & Wilcox-Herzog (1997) showed that teachers showed positive gains from professional development in the domains of roles (socializing, encouraging play, managing misbehavior); sensitivity (being responsive, not harsh or detached); and teacher talk (frequency and quality of verbal support and stimulation). Other studies (Girolametto, Weitzman, & Greenburg, 2003; Rhodes & Hennessy, 2000) showed a dramatic increase in children’s language production as well as intensification of children’s play after teacher training. There is also evidence that indicates the importance of connecting early childhood content and context in teachers’ professional development, and researchers suggest that professional development should occur in the learning context of teacher practices in their classrooms, and not at off-site workshops or trainings (Neuman & Cunningham, 2009). However, there is a growing consensus that existing early childhood professional development efforts at the national, state, and local levels are fragmented at best (Buyesse, Winton & Rous, 2009; Institute of Medicine and National Research Council, 2015; Winton & McCollum, 2008), and professional learning within teacher practice in early childhood classrooms is almost non-existent (Fukkink & Lont, 2007).

Quality Professional Development Research and Design

Numerous studies have documented a causal link between improved teacher practice and improved child outcomes (Desimone, 2009; Hamilton et al., 2003; Mayer, 1998; Supovitz, 2001; Wenglinsky, 2002):

1. Teachers experience effective professional development.
2. Professional development increases teachers' knowledge and skills and/or changes attitudes and beliefs.
3. Teachers use their new knowledge, skills, attitudes and beliefs to improve the content of their instruction or their approach, or both.
4. The instructional changes foster increases in student learning.

Based on this conceptual framework for studying teachers’ professional development (Desimone, 2009), specific design features are critical to quality professional development intervention research. First, the issue of what treatment being studied in professional development interventions rests on two theories, the theory of instruction and the theory of teacher change. Theory of instruction is the link between the specific kinds of teacher knowledge and instruction (a specific set of instructional practices) emphasized in the professional development, and the expected changes in child outcomes. Theory of teacher change examines the features of the professional development that will promote change in

teacher knowledge and/or practice including its theory about the assumed mechanisms through which features of the professional development are expected to support teacher learning (duration, span, elements of activities, and intermediate teacher outcomes). This model also operates using classroom context as an important mediator and moderator (Desimone, 2009).

Secondly, professional development research needs to address what should be measured, and how and when those outcomes should be measured (Supovitz, 2001). The “what” examines specific alignment between approaches of instruction. The “how” examines specific methodologies, such as observations, surveys, interviews and direct assessments to determine the alignment between the content of what is taught in the classroom and the changes in both teacher and student performance; and the “when” must allow for sufficient time between the professional development intervention and the measurement of the professional development impact. Therefore, during implementation years (when teachers are receiving interventions), studies should focus on increases in teacher knowledge and changes in teacher attitude, beliefs, and practices (Borko, 2004; Desimone, 2009; Wayne et al., 2008).

Together, this research highlights key assumptions that underlie our research for this evaluation, which are: (a) early childhood education programs that are characterized by stimulating and supportive teacher-child interactions in classroom settings promote children’s learning and school readiness; (b) quality teaching plays an immense role in children’s early learning development; (b) professional development that occurs within the context of teachers’ classrooms and contains both content and pedagogical knowledge may best support early learning teachers to apply knowledge into practice; and (c) the causal link between teachers’ gain of knowledge and change in beliefs and practices to provide improved instruction requires the study of outcomes over a span of time that allows teachers to implement these changes.

APPENDIX C

YEAR 4 ELPFP PROVIDER CONTRACT (2017-2018)

EARLY LEARNING PERFORMANCE FUNDING PROJECT STANDARD PROVIDER CONTRACT

PARTIES AND TERMS OF CONTRACT Contract

1. Parties

THIS CONTRACT (the “Contract”) is between the Early Learning Coalition of (hereinafter referred to as “ELC or Coalition”), and (hereinafter referred to as “Provider”), with its principal office located at .

2. Terms

The ELC and Provider previously entered into a Statewide School Readiness Provider Contract (Form OEL-SR 20), hereinafter referred to as "SR Contract", to provide School Readiness (SR) services pursuant to Section 1002.88, Florida Statutes, The terms and conditions of that SR Contract and any subsequent SR Contract are hereby incorporated by reference as if fully set out herein. Termination of the Provider’s SR Contract with the ELC will result in immediate termination of this Contract.

3. Contractor/Vendor or Subrecipient Determination

The ELC has reviewed the criteria pursuant to 2 CFR §200.330, *Subrecipient and Contractor determinations* and determined that the Provider is a contractor/vendor.

4. Contract Documents

This contract consists of the following documents:
Early Learning Performance Funding Project Standard Provider Contract
Attachment A – Instructor/Director Strategy Assignments

Attachment B – Professional Development Pathway Progress Plan (if applicable)

Attachment C – Child Assessment Forms and Exhibits (if applicable)

OEL Program Guidance 420.01 – Early Learning Performance Funding Project (incorporated by reference)

5. Order of Precedence

If there is any conflict in the provisions set forth herein, the conflict will be resolved in the following order of priority (highest to lowest):

- Federal law and regulations.
- Florida law and rules.
- Statewide School Readiness Provider Contract Form OEL-SR 20.
- Early Learning Performance Funding Project Standard Provider Contract.

6. Provider Composite CLASS® Score

The Provider’s composite CLASS score is: , documented Add date .

7. Provider Compensation

Compensation terms are indicated by checkmark(s) in the table below.

Tier (make one selection)	Composite CLASS Score	Performance Compensation (differential)	Optional Child Assessment Implementation Compensation (differential)	
<input type="checkbox"/> 5	6.00-7.00	12%	<input type="checkbox"/> 3%	See section C.5. CQI Strategy Selection for specific performance requirements for each tier associated with optional child assessment.
<input type="checkbox"/> 4	5.00-5.99	7%	<input type="checkbox"/> 3%	
<input type="checkbox"/> 3	4.00-4.99	4%	<input type="checkbox"/> 3%	
<input type="checkbox"/> 2	3.00-3.99	3%	N/A	
<input type="checkbox"/> 1	1.00-2.99	N/A	N/A	

8. Provider Poverty Tract Status

This Provider is located within a high-need poverty tract.

This Provider is not located within a high-need poverty tract.

**PROVIDER CONTRACT
 EARLY LEARNING PERFORMANCE FUNDING PROJECT**

9. Effective Date

The Contract shall be effective on November 1, 2017 or on the date which the last party has signed the Contract, whichever is later.

10. Ending Date

The Contract shall end on September 15, 2018, unless the Contract is terminated earlier.

11. Change in Contract Managers

In the event the ELC assigns a different contract manager after the execution of the Contract, the ELC shall provide to the Provider notice of the foregoing information for the new Contract Manager by e-mail or in writing and said notification will be attached to copies of the Contract.

12. Change of Ownership

In the event that the Provider notifies the ELC of its intent to sell its facility in accordance with paragraph 5 of its SR Contract with the ELC, the Parties shall terminate this Contract and execute a new ELPPF Contract, provided the new owner meets all of the requirements of this Contract and there is no resulting interruption in the tasks and deliverables specified in this Contract.

13. Modification of Terms

The Contract contains all the terms and conditions agreed upon by the parties, which terms and conditions shall govern all transactions between the ELC and the Provider. The Contract may only be modified or amended upon mutual written agreement of the Provider and the ELC, contingent upon Office of Early Learning approval. No oral agreements or representations shall be valid or binding upon the Provider or the ELC. No alteration or modification of the Contract terms, including substitution of product, shall be valid or binding against the Provider. The Provider may not unilaterally modify the terms of the Contract by affixing additional terms to product upon delivery or by incorporating such terms onto the Contractor’s order or fiscal forms or other documents forwarded by the Contractor for payment. The ELC's acceptance of product or processing of documentation on forms furnished by the Contractor for approval or payment shall not constitute acceptance of the proposed modification to terms and conditions.

14. Warranty of Authority

Each person signing this Contract warrants that he or she is duly authorized to do so and to bind the respective party, which has the institutional, managerial, and financial capability (including funds sufficient to pay the non-federal share of project cost, if applicable), to ensure proper planning, management and completion of the activities described herein.

15. Execution

In consideration of the mutual covenants set forth above and herein, the parties have caused to be executed this contract by their undersigned officials duly authorized.

Execution by Insert Provider Name	
Signature:	
Printed Name:	
Title:	
Date:	
FEIN:	

Execution by ELC of Insert ELC Name	
Signature:	
Printed Name:	
Title:	
Date:	
FEIN:	
Contract Manager:	

PROVIDER CONTRACT
 EARLY LEARNING PERFORMANCE FUNDING PROJECT

A. General Statement

1. Purpose

The purpose of this Contract is to establish the terms and conditions with the Provider related to implementation tasks and activities for the Early Learning Performance Funding Project.

2. Program Description

The Early Learning Performance Funding Project (ELPFP) is a legislative initiative funded from the Child Care and Development Block Grant Trust Fund to provide performance incentives to child care providers, improve School Readiness Program outcomes and provide data for an independent project evaluation.

3. Authority

The 2017-18 General Appropriations Act, Specific Appropriation 83 of Chapter 2017-70, Laws of Florida establishes the provisions for the project.

4. Funding

The Child Care and Development Block Grant funds this project through the Florida 2017-18 General Appropriations Act, Specific Appropriation 83 of Chapter 2017-70, Laws of Florida.

5. Major Project Goals

The goal of this project is to provide a statewide pay for performance funding initiative that:

- 5.1. Increases payment rates for providers that exhibit quality as demonstrated by the composite CLASS score.
- 5.2. Incorporates local participation in supports that increase the quality of early learning experienced by children in the SR Program.
- 5.3. Generates statewide data used to target quality improvement.

B. Terms and Definitions

- 1. **Active** – Participating status indicator in the ELPFP system for ELPFP providers, instructors/directors and classrooms determined to be participating.
- 2. **Benchmark** – Measurement used to establish project milestones and progress made up of activities, deliverables, responsible party and due dates for each.
- 3. **Certificate of Mastery** – A certificate issued to participants successfully completing Early Learning Florida coursework.
- 4. **Certified coaching** – Coaching provided to participating instructors/directors by ELC staff certified coaches as defined in OEL Program Guidance 420.01 – Early Learning Performance Funding Project.
- 5. **Child Assessment** – One of the OEL-approved research-based child assessments that provides a comprehensive, age-appropriate assessment aligned with the State’s early learning standards. Approved child assessments include Teaching Strategies Gold, Assessment Technology, Incorporated Galileo and High Scope’s Child Observation Record (COR). For additional information, see OEL Program Guidance 420.01 – Early Learning Performance Funding Project.
- 6. **Classroom Assessment Scoring System (CLASS[®], CLASS)** – An observation-based program assessment instrument that measures teacher-child interactions. CLASS is a registered trademark of Teachstone Training, LLC.
- 7. **Classroom Level** – The following table defines each classroom age level:

EFS Care Level	ELPFP System	CLASS
Infant	Less than 12 Months	Infant 0-18 months
1-Year-Olds	12 Months up to 23 months	Toddler > 18 months to 36 months
2-Year-Olds	24 Months up to 35 months	
3-Year-Olds	Preschool ≥ 36 Months up to 72 months	Pre-k > 36 months – 72 months
Pre-K	Preschool ≥ 36 Months up to 72 Months	

PROVIDER CONTRACT

EARLY LEARNING PERFORMANCE FUNDING PROJECT

The Provider shall define classrooms by the age that identifies most of the children that populate the classroom.

8. **Classroom List** – List of active and inactive classrooms which are or were eligible for participation and have, at one point during the project term, participated in the project.
9. **CLASS Observation** – Observational assessment performed in a classroom by a Teachstone Training LLC-certified observer that measures teacher-child interactions.
10. **Composite CLASS Score** – A score determined by averaging 50% of CLASS observations by care level at a participating provider including each CLASS dimension except Negative Climate.
11. **Continuous Quality Improvement (CQI)** – A process to ensure that early learning programs are systematically and intentionally improving quality services and increasing positive outcomes for the children and families they serve.
12. **Department of Children and Families (DCF)** – State of Florida Department statutorily responsible for the administration of child care regulation throughout Florida.
13. **Early Learning Coalition (ELC; Coalition)** – Part of a system of statutorily-created local not-for-profit entities in Florida that implement early learning programs at the local level including, but not limited to, the SR Program, CCR&R, CCEP Program and the VPK Education Program.
14. **Early Learning Florida (ELFL)** – A statewide online/blended professional development learning system for early learning professionals designed and implemented by the University of Florida Lastinger Center for Learning.
15. **Early Learning Florida Course** – Course provided to ELFPF instructors/directors through the ELFL professional development Web-based learning system.
16. **Early Learning Performance Funding Project (ELFPF; project)** – Legislative initiative funded from the Child Care and Development Block Grant Trust Fund provided for Early Learning Performance Based Incentives to be allocated based on a methodology approved by the Office of Early Learning to award child care providers and instructors for improving school readiness program outcomes. The funds will be administered by the Office of Early Learning in coordination with the early learning coalitions to provide consistent standards and leverage community efforts to support a coordinated statewide system of quality.
17. **ELFPF System** – Web-based application used by OEL, the ELCs, and participating ELFPF Providers for submitting and verifying deliverables required under the terms and conditions of the contract. See <http://earlylearningpfp.fldoe.org/>.
18. **Facilities** – Section 402.302(2), Florida Statutes, defines child care facility as “...any child care center or child care arrangement which provides child care for more than five children unrelated to the operator and which receives a payment, fee, or grant for any of the children receiving care, wherever operated, and whether or not operated for profit.
19. **High-needs provider status** – Participating provider status located in a census tract where forty percent of the children under age 6 in the area are below 150 percent of the poverty level.
20. **Inactive** – Non-participating status indicator in the ELFPF system for ELFPF providers, instructors/directors and classrooms determined by the ELC to be non-participating.
21. **Instructor/Director Roster (Roster)** – List of participating instructors/directors, their credentials and training entered into the ELFPF Web-based form application by the Provider.
22. **Introduction to the CLASS** – A two-hour online, interactive self-study program in which participants are provided with an overview of the CLASS domains and dimensions. This is a required prerequisite for instructors/directors participating in MMCI training.
23. **Making the Most of Classroom Interactions (MMCI)** – Face-to-face instruction by a Teachstone Training, LLC-certified MMCI specialist plus self-study completed by participating instructors/directors at the participating provider. MMCI training teaches participants how to define and identify teacher-child interactions in pre-k and infant/toddler settings as the CLASS

PROVIDER CONTRACT

EARLY LEARNING PERFORMANCE FUNDING PROJECT

observation instrument describes. MMCI is a training component of CLASS developed by the authors of CLASS, Teachstone Training, LLC.

24. **MMCI Participant Kit** – A training package required for ELFPF MMCI participants that includes training and materials supporting effective interactions in real classrooms and how to interact intentionally to increase children’s learning. MMCI Participant Kits include 20 to 24 hours of MMCI training, a MMCI Participant Guide, a CLASS Dimensions Guide, and a CLASS Video Library from Teachstone. The video library provides opportunities to view many examples of effective teacher-child interactions.
25. **Office of Early Learning (OEL)** – The Office of Early Learning is the lead agency for the CCDF Program and is the governmental entity providing oversight and administration for early learning programs in Florida consisting of, but not limited to, the School Readiness Program (CCDF), CCR&R, CCEP Program and the VPK Education Program.
26. **OEL-Contracted Evaluator (evaluation contractor)** – An independent research entity under contract with OEL to design the research plan, perform and/or cause to be performed assessments, compile results and report those results to OEL.
27. **Participating classroom** – An infant-through-pre-k classroom at a participating provider with a participating instructor.
28. **Participating instructor/director** – The director of the provider and the instructor for each infant through pre-k classroom.
29. **Participating provider** – Status of a Provider under contract with the ELC and determined by the ELC to be current with all project benchmarks and deliverables. Providers not current with project benchmarks and deliverables are considered non-participating providers and are not eligible for payment by the ELC under the terms and conditions of the Contract.
30. **Provider** – Child care provider selected by OEL and meeting the quality prerequisites with an active SR Contract in good standing with the ELC and participating in the ELFPF.
31. **School Readiness Child (SR Child)** – A child attending a child care provider through the school readiness program.
32. **School Readiness (SR) Program** – The SR Program offers financial assistance to low-income families for early education and care so they can become financially self-sufficient and their young children can be successful in school in the future. The SR program is also responsible for the quality enhancement/improvement of early learning providers/practitioners.
33. **Statewide Registry (Registry)** – The information technology solution integrating the Florida Career Pathway that tracks and supports competency-based career development.
34. **Teachstone Training, LLC (Teachstone)** – Early education company founded by CLASS authors Robert C. Pianta and Bridget K. Hamre that provides training and supports for the CLASS.
35. **WELS** – The SaaS Web-based Early Learning System that serves as the early learning classroom support system where CLASS observers upload CLASS observation data, available to the ELC, that WELS uses to generate an ELFPF provider’s CLASS composite score and individual classroom improvement plans used as the basis for TA visits with participating ELFPF providers.

C. Manner of Service Provision

1. Provider Responsibilities

By initialing next to the CQI strategies selected in section 5. CQI Strategy Selection, the Provider agrees to perform the CQI strategies indicated with an “X” including the associated tasks, activities and deliverables per the Contract’s terms and conditions. Deliverables for selected strategies are divided into three project benchmarks. Each benchmark has a unique set of related tasks and evidence of completion. For the Provider’s selected strategies, the Provider agrees to:

PROVIDER CONTRACT

EARLY LEARNING PERFORMANCE FUNDING PROJECT

- 1.1. Meet all benchmark deliverables for each benchmark period per the due dates established in section D – Deliverables.
 - 1.2. Compile all required evidence of completion documentation described in Section D. Deliverables and submit into the ELPFP system by the due dates listed for each specific benchmark.
 - 1.3. Communicate and follow up with the ELC regarding project timelines, timeliness and any missing deliverables documentation.
 - 1.4. Be available to meet with the ELC on an as-needed basis to keep the ELC informed about ongoing project activities and any barriers to completion.
 - 1.5. Maintain project eligibility requirements during the Contract term.
- 2. Substantial Completion Requirements**
- 2.1. To maintain ELPFP project participation eligibility, the Provider’s participating instructors/directors must successfully complete each benchmark deliverable by the due date or extension period provided by the Contract. If instructor/director deliverable requirements are not met, instructor/director is immediately disqualified from the project and the instructor’s classroom status is non-participating unless there is a second participating instructor/director previously assigned to the classroom during the initial classroom instructor assignment.
 - 2.2. Directors are considered the same as instructors when determining substantial completion. Therefore, when participating directors fail to meet deliverable requirements by the due date or extension period and are unable to come back into compliance, the director(s) are inactivated in the ELPFP system. The Provider must meet substantial completion rate throughout the project year.
 - 2.3. The Provider must sustain the following percentage of instructors/directors completing the requirements of the program or their contract shall be terminated.
 - 2.3.1. Family child care home (per DCF definitions) – 100% of instructors/directors (no instructor/director turnover during the contract term). If a family child care home has an additional full-time employee, then they will use the large family child care home compliance rate.
 - 2.3.2. Large family child care home (per DCF definitions) – 50% of instructors/directors (no more than 50% of instructor/director turnover during the contract term).
 - 2.3.3. Facilities – 60% of instructors/directors (no more than 40% instructor/director turnover during the contract term).
 - 2.4. The Provider agrees that in the event of director turnover during the Contract term that does not result in the Provider falling below the Provider’s substantial completion eligibility threshold, any new director will continue to support participating instructors toward their completion of contract tasks and deliverables.
- 3. Provider Participation Tier**
- Provider compensation for this Contract is based on the Provider’s Quality Tier Status (indicated on page 1, section 6.) and optional strategies the Provider selects. The Provider’s Quality Tier Status is based on the Provider’s composite CLASS score. See section E.4 Payment Differential. For more information regarding tier selection and compensation for services, see OEL Program Guidance 420.01 – Early Learning Performance Funding Project.
- 4. CLASS Observation**
- 4.1. The Provider agrees to participate in CLASS post-observations by scheduling and allowing ELC or OEL-contracted evaluator-provided certified CLASS observers to observe participating classrooms.
 - 4.2. The ELC will administer or cause to be administered CLASS observations for each participating classroom randomly selected for inclusion in the project evaluation study.

