Early Learning Performance Funding Project Cumulative Evaluation (2014-2019)

FINAL REPORT

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

Contract #SR975

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Executive Summary

The Early Learning Performance Funding Project (ELPFP) was designed to incentivize and support School Readiness (SR) providers that demonstrate improved program quality, teacher-child interactions, and teacher practice. Evaluations of the ELPFP have consistently demonstrated significant and positive effects from participation on early childhood program quality (Rodgers, et al., 2016, 2017, 2018). This evaluation report provides a comprehensive view of the ELPFP's design, goals and objectives, elements, and outcomes, and identifies specific interventions and longitudinal strategies that consistently resulted in improvements for School Readiness Providers from 2014-2019 based on investigations around improvements in quality teacher-child interactions, teacher practice, and program quality.

The design of the Early Learning Performance Funding Project shifted with each year of implementation, as seen in Figure 1. However, in each year of the program, the CLASS® Assessment and Scoring System (CLASS®) was used as a measure of provider quality. CLASS® is a validated tool that measures the quality of teacher-child interactions and is a critical indicator of quality in early learning programs, and was an integral measurement in both the design and outcomes of the ELPFP. Initially developed from multiple studies funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), the CLASS® tool has now been adopted as an indicator of quality for Head Start programs in more than 20 states (Teachstone, 2017).

In the Year 1 pilot (2014-2015), participants were assigned to either a comparison (control) or pilot group (treatment) and engaged in professional development interventions based on a quasi-experimental research design. In Years 2 and 3, participants were assigned to tiers according to their *prior participation* in the ELPFP the previous year, and engaged in sequential professional development strategies. In Years 4-5, the ELPFP design focused on incoming quality, and required providers to have a quality rating (CLASS® composite) before entering the ELPFP program. Thus, new providers to the ELPFP could enter the program at a higher quality level instead of the beginning sequential level (Tier 1). Once accepted and assigned to quality tiers, providers had more flexibility in selecting continuous quality improvement (CQI) strategies from a menu of options. This shift in design from previous ELPFP years also 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 multiple options, but had no requirement to engage professional development based on CLASS® ratings. In all years of the ELPFP, a financial incentive was provided to participants as an intervention in addition to professional development opportunities.

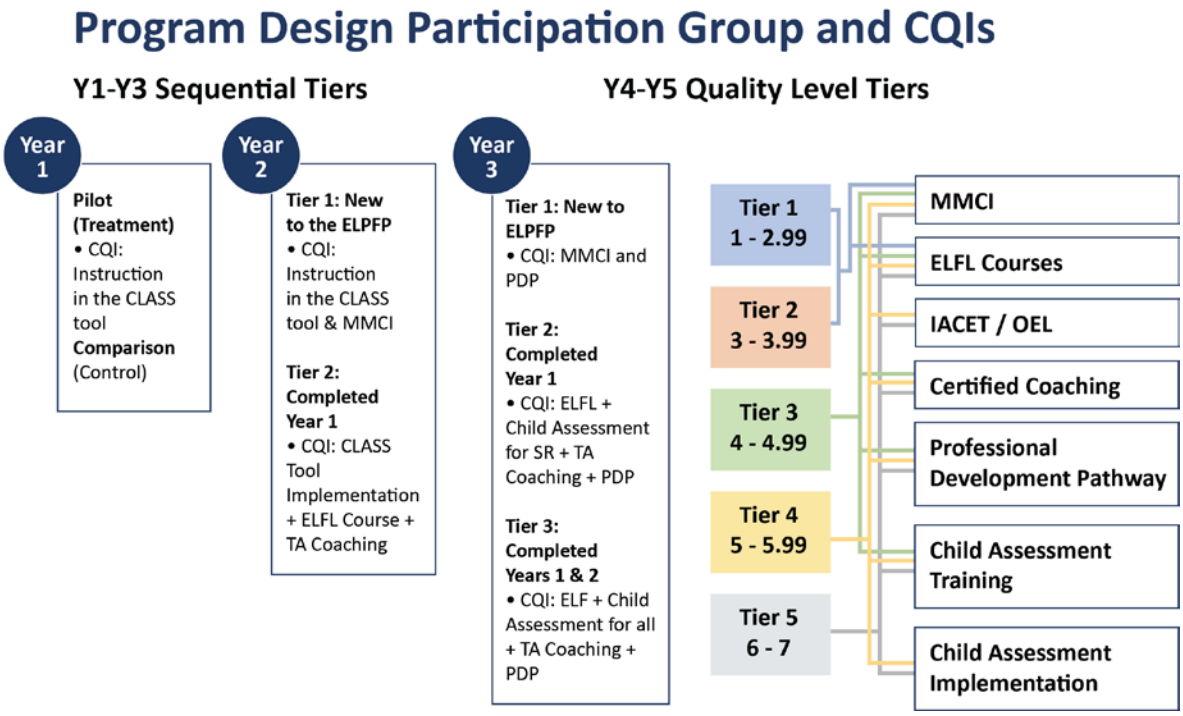


Figure 1. *Y1-Y5 Program Design Participation Group and CQIs*

Findings Summary

Each evaluation report from Years 1-4 demonstrated that participation in ELPFP produced overall positive impacts on program quality, especially for lower quality tier providers (Tiers 1-3). Collectively, analysis across Years 2-5 validates the impact of ELPFP interventions on teacher practice and reveals a professional development pathway to incrementally improve teacher knowledge and program quality:

Cumulative ELPFP Impact on Provider Quality

- Program CLASS® average composite scores *showed an increasing trend* in each year of the ELPFP from Year 1 to Year 5.

Impact from ELPFP Continuous Participation

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

- Providers in Tiers 1 and 2 demonstrated the most change in program quality each year from Y2-Y5 across each design year.
- Overall findings indicate that the average Tier 1 provider for Y4 and Y5 improved by one CLASS point with a gain of 44% and 41% respectively based on the CLASS® composite score (calculated as the average across all domains and all classrooms for each tier). Tier 2 demonstrated 22% gains in Y4 and 20% in Y5.

Impact on Teacher-Child Interactions

Quality improvement efforts that improve teacher-child interactions maximize learning impact for children (Pianta et al., 2014). As measured by CLASS®, participation in ELPFP supported teacher learning over time as knowledge, skills, and professionalism developed:

- **Scores in PK and Toddler CLASS® domains increased in most tiers every year of the ELPFP.**
  - ***PreK Instructional Support domain***: Gains were demonstrated in each year of the ELPFP, with the biggest impact shown in Y4 and 5, with average gains of 66% in Tier 1 and 32% in Tier 2.
  - ***PreK Classroom Organization domain***: Tier 1 providers in Y2 and 3 showed an average gain of 10%, and Tier 1 and 2 continued average gains in Y4 of 40% and Y5 of 36%.
  - ***PreK Emotional and Behavioral Support domain***: Gains occurred across all years (1-5) with the most significant gains occurring in Tier 1, with a Y4 average of 37% gain and a 43% average gain in Y5.
  - ***Toddler Emotional and Behavioral Support*** Gains occurred across all years (1-5), with the most significant gains occurring in the lowest quality tiers after Year 3 where Tier 1 showed an average of 52% and Tier 2 presented 29% of gain across Y4 and 5.
  - For Tier 4 and Tier 5 providers, where changes in quality are much more nuanced and difficult to improve on the CLASS® tool, no increase was reported for Years 4 or 5, and higher quality providers showed a mild decrease in CLASS® scores for both years. However, qualitative data revealed that these providers improved their programs in areas not measured by CLASS® including director knowledge, leadership, and engagement with teachers, teacher professionalism, collegial support, and teacher retention.

Impact on Teacher Practice

Across Y1-Y5, practitioners were offered a variety of professional development strategies according to ELPFP program design. Of the professional development strategies offered during Y1-Y5:

- **MMCI demonstrated a statistically significant effect across all CLASS® domains** and all tiers in all 5 years of implementation, which consequently suggests that this CQI was most effective in improving teacher practice.
- **MMCI and Certified Coaching*** were most impactful on average CLASS® score gains in the *PreK Classroom Organization and Emotional Support* domains in Y4 and Y5.
- School Readiness (SR) Teacher Training courses (ELFL) demonstrated a **statistically significant effect** in the *PreK Instructional Support Domain* in Y4 and Y5 after one year of online coursework, with an average gain of 19% in Y4 and 10% in Y5.
- In Y4 and Y5, quality improvement resulted for the majority of individual CQI strategies across all tiers (with the exception of Tier 4, Child Assessment Training (CA-T), and all of Tier 5 as illustrated in Table 1.

Table 1. *Y4 & Y5 combined enrollment and CQI gains by tier*
*CQI with statistically significant effect on at least one CLASS® domain

	Tier 1		Tier 2		Tier 3		Tier 4		Tier 5	
	# Active Participants	% Gains	# Active Participants	% Gains	# Active Participants	% Gains	# Active Participants	% Gains	# Active Participants	% Gains
MMCI*	237	50%	1729	22%	1919	8%	618	1%	31	-9%
ELFL*	28	24%	263	21%	1758	6%	580	2%	36	0%
Certified Coaching	2	94%	107	45%	863	8%	213	0%	9	-6%
IACET	0	n/a	35	23%	652	4%	204	6%	18	-7%
CA-T	0	n/a	0	n/a	2835	8%	476	-3%	13	-10%
CA-I	0	n/a	0	n/a	2250	5%	1689	0%	149	-3%
CA-TA	0	n/a	0	n/a	1293	4%	684	1%	13	-10%
CA-R	0	n/a	0	n/a	0	n/a	0	n/a	66	-4%
PD	6	161%	12	28%	545	9%	222	1%	10	-5%

ELPFP Provider Experiences

Researchers collected qualitative evidence over four years of ELPFP (Years 2-5) with more than 240 qualitative participant interviews with ELPFP stakeholders (teachers, directors, and ELC staff), which provided the following themes of success and improvement from ELPFP participation:

- Participants reported increases in teacher knowledge, professional practice, and confidence in the classroom.
- Participants reported exhibiting more professional behaviors (teachers and directors).
- Participants reported greater collaboration and communication, which resulted from strategies learned from ELPFP.
- Multiyear participation in the ELPFP was reported to have an overall positive impact on program quality and changes in teacher practice.
- MMCI, School Readiness Teacher Training courses (ELFL), and Certified Coaching were reported to provide the most valued connections between teacher knowledge and teacher practice.
- Clear communication between the ELC, the program director, and the teachers was reported to support provider retention in the ELPFP.

Cumulative Evaluation Implications

Based on cumulative analysis, the following implications for future programmatic design were determined:

- CQI choices offered to the highest quality teachers develop important teacher and director skills not measured by CLASS®. A different approach to highest tiere providers would be to develop tailored professional development plans that may include providing serving as a coach or mentor to developing teachers.
- Early Learning Coaching supports the implementation of new teacher knowledge and positively impacts teacher child interactions in each year of the ELPFP, but considerations to the delivery model should align with ongoing broader performance goals.
- Directors' proactive leadership and improved communication with the ELC and teachers support ongoing participation and teacher retention in the ELPFP. These skills and strategies need to be emphasized in further professional development for early learning leaders.
- Reliable child assessment implementation requires a multiyear, job-embedded professional development progression supported by one-on-one TA coaching and communities of practice. The Preschool Development Grant (PDG) has provided OEL with the opportunity to address these implications.

Recommendations

Based on cumulative analysis, the following recommendations have been created to further improve School Readiness early learning programs in the state of Florida:

1. Create targeted professional development pathways to provide intentional quality improvement;
2. Create targeted pathways based on improving specific CLASS domain scores for classrooms;
3. Match quality reimbursements for CQIs with actual cost of quality reimbursement rates;
4. Improve child assessment coordination, support and accountability;
5. Improve data management and processes
    a. Share quality improvement and assessment data with providers.
    b. Improve data processes and linkages within Florida's early learning systems.
6. Invest in program evaluation design that incorporates program quality assessments, both formative observational child outcome data as well as direct child assessments, and valid assessment measures.

Conclusion

The findings and recommendations in this report are grounded in the analysis of all five years of this project. It is important to note that, because the program design and interventions changed from year to year, and because the study design for each year focused on changes by tier rather than provider or teacher, this should not be viewed as a longitudinal study or a five year study of the same intervention. Rather, this cumulative evaluation shows the impact of participation in the ELPFP during each year of implementation. In addition, analysis across Y4 and 5, where the design remained the same, revealed the statistical significance of both MMCI and School Readiness Teacher Training courses (ELFL) on improving teacher child interactions across multiple CLASS domains. Commonalities across all five years reflect the needs and current reality of the field of early childhood education in Florida. The Early Learning Florida Performance Funding Project is a success story for the state of Florida, and understanding these outcomes and implementing recommendations will make dramatic progress toward the goal of ensuring that the state's early childhood professionals receive appropriate, high-quality, and timely professional development opportunities, which will in turn, improve the quality of these providers, and ultimately, make a different in the learning and lives of Florida's children.

Introduction

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). The ELPFP program was

designed to: (1) incentivize School Readiness programs (those serving children in low-income families engaged in work, training or education programs); (2) provide professional development interventions to significantly improve teacher quality; and (3) incorporate a research-based observational system to measure the quality of teacher-child interactions. While this project was initially created to incentivize School Readiness providers to improve quality and require targeted, tiered professional development interventions, the goals and objectives of the ELPFP shifted during the five years of its existence. For Y1-Y3 (2014-2017), provider quality as defined by CLASS scores did not determine participation or which interventions providers received; all school readiness providers were required to complete specific professional development interventions according to their prior participation in the ELPFP and project payments were tied to quality performance improvements and teacher outcomes. For Y4-Y5, however, providers were placed into tiers based on their previous CLASS® composite scores. Participants in lower and middle tiers (1-3) were required to participate in CQIs whereas higher quality providers in Tier 4 and 5 providers were not required to participate in CQIs. In Years 4 and 5, project payments were tied to improvement in CLASS scores as well as participation in child assessment training and implementation (see Year 4 and Year 5 project design, Figures 7 and 8).

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 yearly evaluations of the Early Learning Performance Funding Project (2015-2018). These evaluations examined if participation in the ELPFP had an effect on program quality as defined by: teacher knowledge, teacher-child interactions, implementation of effective teaching practices, the use of child assessments, and direct child outcomes (Rodgers et al., 2016, 2017, 2018). Results from these evaluations of the ELPFP demonstrated: (1) the impact of continuous, high-quality professional development for Florida's School Readiness providers on teacher-child interactions, increased teacher knowledge, improved instructional practice, and increased professionalism among providers; and (2) in a sample of children, the impact of ELPFP professional development for teachers on child outcomes based on direct assessment scores (Rodgers et al., 2017). Based on these results, the Office of Early Learning continued this program into its fifth and final implementation year, 2018-2019. The Year 5 implementation was also the second year of a revised program design that incorporated provider quality thresholds (CLASS® composite scores) and a broader menu of professional development interventions which were optional.

In partnership with the Office of Early Learning and the Florida Legislature, the UF Lastinger Center completed a final cumulative evaluation study to investigate the statewide initiative since its inception and summarize findings in order to provide research-based implications and recommendations for continued quality improvement strategies that can improve quality across the School Readiness system in Florida. This report provides focused recommendations on the actions, strategies and resources needed to implement and sustain high quality professional development systems that improve teacher child interactions and child outcomes.

ELPFP Program Review, 2014-2019

Year 1 (2014-2015): The Early Learning Performance Funding Pilot Project (ELPFPP)

The goal of the Early Learning Performance Funding Pilot was to understand and determine if a package of quality-enhancement activities resulted in better child outcomes for children in School Readiness Providers (Florida Center for Reading Research, 2015). Based on a control/treatment research design, 401 eligible providers were recruited and assigned by lottery to comparison

(control) and pilot groups (treatment). No quality tiers were assigned during this pilot year implementation. 141 providers were enrolled in the Comparison group, and 260 providers were enrolled in the Pilot group. A sample of providers in Pilot and Comparison groups were randomly selected for direct child assessments. During the duration of the pilot project, 31 comparison providers dropped out of the program, and 58 pilot providers dropped out of the program. In total, consents were obtained for 1,981 3-5 year old children and 1,067 two-year-old children to engage in direct child assessments (Florida Center for Reading Research, 2015).