PROVIDER CONTRACT
 EARLY LEARNING PERFORMANCE FUNDING PROJECT

5. CQI Strategy Selection

- 5.1. Provider agrees to complete the required tasks and deliverables for the strategies selected below. Strategy selections are divided into three sections: CQI Strategies; Optional Strategies for Tiers 3, 4, 5 for additional compensation; and No CQI Strategy Participation – Tiers 4 and 5 only. See OEL Program Guidance 420.01 – Early Learning Performance Funding Project for additional information regarding required and optional CQI strategy selection requirements for each participation tier.
- 5.2. The Provider shall initial next to the selected strategies below confirming acceptance of the selection and agreement to perform the required tasks and deliverables associated with the selections. See section 6. Selected Strategy Requirements for the tasks and activities associated with the selected strategies. See section D. Deliverables for the deliverables, evidence of completion and benchmark due dates for each selected strategy.
- 5.3. **CQI Strategies**

Selection	Strategy	Applicable Tiers	Description (summary)
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	MMCI Training	1, 2 (required) 3, 4, 5 (if applicable)	Required for all Tier 1 and Tier 2 Providers, unless previously completed. Includes Introduction to the CLASS. For the Tier 1 and Tier 2 Provider’s participating instructors/directors that have previously completed MMCI training, the Provider shall select Early Learning Florida (unless previously completed).
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	Early Learning Florida Courses	1, 2 (required) 3, 4, 5 (if applicable)	Each participating instructor/director at the Provider will complete two Early Learning Florida courses facilitated by the ELC. Course options include taking an online course alone, with TA coaching support and/or as a member of an ELFL Community of Practice.
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	Professional Development	ALL (if applicable)	Each participating instructor/director at the Provider shall register in the statewide Registry, generate a professional development plan in the system and complete the required progression along the career pathway.
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	Certified Coaching Visits	ALL (if applicable)	Each participating classroom will participate in 20 hours of certified coaching provided by the ELC or their delegate.
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	20-hours of IACET- or OEL-approved training	ALL (optional)	Each participating instructor/director will register for and successfully complete 20 hours of IACET-approved training (or other OEL-approved CEU training) provided by the ELC or their delegate.

**PROVIDER CONTRACT
 EARLY LEARNING PERFORMANCE FUNDING PROJECT**

Selection	Strategy	Applicable Tiers	Description (summary)
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	Child Assessment Training	1,2 (optional with ELC approval) 3 (required)	Each of the Provider’s participating instructors/directors shall complete the child assessment publisher’s training and reliability testing.

5.4. Optional Strategies for Tiers 3, 4, 5 for Additional Compensation

Selection	Strategy	Applicable Tiers	Description (summary)
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	Child Assessment Implementation	3, 4	The Provider shall conduct child assessment at two required checkpoints on all birth through five SR children in the Provider’s classrooms. Prior to contract execution, a majority of the Provider’s participating instructors/directors must have completed the publisher’s training and reliability testing for the Provider’s chosen child assessment tool. Any of the Provider’s instructors/directors that have not completed child assessment training and reliability testing prior to contract execution must do so during the contract term before administering a child assessment on their assigned birth through five SR children.
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	Child Assessment Implementation	5	The Provider shall conduct child assessment at two required checkpoints on all birth through five SR children in the Provider’s classrooms. Prior to contract execution, a majority of the Provider’s participating instructors/directors shall be reliable on the Provider’s chosen child assessment instrument. Any of the Provider’s instructors/directors that have not completed child assessment training and reliability testing prior to contract execution must do so during the contract term before administering a child assessment on their assigned birth through five SR children.

PROVIDER CONTRACT
 EARLY LEARNING PERFORMANCE FUNDING PROJECT

5.5. No CQI Strategy Participation – Tiers 4 and 5 only

Selection	Strategy	Applicable Tiers	Description (summary)
<input type="checkbox"/> <hr style="width: 50px; margin: 0 auto;"/> Provider Initials	Provider elects to not participate in optional Child Assessment Implementation	4, 5	Tier 4 or Tier 5 Provider will not participate in any CQI strategy or optional child assessment implementation. Provider’s instructors/directors are required to complete Administrative Tasks and deliverables during the Contract term. The Provider must remain in compliance and in good standing under its SR Contract with the ELC. The Provider will be compensated for the tier level assigned in section 7. Provider Compensation but is not eligible for any additional compensation under the terms and condition of this Contract.

6. Selected Strategy Requirements

This section details the requirements for the CQI strategies listed in section C.5. The Provider agrees to and is responsible for performing the tasks, meeting the deliverables and submitting the evidence of completion for the CQI strategy components selected by the Provider in Section 5. CQI Strategy Selection, in accordance with the requirements detailed in this section.

Note: This Contract includes the requirements for all ELPFP provider participation tiers, one through five. Not all requirements listed in this section will pertain to the Provider. The Provider is only responsible for performing those tasks and activities below that are related to the CQI strategies and optional resources checked and confirmed by the Provider’s initials in section C.5. CQI Strategy Selection.

6.1. Making the Most of Classroom Interactions (MMCI) Training

If the Provider has selected MMCI training:

- 6.1.1. Introduction to the CLASS online training is a pre-requisite for teachers participating in MMCI training.
- 6.1.2. The Provider shall require participating instructors/directors to complete Introduction to the CLASS online training by scheduling and allowing instructor/directors time to complete the self-paced training module(s) prior to beginning MMCI training.
- 6.1.3. The ELC will provide the Provider with log-in information to the Teachstone.com training website where instructor/directors can view the training modules.
- 6.1.4. Participating instructors/directors shall complete a two-hour pre-k or toddler Introduction to the CLASS video training and MMCI pre-k or infant/toddler training appropriate to the age level assigned to their participating classroom.
- 6.1.5. Participating instructors/directors that can provide a certificate of completion from Teachstone Training LLC demonstrating previous completion of Introduction of the CLASS may provide that certificate as evidence of completion of this task and are not required to re-take the training.
- 6.1.6. The Provider agrees to purchase an MMCI kit for each participating instructor/director. The ELC will provide the Provider with information about

PROVIDER CONTRACT

EARLY LEARNING PERFORMANCE FUNDING PROJECT

where it can purchase MMCI kits. MMCI Kits are not re-usable or shareable and must be purchased new each contract year.

- 6.1.7. The Provider shall require participating instructors/directors to complete MMCI training. The Provider shall schedule MMCI trainings with the ELC and schedule time for participating instructors/directors to participate in ELC-provided MMCI training.
- 6.1.8. MMCI pre-k training consists of twenty (20) total hours of instruction provided to participating instructors/directors by an ELC-provided MMCI specialist and an additional ten (10) hours of self-study during the project term.
- 6.1.9. MMCI infant/toddler training consists of twenty-four (24) total hours of instruction provided to participating instructors/directors by an ELC-provided MMCI specialist and an additional 12 hours of self-study during the project term.
- 6.1.10. MMCI trainings take place over several weeks and span more than one benchmark. Required completion hours for each benchmark period are listed in section D. Deliverables.

6.2. Early Learning Florida Courses

If the Provider has selected Early Learning Florida courses:

- 6.2.1. The Provider's participating instructors/directors are required to complete and pass two (2) ELFL online courses by the due dates listed in section D – Deliverables.
- 6.2.2. Each ELFL course has a specific start and end date. Courses are facilitated by ELFL staff.
- 6.2.3. The ELC will notify the Provider regarding the approved ELFL courses including course registration, course start and course end dates.
- 6.2.4. Prior to the course registration deadline, the Provider will receive course registration codes from the ELC based on the participating instructor's /director's classroom care level (infant/toddler or preschool).
- 6.2.5. To confirm registration, the Provider shall upload a screenshot from the ELFL Learning Management System (LMS) for each participating instructor/director in the ELFPF System indicating all instructors/directors have registered for training.
- 6.2.6. Instructors/directors not registered by the course deadlines will not be able to participate in training and will result in the instructors/directors becoming inactive (non-participating).
- 6.2.7. Participating instructors/directors shall, by the due date listed in section D. Deliverables, upload into the ELFPF system a Certificate of Mastery from the ELFL system as evidence of completion for each course passed.
- 6.2.8. Instructors/Directors not achieving course mastery at course end will be considered "non-participating" and made inactive in the Instructor/Director Roster in the ELFPF System.

6.3. Professional Development

If the Provider has selected Professional Development:

- 6.3.1. Each of the Provider's participating instructors/directors shall:
 - 6.3.1.1. Log in, create a Registry account, and provide the required documentation and credentials necessary for determining professional development pathway placement.
 - 6.3.1.2. Generate a Professional Development (PD) Plan in the statewide professional development Registry reflecting the next appropriate steps based on the instructors'/directors' pathway tier qualifications. Each plan will be unique depending on the instructor's/director's current qualifications and training/credentials.

PROVIDER CONTRACT

EARLY LEARNING PERFORMANCE FUNDING PROJECT

See http://www.floridaearlylearning.com/providers/professional-development/professional_development_registry.aspx

- 6.3.2. The Provider's instructors/directors shall indicate on the Professional Development Plan the training/credential/degree they will make progress toward completion. The Provider shall upload into the ELPFP system the completed PD plans for each instructor/director participating in professional development.
 - 6.3.3. The Provider's instructors/directors shall register and begin classes/trainings as their PD plans reflect.
 - 6.3.4. The Provider's instructors/directors shall upload into the ELPFP system attestation of progress for their chosen credential/certification/degree per the benchmark schedule in section D. Deliverables.
 - 6.3.5. Attestation must indicate minimum level of progress on the instructor's/director's chosen pathway, on official letterhead or other official documentation from the credential/certification/degree or training provider.
 - 6.3.6. The Provider shall upload documentation that demonstrates each participating instructor/director made the required progress for the benchmark period in their professional development plan, unless exempt.
 - 6.3.7. See Attachment B – Professional Development Pathway Progress Professional Development Plan progression requirements.
- 6.4. Participate in Certified Coaching Visit(s) from the ELC**
If the Provider has selected Certified Coaching Visits:
- 6.4.1. The Provider agrees to coordinate with the ELC to develop a coaching visitation schedule totaling at least 20 hours.
 - 6.4.2. Once the coaching visitation schedule is developed, the ELC will notify the Provider regarding coaching visitation times and dates. Notification shall include date and time of coaching visit, coaching topic related to the visit, and estimated duration of visit.
 - 6.4.3. Coaching topics may include teacher child interactions, behavior management, classroom organization and management, child assessment and other topics related to early childhood and approved by OEL.
 - 6.4.4. Participating instructors/directors shall meet with certified coaches per the schedule developed and agreed to by both parties.
 - 6.4.5. If the coaching model requires, the Provider shall make arrangements or provide a substitute instructor that will allow the participating instructor/director to meet face-to-face with the coach outside of the classroom.
 - 6.4.6. The Provider shall attest where indicated in the ELPFP system that each participating classroom completed the required coaching hours for the benchmark period. See section D. Deliverables for required coaching hours per benchmark.
- 6.5. 20-hour IACET- or OEL-approved Training**
If the Provider has selected 20-hour IACET- or OEL-approved Training (training):
- 6.5.1. The Provider agrees to coordinate with the ELC to register for training.
 - 6.5.2. Once the training schedule is developed, the ELC will notify the Provider regarding training dates and times.
 - 6.5.3. Each of the Provider's instructors/directors shall complete the training requirements specified for the benchmark in section D. Deliverables.
 - 6.5.4. The Provider shall upload certificates of completion where indicated in the ELPFP system documenting that each participating instructor/director completed the required training hours for the benchmark period. See section D. Deliverables for required training hours per benchmark.

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

6.6. Child Assessment Training – Tier 3

This is a required Tier 3 strategy.

- 6.6.1. The Provider shall purchase a subscription or confirm an existing license covering the contract term to one of the research-based, OEL-approved child assessment tools listed in Attachment C. Confirmation of an existing active subscription that is valid through the contract term satisfies this requirement.
- 6.6.2. The Provider's child assessment subscription shall support training on the Provider's chosen child assessment for each of the Provider's instructors/directors.
- 6.6.3. To confirm purchase, the Provider shall upload into the ELPPFP system receipts or other proof of purchase for registration or existing license.
- 6.6.4. The Provider shall require its participating instructors/directors to complete the professional development modules that lead to assessor reliability offered by the child assessment's publisher for the Provider's chosen child assessment.
- 6.6.5. Once the Provider's instructors/directors have completed child assessment training, the Provider shall submit into the ELPPFP system a certificate of completion from the child assessment provider's Web-based system for each participating instructor/director. See Attachment C – Child Assessment Tools Forms and Exhibits.
- 6.6.6. Following completion of child assessment training, each of the Provider's participating instructors/directors shall complete the child assessment publisher's reliability testing. Following testing completion, the Provider shall submit evidence of testing results from the child assessment publisher's Web-based system into the ELPPFP system by the due date listed in section D. Deliverables.
- 6.6.7. The Provider may submit in the ELPPFP System proof of assessor training completion for those instructors/directors who previously completed the publisher's professional development training on the Provider's chosen assessment.
- 6.6.8. Instructor/directors previously completing the publisher's professional development training who cannot provide proof of previously completed training must retake the training during the specified benchmark period.

6.7. Child Assessment Implementation– Tiers 3, 4, and 5

If the Provider has selected Child Assessment Implementation:

- 6.7.1. The Provider shall purchase a subscription or confirm an existing license covering the contract term to one of the research-based, OEL-approved child assessment tools listed in Attachment C. Confirmation of an existing active subscription that is valid through the contract term satisfies this requirement.
- 6.7.2. The Provider's child assessment subscription shall include a slot for each enrolled birth through five SR child at the Provider.
- 6.7.3. To confirm purchase, the Provider shall upload into the ELPPFP system receipts or other proof of purchase for registration or existing license.
- 6.7.4. The Provider shall submit in the ELPPFP System proof of assessor training completion for those instructors/directors who previously completed the publisher's professional development training on the Provider's chosen assessment.
- 6.7.5. Any of the Provider's instructors/directors that have not completed child assessment training and/or reliability testing prior to contract execution or who cannot provide proof of previously completed training and/or reliability testing must do so during the contract term before administering a child assessment on their assigned birth-through-five SR children. Once the Provider's

PROVIDER CONTRACT

EARLY LEARNING PERFORMANCE FUNDING PROJECT

instructors/directors have completed child assessment training and/or reliability testing, the Provider shall submit in the ELPPF system a certificate of completion and/or reliability test results.

- 6.7.6. The Provider's instructors/directors shall administer a child assessment to each enrolled SR birth-through-five child in participating classrooms at the dosage and per the due dates listed in section D – Deliverables.
- 6.7.7. The Provider shall generate an Assessment Period Report from the Web-based assessment system appropriate for the chosen child assessment for each assessment period defined in the benchmarks and upload that report into the ELPPF system by the due date listed in Section D. Deliverables. See Attachment C – Child Assessment Tools Forms and Exhibits.

7. Administrative Tasks

By the due dates listed in section D – Deliverables, the Provider shall log into the ELPPF system at <http://earlylearningpfp.fldoe.org/> and complete the following:

7.1. Confirm Classroom List Information

- 7.1.1. The Provider shall validate or update the initial Classroom List in the ELPPF system. The Classroom List shall include all of the Provider's participating classrooms (infant through pre-k). Provider shall notify the ELC of any changes.
- 7.1.2. Each participating classroom shall have a participating instructor assigned to it.

7.2. Confirm the Instructor/Director Roster Form in the ELPPF System

- 7.2.1. The Provider shall verify or update the system-required information for participating instructors/directors including their trainings and credentials.
- 7.2.2. The Provider shall confirm the instructor/classroom assignments submitted in the Provider's application. If no changes, the provider indicates this in the comment section of the roster.

8. Project Evaluation Coordination

The Provider agrees to coordinate with the OEL-contracted project evaluator on the following tasks:

- 8.1. Allow the OEL-contracted evaluator access to teacher-level credential data.
- 8.2. If the Provider has participating instructors/directors selected by the OEL-contracted evaluator as part of a random sample, those instructors/directors shall participate in qualitative analysis interviews conducted by the evaluator.
- 8.3. Obtain parent permission for child assessment if the Provider has participating children selected as part of a random sampling. Allow the OEL-contracted evaluator to conduct child assessments on participating children with parental permission.
- 8.4. Obtain parent permission for the child assessments administered by the Provider throughout the project term.

9. Delinquent Deliverables

- 9.1. Project deliverables are considered delinquent the first business day following the deliverable due date. For any delinquent deliverables, the ELPPF system will send a delinquent deliverable notification to the Provider the first business day following the deliverable due date.
- 9.2. If the Provider has not submitted its deliverables into the ELPPF system by the due date, the ELC will apply financial consequence and suspend the Provider's differential payments (service days following receipt of notification shall be considered non-reimbursable) and the ELC will:
 - 9.2.1. Notify the Provider in writing describing any denied or missing deliverables by the end of the second business day following the benchmark due date.

PROVIDER CONTRACT

EARLY LEARNING PERFORMANCE FUNDING PROJECT

- 9.2.2. Determine whether the ELC will grant the Provider an extension of the deliverable due date due to extenuating circumstances.
- 9.2.3. Determine whether the Provider meets the minimum substantial completion threshold and is still eligible to participate in the ELPFP.
- 9.2.4. Determine whether the ELC will issue to the Provider a request for corrective action.
- 9.2.5. Determine whether ELC will terminate the Provider's contract for non-compliance.

10. Contract Termination

- 10.1. In the event that the SR Contract between the ELC and the Provider for SR services is terminated for any reason, the ELC will notify the Provider in writing of its intent to terminate this contract and of the provider's status change to non-participating.
- 10.2. Termination of this Contract shall occur immediately following the termination of the SR Contract.
- 10.3. If this Contract with the ELC is terminated, the Provider shall immediately be determined to be non-participating, not eligible for payments and the ELC will determine and apply any financial consequences incurred against the Provider's last payment.