Quality enhancement activities (interventions) for providers included extensive professional development on teacher-child interactions associated with the Classroom Assessment Scoring System (CLASS®) including the implementation of an improvement plan. In addition, providers received additional financial incentives for improving quality teacher-child interactions and child outcomes. Results from the Year 1 ELPFPP can be found at (https://lastinger.box.com/s/evwjd3gxqipbl62gaaw60npry7ycdvsg).

Year 2 (2015-2016): ELPFPP Implementation and Research Design

The Early Learning Performance Funding Pilot Project was approved to continue into the 2015-2016 fiscal year by the Florida Legislature and OEL. This approval gave approximately 400 providers the opportunity to receive additional funding for improving school readiness program outcomes (OEL, 2015). The project design was refined for Year 2 and providers were assigned to one of two sequential tiers to receive designated professional development strategies, as detailed in Figure 2.

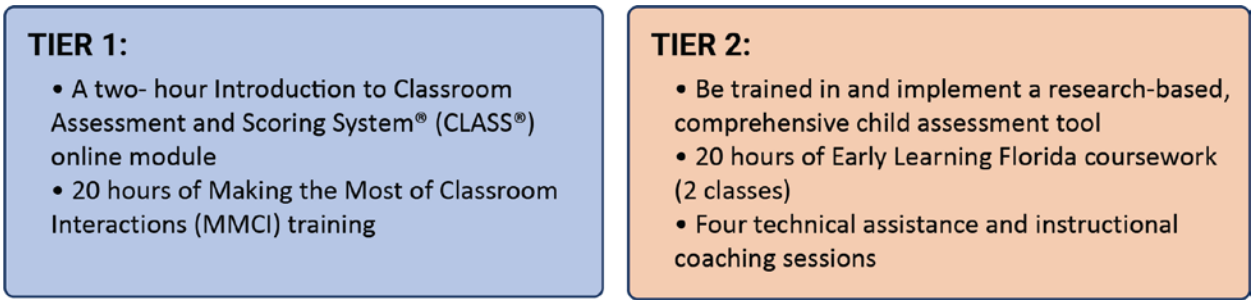


Figure 2. *ELPFPP Year 2 Program Interventions (2015-2016)*

Based on this design, researchers from the UF Lastinger Center and Yale University, in partnership with OEL, created an implementation logic model and research plan assessing specific program and teacher outcomes, as listed below in Figure 3.

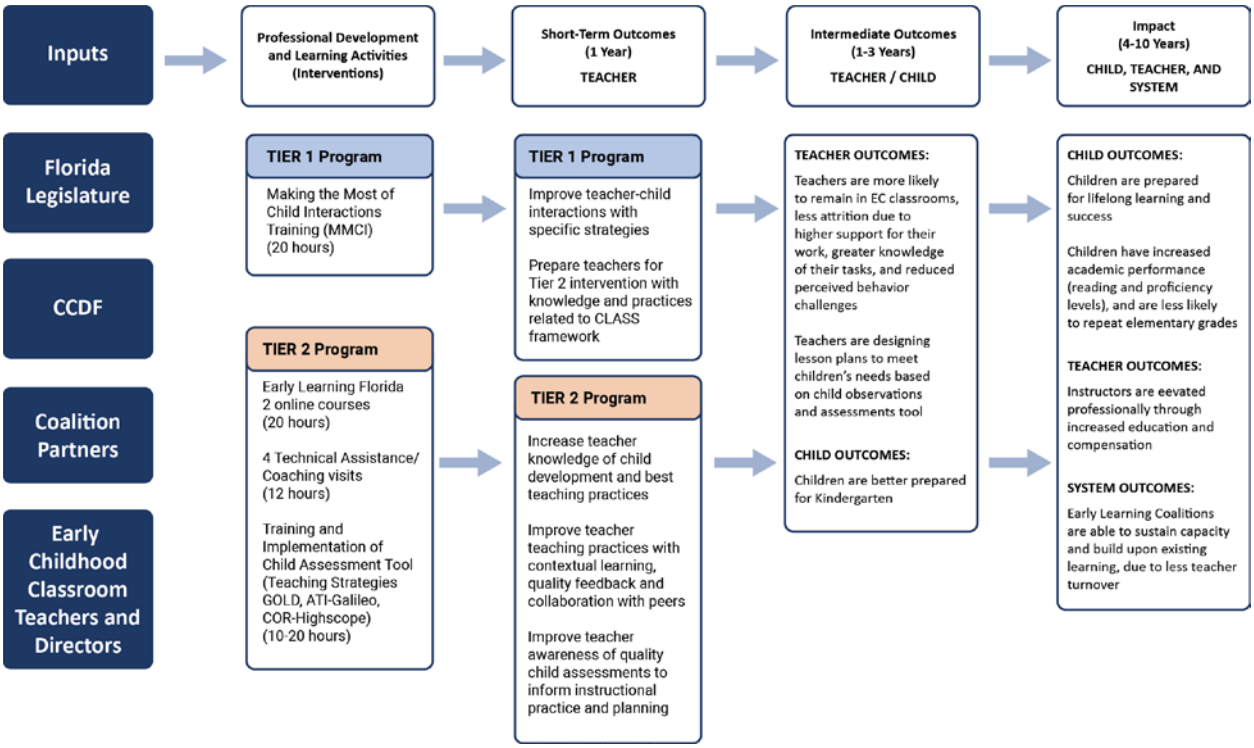
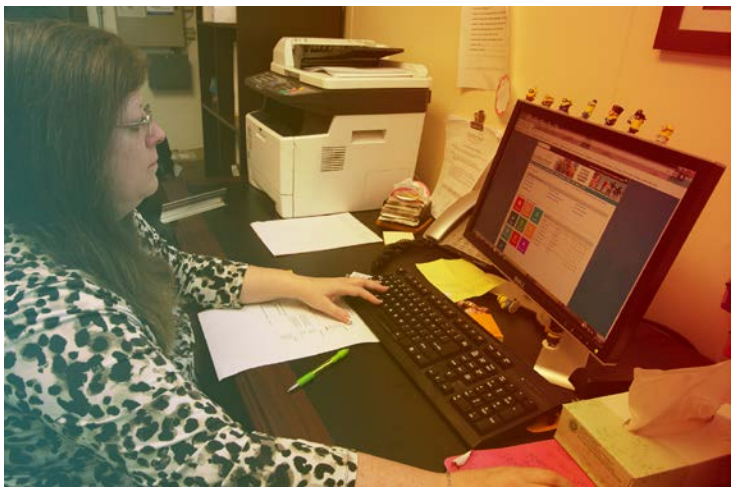


Figure 3. *Year 2 (2015-2016) ELPFPP Implementation Logic Model*

Full Year 2 (2015-2016) ELPFP evaluation study results can be found at:
https://lastinger.center.ufl.edu/early-learning-performance-funding-project/

Year 3 (2016-2017): The Early Learning Performance Funding Project (ELPFP)

Building off Y2 results, Y3 ELPFP design (2016-2017) continued with a sequential tiered intervention design which required providers to successfully complete the previous tier's professional development interventions to advance, and also included the use of a child assessment system to determine impact on direct child outcomes (Rodgers et al., 2017) as seen in Figure 4.



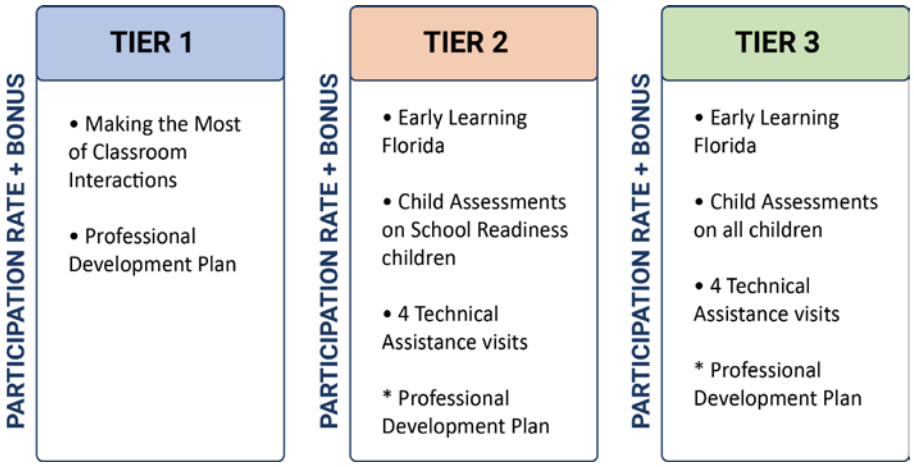


Figure 4. *Year 3 (2016-2017) ELPFP Program Implementation Design*

Based on this cumulative intervention design, the ELPFP Y3 logic model was expanded to include a sample of direct child outcomes based on the implementation of child observations and assessments with Tier 3 providers, as seen in Figure 5.

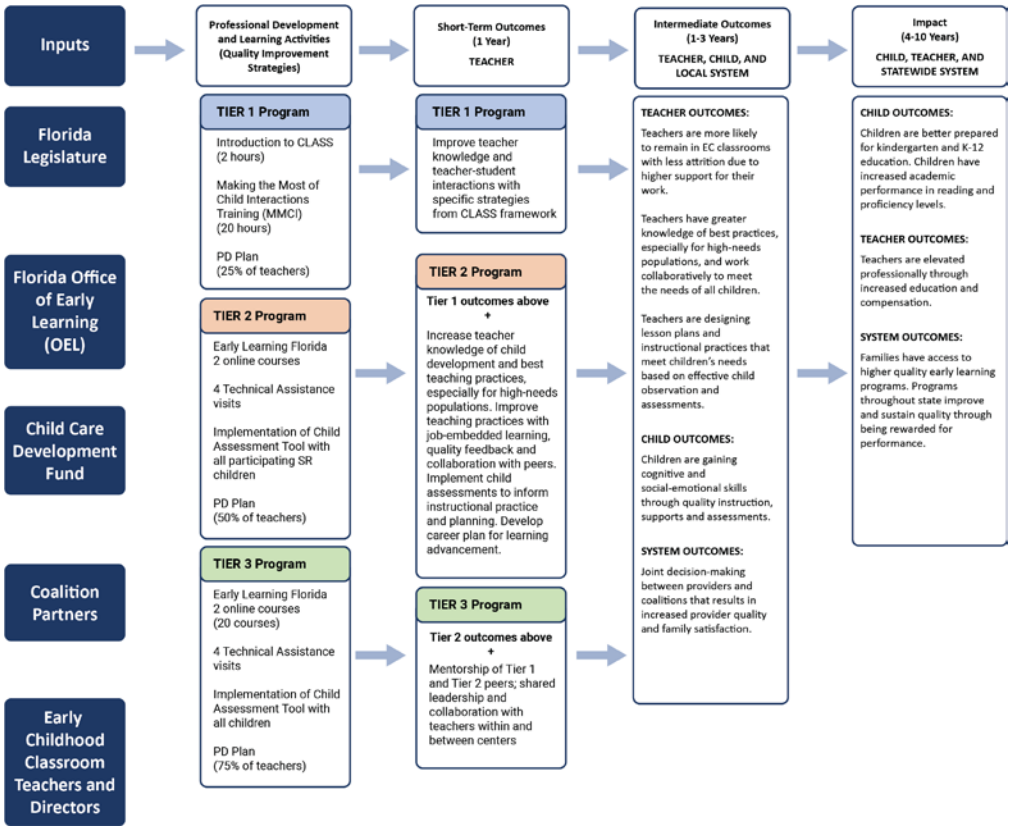


Figure 5. *Year 3 (2016-2017) ELPFP Implementation and Evaluation Logic Model*

Full Year 3 (2016-2017) ELPFP evaluation study results can be found at:
https://lastinger.center.ufl.edu/early-learning-performance-funding-project/

Year 4 (2017-2018): ELPFP Implementation and Research Design

After demonstrating the value of the ELPFP in Y3 (Rodgers et al., 2017), the Florida Legislature approved continued funding for Y4 (2017-2018). The goals of the Year 4 ELPFP shifted from increased enrollment of providers to quality improvement for providers, with the following objectives: (1) **increase payment rates** for providers that exhibit quality as demonstrated by the composite CLASS® score; (2) incorporate local participation in supports that increase the quality of early learning experienced by children in the SR Program; and (3) generate **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.

In Y4, a requirement to participate in ELPFP was that providers had to attain a CLASS® score composite before enrollment. From this quality score, providers were assigned to one of five tiers by using a CLASS® composite score. 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 sequentially. In addition, providers in Tiers 4 and 5 had the option of no CQI strategy.

Figure 6 below shows the Year 4 ELPFP Tiers and CQI strategies.

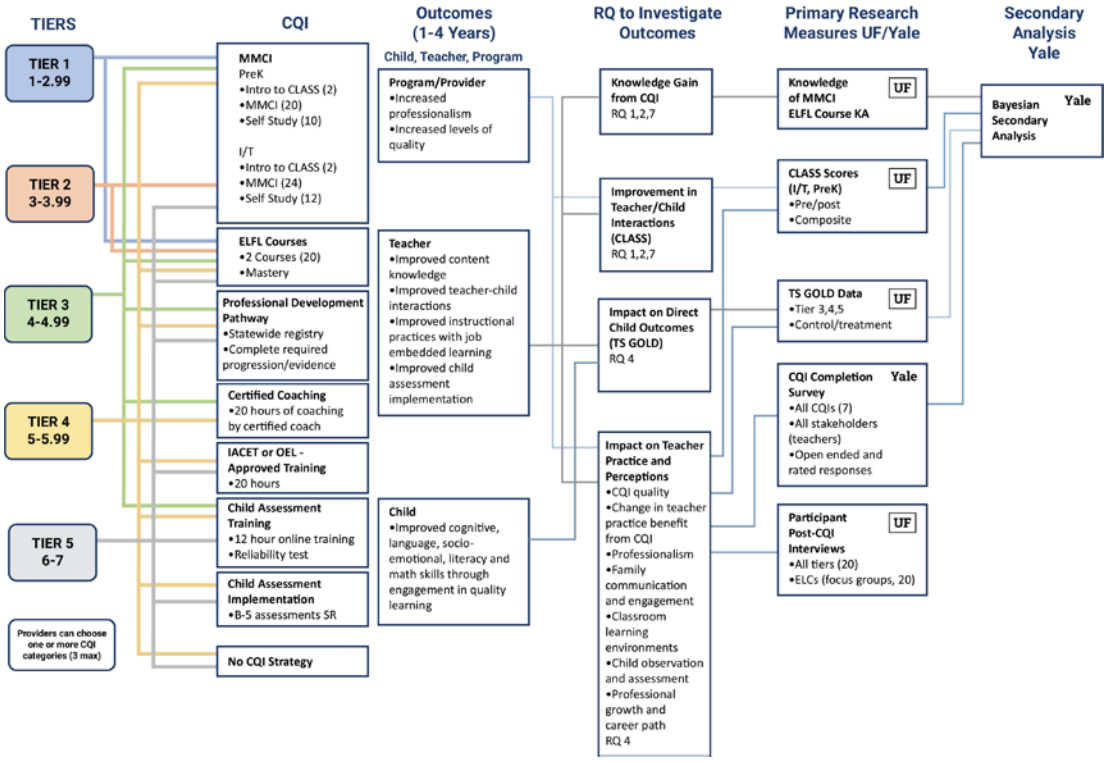


Figure 6. *Year 4 (2017-2018) ELPFP Program Continuous Quality Improvement (CQI) Strategies and Design*

Due to this complex design, different entry points into the project, and several new CQI strategies, UF and Yale researchers reconfigured the evaluation logic model to include teacher measures, child outcome measures, and primary and secondary analysis (see Figure 7).