11. Notification of change in participating providers

- 11.1. If instructor/director turnover occurs during the term of the project or instructors/directors fail to complete the required benchmark deliverables, the provider must notify the ELC in writing within two (2) days any changes in staff, any resulting change in classroom status and any changes to instructor classroom assignment.
- 11.2. The provider must update the instructor/director roster in the ELPFP system to note this change within two (2) days of the turnover or missed deliverable.
- 11.3. The provider must de-activate any classrooms assigned to an instructor/director who left the program or missed deliverables unless a participating instructor/director was previously assigned to the classroom.

12. Due Process

Any request for review of ELC determinations by the Provider related to the tasks and deliverables described in this Contract shall be in accordance with SR Contract, Section III, subsection 64 – Due Process Procedures, incorporated by reference as set forth in that contract.

13. ELC Responsibilities

- 13.1. For the strategy or strategies selected by the Provider in section C.5. CQI Strategy Selection, the ELC will perform tasks below related to those selected strategies:
 - 13.1.1. Provide or arrange for MMCI training for the Provider's participating instructors/directors appropriate to the care levels of their assigned classrooms.
 - 13.1.2. Validate the Provider's required staff professional development progression for each benchmark.
 - 13.1.3. Schedule and provide certified coaching visits to each of the provider's participating classrooms focusing on improving the Provider's CLASS observation scores at the times and places scheduled. Topics appropriate for coaching may include teacher-child interactions, behavior management, classroom organization and management, child assessment and other topics related to early childhood and approved by OEL.
 - 13.1.4. Schedule and provide or arrange for IACET- or OEL-approved training to participating instructors/directors at the times and places in the agreed to training schedule.

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

- 13.1.5. Communicate in writing to Provider by the deadlines listed in section D. Deliverables the ELFL course one and course two registration information, course start dates and course end dates.
- 13.2. The ELC agrees to:
 - 13.2.1. For the strategies selected by the Provider, confirm and validate in a timely manner that evidence of completion for deliverables that the Provider has uploaded and submitted into the ELPPFP system for each benchmark, as they occur.
 - 13.2.2. Communicate and follow up with the Provider regarding project timelines, timeliness and any missing deliverables documentation.
 - 13.2.3. Monitor any corrective actions submitted by the Provider resulting from non-performance of required tasks and deliverables.
 - 13.2.4. Be available to meet with the Provider staff as needed to keep the Provider informed about ongoing project activities.
 - 13.2.5. Make payments to the Provider per the requirements set forth in section E. Compensation and Funding for the strategies selected in section C.5. CQI Strategy Selection.

THIS SPACE LEFT BLANK INTENTIONALLY

EARLY LEARNING PERFORMANCE FUNDING PROJECT
STANDARD PROVIDER CONTRACT

D. Tasks and Deliverables Schedule

The Provider is responsible for completing the tasks, deliverables and submitting the evidence of completion into the ELPFP system by the benchmark due date for the following Administrative Tasks, Strategies and Optional Strategies indicated with an “X” in the first columns.

ADMINISTRATIVE TASKS			Benchmark Window			
Check options	Strategy/Deliverables	Evidence of Completion	Startup	1	2	3
			Due 15 days after Contract start date	16 days after Contract start date – 1/31/18	2/1/18 – 3/31/18	4/1/18 – 6/30/18
<input checked="" type="checkbox"/>	1. ELPFP SYSTEM TASKS					
	Confirm or update the initial <u>Classroom List</u> in the ELPFP System.	Updated verification page in the ELPFP System confirming or updating the Classroom List.	X	X	X	X
	Confirm or update the <u>Instructor/Director Roster</u> in the ELPFP system.	Instructor/Director Roster in the ELPFP System, updated by the Provider by the due date and approved by the ELC.	X	X	X	X

STRATEGIES			Benchmark Window		
Check options	Strategy/ Deliverables	Evidence of Completion	1	2	3
			Contract start date – 1/31/18	2/1/18 – 3/31/18	4/1/18 – 6/30/18
<input type="checkbox"/>	2. MMCI				
	Confirm completion of the <u>Introduction to the CLASS</u> online training by each participating instructor/director listed in the Instructor/Director Roster.	Valid Teachstone Introduction to the CLASS training certificate of completion for each participating instructor/director uploaded into the ELPFP System and approved by the ELC.	X		
	Verify purchase of <u>MMCI Participant Kits</u> from Teachstone for each participating instructor/director at the provider.	Copy of proof of MMCI kit purchase for each participating instructor/director, uploaded into the ELPFP System and approved by the ELC.	X		
	Completion of at least two (2) hours of <u>Pre-K MMCI</u> or four (4) hours if Infant/Toddler MMCI training by each participating instructor/director listed in the Instructor/Director Roster.	Teachstone certificate of completion for at least 2 total hours (Pre-k) or 4 total hours (I/T) of MMCI training for each participating instructor/director, uploaded into ELPFP system by the Provider and approved by the ELC.	X		
	Completion of at least twelve (12) hours of Pre-K MMCI or 16 hours if Infant/Toddler MMCI) training by each participating instructor/director listed in the Instructor/Director Roster.	Teachstone certificate of completion for at least 12 total hours (Pre-K) or 16 total hours (I/T) of MMCI training for each participating instructor/director, uploaded by the Provider into ELPFP system by the due date and approved by the ELC.		X	
	Completion of at least twenty (20) hours of Pre-K MMCI or 24 hours if I/T MMCI training	Teachstone certificate of Completion for 20 total hours Pre-K or 24 total hours (I/T) of MMCI for each participating			X

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

STRATEGIES			Benchmark Window		
Check options	Strategy/ Deliverables	Evidence of Completion	1	2	3
			Contract start date – 1/31/18	2/1/18 – 3/31/18	4/1/18 – 6/30/18
	by each participating instructor/director listed in the Instructor/Director Roster.	instructor/director, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.			
<input type="checkbox"/>	3. EARLY LEARNING FLORIDA				
	Register each participating instructor/director for ELFL Course 1 by November 26, 2017.	Course 1 registration for each participating instructor director uploaded by the Provider into ELPPF system by the due date and approved by the ELC.	X		
	Each participating instructor/director registers for ELFL Course 2 by March 18, 2018 and completes ELFL Course 1 by February 25, 2018.	Course 1 certificate of mastery for each participating instructor director, uploaded by the Provider into the ELPPF system by the due date; Course 2 registration for each participating instructor director, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.		X	
	Each participating instructor/director completes ELFL Course 2 by June 3, 2018.	Course 2 ELFL certificate of mastery for each participating instructor director, uploaded by the Provider into the ELPPF system by the due date and approved by the ELC.			X
<input type="checkbox"/>	4. PROFESSIONAL DEVELOPMENT				
	Each instructor/director created a Registry account and generated a professional development plan in the statewide professional development (PD) registry system (unless exempt).	A PD plan for each of the Provider’s participating instructor/director, uploaded by the Provider into ELPPF system by the due date and approved by the ELC. Each PD plan shall indicate the training/credential/degree the instructor/director agrees to achieve progress toward completion, approved by the ELC.	X		
	Demonstrate progress on professional development plan by each participating instructor/director.	Documentation of evidence of progress for each participating instructor/director in accordance with OEL ELPPF Professional Development Progress Document, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.		X	
	Demonstrate progress on professional development plan by each participating instructor/director.	Documentation of evidence of progress each participating instructor/director in accordance with OEL ELPPF Professional Development Progress Document, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.			X
<input type="checkbox"/>	5. CERTIFIED COACHING				
	Initial consultation visit with ELC to schedule 20 hours of coaching sessions with each participating classroom.	Attestation in the ELPPF system for each of the Provider’s participating classrooms confirming completion of an initial consultation with the ELC and development of a coaching schedule, approved by the ELC.	X		

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

STRATEGIES			Benchmark Window		
Check options	Strategy/ Deliverables	Evidence of Completion	1	2	3
			Contract start date – 1/31/18	2/1/18 – 3/31/18	4/1/18 – 6/30/18
	Each participating classroom participates in 10 hours of certified coaching visits.	Attestation for each of the Provider’s participating classrooms confirming completion of 10 hours of required coaching entered by the Provider into ELPPF system by the due date and approved by the ELC.		X	
	Each participating classroom participates in 20 total hours of certified coaching visits.	Attestation for each of the Provider’s participating classrooms confirming completion of 20 total hours of required coaching entered by the Provider into ELPPF system by the due date and approved by the ELC.			X
<input type="checkbox"/>	20-HR. IACET- OR OEL-APPROVED TRAINING				
	Each participating instructor/director registers for 20-hour IACET- or OEL-approved training/course.	Proof of training/course registration for each of the Provider’s participating instructors/directors, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.	X		
	Each participating instructor/director participates in a minimum of 10 training hours.	Training/course certificate demonstrating completion of at least 10 training/course hours for each of the Provider’s participating instructors/directors, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.		X	
	Each participating instructor/director completes training.	Training/course certificate demonstrating completion of at least 20 total training/course hours for each of the Provider’s participating instructors/directors, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.			X
<input type="checkbox"/>	6. CHILD ASSESSMENT TRAINING – TIER 3				
	Provider purchases subscription to OEL-approved child assessment training from the publisher for the Provider’s chosen child assessment.	System receipts, other proof of purchase or evidence of registration or existing license, uploaded by the Provider into the ELPPF and approved by the ELC.	X		
	Each participating instructor/director completes the assessor training for the Provider’s chosen child assessments.	Training/course certificate demonstrating training completion for each of the Provider’s participating instructors/directors uploaded by the Provider into ELPPF system by the due date and approved by the ELC.		X	
	Each participating instructor/director completes the publisher’s reliability training for the Provider’s chosen child assessment.	Reliability testing certificate demonstrating reliability testing completion for each of the Provider’s participating instructors/directors, uploaded by the Provider into ELPPF system by the due date and approved by the ELC.			X

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

OPTIONAL STRATEGIES FOR ADDITIONAL COMPENSATION			Benchmark Window		
Check options	Strategy/Deliverables	Evidence of Completion	1	2	3
			Contract start date – 1/31/18	2/1/18 – 3/31/18	4/1/18 – 6/30/18
<input type="checkbox"/> 7. CHILD ASSESSMENT IMPLEMENTATION – TIERS 3, 4 and 5					
	The Provider shall purchase or confirm an existing license for a child assessment that will include a slot for each enrolled birth through five child at the Provider.	System receipts, other proof of purchase or evidence of registration or existing license, uploaded by the Provider into the ELPFP and approved by the ELC.	X		
	The Provider’s instructors/directors shall complete one round of child assessments for all of the Providers SR birth through five children. Tier 5 Providers: The majority of the Provider’s instructors/directors administering assessments must be reliable.	Assessment Period Report that includes assessments administered during the period from contract start date through the end of the benchmark 2 period for each of its participating instructors’/directors’ classrooms, uploaded by the Provider into ELPFP system by the due date and approved by the ELC.		X	
	The Provider’s instructors/directors shall complete one round of child assessments for all of the Providers SR birth through five children. Tier 5 Providers: The majority of the Provider’s instructors/directors administering assessments must be reliable.	Assessment Period Report that includes assessments administered during the benchmark 3 period for each of its participating instructors’/directors’ classrooms, uploaded by the Provider into ELPFP system by the due date and approved by the ELC.			X

NO STRATEGY OR OPTIONAL STRATEGY SELECTED – TIER 4 AND TIER 5 PROVIDERS			Benchmark Window		
Check options	Strategy/Deliverables	Evidence of Completion	1	2	3
			Contract start date – 1/31/18	2/1/18 – 3/31/18	4/1/18 – 6/30/18
<input type="checkbox"/> 8. NO STRATEGY OR OPTIONAL STRATEGY SELECTED					
	No CQI-related tasks or deliverables required for this option	No evidence of completion required for this option. Note: Provider is still required to complete deliverable tasks listed in D.1. ELPFP SYTEM TASKS.	X	X	X

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

E. Compensation and Funding

1. Method of Payment

Provider payment for services delivered pursuant to this contract will be based on the differential rate checked in Contract page 1, section 7. Provider Compensation, contingent upon available funding and the receipt and approval of all deliverables per the requirements detailed in section D. Deliverables.

2. Reimbursement Rates Established

2.1. The Provider's participation tier and payment differential is established by the Provider's composite CLASS score and varies according to the optional CQI strategies the Provider elects to complete.

2.2. The ELC will pay the Provider at the rate designated for the participation tier checked on Contract page 1, section 7. Provider Compensation, Performance Compensation Differential, contingent upon successful completion of benchmark deliverables associated with the Provider's selected strategies.

2.3. The Performance Compensation differential is an additional payment to the provider based on a percentage applied to the Provider's daily reimbursement rates established in the Provider's SR Contract, Exhibit 3 – Provider Reimbursement Rates, for all school readiness children served by the Provider under its SR Contract with the ELC.

2.4. If the ELC determines that the Provider is qualified and the Provider elects to participate in optional child assessment implementation for tiers 3, 4 and 5, the Provider will also receive additional optional compensation at the rate designated for the participation tier checked on Contract page 1, section 7. Provider Compensation, Optional Child Assessment Implementation Compensation differential, contingent upon successful implementation of child assessment per Contract requirements.

2.5. The Optional Child Assessment Implementation Compensation differential is an additional payment to the provider based on a percentage applied to the Provider's daily reimbursement rates established in the Provider's SR Contract, Exhibit 3 – Provider Reimbursement Rates, for all school readiness children served by the Provider under its SR Contract with the ELC.

2.6. If the Provider participates as a Tier 4 or tier 5 Provider and the Provider elects not to participate in child assessment implementation, as long as the provider remains in compliance and eligible for payment under the terms and conditions of the Provider's SR contract with the ELC, the provider will receive the payment differential for its designated tier, indicated on page 1, section 7.0 Provider Compensation. No monthly or benchmark period deliverables are required from the Provider for this option.

3. Evidence of Completion

The Provider shall submit into the ELPFP system all evidence of completion for the Provider's selected strategies as detailed in section D – Deliverables for each benchmark period.

4. Payment

4.1. The ELC shall make payment for services according to ss. 215.422 and 287.0585, F.S., which govern time limits for payment of invoices.

4.2. The service period for payments begins at the contract start date and ends June 30th of the contract term.

4.3. The ELC shall make payments to the Provider within twenty-one (21) calendar days of the close of each month for services rendered during the prior month except as provided under law or contract.

4.4. At the end of each benchmark period, the ELC shall review the Provider's submitted deliverables for the period and determine whether the Provider met its contractual

PROVIDER CONTRACT
 EARLY LEARNING PERFORMANCE FUNDING PROJECT

obligations for the benchmark period. If the ELC determines that the Provider’s deliverables meet contractual requirements and are approved, the ELC will make the regular differential payment to the Provider for the month.

- 4.5. The ELC will only compensate the Provider for the ELPFP services delivered in accordance with this Contract for SR children served under the Provider’s SR Contract with the ELC. The ELC will not compensate the provider for any SR children served by the Provider under a separate contract with any other ELC.
- 4.6. In the event that the ELC reviews the Provider’s deliverables for the benchmark period and determines that the Provider’s deliverables did not meet contractual requirements for the benchmark period, the ELC will follow the delinquent deliverables process detailed in section C. 9. Delinquent Deliverables.

5. Financial Consequences Triggers

The Provider shall provide financial credits that the ELC will apply against future invoices as stated below:

Num.	Description	Amount	Trigger
5.1.	Provider late with benchmark deliverables	<ul style="list-style-type: none"> • Total differential payment amount for the last month of the benchmark period. • Differential payments are suspended. • Service days shall be considered non-reimbursable until missing deliverables have been provided to and approved by the ELC. 	Provider does not upload required benchmark deliverables by the deliverable due date.
5.2.	Benchmark deliverables are deficient	<ul style="list-style-type: none"> • Total differential payment amount for the last month of the benchmark period. • Differential payments are suspended. • Service days shall be considered non-reimbursable until deficient deliverables have been provided to and approved by the ELC. 	Benchmark deliverables are deficient and not approved by the ELC by the due date or extension period.
5.3.	Provider does not meet substantial compliance	<ul style="list-style-type: none"> • Total differential payment amount for the last month of the benchmark period. • Provider status is changed to non-participating and the Provider is not eligible for payment beginning on date of determination. 	ELC determines that Provider does not meet substantial compliance during the benchmark period.

PROVIDER CONTRACT
 EARLY LEARNING PERFORMANCE FUNDING PROJECT

Attachment A – Instructor/Director Strategy Assignments

Below is an example of the Instructor/Director Strategy Assignments form. The ELC or Provider may use this form or the Instructor/Director Strategy Assignments form generated from the ELFPF system, when that functionality is available. If the Parties elect to use a different form than either of these options, the form must contain all of the elements indicated below.