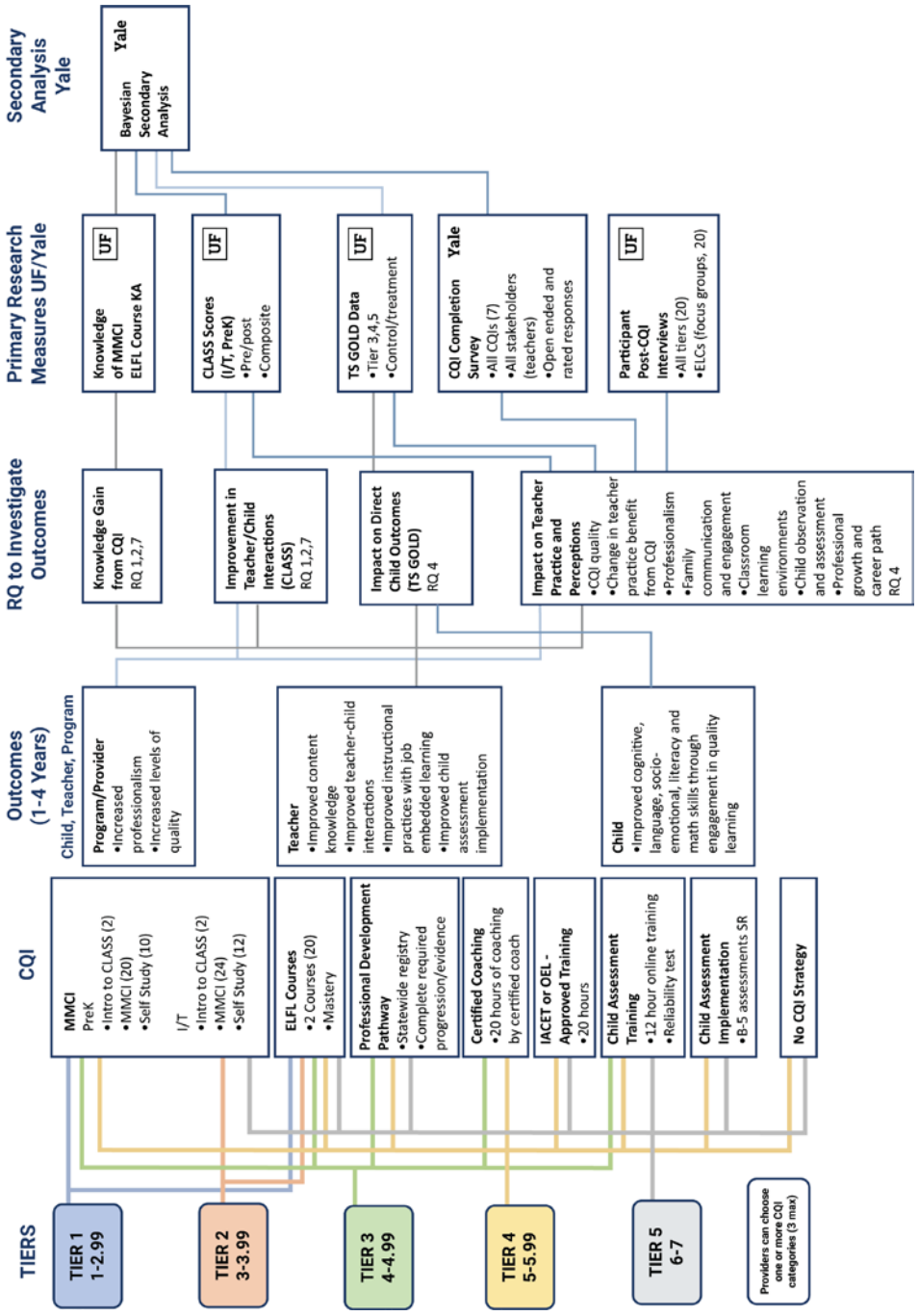


Figure 7. *Year 4 (2017-2018) ELPFP Implementation and Evaluation Logic Model*

Full Year 4 (2017-2018) ELPFP evaluation study results can be found at:
https://lastinger.center.ufl.edu/early-learning-performance-funding-project/

Year 5 (2018-2019): Final ELPFP Implementation Design

The Office of Early Learning continued the ELPFP program into its fifth and final implementation year, 2018-2019. The Y5 ELPFP design mirrored Y4, and also included a broader menu of professional development options and incentives. This program design can be seen in Figure 8.

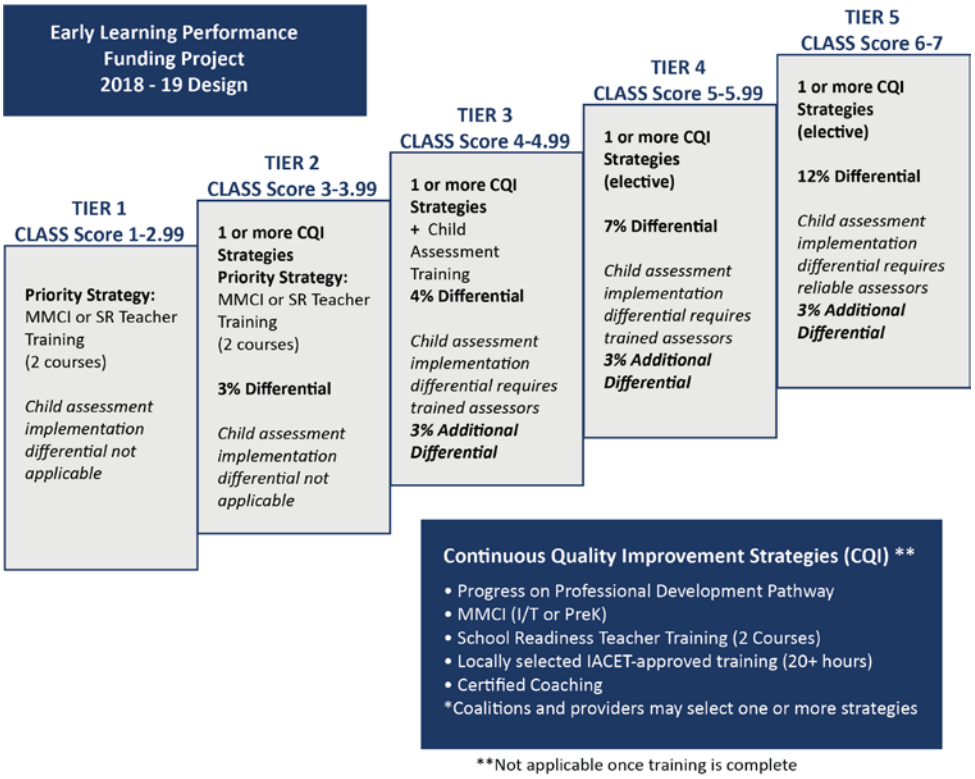


Figure 8. *Year 5 (2018-2019) ELPFP Program Intervention Design*

Y5 ELPFP evaluation results can be found in Appendix A, and will be referred to throughout this report in collective analysis with the Y4 ELPFP design and results.

Study Background and ELPFP Cumulative Logic Model

Because the design of the ELPFP each year was not uniform in terms of scope, interventions, incentives, objectives and outcomes, a longitudinal analysis of this project was not possible. Thus, analysis for this project's cumulative evaluation focused on specific impact from ELPFP participation based on previous logic models for Y2-5. Researchers' investigations focused on ELPFP participation impact on provider quality, teacher instructional quality, teacher-child interactions, and the identification of specific strategies and interventions that provided the most improvement during this five year implementation, as shown in the ELPFP Cumulative Evaluation Logic Model in Figure 9.

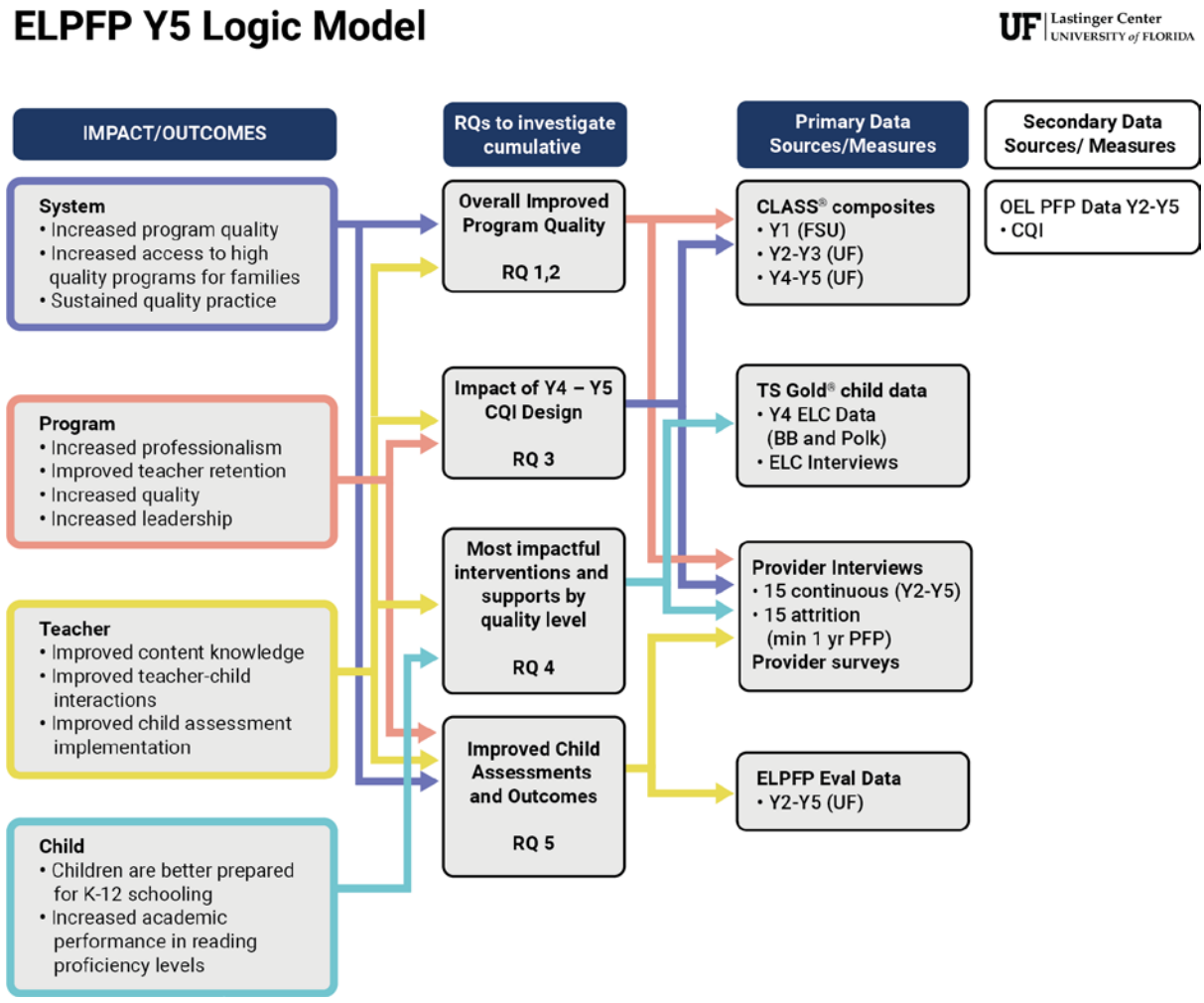


Figure 9. *ELPFP Cumulative Evaluation Logic Model*

Study Methodology

The cumulative research methodology for this evaluation focuses on three specific data sets: Year 1 pilot evaluation data (https://lastinger.box.com/s/kikfxihd4eolhxvoyavs2qy1lgi7lrl5), Year 2 and 3 evaluation data (sequential tiered design) and Year 4 and 5 data (quality tiered design). Therefore, specific analysis models were used to complete both individual and cumulative year project analysis.

Conceptual Framework

The conceptual framework that informed the research design for this study is based on research of quality early childhood educational settings; research on effective early childhood interventions for children experiencing poverty; 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: Research that Supports Underlying Theory of Change for detailed research that supports these assumptions).

Context

Based on these theoretical underpinnings of quality professional development research and design, this cumulative study focused on measuring the impact of early learning provider participation in the ELPFP on program quality, improvement in teacher-child interactions, implementation of teaching practices, and the use of child assessment tools. While direct child outcomes were a previous area of investigation for ELPFP evaluations, this area of inquiry could not be investigated due to lack of child outcome data. 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 C: Glossary of Terms to provide common language for readers to interpret findings.

Research Questions

In order to truly understand the cumulative impact of ELPFP implementation and provider participation, researchers focused on three categories of impact: 1) overall improvement in teacher-child interactions and program quality; 2) impactful strategies and interventions for every level of provider quality and participation; and 3) improvement in child assessment implementation and child outcomes as measured through direct assessment. Based on these categories, OEL and UF researchers co-created the following evaluation research questions:

Improvement in Teacher-Child Interactions and Program Quality:

1. What is the change in CLASS® scores for ELPFP participants from pre-test to post-test across participation tiers for Years 1-5?

2. What is the difference between changes in CLASS® scores from pre-test to post-test between the tiers of ELPFP implementation for Years 2-5?

3. What professional development interventions (CQIs) are most impactful based on Year 4 (2017-2018), and Year 5 (2018-2019) CLASS® assessment data?

Continuous Quality Improvement Strategies that Create Sustainable Quality:

4. Based on the cumulative analysis, what types of interventions are recommended for lower (scoring below a 4.0 CLASS composite) quality programs, and what supports (if any) are recommended for higher quality programs to sustain provider quality?

Improvements in Child Assessment Implementation and Direct Child Outcomes:

5. What can be learned from the ELPFP success stories to yield consistent quality implementation of child assessments?

ELPFP Provider Participation, Y1-5

As described above, the project design of ELPFP varies over project years. Hence the criteria for providers to participate changed accordingly. Below is a brief summary of requirements of ELPFP providers for each contract year.

Year 1: ELPFP Pilot, 2014-2015

In Year 1, School Readiness providers were recruited to participate and then, following a cluster-randomized trial, were randomly assigned to Pilot (receive intervention) and Comparison (did not receive intervention) groups based on a ratio of two-to-one (Interventions described in report at https://lastinger.box.com/s/kikfxihd4eolhxvoyavs2qy1lgi7lrl5.)

Providers were matched based on the following criteria before the random assignment:

- Whether or not the provider was in a high-need tract.
- Whether or not the provider had the Gold Seal designation.
- The provider's licensed capacity.
- Provider type (e.g., Licensed Center, Family Child Care) prior to assignment.

Year 2: ELPFP, 2015-2016
In Year 2 implementation, providers were assigned to one of two tier groups (Tier 1 and Tier 2). Providers completed a contract with their early learning coalition outlining expected benchmarks, deliverables, and incentives. To be eligible to participate, providers must have:

- had a minimum of 30% of their birth-5 enrollment made up of children in the School Readiness Program.
- had no Class I or no more than three Class II licensing violations within the last two years.
- had all of the sites' infant to prekindergarten classrooms agree to participate.
- agreed to have the evaluator conduct assessments.
- agreed to all of the participation requirements and completing data forms.
- agreed to have the director participate in all training.
- agreed to pay for instructors' access to selected CLASS® training and an online observational assessment system.

For instructors to be eligible to participate, they must have:

- agreed to participate in all training and/or implementation processes included in the intervention.
- consented to have trained observers conduct observations in the fall and spring.
- implemented a pre- and post-assessment tool, identified by OEL, to the center's participating children if assigned to Tier 2.

Year 3: ELPFP 2016-2017
Providers were assigned to one the three sequential tier groups (Tiers 1, 2 and 3). In order for providers to be eligible for Tiers 2 and 3, they needed to completed the previous tier successfully according to contracts with their early learning coalition. Contracts for Year 3 included the same participation stipulations as Year 2.

Year 4 and Year 5: 2017-2018, 2018-2019
According to the Office of Early Learning 2018-2019 ELPFP Participation Provider Contract (see Appendix D, Year 5 Provider Contract), several requirements were maintained for program participation. To maintain ELPFP project participation eligibility:

- ELPFP provider's participating instructors/directors had to successfully complete each benchmark deliverable by the due date or extension period provided by the contract. If instructor/director deliverable requirements were not met, instructors/directors were immediately disqualified from the project and that classroom was excluded from ELPFP unless there was a second participating instructor/director also assigned to the classroom.
- Directors were considered the same as instructors when determining completion. Therefore, when participating directors failed to meet deliverable requirements by the due date or extension period and were unable to perform to compliance, the director(s) was excluded from ELPFP.
- The Provider had to sustain the following percentage of instructors/directors completing the requirements of the program:

- Family child care home (as defined by the Department of Children and Families (DCF): 100% of teachers/directors (no teacher/director turnover during the contract term).
- Large family child care home (as defined by DCF): 50% of teachers/directors (no more than 50% of teacher/director turnover during the contract term).
- Facilities: 60% of teachers/directors (no more than 40% teacher/director turnover during the contract term).

- Provider agreed that in the event of director turnover during the Contract term, that did not result in the provider falling below the provider's substantial completion eligibility threshold, any new director would continue to support participating instructors toward the completion of their contract tasks and deliverables.