Instructor/Director Name	MMCI	Pre-k or Inf/Tod	ELFL	Professional Development	20-Hour IACET- or OEL- Approved Training	Certified Coaching	Child Assessment Training	Child Assessment
Ex: Suzan Smith	X	Pre-k						
Tasha Taylor	X	Inf/Tod						
Mary May			X					

APPENDIX D

YEAR 4 EARLY LEARNING FLORIDA COURSE ABBREVIATIONS

COURSE TITLE	ABBREVIATION
Act 1: Getting Organized for Learning in Preschool	VPK1
Act 2: Planning for a Successful Year in Preschool	VPK2
Designing Infant and Toddler Learning Environments	ITLE
Effective Operations in Early Care and Education	EOECE
Engaging Families of Infants and Toddlers	ITFE
Guiding Preschool Behavior and Building Classroom Community	PGB
Infant and Toddler Language Development	ITLD
Infant and Toddler Social-Emotional Development	ITSE
Infant Developmental Stages: The First Year of Life	IFYL
Infant Toddler Health, Safety, and Nutrition	ITHSN
Instructional Support in Preschool: Quality of Feedback	PQF
Preschool Growth and Development: Maximizing Learning Experiences	PGD
Preschool Health, Safety, and Nutrition	PHSN
Preschool Language Development	PLD
Preschool Learning Environments	PLE
Professionalism in Early Childhood Education	PECE
Understanding and Promoting the Development and Learning of Young Dual Language Learners	DLL1
Using Observation to Inform Individualized Instruction in Preschool	PKO
Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers	ITDAP
(SPANISH) Engaging Families of Infants and Toddlers	ITFE-S
(SPANISH) Infant and Toddler Social-Emotional Development	ITSE-S
(SPANISH) Preschool Language Development	PLD-S
(SPANISH) Using Observation to Inform Individualized Instruction in Preschool	PKO-S
Preschool Language Development	PLD
Preschool Learning Environments	PLE
Infant Toddler Social-Emotional Development	ITSE
Using Observation to Inform Individualized Instruction in Preschool	PKO
Engaging Families of Infants and Toddlers	ITFE

COURSE TITLE	ABBREVIATION
Act 1: Getting Organized for Learning in Preschool	VPK1
Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL1)	DLL1
Instructional Support in Preschool: Quality of Feedback	PQF
Act 2: Planning for Successful Year in Preschool	VPK2
Act 3: Designing Strategies and Refining Practice in Preschool	VPK3
Infant Developmental Stages: The First Year of Life	IFYL
(SPANISH) Infant Toddler Social-Emotional Development	ITSE-S
Designing Infant and Toddler Learning Environments	ITLE
Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers	ITDAP
Language Development for Infants and Toddlers	ITLD
(SPANISH) Infant Toddler Family Engagement	ITFE-S
Screening and Assessing Young Dual Language Learners	DLL2
(SPANISH) Preschool Language Development	PLD-S
(SPANISH) Using Observation to Inform Individualized Instruction in Preschool	PKO-S
(SPANISH) Infant Toddler Learning Environments	ITLE-S
Preschool Health, Safety, and Nutrition	PHSN
Health, Safety, and Nutrition for Infants and Toddlers	ITHSN
Preschool Growth and Development: Maximizing Learning Experiences	PGD
Professionalism in Early Childhood Education	PECE
Guiding Preschool Behavior and Building Classroom Community	PGB
Effective Operations in Early Care and Education	EOECE

APPENDIX E

NAMES AND IDS OF ELCs

ELC ID	ELC
1	ELC of Alachua County
2	ELC of Brevard
3	ELC of Broward County
4	ELC of Duval
5	ELC of Escambia County
6	ELC of Flagler/Volusia Counties
7	ELC of Florida's Gateway
8	ELC of Florida's Heartland
9	ELC of Hillsborough
10	ELC of Indian River, Martin, and Okeechobee Counties
11	ELC of Lake County
12	ELC of Manatee County
13	ELC of Marion County
14	ELC of Miami-Dade/Monroe
15	ELC of Nature Coast
16	ELC of North Florida
17	ELC of Northwest Florida
18	ELC of Orange County
19	ELC of Osceola County
20	ELC of Palm Beach
21	ELC of Pasco and Hernando Counties
22	ELC of Pinellas
23	ELC of Polk County
24	ELC of Sarasota
25	ELC of Seminole
26	ELC of Southwest Florida
27	ELC of St. Lucie
28	ELC of the Big Bend Region
Other	Other

APPENDIX F

RESULT OF PAIRED-SAMPLES T-TEST COMPARING MEAN DIFFERENCES OF KNOWLEDGE ASSESSMENT SCORES BETWEEN PRE-TEST AND POST-TEST AS MEASURED BY MMCI AND ELFL KNOWLEDGE ASSESSMENTS

Course Name	Mean Difference	t	df	p-value
Act 1: Getting Organized for Learning in Preschool	406.70	15.39	174	0.00
Act 2: Planning for a Successful Year in Preschool	354.08	7.18	48	0.00
Designing Infant and Toddler Learning Environments	408.40	11.41	130	0.00
Effective Operations in Early Care and Education	435.35	13.29	98	0.00
Engaging Families of Infants and Toddlers	548.39	8.03	92	0.00
Guiding Preschool Behavior and Building Classroom Community	451.13	17.53	310	0.00
Infant and Toddler Language Development	614.56	14.56	157	0.00
Infant and Toddler Social-Emotional Development	643.24	11.95	73	0.00
Infant Developmental Stages: The First Year of Life	241.67	2.56	23	0.02
Infant Toddler Health, Safety, and Nutrition	369.78	12.45	138	0.00
Instructional Support in Preschool: Quality of Feedback	521.62	8.29	73	0.00
Preschool Growth and Development: Maximizing Learning Experiences	494.81	17.86	134	0.00
Preschool Health, Safety, and Nutrition	178.10	5.56	104	0.00

Preschool Language Development	431.94	8.95	71	0.00
Preschool Learning Environments	151.49	5.49	100	0.00
Professionalism in Early Childhood Education	421.62	12.54	184	0.00
Understanding and Promoting the Development and Learning of Young Dual Language Learners	633.33	4.86	14	0.00
Using Observation to Inform Individualized Instruction in Preschool	454.12	10.39	84	0.00
Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers	350.00	7.16	69	0.00
(SPANISH) Preschool Language Development	316.67	5.79	29	0.00
(SPANISH) Infant and Toddler Social-Emotional Development	796.00	8.48	24	0.00
(SPANISH) Engaging Families of Infants and Toddlers	281.82	4.58	21	0.00
(SPANISH) Using Observation to Inform Individualized Instruction in Preschool	459.38	7.35	31	0.00

Table F-1. Comparisons of mean differences of knowledge assessment scores based on paired-samples t-test—Spanish group. Note: the result for (SPANISH) Engaging Families of Infants and Toddlers was not available as no pre-test knowledge assessment scores were available.

In order to examine the effectiveness of MMCI training, paired-samples t-tests were conducted to compare the mean difference between pre- and post-test scores. According to the results (Table F-2), statistical significance was found associated with the MMCI Infant-Toddler class ($t(244)=8.72, p < .001$), which indicated that MMCI Infant-Toddler class was successful in increasing teachers' knowledge on classroom interactions.

For the MMCI Pre-K, the mean of post-test scores was statistically significantly greater than that of pre-test scores ($t(251)=12.87, p < .001$). This consequently suggests that the MMCI Pre-K class was effective in improving teachers' knowledge to identify and manage classroom interactions.

MMCI Class	Mean Difference	t	df	p-value
Pre-K	1.54	12.87	251	.00
Infant-Toddler	1.29	8.72	244	.00

Table F-2. Results from dependent sample t-test

Secondary Analysis Results of Knowledge Assessment

Español Knowledge Assessment

	mean	2.5%	97.5%
(Intercept)	3629.99	1943.20	5190.57
Pre.Post.ID	610.14	496.32	724.87

English Knowledge Assessment

	mean	2.5%	97.5%
(Intercept)	2438.92	2147.32	2714.66
Pre.Post.ID	679.54	651.23	708.36

APPENDIX G

RESULT OF FIXED-EFFECTS MODEL OF CLASS® DATA FROM YEAR 1 TO YEAR 4 COMPARING ACROSS CQI STRATEGIES

CLASS® Infant Domain: Responsive Caregiving

CQI	Estimate	SE	t	p-value
Certified Coaching	3.09	1.96	1.57	0.12
Early Learning Florida	-1.75	1.26	-1.39	0.17
Professional Development	1.75	1.49	1.18	0.24
Child Assessment Implementation	0.56	0.69	0.82	0.42
IACET	-1.25	1.82	-0.69	0.49
Child Assessment Training	-0.94	1.74	-0.54	0.59

Table G-1. Results from fixed-effects model based on four years of CLASS® Infant Domain: Responsive Caregiving

CLASS® Toddler Domain: Emotional and Behavioral Support

CQI	Estimate	SE	t	p-value
MMCI	0.45	0.06	7.44	0.00
Child Assessment Implementation	0.48	0.37	1.31	0.19
Professional Development	0.40	0.34	1.18	0.24
Child Assessment Training (Accelerated)	-0.42	0.47	-0.89	0.37
IACET	0.31	0.37	0.82	0.41
Certified Coaching	-0.13	0.42	-0.31	0.75
Early Learning Florida	-0.04	0.28	-0.13	0.90
Child Assessment Training	-0.01	0.30	-0.02	0.98

Table G-2. Results from fixed-effects model based on four years of CLASS® Toddler Domain: Emotional and Behavioral Support

CLASS® Toddler Domain: Engaged Support for Learning

CQI	Estimate	SE	t	p-value
MMCI	0.82	0.09	9.41	0.00
Professional Development	1.34	0.49	2.76	0.01
Child Assessment Implementation	0.76	0.53	1.43	0.15
Certified Coaching	0.72	0.60	1.20	0.23
IACET	-0.34	0.54	-0.63	0.53
Early Learning Florida	0.17	0.41	0.41	0.68
Child Assessment Training	0.14	0.44	0.32	0.75
Child Assessment Training (Accelerated)	-0.18	0.67	-0.27	0.79

Table G-3. Results from fixed-effects model based on four years of CLASS® Toddler Domain: Engaged Support for Learning

CLASS® Preschool Domain: Classroom Organization

CQI	Estimate	SE	t	p-value
MMCI	0.43	0.06	7.10	0.00
Child Assessment Training	0.46	0.27	1.72	0.09
IACET	-0.48	0.38	-1.26	0.21
Child Assessment Implementation	0.29	0.29	1.00	0.32
Early Learning Florida	-0.15	0.24	-0.61	0.54
Certified Coaching	-0.26	0.51	-0.51	0.61
Professional Development	0.10	0.27	0.36	0.72

Table G-4. Results from fixed-effects model based on four years of CLASS® Preschool Domain: Classroom Organization

CLASS® Preschool Domain: Engaged Support

CQI	Estimate	SE	t	p-value
MMCI	0.38	0.05	7.69	0.00
Child Assessment Training	0.34	0.21	1.58	0.11
Child Assessment Implementation	0.26	0.24	1.11	0.27
Professional Development	-0.09	0.21	-0.43	0.67
Certified Coaching	-0.14	0.41	-0.35	0.72
Child Assessment Training (Accelerated)	-0.04	0.28	-0.15	0.88
Early Learning Florida	-0.03	0.19	-0.14	0.89
IACET	-0.01	0.30	-0.03	0.97

Table G-5. Results from fixed-effects model based on four years of CLASS® Preschool Domain: Engaged Support

CLASS® Preschool Domain: Instructional Support

CQI	Estimate	SE	t	p-value
MMCI	0.67	0.07	9.22	0.00
Child Assessment Training	0.77	0.32	2.43	0.02
Child Assessment Implementation	0.69	0.35	1.98	0.05
Professional Development	0.30	0.32	0.96	0.34
Early Learning Florida	0.22	0.28	0.78	0.44
Child Assessment Training (Accelerated)	-0.21	0.41	-0.51	0.61
IACET	0.12	0.45	0.26	0.79
Certified Coaching	-0.04	0.60	-0.07	0.94

Table G-6. Results from fixed-effects model based on four years of CLASS® Preschool Domain: Instructional Support

APPENDIX H

RESULTS OF SECONDARY ANALYSIS OF CLASS TO COMPARE SCORES ACROSS TIERS

CLASS® Infant Domain

Responsive Caregiving

	mean	2.5%	97.5%
(Intercept)	4.77	3.82	5.77
Pre-Post	0.48	0.35	0.61
Certified Coaching	-0.07	-0.32	0.19
Child Assessment Implementation	-0.27	-0.91	0.36
Child Assessment Reliability	0.89	-0.59	2.30
Child Assessment Training	0.07	-0.30	0.42
Child Assessment Training Accelerated	0.20	-0.35	0.76
Early Learning Florida	-0.04	-0.22	0.13
IACET	0.08	-0.21	0.36
MMCI	-0.07	-0.28	0.13
Professional Development	0.19	-0.02	0.41

CLASS® Toddler Domains

Emotional and Behavioral Support

	mean	2.5%	97.5%
(Intercept)	5.32	4.52	6.19
Pre-Post	0.21	0.15	0.28
Certified Coaching	0.08	-0.03	0.19
Child Assessment Implementation	0.18	-0.02	0.37
Child Assessment Reliability	-0.11	-0.82	0.58
Child Assessment Training	0.08	-0.07	0.24
Child Assessment Training Accelerated	-0.15	-0.30	-0.01
Early Learning Florida	0.11	0.03	0.19
IACET	0.11	-0.01	0.23
MMCI	0.06	-0.02	0.15
Professional Development	0.21	0.11	0.30

CLASS® Toddler Domains

Engaged Support for Learning

	mean	2.5%	97.5%
(Intercept)	3.09	2.03	4.22
Pre-Post	0.45	0.36	0.54
Certified Coaching	0.07	-0.09	0.22
Child Assessment Implementation	0.22	-0.06	0.49
Child Assessment Reliability	0.32	-0.66	1.33
Child Assessment Training	0.17	-0.05	0.39
Child Assessment Training Accelerated	-0.16	-0.37	0.05
Early Learning Florida	0.25	0.14	0.36
IACET	0.07	-0.10	0.23
MMCI	0.05	-0.07	0.17
Professional Development	0.21	0.07	0.35

CLASS® Pre-school Domains

Instructional Support

	mean	2.5%	97.5%
(Intercept)	3.07	1.76	4.31
Pre-Post	0.42	0.34	0.51
Certified Coaching	-0.03	-0.18	0.13
Child Assessment Implementation	0.15	-0.13	0.42
Child Assessment Reliability	-0.37	-1.35	0.59
Child Assessment Training	0.12	-0.10	0.33
Child Assessment Training Accelerated	0.05	-0.16	0.26
Early Learning Florida	0.12	0.01	0.24
IACET	0.08	-0.09	0.26
MMCI	-0.04	-0.16	0.08
Professional Development	0.18	0.03	0.32

Emotional Support

	mean	2.5%	97.5%
(Intercept)	5.65	4.98	6.33
Pre - Post	0.22	0.17	0.28
Certified Coaching	0.04	-0.05	0.13
Child Assessment Implementation	0.22	0.05	0.38
Child Assessment Reliability	-0.08	-0.63	0.47
Child Assessment Training	0.01	-0.13	0.14
Child Assessment Training Accelerated	-0.09	-0.21	0.03
Early Learning Florida	0.11	0.05	0.18
IACET	0.12	0.01	0.22
MMCI	-0.08	-0.15	-0.01
Professional Development	0.10	0.02	0.19

Classroom Organization

	mean	2.5%	97.5%
(Intercept)	5.13	4.16	6.11
Pre-Post	0.26	0.19	0.33
Certified Coaching	0.00	-0.12	0.12
Child Assessment Implementation	0.08	-0.14	0.30
Child Assessment Reliability	-0.20	-0.95	0.54
Child Assessment Training	-0.03	-0.21	0.14
Child Assessment Training Accelerated	-0.01	-0.18	0.15
Early Learning Florida	0.07	-0.02	0.16
IACET	0.01	-0.13	0.14
MMCI	-0.14	-0.24	-0.05
Professional Development	0.07	-0.05	0.19

APPENDIX I

RESULTS OF REGRESSION DISCONTINUITY ANALYSIS OF CLASS SCORES COMPARING ACROSS TIERS.

Domain	Coefficient	Pair	Estimate	Standard error	t-value	p-value
Classroom Organization	Mean gain	Tier1-Tier2	1.14	0.47	2.44	0.02
Classroom Organization	Mean gain	Tier2-Tier3	0.65	0.15	4.17	0.00
Classroom Organization	Mean gain	Tier3-Tier4	-0.29	0.10	-2.78	0.01
Classroom Organization	Mean gain	Tier4-Tier5	-0.02	0.16	-0.14	0.89
Classroom Organization	Composite	Tier1-Tier2	-1.74	1.09	-1.60	0.11
Classroom Organization	Composite	Tier2-Tier3	-0.44	0.35	-1.28	0.20
Classroom Organization	Composite	Tier3-Tier4	-0.93	0.18	-5.03	0.00
Classroom Organization	Composite	Tier4-Tier5	-0.02	0.22	-0.08	0.93
Classroom Organization	Difference between tiers	Tier1-Tier2	-0.05	0.53	-0.09	0.93
Classroom Organization	Interaction between tier and composite	Tier1-Tier2	1.30	1.15	1.12	0.26
Classroom Organization	Difference between tiers	Tier2-Tier3	-0.01	0.20	-0.04	0.97
Classroom Organization	Interaction between tier and composite	Tier2-Tier3	-0.48	0.41	-1.19	0.24
Classroom Organization	Difference between tiers	Tier3-Tier4	0.28	0.16	1.83	0.07
Classroom Organization	Interaction between tier and composite	Tier3-Tier4	0.91	0.33	2.76	0.01

Classroom Organization	Difference between tiers	Tier4-Tier5	-1.29	0.40	-3.20	0.00
Classroom Organization	Interaction between tier and composite	Tier4-Tier5	3.06	1.27	2.41	0.02
Emotional and Behavioral Support	Mean gain	Tier1-Tier2	0.85	0.37	2.33	0.02
Emotional and Behavioral Support	Mean gain	Tier2-Tier3	0.39	0.13	3.15	0.00
Emotional and Behavioral Support	Mean gain	Tier3-Tier4	-0.10	0.09	-1.09	0.28
Emotional and Behavioral Support	Mean gain	Tier4-Tier5	-0.21	0.15	-1.41	0.16
Emotional and Behavioral Support	Composite	Tier1-Tier2	-1.40	0.84	-1.66	0.10
Emotional and Behavioral Support	Composite	Tier2-Tier3	-0.79	0.28	-2.80	0.01
Emotional and Behavioral Support	Composite	Tier3-Tier4	-0.41	0.16	-2.59	0.01
Emotional and Behavioral Support	Composite	Tier4-Tier5	-0.25	0.21	-1.21	0.23
Emotional and Behavioral Support	Interaction between tier and composite	Tier1-Tier2	0.61	0.90	0.69	0.49
Emotional and Behavioral Support	Difference between tiers	Tier1-Tier2	0.33	0.42	0.79	0.43
Emotional and Behavioral Support	Interaction between tier and composite	Tier2-Tier3	0.38	0.33	1.15	0.25
Emotional and Behavioral Support	Difference between tiers	Tier2-Tier3	-0.08	0.16	-0.49	0.62
Emotional and Behavioral Support	Interaction between tier and composite	Tier3-Tier4	0.16	0.28	0.56	0.58
Emotional and Behavioral Support	Difference between tiers	Tier3-Tier4	0.14	0.13	1.04	0.30
Emotional and Behavioral Support	Interaction between tier and composite	Tier4-Tier5	-0.03	1.22	-0.02	0.98

Emotional and Behavioral Support	Difference between tiers	Tier4-Tier5	0.06	0.36	0.18	0.86
Emotional Support	Mean gain	Tier1-Tier2	1.12	0.34	3.26	0.00
Emotional Support	Mean gain	Tier2-Tier3	0.37	0.12	3.25	0.00
Emotional Support	Mean gain	Tier3-Tier4	-0.15	0.08	-2.02	0.04
Emotional Support	Mean gain	Tier4-Tier5	-0.07	0.11	-0.64	0.52
Emotional Support	Composite	Tier1-Tier2	-0.77	0.80	-0.96	0.34
Emotional Support	Composite	Tier2-Tier3	-0.50	0.26	-1.93	0.05
Emotional Support	Composite	Tier3-Tier4	-0.73	0.13	-5.46	0.00
Emotional Support	Composite	Tier4-Tier5	-0.04	0.15	-0.29	0.78
Emotional Support	Interaction between tier and composite	Tier1-Tier2	0.27	0.85	0.32	0.75
Emotional Support	Difference between tiers	Tier1-Tier2	-0.24	0.39	-0.63	0.53
Emotional Support	Interaction between tier and composite	Tier2-Tier3	-0.23	0.30	-0.77	0.44
Emotional Support	Difference between tiers	Tier2-Tier3	0.20	0.15	1.36	0.17
Emotional Support	Interaction between tier and composite	Tier3-Tier4	0.68	0.24	2.87	0.00
Emotional Support	Difference between tiers	Tier3-Tier4	0.13	0.11	1.11	0.27
Emotional Support	Interaction between tier and composite	Tier4-Tier5	1.64	0.86	1.91	0.06
Emotional Support	Difference between tiers	Tier4-Tier5	-0.64	0.27	-2.37	0.02
Engaged Support for Learning	Mean gain	Tier1-Tier2	0.94	0.47	1.99	0.05