ELPFP Professional Development Interventions

Table 2. *Summary of Continuous Quality Improvement (CQI) Strategies Y2-Y5*

Project year	Provider Tier	MMCI	SR Teacher Training courses	Certified Coaching	Professional Development Pathway	IACET-approved Training	CA-T	CA-I
Y2	1	✓						

	2		✓	✓				
Y3	1	✓						
	2		✓	✓				
	3		✓	✓				
Y4 & Y5	1	✓	✓	O	O	O	O	
	2	✓	✓	O	O	O	O	
	3	O	O	O	O	O	✓	O
	4	O	O	O	O	O	O	
	5	O	O	O	O	O	O	

For Years 2 through 5, a range of quality improvement strategies was made available to providers depending on their assigned tiers in that project year. A summary is given in Table 2, and all interventions are described in Appendix E: Description of ELPFP Interventions. For Year 4 and 5 in particular, as shown in Table 2, a check mark (✓) indicates the required CQI for a particular provider tier, and "O" means a CQI is optional to providers at a particular quality tier.

Data Collection

Quantitative data for this cumulative evaluation consists of data from several sources.
Table 3 provides a summary of all available types of data that were collected and available to the research team over five years of project implementation. Measurement descriptions are provided in Appendix E for further review.

Table 3. *Quantitative data collected Y1-Y5*

Project year	Provider/Classroom quality	Classroom climate	Child outcome		CQI	Teacher Knowledge	
	CLASS®	CHILD	TSG	Bracken		MMCI	ELFL
Y1	✓						
Y2	✓	✓	✓		✓	✓	✓
Y3	✓	✓	✓	✓	✓	✓	✓
Y4	✓		✓		✓	✓	✓
Y5	✓				✓		✓

Qualitative Data Collection

Based on the intended short and intermediate outcomes (years 2-5) of each implementation of the ELPFP, qualitative data were collected through stakeholder interviews to answer the research questions for each project design, which are listed in Table 4 below.

Table 4. *Qualitative Research Questions Y2-Y5*

Year 2	Year 3	Year 4	Year 5
What impact does the ELPFPP have on teacher knowledge for the Tier 2 program? What impact does the ELPFPP have on teacher-child interactions for the Tier 2 program as compared to Tier 1 program? What impact does the ELPFPP have on classroom climate for the Tier 2 program as compared to Tier 1 program? Do the effects of participating in the Tier 2 program depend on the characteristics of the providers and the population it serves? Do the effects of participating in the Tier 2 program depend on the level of participation of the provider's teachers in Early Learning Florida? Do the effects of participating in the Tier 2 program depend on the initial CLASS® scores of the provider's teachers? Do the effects of participating in the Tier 2 program depend on the organizational support the teachers receive?	What impact does the Early Learning Performance Funding Project (ELPFP) have on teacher-child interactions for all tiers, and specifically for Tier 2 and 3 programs across multiple years of participation? Are ELPFP tiered improvement strategies starting to show an impact on direct child outcomes after three years of participation by teachers, as compared to a control group? What impact does the Early Learning Performance Funding Project (ELPFP) have on classroom climate for Tier 3 teachers as compared to a control group? What impact does the Early Learning Performance Funding Project (ELPFP) have on teacher knowledge for Tier 1, 2 and 3 providers? Do the effects of participating in the Tier 2 and 3 programs depend on predictors such as time spent in course Learning Management System (LMS); course language option; course model option; teacher-child classroom ratios, type of accreditation, or participation in a local QRIS? Do Early Learning Florida course experiences of Tier 2 and Tier 3 providers depend on internal leadership support from center directors and teacher peers; and external organizational support?	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? 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? 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). 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? What are ELPFP teacher and director participants perceptions of ELPFP CQI implementation quality, benefits and challenges of participation in each tier? What are ELPFP stakeholder participants (coalition leadership, staff coaches, and facilitators) perceptions of ELPFP CQI implementation quality, benefits and challenges of organizational participation?	What is the change in CLASS® scores for ELPFP participants from pre-test to post-test across participation Tiers for Years 1-5? What is the difference between changes in CLASS® scores from pre-test to post- test between the tiers of ELPFP implementation for Years 2-5? What professional development interventions (CQIs) are most impactful based on 2017-2018, and 2018-2019 CLASS® assessment data? Based on cumulative analysis, what types of interventions are recommended for lower quality programs, and what supports (if any) are recommended for higher quality programs to sustain provider quality? What can be learned from the ELPFP success stories to yield consistent quality implementation of child assessments?

Participant recruitment emails were sent to providers identified in the OEL ELPFP database as participating each year of the study. Upon request, consent forms and interview protocols were also made available in Spanish.

Qualitative data collection for Y2-Y5 included semi-structured individual interviews with teachers, FCCHs and/or directors who met the criteria and focus groups were conducted with qualifying ELCs. In Y4 and Y5, focus groups were held by provider (inclusive of teachers and directors) instead of individual interviews for scheduling purposes. In addition, Tier 3 participants in Y3 and continuing providers in Y5 were asked to submit artifacts to provide evidence of change in their teaching

practice through anecdotal or visual data (Y3, Tier 3) or their use of ELPFP incentives (continuing providers Y5). Teachers/directors were interviewed by the study investigators by phone or online meeting room (Zoom) according to each year's study design.

Across Y2-Y5, individual interviews took between 45-60 minutes and focus group interviews took between 45-90 minutes. Semi-structured interview protocols were used (see Appendix F: Year 5 Qualitative Interview Protocols Example). Interviews were recorded and field notes were taken by the interviewer and recordings were transcribed verbatim. All recordings were destroyed per University of Florida IRB policy. Upon completion of the interviews, digital copies of artifacts were collected for Y3 and Y5 via fax or email to the study coordinator. Due to interviews and artifact collection occurring outside of regular teacher work hours, participants were compensated with monetary stipends from OEL, with the exception of Y2. Stipends were adjusted each year as follows: Y2, no stipend; Y3, $50 per teacher; Y4, $80 per teacher and director; Y5, $500 to continuing providers/Family Child Care Home and $100 to non-continuous individual participants.

Cumulative Evaluation Sample

In this cumulative evaluation, the primary focus was on the impact of ELPFP on provider quality. In order to achieve this objective, CLASS® assessment data from Y1 through Y5 and CQI data from Y2 to Y5 were used for quantitative analysis. In addition, data from SR Teacher Training courses (Early Learning Florida) from Y2 to Y5 were incorporated in the analysis. For qualitative analysis, findings of qualitative analyses from previous project years were included to study the shift in themes across all years of ELPFP implementation. For Y5, interviews were conducted with continuing (providers who completed at least two years of ELPFP participation) and non-continuing providers (providers who completed one year of ELPFP only). Additionally, continuing providers submitted artifacts to demonstrate how ELPFP funding was used in their programs.

CLASS® (Year 1-5)

A summary of CLASS® sample data is included in Table 5.

Table 5. *Summary CLASS® sample data*

Project Year	CLASS®	Provider Tier	Number of Observations
Year 1	Infant		

	Toddler	Pilot	600
		Comparison	314
	Pre-K	Pilot	716
		Comparison	422
Year 2	Infant	1	8
		2	16
	Toddler	1	204
		2	68
	Pre-K	1	231
		2	76
Year 3	Infant	1	14
		2	117
		3	20
	Toddler	1	488
		2	234
		3	40
	Pre-K	1	639
		2	410
		3	90
Year 4	Infant	1	5
		2	124
		3	274
		4	139
		5	10
	Toddler	1	82
		2	548
		3	1470
		4	870
		5	54
	Pre-K	1	135
		2	990
		3	2526
		4	1599
		5	105
Year 5	Infant	1	26
		2	243
		3	612
		4	282
		5	23
	Toddler	1	96
		2	812
		3	2426
		4	1296
		5	142
	Pre-K	1	189
		2	1404
		3	4236
		4	2250
		5	177

SR Teacher Training Sample

As described above, SR Teacher Training (ELFL) courses were introduced into the ELPFP in Y2 and were made available to participating providers every project year through Y5. Table 6 contains a summary of total enrollment over project years. As shown, the enrollment increased from Y2 to Y5. In Y2, 155 participants enrolled in two courses offered during that program year: Infant and Toddler Social-Emotional Development (ITSE) and Using Observation to Inform Individualized Instruction in Preschool (PKO) at that time. At that time, courses were only available in English. By Year 5, over 5580 participants were able to select from 30 available SR Teacher Training courses, with five

offered in both English and Spanish. In Appendix G: School Readiness Teacher Training Course Data, course data for each project year are included.

Table 6. *Total enrollment of SR teaching training courses over Year 2 to 5 of ELPFP*

Project Year	2	3	4	5
Total Enrollment	155	2395	2998	5586

Qualitative Sample
For Y2-Y5 of the ELPFP, qualitative data was collected using criterion sampling (Glesne, 2006). The qualitative samples are outlined for each year and reflect the changes in program design, and can be viewed in Appendix I: Qualitative Data Collection and Sample Y2-Y4.

Cumulative Analysis Models

In this cumulative evaluation, the primary focus is on the impact of ELPFP on provider quality. In order to achieve this objective, CLASS® assessment data from Y1 through Y5 and CQI data from Y2 to Y5 were used for quantitative analysis. In addition, the data of SR Teacher Training courses (Early Learning Florida) from Y2 to Y5 were also analyzed. Findings of qualitative analyses from previous project years were included to study the shift in themes across all years of ELPFP implementation.

Year 1 Evaluation, 2014-2015
According to the Y1 evaluation report (Florida Office of Early Learning, 2015), CLASS® assessment data were analyzed based on mixed-effects models (multilevel models), that take into account the clustering effect of schools (teachers nested within schools), to study the effect of project participation on classroom quality.

Years 2-3 Evaluations, 2015-2016, 2016-2017
The analysis of CLASS® assessment data used a fixed-effects model (Allison, 2009) that enables the investigation of within-teacher or classroom change in teacher-child interactions while controlling for the confounding effects due to either the teacher, provider, or ELC characteristics that are not varying over time.

In Y2 and Y3, a coding scheme that incorporated binary indicators was created to reflect the research interest of investigating cumulative effects of professional development interventions on classroom quality. For Y2 in particular, participants with no MMCI or ELFL trainings were coded as zero. Those who took MMCI and MMCI + ELFL were coded as one in separate binary indicators. For Year 3, based a similar coding scheme, participants with no MMCI or ELFL (Year 2 & 3) were coded as zero, and those who took MMCI, MMCI + ELFL (Year 2), and MMCI + ELFL (Year 2 & 3) were coded as one in separate binary indicators. Additionally, in Year 3, another coding scheme was created to compare Tier 1, Tier 2, and Tier 3 against observations from teachers who had not completed interventions.

Year 4 Evaluation, 2017-2018
For Year 4, rich descriptive statistics and data visualizations were utilized to summarize CLASS® assessment data. Additionally, data were combined with CLASS® observations 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, SR

Teacher Training courses (ELFL), Professional Development Pathway, Certified Coaching, IACET or other OEL- approved training, Child Assessment Training, Child Assessment Training-Accelerated, and Child Assessment Implementation, were dummy coded and included in the model as covariates.

Year 5 and Cumulative Evaluation, 2018-2019

Based on the described analyses of Y2 to Y4, Y5 CLASS® data were analyzed individually using the above methods, and then combined with the assessment data from previous project years. Rich descriptive statistics and data visualization were used primarily to answer RQs 1-3 accompanied by analysis based on fixed-effects models: 1) What is the change in CLASS® scores for ELPFP participants from pre-test to post-test across participation tiers for Years 1-5?; 2) What is the difference between changes in CLASS® scores from pre-test to post-test between the tiers of ELPFP implementation for Years 2-5?; and 3) What professional development interventions (CQIs) are most impactful based on 2017-2018, and 2018-2019 CLASS® assessment data? In addition to the analysis to address the research questions, another analysis based on fixed-effects modelling was conducted using Y2-Y5 assessment data to study the cumulative effects of MMCI and ELFL on classroom quality.

Qualitative Analysis

For each study in Y2 through Y5, qualitative analysis occurred in three phases using an inductive interpretive analysis approach (Hatch, 2007; Miles, Huberman and Saldaña, 2013).

For each program year of the ELPFP, participant interviews were completed and transcripts from interviews were separated by early learning coalition (Y2), tier (Y3-4), or provider status (Y5) for Phase one of analysis by participant group and then analyzed individually for initial common themes and descriptions to determine patterns related to study objectives. In Y3 and Y5 where artifacts were collected for specific participant groups to provide deeper insights into how participants' practice was impacted by new knowledge (Year 3, Tier 3) or incentives (Y5, continuing providers) artifacts from relevant participant groups were analyzed following this same pattern. 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 participant interviews according to research sub-questions according to study year (Table 7):

Table 7. *Y2-Y5 Qualitative Sub-Questions*

Year 2	Year 3	Year 4	Year 5

Tier 2 teacher pre-intervention interviews: • educational background, motivations, and preliminary experiences of participating in the ELPFPP **Tier 2 teacher post-intervention interviews:** • specific experiences from elements of the ELPFPP, overall interpretations of those experiences, and identification of barriers and opportunities for improvement to the ELPFPP initiative **ELC leadership focus group interviews** • both impact and effectiveness of the ELPFPP initiative on teacher classroom practice, center and provider quality, and coalition quality	**Tier 2 interviews:** • how teachers experienced all ELPFP professional development interventions; • what impact teachers perceived each professional development intervention had on their instructional practice and gains in content knowledge, as well as the cumulative impact of all interventions • teachers' perceptions of the implementation of child assessments • teacher's perceptions of successes, challenges and barriers of Year 3 ELPFP implementation **Tier 3 interviews:** • included all Tier 2 interview elements, • what impact teachers perceived this three-year comprehensive professional development intervention had • on teacher-child interactions, direct child outcomes, and changes in teacher behaviors, practice, and beliefs **ELC stakeholders (CoP facilitators, coaches, and ELC leaders and staff) focus group interviews** • the perceived impact of ELPFP on teacher effectiveness with regard to children's outcomes • the experiences and perceptions of ELC staff involved with implementing the ELPFP • feedback and suggestions for implementation improvement in future years	**Tier 1, 2, 3, 4 and 5 interviews:** • how teachers experienced all ELPFP CQI interventions • 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 • teachers' perceptions of Year 4 design with optional CQI interventions and the benefits and challenges related to each CQI option **ELC Stakeholders (facilitators, coaches and coalition leaders and quality improvement staff focus group interviews:** • the perceived impact of ELPFP on instructor effectiveness with regard to children's outcomes • the experiences and perceptions of staff involved with implementing the ELPFP • feedback and suggestions for implementation improvement in future years	**Continuing and Non-Continuous Provider interviews:** • how participants perceived multiyear participation in PFP professional development (CQIs) impacted their implementation of child assessments • what internal or external supports did participants perceive contributed to their continued participation in the PFP • what barriers to participation or provider characteristics contributed to their attrition

Phase 3 consisted of researchers discussing analysis codes and further reducing data to salient themes and quotes related to each code for cumulative research questions. From this data reduction, case "stories" were written for stakeholder participant groups to summarize findings from these experiences. These vignettes were member-checked by participants to promote trustworthiness and rigor in research.

Concurrent Triangulation Analysis

In Years 2-4 as well as this cumulative evaluation of the ELPFP, a triangulation method of research was used to explore the relationships and phenomenon under study in this cumulative evaluation by combining quantitative and qualitative methods in order to compensate for the blind spots of both research methods (Cresswell, 2003; Flick, 2009). This process of concurrent triangulation analysis combines the advantage of both quantitative and qualitative research and affords an in-depth understanding of the mechanism of the phenomenon, which enables high-quality recommendations to practitioners. These methods remained autonomous and occurred side by side, with their meeting point being the study objectives of this investigation. Once 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).

Though the process of triangulation was largely consistent across all ELPFP evaluations, variations in design for Y2-5 required comparisons of different data sources specific to each year's program model:

Year 2:
Within the Year 2 study, triangulation of qualitative and quantitative methods focused on single cases (teachers), as well as groups (early learning coalitions). Cases required that the same participants that completed course surveys, knowledge assessments, CLASS® and CHILD observations were also interview participants. However, due to the size of the sample of ELPFP Tier 2 programs, only a smaller sample of teachers meeting these criterion were used as cases.