Engaged Support for Learning	Mean gain	Tier2-Tier3	0.49	0.17	2.84	0.00
Engaged Support for Learning	Mean gain	Tier3-Tier4	0.25	0.13	1.90	0.06
Engaged Support for Learning	Mean gain	Tier4-Tier5	-0.36	0.24	-1.50	0.14
Engaged Support for Learning	Composite	Tier1-Tier2	-0.74	1.09	-0.68	0.50
Engaged Support for Learning	Composite	Tier2-Tier3	-1.22	0.39	-3.11	0.00
Engaged Support for Learning	Composite	Tier3-Tier4	-0.40	0.23	-1.72	0.09
Engaged Support for Learning	Composite	Tier4-Tier5	-0.68	0.34	-2.01	0.05
Engaged Support for Learning	Interaction between tier and composite	Tier1-Tier2	-0.48	1.16	-0.41	0.68
Engaged Support for Learning	Difference between tiers	Tier1-Tier2	0.77	0.54	1.42	0.16
Engaged Support for Learning	Interaction between tier and composite	Tier2-Tier3	0.82	0.46	1.79	0.07
Engaged Support for Learning	Difference between tiers	Tier2-Tier3	0.15	0.22	0.67	0.51
Engaged Support for Learning	Interaction between tier and composite	Tier3-Tier4	-0.28	0.41	-0.68	0.50
Engaged Support for Learning	Difference between tiers	Tier3-Tier4	0.07	0.20	0.37	0.71
Engaged Support for Learning	Interaction between tier and composite	Tier4-Tier5	2.72	1.98	1.38	0.17
Engaged Support for Learning	Difference between tiers	Tier4-Tier5	-0.40	0.59	-0.69	0.49
Instructional Support	Mean gain	Tier1-Tier2	1.28	0.49	2.58	0.01
Instructional Support	Mean gain	Tier2-Tier3	0.63	0.18	3.55	0.00
Instructional Support	Mean gain	Tier3-Tier4	0.04	0.14	0.26	0.79

Instructional Support	Mean gain	Tier4-Tier5	0.34	0.29	1.18	0.24
Instructional Support	Composite	Tier1-Tier2	-0.23	1.15	-0.20	0.85
Instructional Support	Composite	Tier2-Tier3	-0.51	0.40	-1.29	0.20
Instructional Support	Composite	Tier3-Tier4	-0.75	0.25	-2.97	0.00
Instructional Support	Composite	Tier4-Tier5	0.34	0.40	0.84	0.40
Instructional Support	Interaction between tier and composite	Tier1-Tier2	-0.29	1.22	-0.24	0.81
Instructional Support	Difference between tiers	Tier1-Tier2	-0.13	0.56	-0.23	0.82
Instructional Support	Interaction between tier and composite	Tier2-Tier3	-0.24	0.47	-0.50	0.62
Instructional Support	Difference between tiers	Tier2-Tier3	0.15	0.23	0.66	0.51
Instructional Support	Interaction between tier and composite	Tier3-Tier4	1.09	0.45	2.41	0.02
Instructional Support	Difference between tiers	Tier3-Tier4	-0.04	0.21	-0.17	0.86
Instructional Support	Interaction between tier and composite	Tier4-Tier5	0.19	2.31	0.08	0.94
Instructional Support	Difference between tiers	Tier4-Tier5	-1.02	0.73	-1.40	0.16
Responsive Caregiving	Mean gain	Tier1-Tier2	2.09	1.02	2.05	0.05
Responsive Caregiving	Mean gain	Tier2-Tier3	0.52	0.23	2.29	0.02
Responsive Caregiving	Mean gain	Tier3-Tier4	0.42	0.18	2.33	0.02
Responsive Caregiving	Mean gain	Tier4-Tier5	-0.45	0.35	-1.28	0.21
Responsive Caregiving	Composite	Tier1-Tier2	-0.75	0.60	-1.25	0.22

Responsive Caregiving	Composite	Tier2-Tier3	-0.75	0.58	-1.29	0.20
Responsive Caregiving	Composite	Tier3-Tier4	-0.08	0.31	-0.26	0.80
Responsive Caregiving	Composite	Tier4-Tier5	-0.83	0.49	-1.71	0.09
Responsive Caregiving	Difference between tiers	Tier1-Tier2	-0.82	1.11	-0.74	0.47
Responsive Caregiving	Interaction between tier and composite	Tier2-Tier3	0.67	0.66	1.02	0.31
Responsive Caregiving	Difference between tiers	Tier2-Tier3	-0.03	0.29	-0.09	0.93
Responsive Caregiving	Interaction between tier and composite	Tier3-Tier4	-0.75	0.58	-1.31	0.19
Responsive Caregiving	Difference between tiers	Tier3-Tier4	-0.04	0.27	-0.13	0.89
Responsive Caregiving	Interaction between tier and composite	Tier4-Tier5	0.28	1.61	0.17	0.86
Responsive Caregiving	Difference between tiers	Tier4-Tier5	0.25	0.63	0.39	0.69

APPENDIX J

RESULTS OF PROPENSITY SCORE ANALYSIS BASED ON YEAR 4 GOLD CHILD ASSESSMENT DATA

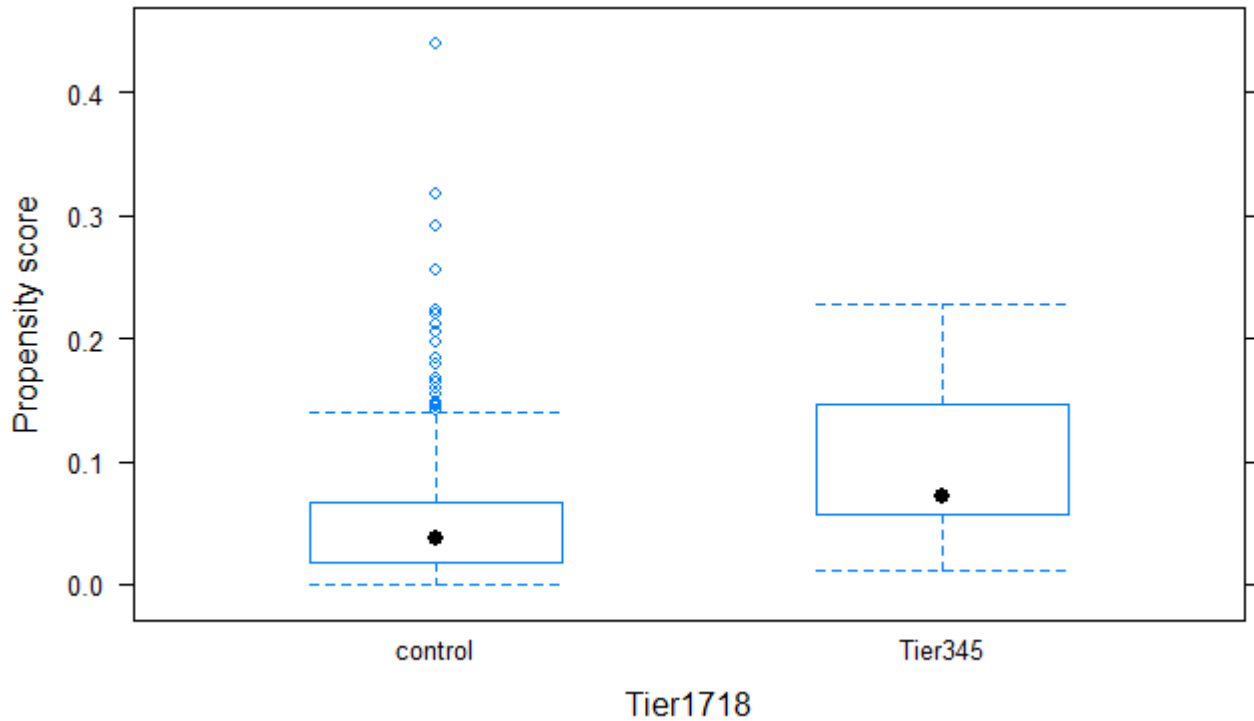


Figure J-1. Plot of the distributions of propensity scores for control providers and participated providers (Tier 3, 4, & 5)

Covariates	tx.mn	tx.sd	ct.mn	ct.sd	Standardized mean difference
Count of teachers	4.93	2.64	4.91	1.82	0.01
Count of children	37.94	36.11	38.00	26.25	0.00
Child gender ratio_1617.fall	0.55	0.17	0.55	0.10	0.01
Child ethnicity ratio_1617.fall	0.80	0.20	0.81	0.18	-0.03
SE_1617.fall	523.19	60.80	521.79	31.43	0.02
PHY_1617.fall	512.49	56.23	513.88	31.71	-0.02
LANG_1617.fall	516.72	60.09	518.12	33.27	-0.02
COG_1617.fall	526.08	65.45	524.09	40.74	0.03
LIT_1617.fall	508.42	58.12	511.07	39.50	-0.05
MATH_1617.fall	510.53	60.43	512.80	37.52	-0.04

Table J-1. Evaluation of covariate balance for propensity score weighting

Group	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
Control	0.000696	0.018675	0.038024	0.057972	0.072417	0.78219
Tier 3, 4, 5	1	1	1	1	1	1

Table J-2. Summary of weights calculated from logistic-regression based propensity score weighting

Coefficients	Estimate	SE	t	p-value
Grand mean	298.99	2.19	136.48	0.00
Free Lunch	-1.66	3.13	-0.53	0.60
Treatment	-4.43	6.89	-0.64	0.52
Domain score_1617 Fall	7.05	1.85	3.81	0.00
ELC of the Big Bend Region	-0.89	5.27	-0.17	0.87
ELC of Southwest Florida	10.45	4.70	2.22	0.03
ELC of Broward County	-3.88	2.89	-1.34	0.18
ELC of Polk County	-12.20	2.70	-4.51	0.00
ELC of Northwest Florida	6.51	4.38	1.49	0.14
Age in month	4.91	0.11	43.92	0.00
Treatment x Free Lunch	7.96	8.19	0.97	0.33
Treatment x Domain score_1617 Fall	-5.30	4.26	-1.24	0.21
Treatment x ELC of the Big Bend Region	9.72	10.17	0.96	0.34
Treatment x ELC of Southwest Florida	-35.21	14.54	-2.42	0.02
Treatment x ELC of Broward County	34.36	15.28	2.25	0.03
Treatment x ELC of Polk County	-22.68	14.85	-1.53	0.13
Treatment x ELC of Northwest Florida	13.81	8.66	1.59	0.11
ELC of the Big Bend Region x Age in month	-0.22	0.25	-0.89	0.37
ELC of Southwest Florida x Age in month	0.51	0.30	1.66	0.10
ELC of Broward County x Age in month	-0.17	0.16	-1.03	0.31
ELC of Polk County x Age in month	-0.28	0.14	-1.99	0.05
ELC of Northwest Florida x Age in month	0.17	0.22	0.77	0.44
Treatment x Age in month	0.08	0.31	0.26	0.79
Treatment x ELC of the Big Bend Region x Age in month	1.18	0.47	2.50	0.01
Treatment x ELC of Southwest Florida x Age in month	-1.05	0.67	-1.57	0.12
Treatment x ELC of Broward County x Age in month	0.78	0.50	1.54	0.12
Treatment x ELC of Polk County x Age in month	-1.19	0.89	-1.33	0.18
Treatment x ELC of Northwest Florida x Age in month	0.29	0.39	0.73	0.47

Table J-3. Results from propensity score analysis—Social Emotional

Coefficients	Estimate	SE	t	p-value
Grand mean	390.10	4.21	92.67	0.00
Free Lunch	-1.27	4.95	-0.26	0.80
Treatment	-5.81	12.97	-0.45	0.65
Domain score_1617 Fall	11.87	3.14	3.78	0.00
ELC of the Big Bend Region	-2.02	9.21	-0.22	0.83
ELC of Southwest Florida	26.55	11.48	2.31	0.02
ELC of Broward County	-10.90	5.10	-2.14	0.03
ELC of Polk County	-21.83	4.77	-4.57	0.00
ELC of Northwest Florida	8.20	7.12	1.15	0.25
Age in month	8.20	0.21	39.11	0.00
Treatment x Free Lunch	9.48	16.71	0.57	0.57
Treatment x Domain score_1617 Fall	4.20	13.32	0.32	0.75
Treatment x ELC of the Big Bend Region	41.16	35.67	1.15	0.25
Treatment x ELC of Southwest Florida	-47.07	32.00	-1.47	0.14
Treatment x ELC of Broward County	44.41	24.45	1.82	0.07
Treatment x ELC of Polk County	-55.16	28.52	-1.93	0.05
Treatment x ELC of Northwest Florida	16.66	16.32	1.02	0.31
ELC of the Big Bend Region x Age in month	-0.81	0.44	-1.84	0.07
ELC of Southwest Florida x Age in month	1.20	0.60	2.01	0.05
ELC of Broward County x Age in month	-0.27	0.27	-0.98	0.33
ELC of Polk County x Age in month	-0.34	0.26	-1.31	0.19
ELC of Northwest Florida x Age in month	0.22	0.36	0.61	0.54
Treatment x Age in month	-0.08	0.58	-0.15	0.88
Treatment x ELC of the Big Bend Region x Age in month	3.40	0.89	3.83	0.00
Treatment x ELC of Southwest Florida x Age in month	-2.75	1.20	-2.30	0.02
Treatment x ELC of Broward County x Age in month	1.12	0.83	1.34	0.18
Treatment x ELC of Polk County x Age in month	-2.06	1.81	-1.13	0.26
Treatment x ELC of Northwest Florida x Age in month	0.29	0.68	0.42	0.67

Table J-4. Results from propensity score analysis—Physical

Coefficients	Estimate	SE	t	p-value
Grand mean	321.87	3.32	96.93	0.00
Free Lunch	-0.15	3.89	-0.04	0.97
Treatment	-13.67	9.08	-1.50	0.13
Domain score_1617 Fall	5.89	2.58	2.29	0.02
ELC of the Big Bend Region	-7.37	6.36	-1.16	0.25
ELC of Southwest Florida	13.99	10.22	1.37	0.17
ELC of Broward County	-4.82	4.13	-1.17	0.24
ELC of Polk County	-10.96	3.92	-2.79	0.01
ELC of Northwest Florida	9.16	5.90	1.55	0.12
Age in month	7.05	0.19	37.24	0.00
Treatment x Free Lunch	10.25	9.81	1.04	0.30
Treatment x Domain score_1617 Fall	2.89	6.88	0.42	0.67
Treatment x ELC of the Big Bend Region	8.19	15.72	0.52	0.60
Treatment x ELC of Southwest Florida	-47.56	26.14	-1.82	0.07
Treatment x ELC of Broward County	23.53	18.09	1.30	0.19
Treatment x ELC of Polk County	-17.48	19.14	-0.91	0.36
Treatment x ELC of Northwest Florida	33.32	10.97	3.04	0.00
ELC of the Big Bend Region x Age in month	-0.61	0.33	-1.87	0.06
ELC of Southwest Florida x Age in month	0.45	0.60	0.75	0.46
ELC of Broward County x Age in month	-0.10	0.24	-0.41	0.68
ELC of Polk County x Age in month	-0.12	0.23	-0.51	0.61
ELC of Northwest Florida x Age in month	0.38	0.32	1.21	0.23
Treatment x Age in month	-0.01	0.46	-0.03	0.97
Treatment x ELC of the Big Bend Region x Age in month	0.64	0.58	1.11	0.27
Treatment x ELC of Southwest Florida x Age in month	-0.68	1.12	-0.61	0.54
Treatment x ELC of Broward County x Age in month	0.70	0.76	0.93	0.35
Treatment x ELC of Polk County x Age in month	-1.39	1.35	-1.03	0.31
Treatment x ELC of Northwest Florida x Age in month	0.72	0.57	1.26	0.21

Table J-5. Results from propensity score analysis—Cognitive

Coefficients	Estimate	SE	t	p-value
Grand mean	293.16	3.10	94.49	0.00
Free Lunch	-4.61	3.91	-1.18	0.24
Treatment	-2.07	9.70	-0.21	0.83
Domain score_1617 Fall	5.15	2.23	2.31	0.02
ELC of the Big Bend Region	-3.42	6.31	-0.54	0.59
ELC of Southwest Florida	9.03	8.72	1.03	0.30
ELC of Broward County	-5.26	3.90	-1.35	0.18
ELC of Polk County	-10.85	3.58	-3.03	0.00
ELC of Northwest Florida	10.50	5.35	1.96	0.05
Age in month	6.38	0.16	39.49	0.00
Treatment x Free Lunch	9.81	10.89	0.90	0.37
Treatment x Domain score_1617 Fall	-1.27	8.31	-0.15	0.88
Treatment x ELC of the Big Bend Region	16.96	22.02	0.77	0.44
Treatment x ELC of Southwest Florida	-31.15	23.62	-1.32	0.19
Treatment x ELC of Broward County	27.97	17.03	1.64	0.10
Treatment x ELC of Polk County	-29.60	20.49	-1.44	0.15
Treatment x ELC of Northwest Florida	15.82	10.97	1.44	0.15
ELC of the Big Bend Region x Age in month	-0.20	0.33	-0.62	0.53
ELC of Southwest Florida x Age in month	0.52	0.51	1.02	0.31
ELC of Broward County x Age in month	-0.11	0.21	-0.50	0.62
ELC of Polk County x Age in month	-0.56	0.20	-2.79	0.01
ELC of Northwest Florida x Age in month	0.35	0.26	1.35	0.18
Treatment x Age in month	0.34	0.44	0.78	0.44
Treatment x ELC of the Big Bend Region x Age in month	1.50	0.73	2.05	0.04
Treatment x ELC of Southwest Florida x Age in month	-0.83	0.82	-1.02	0.31
Treatment x ELC of Broward County x Age in month	0.85	0.65	1.30	0.20
Treatment x ELC of Polk County x Age in month	-1.71	1.38	-1.24	0.21
Treatment x ELC of Northwest Florida x Age in month	0.20	0.55	0.36	0.72

Table J-6. Results from propensity score analysis—Language

Coefficients	Estimate	SE	t	p-value
Grand mean	402.69	2.74	146.88	0.00
Free Lunch	-7.13	4.00	-1.78	0.08
Treatment	-4.54	6.96	-0.65	0.51
Domain score_1617 Fall	7.74	2.55	3.04	0.00
ELC of the Big Bend Region	-6.24	4.61	-1.35	0.18
ELC of Southwest Florida	18.06	8.02	2.25	0.02
ELC of Broward County	-1.14	3.83	-0.30	0.77
ELC of Polk County	-15.35	3.98	-3.85	0.00
ELC of Northwest Florida	4.67	5.33	0.88	0.38
Age in month	8.62	0.15	55.93	0.00
Treatment x Free Lunch	18.51	8.41	2.20	0.03
Treatment x Domain score_1617 Fall	5.97	7.92	0.75	0.45
Treatment x ELC of the Big Bend Region	18.07	12.94	1.40	0.16
Treatment x ELC of Southwest Florida	-37.26	20.26	-1.84	0.07
Treatment x ELC of Broward County	-6.75	13.79	-0.49	0.62
Treatment x ELC of Polk County	8.38	8.73	0.96	0.34
Treatment x ELC of Northwest Florida	17.55	10.47	1.68	0.09
ELC of the Big Bend Region x Age in month	-0.90	0.29	-3.10	0.00
ELC of Southwest Florida x Age in month	0.77	0.45	1.71	0.09
ELC of Broward County x Age in month	-0.04	0.21	-0.17	0.86
ELC of Polk County x Age in month	0.20	0.20	0.96	0.34
ELC of Northwest Florida x Age in month	-0.03	0.31	-0.10	0.92
Treatment x Age in month	0.03	0.39	0.09	0.93
Treatment x ELC of the Big Bend Region x Age in month	1.66	0.53	3.11	0.00
Treatment x ELC of Southwest Florida x Age in month	-1.22	0.73	-1.67	0.10
Treatment x ELC of Broward County x Age in month	0.59	0.64	0.91	0.36
Treatment x ELC of Polk County x Age in month	-1.46	1.25	-1.17	0.24
Treatment x ELC of Northwest Florida x Age in month	0.44	0.56	0.79	0.43