Year 3:
As in Y2, triangulation focused on single cases (teachers), as well groups (Tier 2 and Tier 3 teachers and ELCs) and required that cases include only those participants for whom data was collected from all available sources in the study. Furthermore, only a sample of teachers meeting these criteria were used as cases as a result of the number of ELPFP Tier 2 and Tier 3 providers.

Year 4:
Year 4 triangulation focused on single cases (teachers), as well as groups (Tiers 1-5 teachers, directors, and ELCs) and cases required that the same participants that completed completion surveys, knowledge assessments, and CLASS® observations were also interview participants.

Year 5:
Year 5 triangulation focused on single cases (non-continuous teachers/directors, continuing providers) and groups (ELCs) and cases required that participants met all required elements of the ELPFP study design. For the non-continuing providers case, the provider was not actively enrolled in Y5 of the ELPFP but must have completed course completion surveys, knowledge assessments, and CLASS® observations in prior years. The continuing provider case required course completion surveys, knowledge assessments, CLASS® observations, and child outcomes from successful completion of at least three years of the ELPFP. As in all prior years, group data from ELCs were used to triangulate case data and compare results.

Results

According to the objectives of this cumulative evaluation study, measures of this section are reported with a focus on the relationship between the improvement in program quality and ELPFP participation as well as the impact of CQI strategies. Results of these measures are presented based on the Cumulative ELPFP logic model (page 22, Figure 9), and are organized according to this study's research questions.

Change in program quality from Year 1 to 5: An increasing trend

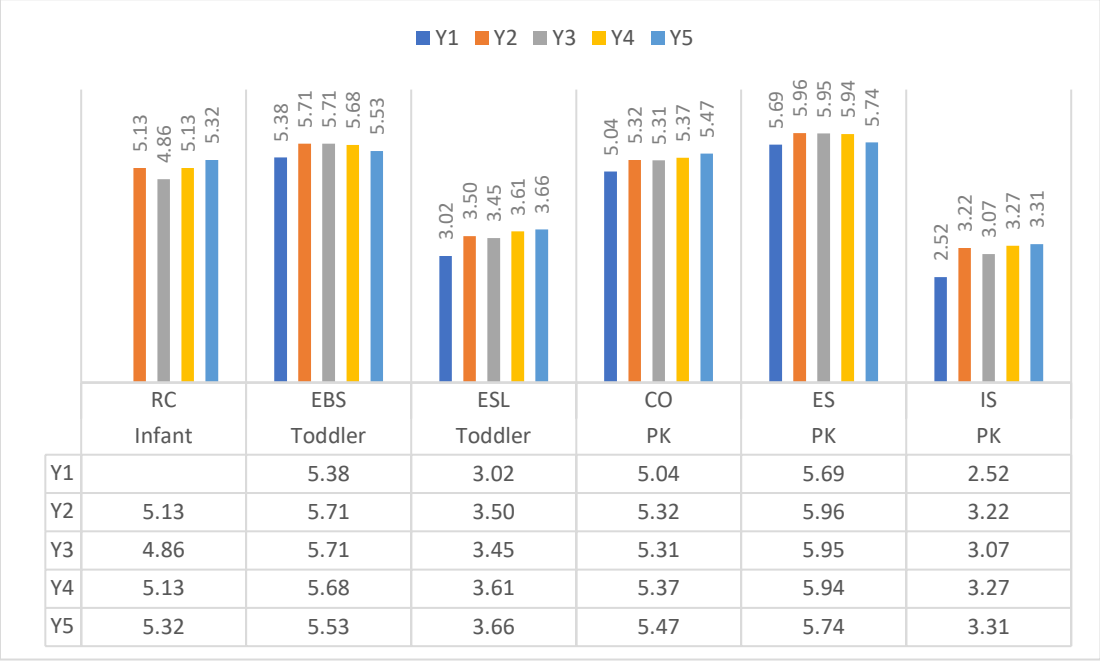
In order to understand the cumulative impact of ELPFP participation on provider quality, researchers examined quality measures (CLASS®) for each year of the project to determine overall improvement with this research question:

What is the change in CLASS® scores for ELPFP participants from pre-test to post-test across participation Tiers for Years 1-5?

To address this question, the average percentage of gain across provider tiers was obtained for each year of the ELPFP. For Y2 through 5, gains were calculated for each provider tier first, then the gains were aggregated across tiers to produce the mentioned average percentage of gain. For Year 1 with no provider tiers, the average percentage gain was calculated for pilot and comparison groups according to the average domain scores in Year 1 evaluation report (Florida Office of Early Learning, 2015). Additionally, the percentage of gain in Responsive Caregiving domain was suppressed in Year 3 due to a small sample size.

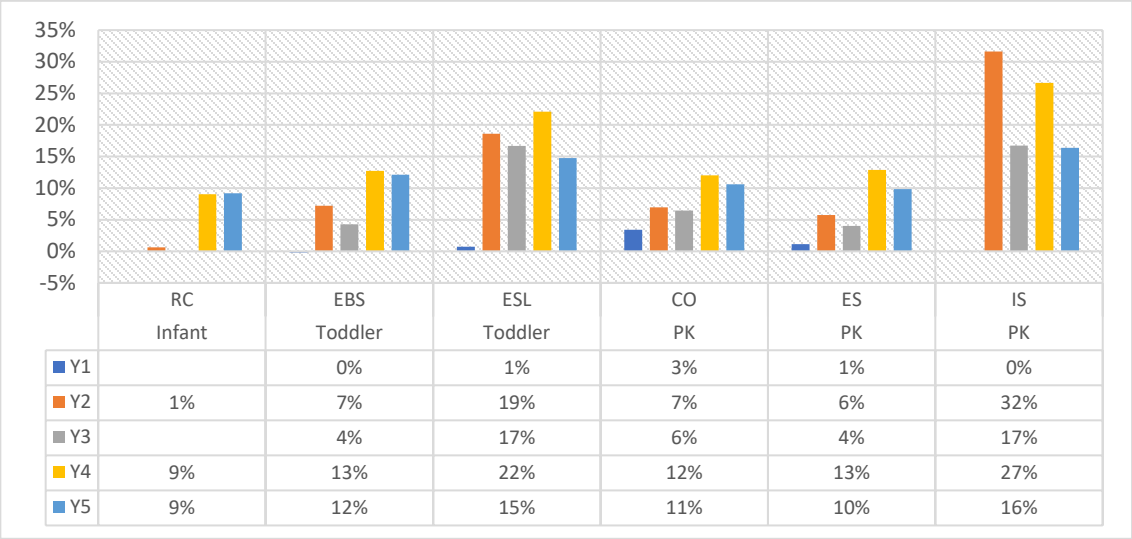
For infant classrooms, as shown in Figure 11, the average percentage of gain in Responsive Caregiving domain varied from 1% (Y2) to 9% (Y4 and 5). For toddler classrooms, Y1 displayed the least percentage of gain (less than 1% for EBS and 1% for ESL), and Y4 showed the highest gain (13% for EBS, 22% for ESL). For ESL domain, the average gains were above 10% for Y2-5. For the EBS domain, gains in Y2 and 3 were less than 10%. Similarly, for Pre-K classrooms, Year 1 showed the smallest gain across provider groups. In the domains of CO and ES, a percentage of gain greater than 10% was observed Y4 and 5. For the IS domain, the average gains were 32% in Year 2, over 10% in Years 3 & 5, and 27% in Year 4. Details of gains in CLASS domain scores by provider tiers are presented in the follow section.

Although the average percentages of gain varied notably across project years of ELPFP, it is worth noting that Figure 11 was produced based on descriptive statistics. Therefore, *an across-year direct comparison of gains should be avoided*. Because the design of ELPFP changed three times during the project period (random assignment and control/treatment in Year 1, sequential tiers in Years 2 and 3, and quality tiers in Years 4 and 5), and the intervention that providers received were not directly comparable with two exceptions (MMCI and ELFL).



	RC Infant	EBS Toddler	ESL Toddler	CO PK	ES PK	IS PK
Y1		5.38	3.02	5.04	5.69	2.52
Y2	5.13	5.71	3.50	5.32	5.96	3.22
Y3	4.86	5.71	3.45	5.31	5.95	3.07
Y4	5.13	5.68	3.61	5.37	5.94	3.27
Y5	5.32	5.53	3.66	5.47	5.74	3.31

Figure 10. *Summary of average CLASS® domain scores from post-assessment across provider tiers for each project year of ELPFP (Year 1 to Year 5). Scores of Year 1 providers were aggregated across pilot and comparison groups.*



	RC Infant	EBS Toddler	ESL Toddler	CO PK	ES PK	IS PK
Y1		0%	1%	3%	1%	0%
Y2	1%	7%	19%	7%	6%	32%
Y3		4%	17%	6%	4%	17%
Y4	9%	13%	22%	12%	13%	27%
Y5	9%	12%	15%	11%	10%	16%

Figure 11. *Average percentages of gain in CLASS® domains* across provider tiers for each project year of ELPFP**.*

*Gains of Year 1 were calculated based on the average domain scores of pilot and comparison groups as reported in Year 1 evaluation report.

**The gain in CLASS®-Infant RC domain was suppressed due to small sample size, with 0% indicating less than 1% gain.

Change in program quality from Year 1 to 5: Lower tiers made the most gains

In order to understand where the most quality improvement occurred within both the sequential tier design and the quality tier design, researchers examined both composite and average CLASS® scores from Years 2 through 5 with the following question:

What is the difference between changes in CLASS® scores from pre-test to post- test <u>between</u> the tiers of ELPFP implementation for Years 2-5?

In order to understand how program quality changed between provider tiers, the composite CLASS® scores (calculated as the average across domains and classrooms; Figure 10) and the average CLASS® domain scores Figure 11) are summarized. Not surprisingly, gains were made in each year within Tier 1, Tier 2, and Tier 3 participants. Gains in Tiers 4 and 5, that were introduced in Y4 continued on in Y5 are less likely given the ceiling effect of the CLASS® tool (Pianta et al., 2014).

According to Table 8, for each project year, lower tiers constituted the majority of the overall change in program quality. In Year 2, Tier 1 providers presented a 15% gain across CLASS® domains. In Year 3, Tier 1 presented a 10% gain. In Years 4 and 5, significant gains were found for Tier 1 (44% for Year 4, 41% for Year 5) and Tier 2 (22% for Year 4, 20% for Year 5) providers. However, providers in higher tiers of Year 4 (Tier 5) and 5 (Tier 4 & 5) presented a slight decrease in composite CLASS® scores.

Table 8. *Composite CLASS® scores by provider tiers for each project year (ELPFP Y2- Y5)*

Tier	Year 2			Year 3			Year 4			Year 5		
	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)
Tier 1	4.08	4.70	15%	4.28	4.71	10%	2.74	3.96	44%	2.80	3.95	41%
Tier 2	4.59	4.91	7%	4.60	4.89	6%	3.59	4.36	22%	3.58	4.31	20%
Tier 3				4.86	5.17	6%	4.40	4.78	9%	4.45	4.67	5%
Tier 4							5.13	5.30	3%	5.23	5.20	-1%
Tier 5							6.05	5.84	-3%	6.04	5.63	-7%

Breaking the composite CLASS® score down, measures of different aspects of program quality (Infant: Responsive Caregiving, Toddler: Emotional and Behavioral Support & Engaged Support for Learning, Pre-K: Classroom Organization, Emotional Support, & Instructional Support) are discussed.

Infant: Responsive Caregiving

As shown in Table 9, Tier 2 providers in Y2, Tier 1 providers in Y3, and providers in lower tiers of Y4 and Y5 all presented positive gains in the Infant Responsive Caregiving (RC) domain. Across project years, the average provider gain in this domain varies from 5% (Tier 2 in Y2) to 27% (Tier 1 in Y5).

Table 9. *Average CLASS® domain scores by providers for each project year (ELPFP Y2 - Y5)*—
Infant: Responsive Caregiving

Tier	Year 2			Year 3			Year 4			Year 5		
	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)
Tier 1	4.46	4.31	-3%	4.36	4.63	6%	3.76	4.34	16%	3.68	4.67	27%
Tier 2	5.02	5.25	5%	4.86	4.80	-1%	4.26	5.01	18%	4.14	5.01	21%
Tier 3				5.12	4.74	-7%	4.81	5.28	10%	4.92	5.23	6%
Tier 4							5.56	5.78	4%	5.84	5.68	-3%
Tier 5							6.23	6.13	-2%	6.36	6.00	-6%

Toddler: Emotional and Behavioral Support

For the Toddler Emotional and Behavioral Support (EBS) domain, as shown in Table 10, providers in all tiers presented positive gains with the exception for Tier 4 and Tier 5 providers of Year 5. Across years, the gain varies from 2% to as high as 43% for Tier 1 providers in Year 5.

Table 10. *Average CLASS® domain scores by providers for each project year (ELPFP Y2 - Y5)*
Toddler: Emotional and Behavioral Support

Tier	*Year 2*			*Year 3*			*Year 4*			*Year 5*		
	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)
Tier 1	5.14	5.73	11%	5.35	5.70	6%	3.40	4.67	37%	3.04	4.35	43%
Tier 2	5.49	5.66	3%	5.48	5.73	4%	4.35	5.10	17%	4.33	5.05	17%

Tier 3				5.88	5.99	2%	5.23	5.47	5%	5.24	5.48	5%
Tier 4							5.82	5.94	2%	5.93	5.86	-1%
Tier 5							6.29	6.45	3%	6.43	6.27	-3%

Toddler: Engaged Support for Learning

For Toddler Engaged Support for Learning (ESL) domain, shown in Table 11, a similar pattern of gain as the EBS domain occurred. Providers in all tiers presented positive gains, except for Tier 4 and Tier 5 providers of Year 5. Across years, the gain varies from 4% (Tier 5 in Year 4) to as high as over 50% for Tier 1 providers in Year 4 and 5.

Table 11. *Average CLASS® domain scores by providers for each project year (ELPFP Y2 - Y5)*—
Toddler: Engaged Support for Learning

Tier	Year 2			Year 3			Year 4			Year 5		
	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)
Tier 1	2.68	3.48	30%	2.90	3.46	20%	1.79	2.70	51%	1.84	2.80	52%
Tier 2	3.30	3.54	7%	3.15	3.65	16%	2.46	3.22	31%	2.44	3.08	26%
Tier 3				3.60	4.13	15%	3.19	3.71	16%	3.22	3.53	10%
Tier 4							4.02	4.36	9%	4.18	4.03	-4%
Tier 5							5.11	5.33	4%	5.47	4.90	-10%

Pre-K: Classroom Organization

For Pre-K Classroom Organization (CO) domain, in Table 12, positive gains occurred for providers in almost all available tiers each year, with the exception for Tier 5 providers of Year 4 and 5. Across years, the gain varies from less than 1% (Tier 4 in Year 5) to as high as nearly 40% for Tier 1 providers in Year 4 and 5.

Table 12. *Average CLASS® domain scores by providers for each project year (ELPFP Y2 - Y5)*
Pre-K: Classroom Organization

Tier	Year 2			Year 3			Year 4			Year 5		
	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)
Tier 1	4.76	5.26	10%	4.86	5.27	9%	3.26	4.57	40%	3.41	4.63	36%
Tier 2	5.31	5.50	4%	5.19	5.43	5%	4.17	5.05	21%	4.19	4.98	19%

Tier 3				5.29	5.61	6%	5.19	5.43	5%	5.23	5.34	2%
Tier 4							5.87	5.87	0%	5.88	5.92	1%
Tier 5							6.46	6.09	-6%	6.39	6.10	-4%

Pre-K: Emotional Support

For the Pre-K Emotional Support (ES) domain, shown in Table 13, positive gains were found for providers in almost all available tiers in each year, except for Tier 5 providers of Year 4 and 5. Across years, the gain varies from 1% (Tier 4 in Year 4 & 5) to as high as 46% for Tier 1 providers in Year 4.

Table 13. *Average CLASS® domain scores by providers for each project year (ELPFP Y2 - Y5)*
Pre-K: Emotional Support

Tier	Year 2			Year 3			Year 4			Year 5		
	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)
Tier 1	5.43	5.91	9%	5.58	5.91	6%	3.48	5.09	46%	3.69	4.81	30%
Tier 2	5.94	6.09	3%	5.88	6.07	3%	4.52	5.33	18%	4.54	5.33	17%
Tier 3				6.02	6.20	3%	5.42	5.73	6%	5.49	5.62	2%
Tier 4							6.10	6.15	1%	6.07	6.13	1%
Tier 5							6.70	6.31	-6%	6.53	6.38	-2%

Pre-K: Instructional Support

For the Pre-K Instructional Support (IS) domain, in Table 14, positive gains were found for providers in most tiers in each year, except for Tier 5 providers for Year 4 and 5. Across project years, the gain varies from less than 1% (Tier 4 in Year 5) to 73% for Tier 1 providers in Year 4. Tier 1 providers in Year 5 also present a significant increase (58%) in this domain. Additionally, Tier 2 providers in Years 2, 4 and 5 showed an average of 30% improvement.

Table 14. *Average CLASS® domain scores by providers for each project year (ELPFP Y2 - Y5)*
Pre-K: Instructional Support.

Tier	Year 2			Year 3			Year 4			Year 5		
	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)	Pre	Post	Gain (%)
Tier 1	2.29	3.07	34%	2.49	3.04	22%	1.57	2.72	73%	1.62	2.56	58%
Tier 2	2.81	3.63	29%	2.91	3.45	19%	2.12	2.78	35%	2.08	2.71	30%
Tier 3				3.43	3.74	9%	2.76	3.33	21%	2.81	3.08	10%

Tier 4							3.64	4.01	10%	3.80	3.80	0%
Tier 5							5.24	4.90	-7%	5.27	4.41	-16%

Impact of CQI Strategies: MMCI and Certified Coaching create the most gains

In order to understand which CQI strategies created the most gains in CLASS® scores, researchers examined Y4 and Y5 CLASS® assessment data by provider CQI. Because providers could choose more than one CQI for Y4 and Y5, this analysis was further reduced by each CLASS® domain with the following research question:

What professional development interventions (CQIs) are most impactful based on 2017-2018, and 2018-2019 CLASS® assessment data?

The related results were prepared based on Y4 and Y5 data as additional CQI strategies were introduced into ELPFP in addition to MMCI and SR Teacher Training courses, and were made available to providers based on their assigned quality tiers. On the basis of Y4 and Y5 CLASS® assessment data, summary tables (Table 15-17) are presented. In addition, table results were sorted based on the number of classrooms who participated in each chosen CQI strategies (from most to least) and those CQIs that have more than 100 classrooms were highlighted in bold. This was done because gain scores for CQI strategies with a small sample size can be misleading, particularly when gains are considerable.

Analyses based on fixed-effects models were also conducted based on Y4 and Y5 data for each CLASS® domain, and results are included in Appendix G: School Readiness Teacher Training courses.

Enrollment of CQI Strategies

In order to gain insight in how practitioners chose the CQI strategies, related data of Y4 and Y5 were summarized. Based on classroom status, three types of indicators were calculated:

$$Prevalence = \frac{Total_{by\ CQI}}{Grand\ total}$$

$$Prevalence\ (active) = \frac{Active}{Total_{Active}}$$

$$Attrition\ rate = \frac{Deleted + Inactive}{Total_{by\ CQI}}$$

In Y4 and Y5, MMCI, Child Assessment Implementation (CA-I), and Child Assessment Training (CA-T) presented a relatively higher enrollment rate (column 'Prevalence (active)'). Regarding attrition, Child Assessment Reliability (CA-R) had the highest attrition rate (13%). Additionally, Child Assessment Training-Accelerated (CA-TA), SR Teacher Training courses (ELFL) and MMCI presented an attrition rate over 10%.

Table 15. *Summary of enrollment of CQI for Year 4 and 5 ELPFP*

CQI	Classroom status			Total: by CQI	Prevalence	Prevalence (active)	Attrition Rate
	Active	Deleted	Inactive				

Cert. Coach	1194	45	62	1301	2%	2%	8%
CA-I	4088	174	251	4513	8%	8%	9%
CA-R	66	8	2	76	0%	0%	13%
CA-T	3324	174	146	3644	6%	6%	9%
CA-TA	1977	105	157	2239	4%	4%	12%
ELFL	2664	128	236	3028	5%	5%	12%
IACET	909	45	37	991	2%	2%	8%
MMCI	4534	233	270	5037	9%	9%	10%
PDP	795	20	29	844	1%	2%	6%
Total: by status	51913	3703	2450	58066	100%	100%	11%

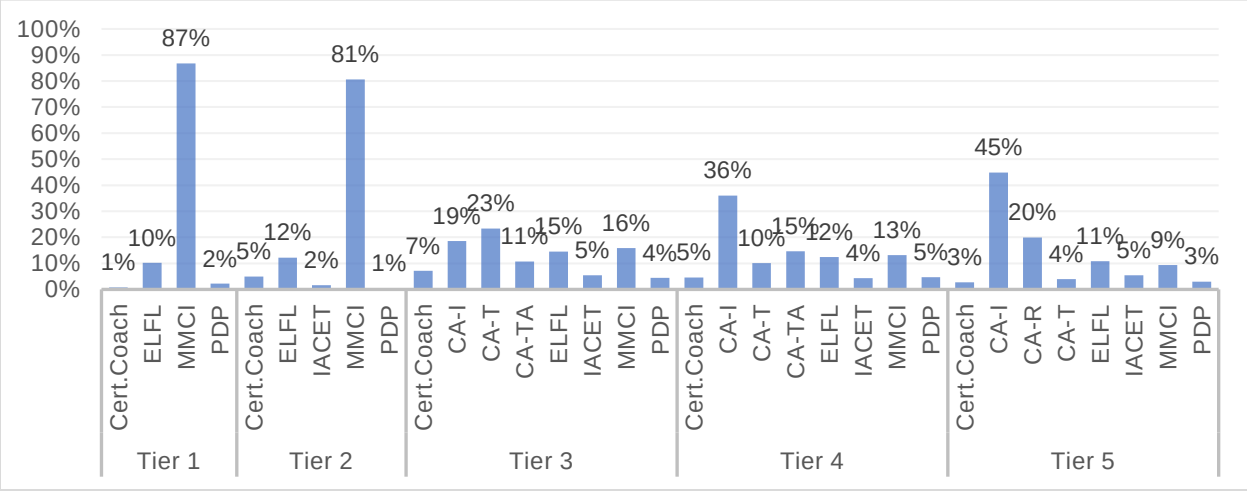
Breaking down by tiers (Table 16 and 17), MMCI had the highest enrollment rate in Tier 1 (87%) and Tier 2 (81%) across Y4 and Y5. For Tiers 4 and 5, Child Assessment Implementation (CA-I) presented the highest enrollment rates, 36% and 45%, respectively. Finally, Child Assessment Training (CA-T) had an enrollment rate of 23% in Tier 3. It is important to note that according to OEL ELPFP contracts, Tier 1 and 2 providers were required to complete MMCI and SR Teacher Training before engaging in other CQIs.

Table 16. *Summary of enrollment of CQI by tiers for Year 4 and 5 ELPFP*

Tier	CQI	Classroom Status			Grand Total
		Active	Deleted	Inactive	
Tier 1	Cert. Coach	2		1	3
	ELFL	28		4	32
	MMCI	237	12	19	268
	PDP	6			6
Tier 2	Cert. Coach	107	17	9	133
	ELFL	262	6	35	303
	IACET	35			35
	MMCI	1729	78	121	1928
	PDP	12			12
Tier 3	Cert. Coach	863	27	50	940
	CA-I	2250	91	192	2533
	CA-T	2835	126	141	3102
	CA-TA	1293	69	126	1488
	ELFL	1758	91	160	2009
	IACET	652	28	23	703
	MMCI	1919	87	111	2117
	PDP	545	6	20	571
Tier 4	Cert. Coach	213	1	2	216
	CA-I	1689	73	57	1819
	CA-T	476	48	5	529
	CA-TA	684	36	31	751
	ELFL	580	29	35	644
	IACET	204	16	14	234
	MMCI	618	56	19	693

	PDP	222	14	9	245
Tier 5	Cert. Coach	9			9
	CA-I	149	10	2	161
	CA-R	66	8	2	76
	CA-T	13			13
	ELFL	36	2	2	40
	IACET	18	1		19
	MMCI	31			31
	PDP	10			10
Grand Total		51913	3703	2450	58066

Table 17. *Prevalence of CQIs by tiers for Year 4 and 5 ELPFP*



Impact of CQI on CLASS® Domain Scores

In order to understand the impact of specific CQI strategies on CLASS® domains, researchers investigated provider gains in each CLASS® Domain by their choice of CQI.

Infant: Responsive Caregiving

For infant classrooms (Table 18), the Responsive Caregiving (RC) domain presented positive changes for majority of the CQI strategies in Year 4 and 5, except for Child Assessment-Reliability (CA-R) which presented a negative change (14%) in Year 4. For CQI strategies with positive impact, the gain varies from 4% for Child Assessment Implementation (CA-I) and Child Assessment Training-Accelerated (CA-TA) to 17% for MMCI in Year 4. In Year 5, the improvement varies from 2% for Child Assessment Training (CA-T) to 13% for Certified Coaching and 14% for IACET-approved training.

Table 18. *Average CLASS® domain scores and related gains in Year 4 and 5 by CQIs*
Infant: Response Caregiving

Year 4						Year 5					
	Pre		Post		Gain (%)		Pre		Post		Gain (%)
CQI	NO. classroom	Mean score	NO. classroom	Mean score		CQI	NO. classroom	Mean score	NO. classroom	Mean score	
MMCI	173	4.56	147	5.32	17%	MMCI	181	4.90	216	5.25	7%
CA-I	128	5.16	141	5.38	4%	CA-I	70	5.14	189	5.50	7%
CA-TA	97	5.06	91	5.27	4%	CA-T	144	5.22	171	5.33	2%
ELFL	91	4.85	87	5.25	8%	ELFL	48	5.10	117	5.31	4%
CA-T	95	4.84	83	5.46	13%	CA-TA	22	5.02	78	5.28	5%
Cert. Coach	39	5.06	32	5.44	7%	IACET	21	4.89	57	5.56	14%
PDP	31	5.29	30	5.74	9%	Cert. Coach	39	4.84	41	5.48	13%
IACET	25	5.26	24	5.72	9%	PDP	3	4.90	14	5.25	7%
CA-R	1	6.75	3	5.81	-14%	CA-R			5	6.19	

Toddler: Emotional and Behavioral Support

For the Toddler Emotional and Behavioral Support domain (Table 19), positive changes were observed for majority of the CQI strategies, except for Child Assessment-Reliability (CA-R) that presented a negative change in Year 5. Across CQIs, for Year 4 the gain varies from 1% for IACET to 15% for MMCI. In Year 5, the improvement varies from less than 1% for Child Assessment Training-Accelerated (CA-TA) to 9% for Professional Development and 8% for Certified Coaching.

Table 19. *Average CLASS® domain scores and related gains in Year 4 and 5 by CQIs*
Toddler: Emotional and Behavioral Support
(sorted by selection of CQIs from highest to lowest for Year 4 and Year 5, respectively)

Year 4						Year 5					
	Pre		Post		Gain (%)		Pre		Post		Gain (%)
CQI	NO. classroom	Mean score	NO. classroom	Mean score		CQI	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	310	5.49	420	5.70	4%	CA-I	181	5.54	479	5.71	3%
MMCI	344	4.65	328	5.35	15%	MMCI	317	5.08	401	5.43	7%
ELFL	236	5.20	318	5.60	8%	CA-T	271	5.48	344	5.52	1%
CA-T	225	5.23	228	5.47	5%	ELFL	129	5.43	265	5.55	2%
CA-TA	210	5.36	226	5.64	5%	CA-TA	52	5.55	148	5.53	0%
PDP	97	5.47	116	5.83	7%	IACET	63	5.28	125	5.58	6%
Cert. Coach	94	5.30	84	5.54	4%	Cert. Coach	69	5.23	113	5.63	8%
IACET	55	5.42	68	5.49	1%	PDP	19	5.48	47	5.97	9%
CA-R	6	6.21	11	6.81	10%	CA-R	1	6.56	26	6.34	-3%

Toddler: Engaged Support for Learning

For the Toddler Engaged Support for Learning domain (Table 20), positive changes were observed for all CQI strategies in Year 4, and the improvement varies from 7% (Child Assessment-Reliability [CA-R]) to 27% for Certified Coaching. In Year 5, majority of the CQI strategies, except for Child Assessment Training-Accelerated (CA-TA) and Child Assessment-Reliability (CA-R), presented

positive changes. The gain ranges from 2% for Child Assessment Implementation (CA-I) to 11% for MMCI and 14% for IACET-approved training.

Table 20. *Average CLASS® domain scores and related gains in Year 4 and 5 by CQIs*
Toddler: Engaged Support for Learning
(sorted by selection of CQIs from highest to lowest for Year 4 and Year 5, respectively)

Year 4						Year 5					
	Pre		Post		Gain (%)		Pre		Post		Gain (%)
CQI	NO. classroom	Mean score	NO. classroom	Mean score		CQI	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	310	3.57	420	4.00	12%	CA-I	181	3.82	479	3.90	2%
MMCI	344	2.74	328	3.44	25%	MMCI	317	3.12	401	3.46	11%
ELFL	236	3.38	318	3.99	18%	CA-T	271	3.41	344	3.53	4%
CA-T	225	3.24	228	3.83	18%	ELFL	129	3.49	265	3.64	4%
CA-TA	210	3.45	226	3.87	12%	CA-TA	52	3.75	148	3.63	-3%
PDP	97	3.46	116	4.07	18%	IACET	63	3.38	125	3.87	14%
Cert. Coach	94	3.08	84	3.90	27%	Cert. Coach	69	3.41	113	3.69	8%
IACET	55	3.36	68	3.75	12%	PDP	19	3.82	47	4.09	7%
CA-R	6	5.28	11	5.63	7%	CA-R	1	5.67	26	5.09	-10%

Pre-K: Classroom Organization

For Pre-K classrooms, according to Table 21, positive changes were observed on the Classroom Organization domain for almost all CQI strategies in Year 4 except for Child Assessment-Reliability (CA-R), and the improvement varies from 1% (Child Assessment Training-Accelerated [CA-TA]) to 17% for MMCI. In Year 5, except for Child Assessment-Reliability (CA-R) and Professional Development (PDP), positive gains were found on all CQI strategies, and the improvement ranges from 2% (Child Assessment Training [CA-T] & Child Assessment Implementation [CA-I]) to 7% for Certified Coaching and 8% for MMCI.

Table 21. *Average CLASS® domain scores and related gains in Year 4 and 5 by CQIs*
Pre-K: Classroom Organization
(sorted by selection of CQIs from highest to lowest for Year 4 and Year 5, respectively)

Year 4						Year 5					
	Pre		Post		Gain (%)		Pre		Post		Gain (%)
CQI	NO. classroom	Mean score	NO. classroom	Mean score		CQI	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	366	5.50	551	5.63	2%	CA-I	244	5.50	592	5.61	2%
ELFL	297	5.21	431	5.53	6%	MMCI	336	4.97	463	5.38	8%
MMCI	379	4.47	308	5.21	17%	CA-T	276	5.44	375	5.56	2%
CA-T	214	5.17	226	5.47	6%	ELFL	184	5.22	361	5.51	6%
CA-TA	218	5.45	226	5.52	1%	CA-TA	77	5.27	201	5.41	3%
PDP	110	5.38	140	5.68	6%	IACET	56	5.28	148	5.49	4%
Cert. Coach	104	5.11	117	5.55	9%	Cert. Coach	102	5.31	143	5.66	7%
IACET	70	5.45	80	5.56	2%	PDP	17	5.61	27	5.55	-1%
CA-R	5	6.53	5	6.40	-2%	CA-R	2	6.38	19	6.18	-3%

Pre-K: Emotional Support

For the Pre-K Emotional Support domain, according to Table 22, positive changes were observed for the majority of the CQI strategies in Year 4 except for Child Assessment-Reliability (CA-R) and Professional Development (PDP). The improvement varies from 2% for IACET to 16% for MMCI. In Year 5, except for Child Assessment-Reliability (CA-R) and Professional Development (PDP), positive gains were found on the rest of the CQI strategies, and the improvement ranges from 2% (Child Assessment Implementation [CA-I] & IACET) to 7% for Certified Coaching and 9% for MMCI.