Table J-7. Results from propensity score analysis—Literacy

Coefficients	Estimate	SE	t	p-value
Grand mean	254.02	2.31	110.06	0.00
Free Lunch	-6.12	3.19	-1.91	0.06
Treatment	-9.74	5.68	-1.71	0.09
Domain score_1617 Fall	7.34	2.34	3.14	0.00
ELC of the Big Bend Region	-4.89	3.79	-1.29	0.20
ELC of Southwest Florida	12.08	7.37	1.64	0.10
ELC of Broward County	-2.98	3.08	-0.97	0.33
ELC of Polk County	-10.96	3.17	-3.46	0.00
ELC of Northwest Florida	6.76	4.29	1.58	0.12
Age in month	6.65	0.16	42.70	0.00
Treatment x Free Lunch	19.92	8.55	2.33	0.02
Treatment x Domain score_1617 Fall	5.58	7.43	0.75	0.45
Treatment x ELC of the Big Bend Region	9.92	10.42	0.95	0.34
Treatment x ELC of Southwest Florida	-31.77	16.41	-1.94	0.05
Treatment x ELC of Broward County	2.28	11.40	0.20	0.84
Treatment x ELC of Polk County	0.88	7.86	0.11	0.91
Treatment x ELC of Northwest Florida	18.69	9.73	1.92	0.06
ELC of the Big Bend Region x Age in month	-0.41	0.27	-1.49	0.14
ELC of Southwest Florida x Age in month	0.12	0.47	0.26	0.80
ELC of Broward County x Age in month	-0.03	0.21	-0.12	0.90
ELC of Polk County x Age in month	0.32	0.19	1.69	0.09
ELC of Northwest Florida x Age in month	-0.01	0.27	-0.03	0.97
Treatment x Age in month	0.17	0.37	0.48	0.63
Treatment x ELC of the Big Bend Region x Age in month	1.32	0.61	2.15	0.03
Treatment x ELC of Southwest Florida x Age in month	-1.01	0.71	-1.42	0.16
Treatment x ELC of Broward County x Age in month	0.90	0.55	1.64	0.10
Treatment x ELC of Polk County x Age in month	-1.72	1.11	-1.55	0.12
Treatment x ELC of Northwest Florida x Age in month	0.50	0.59	0.85	0.39

Table J-8. Results from propensity score analysis—Mathematics

APPENDIX K

SEMI-STRUCTURED INTERVIEW PROTOCOLS

Tier 1 Interview Protocol (English)

Investigating the Impact of the Early Learning Performance Funding Project on Early Childhood Instructional Practice from Stakeholders' Perspectives

Post-Intervention Interview (30-45 minutes by Zoom online meeting)

Goals:

1. Determine how PFP instructors experienced ELPPF professional development
2. What impact participants perceived the professional development had on their instructional practice, gains in content knowledge, and student interactions

Interviewer: Thanks so much for joining me today, and we really appreciate your time with this effort. Our purpose for this interview is to focus on your experiences and perceptions as a teacher or director who participated in this year's PFP. I'm going to ask you specific questions about aspects of the PFP program including your chosen CQI, the support you received when engaging in this work, and changes or improvements to your instructional practice, and your general impressions of the program as a whole. Please know your answers are completely confidential, and we really appreciate you being completely open and honest as this will assist us to focus on both strengths and challenges in the program for future implementation.

Background (establish trust and rapport)

- Tell me a little bit about your center/FCCH, and what brought you to teaching (prompt for years in field, level of education, and favorite things about the job).
- How long have you or your center/FCCH participated in the ELPPF?

Experience of PFP CQI strategy

Looking at your experience in the PFP, let's talk about your chosen CQI, and think about specific things that helped or hindered the process for you.

- What was your chosen CQI strategy? (prompt for MMCI I/T, MMCI PreK, or Early Learning Florida courses, and what courses they took, if possible)
- Describe this year in terms of your learning experiences: how long did you spend working on your CQI? (# of hours per week, total duration of CQI)
- What elements of this CQI most contributed to your learning as a teacher? (Prompt for specific examples of strategies, assignments, projects, a-ha moments, etc.)
- What was the most challenging part of this experience for you as a teacher or director? What did you struggle with throughout this process? (prompt for time spent, support received, difficulty of content, access or difficulty with technology)
- What was most helpful to you during this experience in terms of support and problem-solving strategies? (prompt for support from director, ELC, course instructor, coach or peers)
- Describe if, and how, you have incorporated this new knowledge you gained from this learning into your practice as a teacher/director. (Prompt for specific evidence or examples in classroom practice)

Changes in Teacher-Student Interactions and Outcomes

The goal of the PFP was to result in improved teacher-child interactions in classrooms that are better aligned with the specific needs of children, with children gaining more skills in school readiness domains including socio-emotional development, language and general readiness skills.

- How has your participation in this program made a difference in the way you think about teaching or in your development as a teacher? (prompt for change in beliefs, practice, interactions)
- Have you seen any difference in your children's abilities or outcomes because of the things you have learned from this CQI? (prompt for examples of children's learning and development connected to CQI)
- What specific elements of the PFP most contributed to improving your instruction with regard to your student interactions? (prompt for content from CQI, collaboration with peers, help from directors and/or ELC coaches, etc.)
- What ideas or suggestions can you offer for participants next year? What would you like to see change for next year?
- Is there anything else you'd like to discuss about the PFP?

Tier 2 and Tier 3 Interview Protocol (English)

Investigating the Impact of the Early Learning Performance Funding Project on Early Childhood Instructional Practice from Stakeholders' Perspectives

Post-Intervention Interview (30-45 minutes by Zoom online meeting)

Goals:

1. Determine how PFP participants experienced ELPPF professional development
2. What impact participants perceived the professional development had on their instructional practice, gains in content knowledge, and student interactions

Interviewer: Thanks so much for joining me today, and we really appreciate your time with this effort. Our purpose for this interview is to focus on your experiences and perceptions as a teacher or director who participated in this year's PFP. I'm going to ask you specific questions about aspects of the PFP program including your chosen CQI, the support you received when engaging in this work, changes or improvements to your instructional practice, and your general impressions of the program as a whole. Please know your answers are completely confidential, and we really appreciate you being completely open and honest as this will assist us to focus on both strengths and challenges in the program for future implementation.

Background (establish trust and rapport)

- Tell me a little bit about your center/FCCH, and what brought you to teaching (prompt for years in field, level of education, and favorite things about the job).
- Tell me a story about a child whose life you have impacted, and how this made you feel as a teacher/director.
- How long have you and/or your center/FCCH participated in the ELPPF? (If they have been in PFP previously, ask about previous year experiences)

Experience of PFP CQI strategy

Looking at your experience in the PFP, let's talk about your chosen CQI, and think about specific things that helped or hindered the process for you.

- What was your chosen CQI strategy? (prompt for strategy from list on page 2- if Early Learning Florida courses, ask what courses they took if possible)
- Why did you decide to choose this strategy (s)? (Prompt for motivation, or if chosen for them, ask them by whom and why)
- Describe this year in terms of your learning experiences: how long did you spend working on your CQI? (# of hours per week, total duration of CQI, and if more than one CQI, ask about combination)
- What elements of this CQI most contributed to your learning as a teacher? (Prompt for specific examples of strategies from each CQI, assignments, projects, a-ha moments, collaboration, course instructor, etc.)
- What were the biggest benefits from engaging in these CQIs for you as a teacher or director?
- What was the most challenging part of this experience for you as a teacher or director? What did you struggle with throughout this process? (prompt for time spent, support received, difficulty of content, access or difficulty with technology)
- Describe if, and how, you have incorporated this new knowledge you gained from this learning into your practice as a teacher/director. (Prompt for specific evidence or examples in classroom practice)

Changes in Teacher-Student Interactions and Outcomes

The goal of the PFP was to result in improved teacher-child interactions in classrooms that are better aligned with the specific needs of children, with children gaining more skills in school readiness domains including socio-emotional development, language and general readiness skills.

- How has your participation in the PFP program made a difference in the way you think about teaching or in your development as a teacher or director? (prompt for change in beliefs, practice, interactions)
- How has your participation in this program made you think about yourself as a professional? (prompt for possible career path, motivation for future education, retention in the field)
- What differences in your children's learning, abilities or outcomes have you experienced because of the things you have learned from this CQI? (prompt for examples of children's learning and development connected to CQI)
- What specific elements of the PFP most contributed to improving your instruction with regard to your student interactions and CLASS scores? (prompt for content from CQI, collaboration with peers, help from directors and/or ELC coaches, etc.)
- What ideas or suggestions can you offer for participants next year? What would you like to see change for next year?
- Is there anything else you'd like to discuss about the PFP?

Year 4 PFP CQI Strategies:

- MMCI Infant/Toddler
- MMCI PreK
- Early Learning Florida (2 courses)
- Professional Development Progress Plan
- Certified Coaching
- Child Assessment Training
- Child Assessment Training-Accelerated
- Child Assessment Implementation
- IACET/OEL approved training

Tier 4 and 5 Interview Protocol (English)

Investigating the Impact of the Early Learning Performance Funding Project on Early Childhood Instructional Practice from Stakeholders' Perspectives

Post-Intervention Interview (30-45 minutes by Zoom online meeting)

Goals:

1. Determine how PFP participants experienced ELFPF professional development
2. What impact participants perceived the professional development had on their instructional practice, gains in content knowledge, and student interactions?

Interviewer: Thanks so much for joining me today, and we really appreciate your time with this effort. Our purpose for this interview is to focus on your experiences and perceptions as a teacher or director who participated in this year's PFP. I'm going to ask you specific questions about aspects of the PFP program including your chose CQI, the support you received when engaging in this work, and changes or improvements to your instructional practice, and your general impressions of the program as a whole. Please know your answers are completely confidential, and we really appreciate you being completely open and honest as this will assist us to focus on both strengths and challenges in the program for future implementation.

Background (establish trust and rapport)

- Tell me a little bit about your center/FCCH, and what brought you to teaching (prompt for years in field, level of education, and favorite things about the job).
- How long have you and/or your center/FCCH participated in the ELFPF? (go to next question if previous experience)
- Compare your previous experiences in the PFP with this year's experience.

Experience of PFP CQI strategy

- Looking at your experience in the PFP, let's talk about your chosen CQI, and think about specific things that helped or hindered the process for you.
- What was your chosen CQI strategy? (prompt for strategy from list on page 2- if Early Learning Florida courses, ask what courses they took if possible)
- Why did you decide to choose this strategy (s)? (Prompt for motivation, or if chosen for them, ask them by whom and why)
- Describe this year in terms of your learning experiences: how long did you spend working on your CQI? (# of hours per week, total duration of CQI, and if more than one CQI, ask about combination)

- What elements of this CQI most contributed to your learning as a teacher? (Prompt for specific examples of strategies from each CQI, assignments, projects, a-ha moments, collaboration, course instructor, etc.)
- Tell me about connections you are making between this CQI and prior learning experiences in the PFP (prompt for prior coursework, coaching, or child assessment implementation connections).
- In what ways do you think participation in this CQI prepared you to meet the individual needs of diverse student populations? ELLs? Students with special needs?
- What were the biggest benefits from engaging in these CQIs for you as a teacher or director?
- What was the most challenging part of this experience for you as a teacher or director? What did you struggle with throughout this process? (prompt for time spent, support received, difficulty of content, access or difficulty with technology)
- Describe if, and how, you have incorporated this new knowledge you gained from this learning into your practice as a teacher/director. (Prompt for specific evidence or examples in classroom practice)

Changes in Teacher-Student Interactions and Outcomes

The goal of the PFP was to result in improved teacher-child interactions in classrooms that are better aligned with the specific needs of children, with children gaining more skills in school readiness domains including socio-emotional development, language and general readiness skills. As a participant in Tier 4/5, you are considered to be high-quality providers of children's learning.

- How has your experience with CLASS observations and scores influenced the way you teach and work on a day to day basis?
- How has your participation in the PFP impacted the way you think about children's learning?
- How has your participation in the PFP program made a difference in the way you think about teaching or in your development as a teacher or director? (prompt for change in beliefs, practice, interactions)
- How has your participation in this program made you think about yourself as a professional? (prompt for possible career path, motivation for future education, retention in the field)
- How has participation in the PFP made you think about yourself as a teacher leader or an instructional leader? (prompt directors about leadership attributes that were most improved)
- What differences in your children's learning, abilities or outcomes have you experienced because of the things you have learned from this CQI? (prompt for examples of children's learning and development connected to CQI)
- What ideas or suggestions can you offer for participants next year? What would you like to see change for next year?
- Is there anything else you'd like to discuss about the PFP?

Year 4 PFP CQI Strategies:

- MMCI Infant/Toddler
- MMCI PreK
- Early Learning Florida (2 courses)
- Professional Development Progress Plan
- Certified Coaching
- Child Assessment Training
- Child Assessment Training-Accelerated
- Child Assessment Implementation
- IACET/OEL approved training

Focus Group Protocol

ELPFP Coalition Leadership Focus Group Interview Protocol: Year 4 ELPFP
Investigating the Impact of the Early Learning Performance Funding Project (2017-2018) on
Early Childhood Instructional Practice from Stakeholders' Perspectives

Post-Intervention Interview (60-90 minutes)

Goals:

1. Determine ELC leadership perspectives of Year 4 PFP CQI strategies
2. Determine what impact coalition leaders perceived the professional development had on teacher instructional practice, teacher-child interactions, gains in content knowledge, and direct child outcomes
3. Determine challenges, benefits and suggestions for future ELPFP implementation

Interviewer: Thanks so much for meeting with me as a group. Our purpose for this interview is to focus on your experiences and perceptions as coalition leaders and facilitators who participated in this year's PFP. I will ask you all general questions about your overall impressions, and then more specific questions about each aspect of the PFP program related to instructional and program quality. We greatly appreciate you being completely open and honest as this will assist us to focus on both strengths and challenges in the program for future implementation. I will ask each question to the group, and would love to hear perspectives from all of you.

Experience of Year 4 PFP: Implementation

- Tell us about the enrollment process for Year 4 with your providers, and the administrative challenges you faced when determining eligibility and preparing providers for this year's program.
- How did having CLASS composites this year impact your PFP implementation? What are your thoughts on this process?
- Year 4 PFP design revolves around CQI strategies for each tier. What challenges and benefits do you feel providers received from this design?
- How did your ELC choose CQI strategies for providers? What was the thought process on which tiered providers received specific CQIs such as certified coaching or MMCI?
- What specific CQI strategies did you feel were missing from this year's menu of strategies?
- What CQI strategies did you feel were most impactful for your providers? Which CQI strategies were the most challenging or un-impactful? Why?

APPENDIX L

COMPLETION SURVEY

ELPFP Survey 2018

Start of Block: SECTION 1

Survey of Participants of the 2017-2018 Early Learning Performance Funding Project

This survey will ask you questions about your experience with the 2017-2018 Early Learning Performance Funding Project. Your participation in this survey is very important because it will help provide valuable evaluation information, and guide future decisions for Florida's Office of Early Learning. Your answers are **completely confidential** and will **only be reported as part of group summaries**.

Thank you very much for your time!

Please write your name.

This information will be used to certify that you completed the survey only. Your answer will remain confidential.

First Name (1) _____

Last Name (2) _____

Please select your Early Learning Coalition:

▼ ELC of Alachua County (1) ... Other (31)

Please write the name of your early learning center or family child care home:

Child care provider name (1) _____

End of Block: SECTION 1

Start of Block: SECTION 2: ELPFP Application Process

Please indicate if you participated in the ELPFP 2017-2018 application process:

Yes (1)

No (2)

Skip To: End of Block If Please indicate if you participated in the ELPFP 2017-2018 application process: = No

Display This Question:

If Please indicate if you participated in the ELPFP 2017-2018 application process: = Yes

For the ELPFP 2017-2018 application process, please indicate how you found this process:

- Easy (5)
- Somewhat easy (4)
- Neutral (3)
- Somewhat difficult (2)
- Difficult (1)

play This Question:

If Please indicate if you participated in the ELPFP 2017-2018 application process: = Yes

For the following sources of help that are available to support the application process, please rate the degree of helpfulness (select N/A if you did not use that specific help):

	N/A (1)	Not at all helpful (2)	Not so helpful (3)	Somewhat helpful (4)	Very helpful (5)	Extremely helpful (6)
OEL Application Webinars (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OEL information on PFP website (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous ELPFP application experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELC support during the process (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OEL Helpline/ELPFP Communications Landing Page (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: SECTION 2: ELPFP Application Process

Start of Block: SECTION 3: CONTINUOUS QUALITY IMPROVEMENT (CQI) STRATEGIES

Please identify ALL Continuous Quality Improvement (CQI) Strategies you completed during the ELPFP 2017-2018 Year (hover over options for descriptions of CQI Strategies):

- MMCI Infant/Toddler (1)
- MMCI Pre-K (2)
- Early Learning Florida (3)
- Professional Development Progress Plan (4)
- Certified Coaching (5)
- Child Assessment Training (6)
- Child Assessment Training-Accelerated (7)
- Child Assessment Implementation (8)
- IACET/OEL approved training (9)

End of Block: SECTION 3: CONTINUOUS QUALITY IMPROVEMENT (CQI) STRATEGIES

Start of Block: CQI_1: MMCI Infant/Toddler

In a typical week, how many hours did you engage in work required for MMCI Infant/Toddler?

- Less than 1 hour (1)
- 1-2 hours (2)
- 2-4 hours (3)
- 4-6 hours (4)
- More than 6 hours (5)

For the following statements, please select the option that best describes your opinion about the MMCI Infant/Toddler:

	Strongly disagree (1)	Disagree (2)	Some-what disagree (3)	Neither agree nor disagree (4)	Strongly agree (5)	Agree (6)	Strongly agree (7)
I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the strategies provided in this training were effective in helping me improve my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the pre and post test accurately measured my learning in this CQI. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training has made me want to engage in more professional development. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the extent that the MMCI Infant/Toddler training has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

To what extent did you encounter difficulties to complete the MMCI Infant/Toddler training?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for reviewing your experience with the MMCI Infant/Toddler. If there is anything else you would like us to know about the MMCI Infant/Toddler that could make it more effective, please do so in the space below:

End of Block: CQI_1: MMCI Infant/Toddler

Start of Block: CQI_2: MMCI Pre-K

In a typical week, how many hours did you engage in work required for MMCI Pre-K?