Table 22. *Average CLASS® domain scores and related gains in Year 4 and 5 by CQIs*
Pre-K: Emotional Support
(sorted by selection of CQIs from highest to lowest for Year 4 and Year 5, respectively)

Year 4						Year 5					
	Pre		Post		Gain (%)		Pre		Post		Gain (%)
CQI	NO. classroom	Mean score	NO. classroom	Mean score		CQI	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	366	5.75	551	5.93	3%	CA-I	244	5.73	592	5.86	2%
ELFL	297	5.41	431	5.81	7%	MMCI	336	5.18	463	5.66	9%
MMCI	379	4.72	308	5.49	16%	CA-T	276	5.65	375	5.81	3%
CA-T	214	5.44	226	5.81	7%	ELFL	184	5.54	361	5.74	4%
CA-TA	218	5.64	226	5.79	3%	CA-TA	77	5.54	201	5.69	3%
PDP	110	5.67	140	6.00	6%	IACET	56	5.63	148	5.75	2%
Cert. Coach	104	5.45	117	5.90	8%	Cert. Coach	102	5.49	143	5.85	7%
IACET	70	5.70	80	5.81	2%	PDP	17	6.07	27	5.85	-4%
CA-R	5	6.78	5	6.38	-6%	CA-R	2	6.58	19	6.48	-2%

Pre-K: Instructional Support

For the Pre-K Instructional Support domain, according to Table 23, positive changes were observed for majority of the CQI strategies in Year 4 except for Child Assessment-Reliability (CA-R). The improvement varies from 13% (Child Assessment Training-Accelerated [CA-TA]) to over 30% for both MMCI & Certified Coaching. In Year 5, except for Child Assessment-Reliability (CA-R) and Professional Development (PDP), positive gains were found for all remaining CQI strategies, and the improvement ranges from less than 1% (Child Assessment Implementation [CA-I]) to 27% for MMCI. In Year 5, Certified Coaching (15%), Child Assessment Training (13%), and ELFL (10%) also presented gains relatively higher compared to others Year 5 CQI strategies.

Table 23. *Average CLASS® domain scores and related gains in Y4 and Y5 by CQIs*
Pre-K: Instructional Support
(sorted by selection of CQIs from highest to lowest for Year 4 and Year 5, respectively)

Year 4						Year 5					
	Pre		Post		Gain (%)		Pre		Post		Gain (%)
CQI	NO. classroom	Mean score	NO. classroom	Mean score		CQI	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	366	3.20	551	3.63	14%	CA-I	244	3.41	592	3.42	0%
ELFL	297	2.93	431	3.49	19%	MMCI	336	2.46	463	3.11	27%
MMCI	379	2.33	308	3.14	35%	CA-T	276	2.82	375	3.19	13%
CA-T	214	2.75	226	3.39	23%	ELFL	184	3.06	361	3.36	10%
CA-TA	218	3.07	226	3.48	13%	CA-TA	77	3.07	201	3.23	5%
PDP	110	3.14	140	3.67	17%	IACET	56	3.09	148	3.33	8%
Cert. Coach	104	2.61	117	3.47	33%	Cert. Coach	102	2.90	143	3.33	15%
IACET	70	3.04	80	3.53	16%	PDP	17	3.46	27	3.18	-8%
CA-R	5	4.93	5	4.57	-7%	CA-R	2	5.50	19	4.31	-22%

Analysis of Longitudinal CQI Strategies: MMCI

MMCI is an in-person professional development training. It was introduced into the ELPFP as a foundational professional development strategy of this project in Year 1, and was adopted in every project year that follow. In order to study the effect of MMCI, the research team conducted analyses using fixed-effects models based on classroom level data. Additionally, SR Teacher Training (ELFL) was included in the analysis as a covariate to control for its effect.

There were 22,915 classrooms in the combined CLASS® assessment data for ELPFP Years 1-5. According to OEL's CLASS® data, as shown in Table 24, 9389 completed MMCI at some point during the project and 3662 took one year of ELFL courses.

Table 24. *Number of classrooms taking MMCI and ELFL*

	MMCI	ELFL
No. classrooms	9389	3662

Results from fixed effects analysis are presented in Table 25. In addition to the estimate of MMCI, percentages of gain were also calculated based on predicted scores from the analysis. However, caution is needed to interpret the gain because the statistical significance of an effect relates to statistical power which can be affected by a number of factors (e.g., sample size). In other words, a noticeable observed gain may not necessarily be statistical meaningful in population.

According to the results, the effects of MMCI were found statistically significant (*an estimate with a p-value less than or equal to .05 is statistically significantly meaningful; highlighted in bold*) on all aspects of classroom quality as measured by CLASS®, **suggesting a positive impact of MMCI on teacher-child interactions.**

Table 25. *Results from fixed effects analysis*

CLASS® Tool	CLASS® Domain	Estimate	SE	p	Gain (%)
Infant	RC	0.48	0.12	0.00	6%
Toddler	EBS	0.44	0.08	0.00	6%
	ESL	0.83	0.11	0.00	7%
Pre-K	ES	0.56	0.09	0.00	5%
	CO	0.29	0.11	0.01	2%
	IS	0.52	0.15	0.00	3%

Impact of MMCI

According to the results of fixed effects model (Tables 25-30), the effects of MMCI were found statistically significant (*an estimate with a p-value less than or equal to .05 is statistically significantly meaningful; highlighted in bold*) on CLASS® domains, **suggesting a positive impact of MMCI on teacher-child interactions.**

Impact of SR Teacher Training Courses (ELFL)

Regarding ELFL courses, **statistically significant effects** (*with a p-value less than or equal to .05; highlighted in bold*) were found on one specific CLASS® domain, Pre-K Instructional Support, which indicates that taking one year of ELFL courses associates to a 0.46 unit improvement in teacher-child interaction (as measured by CLASS®) in addition to the effect of MMCI.

For practitioners who completed two years of ELFL courses, **statistically significant effects** were found on the CLASS® domains of Infant-Toddler Responsive Caregiving and Infant-Toddler Engaged Support for Learning (*with a p-value less than or equal to .05; highlighted in bold*), which implies that completing two years' of ELFL courses is associated with a 0.53 (9%) and 1.18 (25%)

unit improvement. It is worth noting that the sample sizes for three years and four years of ELFL are extremely small, which consequently affects the examination of their effects.

Table 25. *Results of fixed effects analysis—Infant: Responsive Caregiving (estimates with a p value less than or equal to 0.05 are statistically significant)*
Most Impactful CQI by CLASS® Domain [in separate tables]

CLASS® Domain	Coefficient	Estimate	SE	p	Gain (%)
RC	**MMCI**	**0.48**	**0.12**	**0.00**	6%
	ELFL (1-year training)	0.07	0.15	0.67	5%
	ELFL (2-year training)	**0.53**	**0.26**	**0.04**	9%

Table 26. *Results of fixed effects analysis—Toddler: Emotional and Behavioral Support (estimates with a p value less than or equal to 0.05 are statistically significant)*

CLASS® Domain	Coefficient	Estimate	SE	p	Gain (%)
EBS	**MMCI**	**0.44**	**0.08**	**0.00**	6%
	ELFL (1-year training)	0.20	0.11	0.07	7%
	ELFL (2-year training)	0.21	0.28	0.46	2%

Table 27. *Results of fixed effects analysis—Toddler: Engaged Support for Learning (estimates with a p value less than or equal to 0.05 are statistically significant)*

CLASS® Domain	Coefficient	Estimate	SE	p	Gain (%)
ESL	**MMCI**	**0.83**	**0.11**	**0.00**	7%
	ELFL (1-year training)	0.09	0.15	0.56	10%
	ELFL (2-year training)	**1.18**	**0.35**	**0.00**	25%

Table 28. *Results of fixed effects analysis—Pre-K: Emotional Support (estimates with a p value less than or equal to 0.05 are statistically significant)*

CLASS® Domain	Coefficient	Estimate	SE	p	Gain (%)
ES	**MMCI**	**0.56**	**0.09**	**0.00**	5%
	ELFL (1-year training)	0.21	0.11	0.07	7%
	ELFL (2-year training)	0.22	0.29	0.45	4%
	ELFL (3-year training)	0.49	0.69	0.48	26%

Table 29. *Results of fixed effects analysis—Pre-K: Classroom Organization (estimates with a p value less than or equal to 0.05 are statistically significant)*

CLASS® Domain	Coefficient	Estimate	SE	p	Gain (%)
CO	**MMCI**	**0.29**	**0.11**	**0.01**	2%
	ELFL (1-year training)	0.21	0.18	0.24	5%
	ELFL (2-year training)	0.04	0.49	0.93	11%

Table 30. *Results of fixed effects analysis—Pre-K: Instructional Support (estimates with a p value less than or equal to 0.05 are statistically significant)*

CLASS® Domain	Coefficient	Estimate	SE	p	Gain (%)
IS	**MMCI**	**0.52**	**0.15**	**0.00**	3%
	ELFL (1-year training)	**0.46**	**0.21**	**0.03**	11%
	ELFL (2-year training)	0.24	0.44	0.58	29%

Most Impactful CQI by Quality Tier

To understand how program quality for providers at different tiers has changed due to the impact of CQI strategies, researchers examined the average composite CLASS® scores (CLASS® average over all providers) by quality tier and CQI according to the following research question:

Based on cumulative analysis, what types of interventions are recommended for lower quality programs, and what supports (if any) are recommended for higher quality programs to sustain provider quality?

Tier 1 providers

For Tier 1 providers (Table 31 and Figure 12) four CQI strategies were adopted in Year 4 and 5. All four presented positive gains in the average composite scores. Accordingly, MMCI was the most frequently chosen CQI approach and yielded a gain of 50% in average CLASS® scores. For ELFL, there were only 40 classrooms (in the CLASS® assessment data) shown selection and the related gain was about 24%. Although, professional development plan and certified coaching are the leading strategies with a gain of 161% and 94%, respectively, there were only two to six classrooms that completed both CQIs.

Table 31. *Average Composite scores of CLASS® for Y4 and Y5 by CQI strategies: Tier 1 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 1	MMCI	227	2.71	190	4.06	50%
	ELFL	30	3.03	40	3.77	24%
	Cert. Coach	3	2.36	6	4.58	94%
	PDP	2	1.80	2	4.70	161%

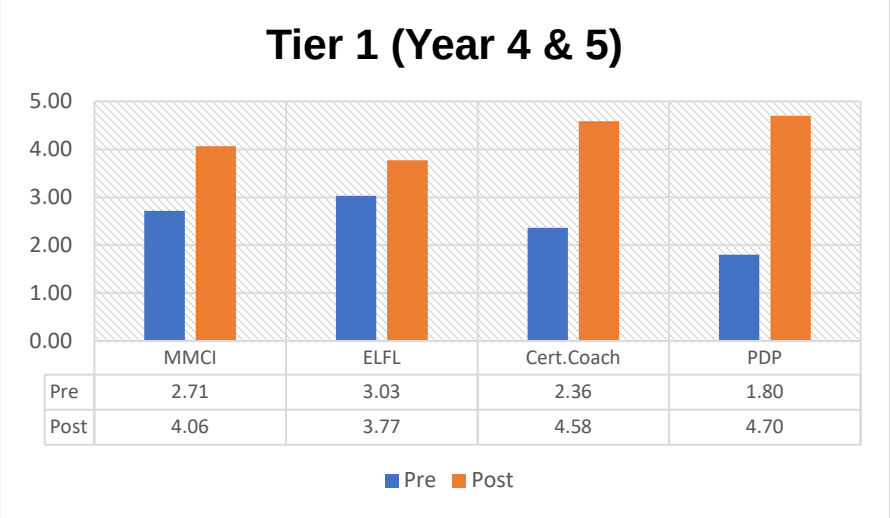


Figure 12. *Average Composite scores of CLASS® for Y4 and Y5 by CQI strategies: Tier 1*

Tier 2 providers

For Tier 2 providers (Table 32 and Figure 13), five CQI strategies were adopted in Year 4 and 5. Of that. MMCI, ELFL, and Certified Coaching were the most chosen CQI strategies with Certified Coaching presenting the highest gain (45%). Once again, IACET-approved training and Professional Development Pathway were only selected by a small number of classrooms.

Table 32. *Average Composite scores of CLASS® for Year 4 and 5 by CQI strategies: Tier 2 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 2	MMCI	1648	3.56	1542	4.36	22%
	ELFL	271	3.73	326	4.37	17%
	Cert. Coach	93	3.53	130	5.11	45%
	IACET	32	3.57	26	4.39	23%
	PDP	12	3.70	16	4.73	28%

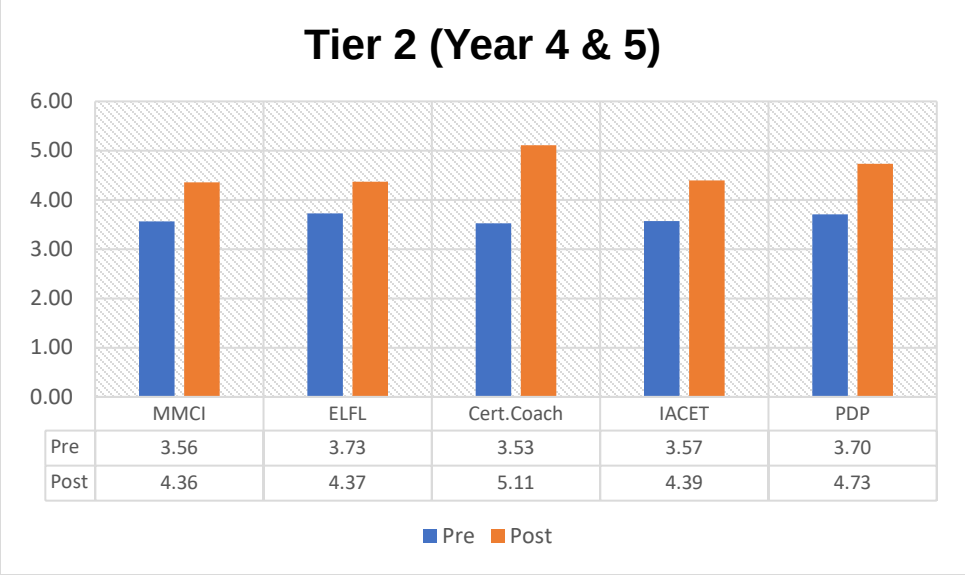


Figure 13. *Average Composite scores of CLASS® for Y4 and Y5 by CQI strategies: Tier 2*

Tier 3 providers

For Tier 3 providers (Table 33 and Figure 13), eight CQI strategies were adopted in Y4 and Y5, and all presented a similar amount of gain that varies from 4% to 9%. Of that, Child Assessment Implementation (CA-I) and Child Assessment Training (CA-T) were selected the most and the gains in average CLASS® scores were 5% and 8%, respectively. For ELFL and MMCI, there were more than a thousand participants in Year 4 and Year 5, and the corresponding gains in CLASS® scores were relatively high as well (6% and 8%).

Table 33. *Average Composite scores of CLASS® for Y4 and Y5 (cumulative) by CQI strategies: Tier 3 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 3	CA-I	1848	4.45	2989	4.69	5%
	CA-T	2266	4.40	2764	4.77	8%
	ELFL	1567	4.44	2394	4.71	6%
	MMCI	1460	4.41	1842	4.78	8%
	CA-TA	1061	4.39	1416	4.59	4%
	IACET	464	4.50	819	4.69	4%
	Cert.Coach	781	4.42	815	4.77	8%
	PDP	442	4.45	513	4.87	9%

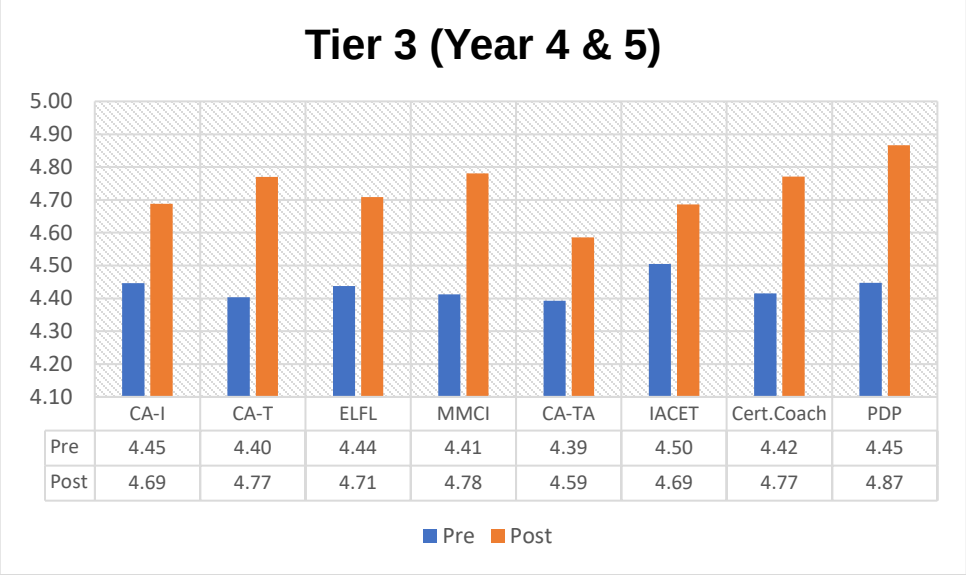


Figure 14. *Average Composite scores of CLASS® for Y4 and Y5 by CQI strategies: Tier 3*

Tier 4 providers

For Tier 4 providers (Table 34 and Figure 14), eight CQI strategies were adopted in Y4 and Y5. Of that, Child Assessment Implementation (CA-I) presented the highest usage but the gain in average CLASS® scores was less than 1%. ELFL showed the second highest usage and the gain was slightly higher compared to the other CQI strategies except for IACET that has the highest improvement (6%).