- Less than 1 hour (1)
- 1-2 hours (2)
- 2-4 hours (3)
- 4-6 hours (4)
- More than 6 hours (5)

For the following statements, please select the option that best describes your opinion about the MMCI Pre-K:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Strongly agree (5)	Agree (6)	Strongly agree (7)
I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the strategies provided in this training were effective in helping me improve my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the pre and post test accurately measured my learning. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training has made me want to engage in more professional development. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the extent that the MMCI Pre-K training has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

To what extent did you encounter difficulties to complete the MMCI Pre-K training?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for reviewing your experience with the MMCI Pre-K. If there is anything else you would like us to know about the MMCI Pre-K that could make it more effective, please do so in the space below:

End of Block: CQI_2: MMCI Pre-K

Start of Block: CQI_3: Early Learning Florida

In which type(s) of the Early Learning Florida model did you participate?

Mark all that apply.

- Online course only (1)
- Online course + TA Coaching (2)
- Online Course + Community of Practice (3)

In a typical week, how many hours did you engage in work required for Early Learning Florida?

- Less than 1 hour (1)
- 1-2 hours (2)
- 2-4 hours (3)
- 4-6 hours (4)
- More than 6 hours (5)

How often did you collaborate with other colleagues in your center, family child care home, or community of practice when implementing the strategies?

- Once a week (1)
- Twice a week (2)
- Not applicable, because I am the only caregiver in the classroom (3)
- I was not able to implement the strategies (4)

Please rate the extent that Early Learning Florida has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

or the following statements, please select the option that best describes your opinion about Early Learning Florida:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Strongly agree (5)	Agree (6)	Strongly agree (7)
I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the strategies provided in this training were effective in helping me improve my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the pre and post test accurately measured my learning. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training has made me want to engage in more professional development. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the instructor of your most recent Early Learning Florida course with respect to the characteristics shown below:

	Poor or low (1)	Below average (2)	Average (3)	Above Average (4)	Excellent or high (5)
Communication of ideas and information (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expression of expectations for performance in this class (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability to assist (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect and concern for students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural sensitivity toward language and learning style (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiasm for the subject (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouragement of independent, creative, and critical thinking (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing timely feedback (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating of the instructor (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you encounter difficulties to complete the Early Learning Florida course?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you encounter difficulties to complete the Early Learning Florida course?

	Not at all (1)	A little (2)	Somewhat (3)	A lot (4)
Difficulty finding time to watch videos (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty finding time to complete the assigned readings (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty completing the assignments (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty with internet connection or submitting assignments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty understanding course terminology (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty communicating with instructor (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other difficulties (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If To what extent did you encounter difficulties to complete the Early Learning Florida course? = Other difficulties [A little]

Or To what extent

Or To what extent did you encounter difficulties to complete the Early Learning Florida course? = Other difficulties [A lot]

Please describe the difficulties that you faced:

To what extent did you encounter barriers to implementing Early Learning Florida strategies in your classroom?

	Not at all (1)	A little (2)	Somewhat (3)	A lot (4)
Lack of time to implement the strategy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of Director support (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from other teachers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of necessary materials (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New strategy would disturb the routine of the classroom (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other barriers (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If To what extent did you encounter barriers to implementing Early Learning Florida strategies in yo... = Other barriers [A little]

Or To what extent did you encounter barriers to implementing Early Learning Florida strategies in yo... = Other barriers [Somewhat]

Or To what extent did you encounter barriers to implementing Early Learning Florida strategies in yo... = Other barriers [A lot]

Please describe the barriers that you faced:

Will you be interested in taking another Early Learning Florida course?

- Yes (1)
- No (2)

Would you encourage other colleagues to take an Early Learning Florida course?

- Yes (1)
- No (2)

play This Question:

If Would you encourage other colleagues to take an Early Learning Florida course? = No

Please explain the main reason for not encouraging other colleagues to take an Early Learning Florida course.

Thank you for reviewing your experience with the Early Learning Florida courses. If there is anything else you

would like us to know about the Early Learning Florida courses that could make it more effective, please do so in the space below:

End of Block: CQI_3: Early Learning Florida

Start of Block: CQI_4: Professional Development Progress Plan

In a typical week, how many hours did you engage in work required for Professional Development Progress Plan?

- Less than 1 hour (1)
- 1-2 hours (2)
- 2-4 hours (3)
- 4-6 hours (4)
- More than 6 hours (5)

Please rate the extent that engaging in Professional Development Progress Plan has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

To what extent did you encounter difficulties to complete the Professional Development Plan?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for reviewing your experience with the Professional Development Progress Plan. If there is anything else you would like us to know about the Professional Development Progress Plan that could make it more effective, please do so in the space below:

End of Block: CQI_4: Professional Development Progress Plan

Start of Block: CQI_5: Certified Coaching

In a typical week, how many hours did you engage in work required for Certified Coaching?

- Less than 1 hour (1)
 - 1-2 hours (2)
 - 2-4 hours (3)
 - 4-6 hours (4)
 - More than 6 hours (5)
-

In order to verify coaching certification, please tell us the name of your coach:

What topics or teaching practices did you and your coach work on?

What was the focus of your coaching visits?

- CLASS® framework domains and strategies (1)
 - Early Learning Florida course content and teaching strategies (2)
 - Child Assessments Tool (GOLD) (3)
 - Other (Please specify) (4) _____
-

What strategies did your coach use to support your learning?

- modeling (1)
- lesson planning (2)
- observation (3)
- use of data displays (4)
- discussion (5)
- reflection (6)
- providing resources and materials (7)

How would you describe your relationship with your coach?

- Open and trusting (1)
- Professional (2)
- Partnership-oriented (3)
- Indifferent (5)
- Evaluative and judgemental (6)
- We have no relationship (7)

Please rate the extent that the Certified Coaching has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

For the following statements, please select the option that best describes your opinion about the Certified Coaching:

	Strongly dis-agree (1)	Dis-agree (2)	Some-what disagree (3)	Neither agree nor disagree (4)	Strongly agree (5)	Agree (6)	Strongly agree (7)
I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the strategies provided in this training were effective in helping me improve my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training has made me want to engage in more professional development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you encounter difficulties to complete the Certified Coaching?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Will you pick certified coaching as a CQI strategy again?

- Yes (4)
- No (5)

Thank you for reviewing your experience with the certified coaching program. If there is anything else you would like us to know about the certified coaching program that could make it more effective, please do so in the space below:

End of Block: CQI_5: Certified Coaching

Start of Block: CQI_6: Child Assessment Training

In a typical week, how many hours did you engage in work required for Child Assessment Training?

- Less than 1 hour (1)
- 1-2 hours (2)
- 2-4 hours (3)
- 4-6 hours (4)
- More than 6 hours (5)

Please rate the extent that the Child Assessment Training has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

For the following statements, please select the option that best describes your opinion about Child Assessment Training:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Strongly agree (5)	Agree (6)	Strongly agree (7)
I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the strategies provided in this training were effective in helping me improve my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training has made me want to engage in more professional development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When thinking about your Child Assessment Training (online GOLD training, Galileo, or HighScope), please identify areas which you feel WERE NOT covered adequately for you to feel able to implement this child assessment tool.

Mark all that apply.

- How to complete a quality observation (1)
- How to input observations into the assessment system (3)
- How to understand the growth and learning patterns of a child (2)
- How to identify learning and developmental needs for a child (4)
- How to use reports within the assessment system to inform your instruction for a child (5)
- How to provide support for a child with special learning needs (6)
- How to use reports to communicate a child's learning and development to families (7)
- How to determine quality improvement of my program and classroom from child assessment scores and reports (8)
- All areas were covered adequately. (9)

How many tries did it take you to complete the Inter-rater Reliability assessment?

- ▼ I have not completed it. (4) ... More than 5 (15)

To what extent do you feel the Child Assessment (GOLD) Interrater Reliability Test was useful?

- Very useful (23)
- Somewhat useful (31)
- Slightly useful (32)
- Not useful- Please provide main reason: (33)
- Not applicable (34)

To what extent did you encounter difficulties to complete the Child Assessment Training?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for reviewing your experience with Child Assessment Training. If there is anything else you would like us to know about Child Assessment Training that could make it more effective, please do so in the space below:

End of Block: CQI_6: Child Assessment Training

Start of Block: CQI_7: Child Assessment Training-Accelerated

In a typical week, how many hours did you engage in work required for Child Assessment Training-Accelerated?

- Less than 1 hour (1)
- 1-2 hours (2)
- 2-4 hours (3)
- 4-6 hours (4)
- More than 6 hours (5)

Please rate the extent that the Child Assessment Training- Accelerated **has influenced your practice as an early childhood educator?**

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

For the following statements, please select the option that best describes your opinion about Child Assessment Training - Accelerated:

	Strongly disagree (1)	Disagree (2)	Some-what disagree (3)	Neither agree nor disagree (4)	Strongly agree (5)	Agree (6)	Strongly agree (7)
I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the strategies provided in this training were effective in helping me improve my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training has made me want to engage in more professional development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you encounter difficulties to complete the Child Assessment Training - Accelerated?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for reviewing your experience with the Child Assessment Training-Accelerated. If there is anything else you would like us to know about the Child Assessment Training-Accelerated that could make it more effective, please do so in the space below:

End of Block: CQI_7: Child Assessment Training-Accelerated

Start of Block: CQI_8: Child Assessment Implementation

In a typical week, how many hours did you engage in work required for Child Assessment Implementation?

- Less than 1 hour (1)
- 1-2 hours (2)
- 2-4 hours (3)
- 4-6 hours (4)
- More than 6 hours (5)

Please rate the extent that the Child Assessment Implementation has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

Please indicate your knowledge and comfort level for the following elements of Child Assessment Implementation (GOLD®, Galileo, or HighScope):

	I complete this and know how to do this well (1)	I complete this, but am unsure if I'm doing this properly (2)	I don't complete this (4)
How to complete a quality observation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to input observations into the assessment system (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to understand the growth and learning patterns of a child (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to identify learning and developmental needs for a child (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use reports within the assessment system to inform your instruction for a child (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to provide support for a child with special learning needs (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use reports to communicate a child's learning and development to families (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to determine quality improvement of my program and classroom from child assessment scores and reports (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you encounter difficulties to complete the Child Assessment Implementation?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for reviewing your experience with the Child Assessment Implementation. If there is anything else you would like us to know about the Child Assessment Implementation that could make it more effective, please do so in the space below:

End of Block: CQI_8: Child Assessment Implementation

Start of Block: CQI_9: IACET/OEL approved training

Please identify what IACET- approved or OEL-approved training you completed for CQI:

In a typical week, how many hours did you engage in work required for IACET/OEL approved training?

- Less than 1 hour (1)
 - 1-2 hours (2)
 - 2-4 hours (3)
 - 4-6 hours (4)
 - More than 6 hours (5)
-

Please rate the extent that the IACET/OEL approved training has influenced your practice as an early childhood educator?

- It had no influence on my practices. (1)
- I have changed some of my practices according to the training. (2)
- I have changed many of my practices according to the training. (3)
- I have completely redesigned my practices according to the training. (4)

For the following statements, please select the option that best describes your opinion about the IACET/OEL

approved training:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Strongly agree (5)	Agree (6)	Strongly agree (7)
I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the strategies provided in this training were effective in helping me improve my teaching. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training has made me want to engage in more professional development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did you encounter difficulties to complete the IACET/OEL approved training?

	Not at all (5)	A little (6)	Somewhat (7)	A lot (8)
Lack of time to devote to learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of understanding of program expectations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of paid release time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from Director (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from ELC (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology access or experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of travel or child care (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for reviewing your experience with the IACET/OEL approved training. If there is anything else you would like us to know about the IACET/OEL approved training that could make it more effective, please do so in the space below:

End of Block: CQI_9: IACET/OEL approved training

Start of Block: SECTION 4: DEMOGRAPHIC

What is your gender?

- Male (1)
- Female (2)
- Prefer to self-describe: (3) _____
- Prefer not to say (4)
-

Which category below includes your age?

- 20 or younger (1)
- 21-29 (2)
- 30-39 (3)
- 40-49 (4)
- 50-59 (5)
- 60 or older (6)

Is English your first language for instruction?

- Yes (4)
- No (5)

What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree (1)
- High school degree or equivalent (e.g., GED) (2)
- Some college but no degree (3)
- Associate degree (4)
- Bachelor degree (5)
- Graduate degree (6)

Thank you for completing this survey. If there is anything else you would like us to know about the 2017-2018 Early Learning Performance Funding Project or this survey, please do so in the space below:

APPENDIX M

GLOSSARY OF TERMS

Due to the reference of several contextual terms in this report, the following is a glossary to provide common language for readers to interpret findings:

Active Provider: Participating status indicator in the ELPFP system for ELPFP providers, instructors/directors and classrooms determined to be participating.

Bayesian Approach: Through a standard set of procedures and formulae, this method of statistical inference is used to revise the probability for a hypothesis as new evidence becomes available after taking into account the relevant evidence related to the particular case being examined.

Benchmark: Measurement used to establish project progress made up of deliverables, responsible party and due dates for each.

Certificate of Mastery: A certificate issued to participants successfully completing Early Learning Florida coursework with an 80% overall class average.

Certified Coaching: Coaching provided to participating instructors/directors by ELC staff certified coaches.

Child Assessment: One of the OEL-approved research-based child assessments that provides a comprehensive, age-appropriate assessment aligned with the State's early learning standards. Approved child assessments include Teaching Strategies Gold, Assessment Technology, Incorporated Galileo and High Scope's Child Observation Record (COR).

Classroom Assessment Scoring System (CLASS®): An observation-based program assessment instrument and associated system of learning, measuring and improving that measures teacher-child interactions. CLASS is a registered trademark of Teachstone Training LLC.

Classroom List: List of active or inactive classrooms found in the ELPFP System that are or were eligible for participation and have, at one point during the project term, participated in the project.

CLASS® Observation: Observational assessment performed in a classroom by a Teachstone-certified observer that measures teacher-child interactions.

Composite CLASS® Score: A score determined by averaging 50% of CLASS® observations by care level at a participating provider including each CLASS dimension except Negative Climate.

Continuous Quality Improvement (CQI): A process to ensure that early learning programs are systematically and intentionally improving quality services and increasing positive outcomes for the children/families they serve.

Early Learning Coalitions (ELCs): In accordance with Florida Statute 411.01 and HB1 that establishes Florida's Office of Early Learning, early learning coalitions are non-profit organizations that establish programs and policies to prepare Florida's children from birth through Prekindergarten for success in school.

Early Learning Florida (ELFL): A statewide online/blended professional development learning system for early learning professionals designed and implemented by the University of Florida Lastinger Center for Learning.

Early Learning Florida Course: Course provided to early learning teachers/directors through the ELFL professional development Web-based learning system.

ELPFP System: Web-based application used by OEL, ELCs, and participating ELPFP Providers submitting and verifying deliverables required under the terms and conditions of the ELPFP Contract and the Grant Agreement (See <http://earlylearningpfp.fldoe.org>.)

High-needs Provider Status: Participating provider status located in a census tract where forty percent of the children under age 6 in the area are below 150 percent of the poverty level.

Inactive Provider: Non-participating status indicator in the ELPFP system for ELPFP providers, classrooms or instructors/directors that the coalition has determined are no longer eligible to participate in the project. Providers that are not current with project benchmarks and deliverables are not considered participating providers and are not eligible for payment by the ELC under the terms and conditions of the Contract unless excused in writing by the ELC due to extenuating circumstances, at the sole discretion of the ELC or OEL.

Introduction to CLASS®: A two-hour online, interactive self-study program that provides participants an overview of the CLASS® Domains and Dimensions.

Making the Most of Classroom Interactions© (MMCI): 20 (Pre-k) or 24 (Infant/Toddler) hours of instruction provided to a participant by a Teachstone certified MMCI specialist plus an additional 10 (Pre-k) or 12 (Infant/Toddler) hours of self-study. MMCI training teaches participants how to define and identify teacher-child interactions as the CLASS observation instrument describes. MMCI is a training component of CLASS by Teachstone. MMCI training teaches participants how to define and identify teacher-child interactions described in the CLASS instrument.

Opted-Out: Status indicator in the ELPFP system for ELPFP providers who decide to end their participation in the program prior to the contract end date.

Participating Classroom: An infant-through-Pre-K classroom at a participating provider where instruction is provided by a participating instructor/director.

Participating Instructor/Director: The director of the provider and the instructor for each infant through pre-k classroom.

Participation Tier: An assigned status of a participating ELPFP Provider from one through five based on the Provider's composite CLASS® score. Tier status determines a participating provider's required and available optional strategies and the additional payment differential earned by participating providers in compliance.

Provider Associations: Organizations that support leadership development for child care providers by offering access to resources and opportunities for collaboration, training, accreditation.

School Readiness Child (SR Child): A child receiving SR services while attending a childcare provider under contract with the State to provide SR services.

School Readiness Program: The School Readiness program offers financial assistance to low-income families for early education and care so they can become financially self-sufficient and their young children can be successful in the future. The SR program is also responsible for quality enhancement/improvement of early learning providers/practitioners. This program is funded primarily by a Federal Child Care and Development Fund Block Grant, and Florida's Office of Early Learning administers the program at the state level.

Statewide Professional Development Registry (Registry): The information technology solution integrating the Florida Career Pathway that tracks and supports competency-based career development.

Teachstone Training, LLC (Teachstone): Early education company founded by CLASS authors Robert C. Pianta and Bridget K. Hamre that provides training and supports for the CLASS.

Web-based Early Learning System (WELS): Technology system that serves as the early learning classroom support system where CLASS observers upload CLASS observation data, create Quality Improvement Plans and document Technical Assistance visits related to improving CLASS scores.

APPENDIX N

DATA INSTRUMENTS

The Classroom Assessment Scoring System (CLASS®)

The Classroom Assessment Scoring System (CLASS®) measures the quality of teacher-child interactions. CLASS® pre- and post- observations assess the quality of classroom interactions. CLASS® differs from other program quality measurement tools that focus on the content of the physical environment, available materials, or a specific curriculum. For CLASS®, the physical environment (including materials) and curriculum matter in the context of how teachers put them to use in their interactions with children. The CLASS® observation tool is organized to assess two or three broad domains of interactions among teachers and children, depending on which age group is assessed.

The Infant CLASS® tool contains one domain: Responsive Caregiving. Within this domain the dimensions measured are relational climate, teacher sensitivity, facilitated exploration, and early language support (Teachstone, 2016).

The Toddler CLASS® tool is divided into two domains: Emotional and Behavioral Support, and Engaged Support for Learning. Each domain is divided into dimensions that examine classroom interactions. Within the Emotional and Behavioral Support, dimensions include positive climate, negative climate, teacher sensitivity, regard for child perspectives, and behavior guidance. Within the Engaged Support for Learning domain, dimensions include facilitation of learning and development, quality of feedback, and language modelling (Teachstone, 2016).

The Pre-K CLASS® tool is divided into three domains: Emotional Support, Classroom Organization, and Instructional Support. Each of these domains contains specific dimensions that examine classroom interactions. Within the Emotional Support Domain, dimensions include positive climate, negative climate, teacher sensitivity, and regard for student perspective. Within the Classroom Organization domain, dimensions include behavior management, productivity, and instructional learning formats. Within the Instructional Support domain, dimensions include concept development, quality of feedback, and language modeling (Teachstone, 2016).

Teaching Strategies GOLD® Observational Child Data

Teaching Strategies GOLD® (TSG) was used as a measure of child outcomes for this study as it was already being used by several participating ELCs and research indicates this system is a well-validated assessment tool (Kim, Lambert & Burts, 2013; Lambert, Kim & Burts 2015). Therefore, data was available on child outcomes for a large sample of children without any additional costs for additional data collection. TSG is an observation-based teacher evaluation instrument designed to assess the ongoing development and learning of children from birth through kindergarten age. The purpose of this instrument is to measure a child's progress in the major developmental and content areas for children, and is intended for use with typically developing children, children with disabilities, children who demonstrate competencies beyond typical developmental expectations, and dual language learners (Kim, Lambert & Burts, 2013; Lambert, Kim, & Burts, 2015).

Pre-Post Course Teacher Knowledge Assessment

The Making the Most of Classroom Interactions (MMCI) knowledge assessment (Teachstone, 2016) contains 9 multiple choice questions, which is worth a total of 9 points. Each item presents teachers with a scenario that they might encounter in a classroom, and asks them to select the best response out of four possible responses. The same knowledge assessment test was given before teachers began their MMCI coursework, and again at the end of the course.

For ELPFP Year 4 providers, the direct effect of professional development on teacher knowledge was measured with a pre- and post-knowledge assessment embedded in each Early Learning Florida course. These knowledge assessments evaluate the teacher's knowledge with respect to the standards of early childhood education knowledge determined by Early Learning Florida. Each course contained between eighteen and twenty-four multiple choice questions. The same test was administered at during the introduction cycle of each course, and again as the final course cycle. In order to determine internal consistency of test criteria, classical test theory (CTT, Hamilton & Jones, 2012) was used on item analysis to provide results of internal consistency, item difficulty, and item discrimination for a sample of ELFL course knowledge assessments.

Year 4 ELPFP Participant Completion Survey

In order to obtain insights on their experience with the Year 4 ELPFP, practitioners were invited to complete an online survey at the completion of the Year 4 program. This survey was developed by the ELPFP research team, and consisted of 77 mixed-format questions nested within ten major sections, which include an introductory section to determine experience with the ELPFP application process, and nine sections corresponded to nine offered CQI strategies (ELFL, MMCI, Certified Coaching, Child Assessment Training, Child Assessment Training—Accelerated, Child Assessment Implementation, IACET/OEL- approved training, and Professional Development Pathway). Practitioners were instructed to complete only the sections for their chosen CQI(s). Within each CQI section, questions discussed ELPFP practitioners' perceptions of: (1) engagement in CQI process, (2) influence or connection to teaching or administration (directors), (3) challenges and barriers encountered during CQI, and (4) support obtained toward completion of CQI.

QUALITATIVE DATA SOURCES

Year 4 ELPPF Participant Interviews

Interviews with Tier 1, 2, 3, 4 and 5 participants were completed to determine: (a) how teachers experienced all ELPPF CQI interventions; (b) what impact teachers perceived that each CQI intervention had on their instructional practice, gains in content knowledge, and impact on child outcomes, as well as the cumulative impact of all interventions; and (c) teachers' perceptions of Year 4 design with optional CQI interventions and the benefits and challenges related to each CQI option. Due to the length of interviews and time and effort required outside of school hours for teacher participants, all interview participants will receive compensation through stipends to participate in this research.

Early Learning Coalition (ELC) Focus Group Interviews

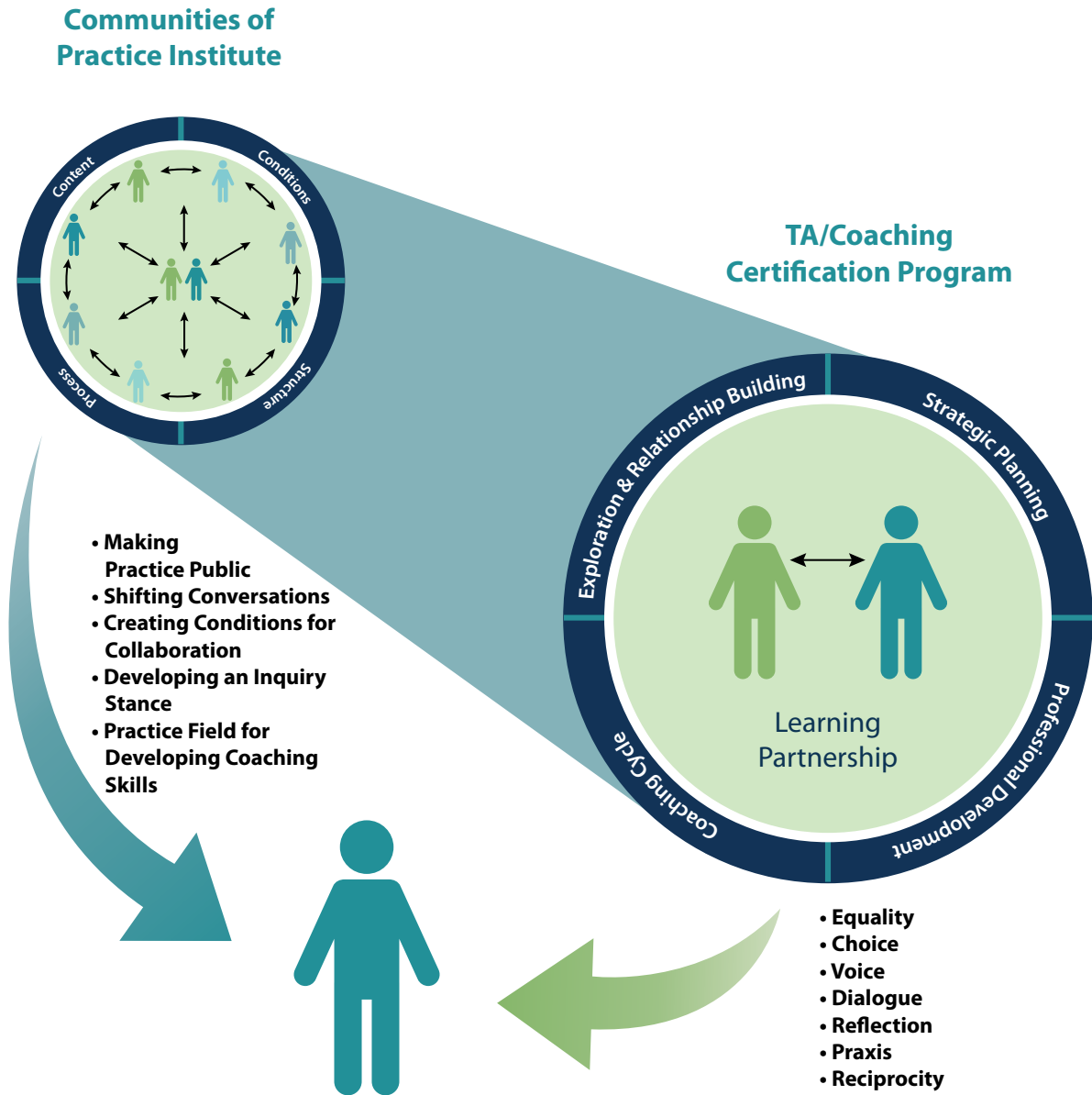
Interviews with ELPPF stakeholders (facilitators, coaches and coalition leaders and quality improvement staff) were conducted to determine: (a) the perceived impact of ELPPF on instructor effectiveness with regard to children's outcomes; (b) the experiences and perceptions of staff involved with implementing the ELPPF; and (c) feedback and suggestions for implementation improvement in future years.

Open-ended Qualitative Completion Survey Responses from ELPPF Participants

Within the Year 4 ELPPF participant completion surveys, 27 questions were open-ended in order to allow participants to self-report their perceptions and provide depth of experiences regarding CQI strategies and participation in the ELPPF. These questions were designed following Desimone's (2009) model for evaluating professional development, and provided triangulation for both quantitative measures and interviews.

APPENDIX O

LASTINGER COACHING MODEL



TABLES

Table 1. Year 4 CQI strategies and descriptions	12
Table 2. Year 4 Optional CQIs for more compensation or opt-out.....	13
Table 3. Number of observations of Year 4 CLASS®	20
Table 4. Number of observations in Year 4 GOLD® data by ELC.....	21
Table 5. Number of providers in Year 4 GOLD® data by ELC.....	22
Table 6. Teachers’ attendance in each course—English	23
Table 7. Teachers’ attendance in each course—Spanish	24
Table 8. Samples of ELPFP completion survey	25
Table 9. Attrition for providers who continued participation from Year 3 to Year 4 of ELPFP.....	32
Table 10. Frequency and associated response rate for response categories—Director Support	37
Table 11. Mean and Standard Deviation of MMCI pre- and post-test scores	42
Table 12. Mean and gain scores for pre- and post-test of knowledge assessment (English courses)	43
Table 13. Mean and gain scores for pre- and post-test of knowledge assessment (Spanish courses).....	43
Table 14. Mean growth percentage from pre to post across all CLASS® tools and domains	44
Table 15. Percentage of Gain or Decrease by Tier.....	45
Table 16. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 1 (CLASS® Infant,Toddler and Pre-K).....	46
Table 17. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest and the associated growth—Tier 2 (CLASS® Infant,Toddler and Pre-K).....	48
Table 18. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 3 (CLASS® Infant,Toddler and Pre-K).....	49
Table 19. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 4 (CLASS® Infant,Toddler and Pre-K).....	51
Table 20. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest and the associated growth—Tier 5 (CLASS® Infant,Toddler and Pre-K).....	52
Table 21. Percentage of Gain by CQI—CLASS® Infant: Response Caregiving	55
Table 22. Percentage of Gain by CQI— CLASS® Toddler: Emotional and Behavioral Support.....	56
Table 23. Percentage of Gain by CQI—CLASS® Toddler: Engaged Support for Learning	56
Table 24. Percentage of Gain by CQI—CLASS® Pre-K: Classroom Organization.....	56
Table 25. Percentage of Gain by CQI—CLASS® Pre-K: Emotional Support	57
Table 26. Percentage of Gain by CQI— CLASS® Pre-K: Instructional Support	57
Table 27. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—MMCI (CLASS® Infant, Toddler and Pre-K)	58
Table 28. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—Early Learning Florida (CLASS® Infant, Toddler and Pre-K)	61
Table 29. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—PDP (CLASS® Infant, Toddler and Pre-K)	65
Table 30. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—Certified Coaching (CLASS® Infant, Toddler and Pre-K)	68
Table 31. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—IACET (CLASS® Infant, Toddler and Pre-K)	72
Table 32. Mean pre and post domain scores of 2017-2018 CLASS® and the associated growth and percent growth—IACET (CLASS® Infant, Toddler and Pre-K)	73
Table 33. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—Child Assessment Training (Accelerated; CLASS® Infant)	74

Table 34. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—Child Assessment Implementation (CLASS® Infant, Toddler and Pre-K)	76
Table 35. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Infant—Responsive Caregiving.....	80
Table 36. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Toddler—Emotional and Behavioral Support	81
Table 37. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Toddler—Engaged Support for Learning	81
Table 38. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Pre-K—Classroom Organization	82
Table 39. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Pre-K—Emotional Support	82
Table 40. Top 5 combinations of CQI strategies associated to the most improvement of Year 4 CLASS® Pre-K—Instructional Support	83
Table 41. Mean pre and post domain scores of 2017-2018 CLASS and the associated growth and percent growth—No Strategy Chosen (CLASS® Infant, Toddler and Pre-K)	83
Table 42. Average domain scores of Year 4 Teaching Strategy GOLD and the associated growth by provider group (TREATMENT)	88
Table 43. Average domain scores of Year 4 GOLD® and the associated growth by provider group (CONTROL)	89
Table 44. Percentages of growth in Year 4 CLASS® domain scores for Polk ELC providers.....	109
Table 45. Attrition rates for Year 4 ELFPF by Tier.....	119
Table F-1. Comparisons of mean differences of knowledge assessment scores based on paired-samples t-test—Spanish group. Note: the result for (SPANISH) Engaging Families of Infants and Toddlers was not available as no pre-test knowledge assessment scores were available.....	164
Table F-2. Results from dependent sample t-test.....	165
Table G-1. Results from fixed-effects model based on four years of CLASS® Infant Domain: Responsive Caregiving.....	166
Table G-2. Results from fixed-effects model based on four years of CLASS® Toddler Domain: Emotional and Behavioral Support.....	166
Table G-3. Results from fixed-effects model based on four years of CLASS® Toddler Domain: Engaged Support for Learning	166
Table G-4. Results from fixed-effects model based on four years of CLASS® Preschool Domain: Classroom Organization	167
Table G-5. Results from fixed-effects model based on four years of CLASS® Preschool Domain: Engaged Support.....	167
Table G-6. Results from fixed-effects model based on four years of CLASS® Preschool Domain: Instructional Support	167
Table J-1. Evaluation of covariate balance for propensity score weighting.....	177
Table J-2. Summary of weights calculated from logistic-regression based propensity score weighting	178
Table J-3. Results from propensity score analysis—Social Emotional.....	178
Table J-4. Results from propensity score analysis—Physical.....	179
Table J-5. Results from propensity score analysis—Cognitive	180
Table J-6. Results from propensity score analysis—Language	181
Table J-7. Results from propensity score analysis—Literacy.....	182
Table J-8. Results from propensity score analysis—Mathematics.....	183

FIGURES

Figure 1. Year 4 ELPFP Tier descriptions, disbursements, and CQI strategies.....	7
Figure 2. Year 4 ELPFP Evaluation Logic Model (2017-2018).....	9
Figure 3. Change of tiers for continued providers from Year 3 to Year 4 of ELPFP.....	31
Figure 4. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers –Responsive Caregiving.....	33
Figure 5. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers –Emotional and Behavioral Support.....	34
Figure 6. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers –Engaged Support for Learning.....	34
Figure 7. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers –Classroom Organization.....	35
Figure 8. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers –Emotional Support.....	35
Figure 9. Comparisons of CLASS® domain scores between continued (Y3 to Y4) and new (Y4) providers –Instructional Support.....	36
Figure 10. Response rate for response categories of director support.....	38
Figure 11. Response rate for Teacher Collaboration (Early Learning Florida CQI).....	39
Figure 12. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest–Tier 1 (Infant, Toddler and Pre-K).....	47
Figure 13. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest–Tier 2 (Infant, Toddler and Pre-K).....	48
Figure 14. Mean domain scores of Year 4 (2017-2018) CLASS® pretest and posttest–Tier 3 (Infant, Toddler and Pre-K).....	50
Figure 15. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest–Tier 4 (Infant, Toddler and Pre-K).....	51
Figure 16. Mean domain scores of Year 4 (2017-2018) CLASS pretest and posttest–Tier 5 (Infant, Toddler and Pre-K).....	53
Figure 17. Mean pre and post domain scores of 2017-2018 CLASS®–MMCI (Infant, Toddler and Pre-K).....	58
Figure 18. Response rate for the category: “Please rate the extent that the MMCI Infant/Toddler training has influenced your practice as an early childhood educator.”.....	59
Figure 19. Response rate for response category– “Please rate the extent that the MMCI Pre-K training has influenced your practice as an early childhood educator.”.....	60
Figure 20. Mean pre and post domain scores of 2017-2018 CLASS–Early Learning Florida (Infant, Toddler and Pre-K).....	62
Figure 21. Response rate for category: “In which type(s) of the Early Learning Florida model did you participate?”.....	62
Figure 22. Response rate for category: “Please rate the extent that Early Learning Florida has influenced your practice as an early childhood educator.”.....	63
Figure 23. Response rate for response categories– “Please rate the instructor of your most recent Early Learning Florida course with respect to the characteristics”.....	64
Figure 24. Mean pre and post domain scores of 2017-2018 CLASS–PDP (Infant, Toddler and Pre-K).....	66
Figure 25. Response rate for response categories– “Please rate the extent that engaging in Professional Development Progress Plan has influenced your practice as an early childhood educator”.....	66
Figure 26. Mean pre and post domain scores of 2017-2018 CLASS–Certified Coaching (Pre-K).....	68
Figure 27. Response rate for response categories– What was the focus of your coaching visits.....	69
Figure 28. Response rate for response categories– What strategies did your coach use to support your learning?.....	70

Figure 29. response rate for response categories— How would you describe your relationship with your coach?70

Figure 30. response rate for response categories— Please rate the extent that the Certified Coaching has influenced your practice as an early childhood educator 71

Figure 31. Mean pre and post domain scores of 2017-2018 CLASS®—IACET (Infant, Toddler and Pre-K)73

Figure 32. Mean pre and post domain scores of 2017-2018 CLASS®—Child Assessment Training (Pre-K) 74

Figure 33. Mean pre and post domain scores of 2017-2018 CLASS® –Child Assessment Training (Accelerated; Infant, Toddler and Pre-K)..... 75

Figure 34. response rate for response categories— “Please identify areas which you feel WERE NOT covered adequately for you to feel able to implement this child assessment tool” 76

Figure 35. Mean pre and post domain scores of 2017-2018 CLASS—Child Assessment Implementation (Infant, Toddler and Pre-K)..... 77

Figure 36. response rate for response categories— Please rate the extent that the Child Assessment Implementation has influenced your practice as an early childhood educator77

Figure 37. Response rate for response categories: “Please indicate your knowledge and comfort level for the following elements of Child Assessment Implementation” (GOLD, Galileo, or HighScope) 78

Figure 38. Mean pre and post domain scores of 2017-2018 CLASS®—No Strategy Chosen (Infant, Toddler and Pre-K) 84

Figure 39. Response rate of response categories for CQIs: I feel like the strategies provided in this training were effective in helping me improve my teaching. 85

Figure 40. Response rate of response categories for CQIs: I feel like the content provided in this training was relevant to my day-to-day role and responsibilities as an early childhood educator. 85

Figure 41. Average domain scores of Year 4 Teaching Strategy GOLD (TREATMENT) 88

Figure 42. Average domain scores of Year 4 GOLD® (CONTROL) 89

Figure 43. Linear growth trajectories of scores on GOLD® Social Emotional domain for control and treatment providers from ELC 3 90

Figure 44. Linear growth trajectories of scores on GOLD® Social Emotional domain for control and treatment providers from ELC 26 90

Figure 45. Linear growth trajectories of scores on GOLD® Social Emotional domain for control and treatment providers from ELC 28 91

Figure 46. Linear growth trajectories of scores on GOLD® Physical domain for control and treatment providers from ELC 28 91

Figure 47. Linear growth trajectories of scores on GOLD® Cognitive domain for control and treatment providers from ELC 17 92

Figure 48. Linear growth trajectories of scores on GOLD® Language domain for control and treatment providers from ELC 28 92

Figure 49. Linear growth trajectories of scores on GOLD® Literacy domain for control and treatment providers from ELC 28 93

Figure 50. Linear growth trajectories of scores on GOLD® Mathematics domain for control and treatment providers from ELC 28 93

Figure J-1. plot of the distributions of propensity scores for control providers and participated providers (Tier 3, 4, & 5)..... 177