Table 34. *Average Composite scores of CLASS® for Year 4 and 5 by CQI strategies: Tier 4 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 4	CA-I	1076	5.25	2288	5.25	0%
	ELFL	409	5.30	906	5.41	2%
	CA-TA	467	5.20	782	5.27	1%
	MMCI	466	5.08	531	5.12	1%
	CA-T	424	5.13	418	4.98	-3%
	PDP	173	5.28	315	5.34	1%
	Cert.Coach	136	5.15	286	5.16	0%
	IACET	159	5.06	270	5.38	6%

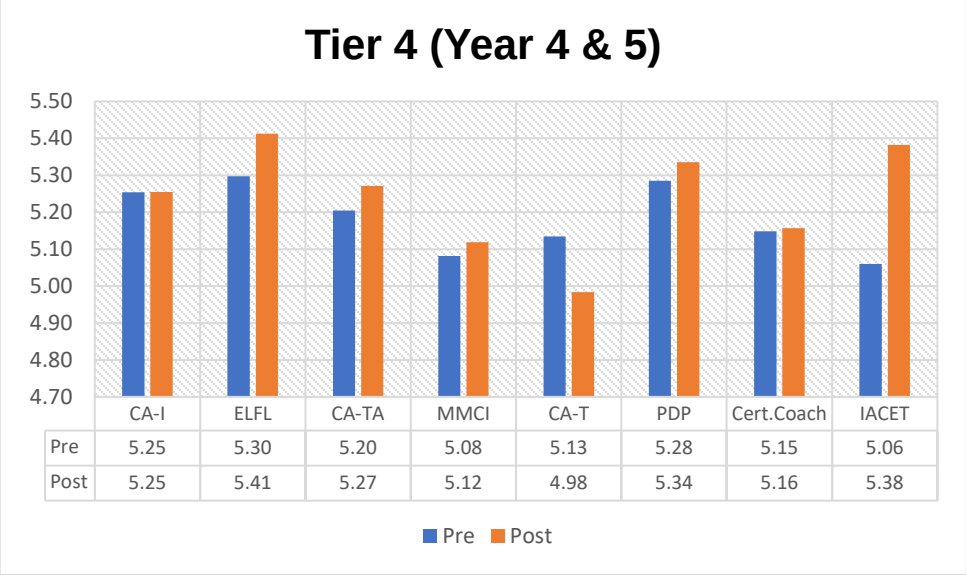


Figure 15. *Average Composite scores of CLASS® for Year 4 and 5 by CQI strategies: Tier 4*

Tier 5 providers

For the highest quality level Tier 5 providers (Table 35 and Figure 15), eight CQI strategies showed were adopted in Year 4 and 5, and Child Assessment Implementation and Child Assessment Reliability presented a relatively higher usage but the corresponding gains in average CLASS® scores were negative. For the rest of the CQI strategies, all presented a decrease in providers' average CLASS® composite scores. However, caution is needed to conclude the efficiency of these CQIs because the numbers of classroom are low.

Table 35. *Average Composite scores of CLASS® for Y4 and Y5 by CQI strategies: Tier 5 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 5	CA-I	86	5.95	280	5.76	-3%
	CA-R	36	6.00	154	5.79	-4%
	ELFL	35	5.99	80	5.97	0%
	IACET	5	6.14	36	5.73	-7%
	MMCI	20	6.12	29	5.57	-9%
	PDP	18	6.15	25	5.86	-5%
	CA-T	11	6.16	19	5.55	-10%
	Cert. Coach	9	5.99	10	5.64	-6%

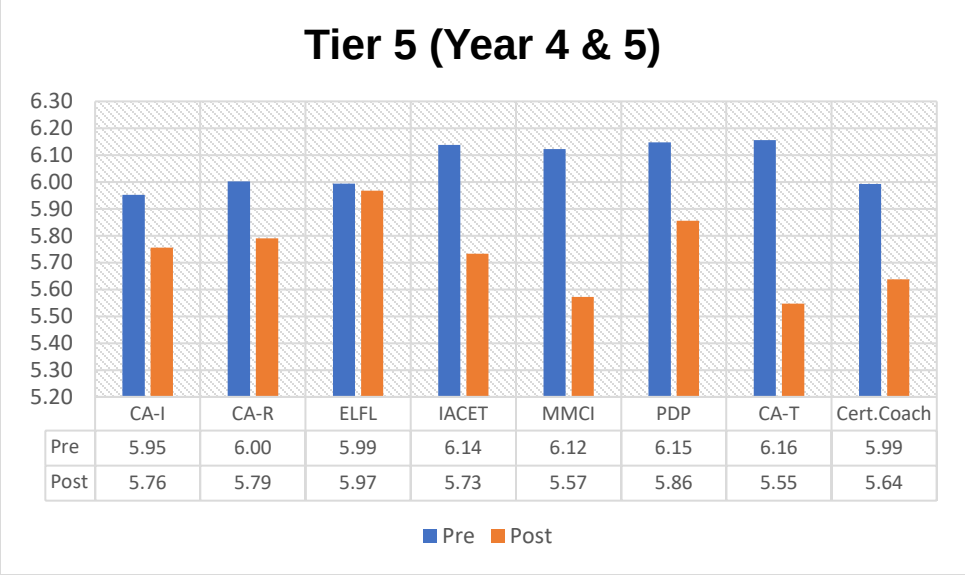


Figure 16. *Average Composite scores of CLASS® for Y4 and Y5 by CQI strategies: Tier 5*

Child assessment data from TS GOLD® was included in both Years 3 and 4 of the ELPFP. As part of this cumulative study, two sample ELCs that completed TS GOLD® in these years, Polk and the Big Bend Region, are described in the next section. These case studies provide insights into the impact of child assessment implementation and child outcomes within the cumulative ELPFP. As will be further described in Limitations, lack of access to direct child outcome data from TS GOLD® restricted data collection for Year 5.


CALENDAR
2015
Thursday
Wednesday
Friday
Sunny
cold
Frogs on the log
Music Center

Child Assessment Implementation and Child Outcomes: Case Studies

Beginning in Y2 of the ELPFP, child assessment systems became part of the project design in order to help ensure quality early learning by considering how well children do before and after receiving school readiness services (OEL, 2018). While Florida's statewide early childhood assessment system is voluntary, starting in Y3, Child Assessment Implementation became an optional professional development intervention for ELPFP, and was the most chosen CQI for higher quality tiers in Y4 and Y5. According to the Committee for Early Grade Success (2017), the purpose of child assessments are: (1) to guide care and instruction, and tailor instructional approaches to the needs of individual children and groups; (2) to identify special needs, and provide targeted support in these children's development; (3) to monitor trends and evaluate services, and determine whether initiatives or new models are having intended effects; and (4) for accountability of programs, to determine if state investments in early childhood programs are yielding desired outcomes. Y3, 4, and 5 ELPFP model and contracts stated that School Readiness providers who met eligibility requirements (see Appendix D: ELPFP Provider Contract) received a differential for conducting child assessments during the three child assessment benchmark periods for that ELPFP program year.

Because child assessment systems provide formative child data to understand children's progress, growth and development, a sample of this data was investigated in both the Y3 and Y4 ELPFP evaluations to understand if reported changes in teacher knowledge and practice was impacting children's growth and learning outcomes. These investigations yielded limited positive results for a small sample of children in ELPFP providers in Y3 (Rodgers et al., 2017), but inconclusive results for a larger sample of children in Y4 (Rodgers et al., 2018). Due to data challenges with child assessment data collection in Y5, no child assessment data were analyzed (see limitations section).

In order to understand the impact of child assessment implementation and child outcomes within the cumulative impact of the ELPFP, researchers focused on the following research question:

What can be learned from ELPFP success stories to yield consistent quality implementation of child assessments?

Researchers reviewed data from Y3 and Y4 for two specific early learning coalitions, the ELC of the Big Bend Region, and the ELC of Polk County, who had shown positive gains in direct child outcomes (TS GOLD® scores) with child assessment implementation in previous years. In addition, focus group interviews were performed with staff members from each of these ELCs to determine how child assessment systems were implemented, and to learn from these case studies to provide valuable recommendations for scalability of quality child assessment implementation. These case studies contain some Y4 TS GOLD® data, as well as anecdotal evidence from staff members.

The ELC of Polk County

For the Y4 ELPFP, the ELC of Polk County child assessment results are presented in Table 36 for each of the six developmental areas in TS GOLD® Scores from ELC of Polk County were compared to children from all ELPFP providers in designated ELCs (Rodgers et al., 2018), and results were interpreted primarily for the highest-order interactions that showed statistical significance. While children in Year 4 ELPFP providers in this ELC showed lower overall gains

than the control group of children (as did all ELPFP children in the Year 4 sample except for those from ELC of the Big Bend Region), Polk's ELPFP providers did show improvement across all domains as compared to their Year 3 child assessment scores (Rodgers et al., 2017, 2018).

Table 36. *Big End Y3 Evaluation Child Outcome Data*

TS GOLD® Domain	Results from Year 4 ELPFP Evaluation
Social Emotional	The interaction effect of ELC of Polk County and age was found statistically significant ($t = -1.99,\ p = .05$). This suggested that, for providers in ELC of Polk County, children's growth rates in social-emotional developmental area **was .28 points lower** comparing to the average growth rate of children from all designated providers.
Physical	The interaction of treatment and ELC of Polk County showed statistical significance for the physical development area ($t = -1.93,\ p = .05$). This indicated that children in participating providers **scored 55.16 points lower** comparing to children in non-participating providers, on average.
Cognitive	The main effect of ELC of Polk County showed statistical significance ($t = -2.79,\ p = .01$). This indicated that, children in ELC of Polk County scored **10.96 points lower, on average,** comparing to children from all designated ELCs.
Language	The interaction effect of ELC of Polk County and age was found statistically significant ($t = -2.79,\ p = .01$). This suggested that, for providers in ELC of Polk County, children's growth rates in language developmental area **was .56 points lower** comparing to the average growth rate of children from all designated providers.
Literacy	The main effect of ELC of Polk County showed statistical significance ($t = -3.85,\ p < .001$). This indicated that, children in ELC of Polk County scored **15.35 points lower, on average,** comparing to children from all designated ELCs.
Mathematics	The main effect of ELC of Polk County showed statistical significance ($t = -3.46,\ p < .001$). This indicated that, children in ELC of Polk County **scored 10.96 points lower,** on average, comparing to children from all designated ELCs.

Based on Y4 child outcome results as well as higher than usual CQI turnover in Y4, staff at the ELC of Polk County decided to make a targeted effort in Y5 ELPFP implementation to reward providers for successful understanding and use of the TS GOLD® child assessment tool. They believed the **strongest support mechanism for fidelity of implementation was hands-on training and one-on-one technical assistance and coaching.**

> *We determined how important this tool was, and are making great strides. The more things we offer, the more we are seeing improvement in how providers are documenting. We have offered tremendous support, CoP and coaching, and used state incentives to get Teaching Strategies to come in for 4-6 hour trainings for providers that were already in PFP, as well as provided a $590 stipend to teachers and directors for using GOLD on top of School Readiness to complete that 40 hour training process (Y5 ELC Polk Focus Group Interview).*

When asked how staff members determine who should participate in child assessment implementation, one coaching manager replied:

> *Is provider quality associated with implementing child assessments well? Yes, it all correlates. The providers that struggle are the lower tiers. It's very clear. You can walk into these places and see it and feel it. You can see the ones that have it together and know what they are doing, and the ones that struggle. We look at the environment right away, look for consistent routines, behaviors, that teachers are organized and are following schedules. These providers can make space to do good observations and create documentation, and we know it the instant we walk in the door (Y5 ELC Polk Focus Group).*

According to ELC staff, first-time ELPFP providers completed the initial online TS GOLD® training, and then had to take the reliability assessment. Polk allowed providers to take this assessment as many times as necessary, and then provided coaching and technical assistance, and then used the system and practice with ELC staff guidance and coaching. But as all staff members noted, the reliability of child data was and will always be an issue until there is accountability through verification of documentation, benchmarks, and evidence of data validity with other sources of data:

> *Reliability is still an issue. Even with good sites, we worry about the data itself and if its reliable. We still question that piece. This is high stakes stuff, it's still a struggle. We use GOLD reports and show specific areas of growth, such as language and literacy, but we haven't used this data for a lot of other things because we have so many different assessments and screeners, it would be comparing apples and oranges. There needs to be an aligned assessment system so that data from one screener or assessment verifies or validates GOLD data, and that is just not happening. So from the perspective of decision making, this data isn't used as it should be. GOLD is the assessment with the most depth and shows the most growth, and teachers are using it, but they don't really know why.*

The ELC of Polk County saw significant improvement in attrition rates for this specific CQI, and attributes this to the targeted professional development and support from ELC staff with providers. In addition, Polk created a Community of Practice around TS GOLD® implementation, and believed this professional development option allowed providers to also learn from each other in this environment, alleviating some of the burden of time and lack of coaches to provide one-on-one support. ELC staff reported plans to compare data from providers who engaged in CoP training around TS GOLD® with other sources of support to determine effectiveness of all PD strategies towards TS GOLD® reliable implementation.

The ELC of Big Bend Region

The ELC of the Big Bend Region demonstrated consistent effective implementation of TS GOLD® during the span of the ELPFP implementation. ELPFP provider's children's growth scores for this ELC improved from Y3 and Y4, and ELPFP providers in this ELC were the only group to show increased gains in Y4 compared to control groups (Rodgers et al., 2018). In addition, based on self-reported information from ELC staff during interviews based on their internal TS GOLD® reports, Big Bend's ELPFP provider's children improved in both the Literacy

and Language domains in Y5 ELPFP implementation. However, without raw data from Teaching Strategies (see limitations section), researchers could not validate this finding. Table 37 presents the Big Bend Y4 evaluation's child outcome data below.

Table 37. *Big Bend Y4 Evaluation Child Outcome Data*

TS GOLD® Domain	Results from Year 4 ELPFP Evaluation
Social Emotional	The interaction between participation of Year 4 ELPFP, ELC effect of the Big Bend Region, and children's age was statistically significant ($t = 2.50$, $p = .01$). This suggested that, for providers in ELC of the Big Bend Region, the average growth rate in the Social-Emotional domain was **1.18 points higher (a gain of 24.03%)** for children from treatment providers compared to control providers.
Physical	The interaction between participation of Year 4 ELPFP, ELC effect of the Big Bend Region, and children's age showed statistical significance for the physical development area ($t = 3.83,\ p < .001$). This indicated that children's growth rates were, on average**, 3.40 points higher (a gain of 41.46%) for treatment providers** than for control providers.
Cognitive	No statistical significance was found associated to the main effect of this particular ELC nor the related interactions. This suggested that, based on this sample, children's cognitive development progress (as measured by TS GOLD®) was the same as the average progress for children from all TS GOLD® sample ELCs for 2017-2018.
Language	The interaction between participation of Year 4 ELPFP, ELC effect of the Big Bend Region, and children's age was found statistically significant for the language development area ($t = 2.05$, $p = .04$). This suggested that the average growth rate in language was **1.50 points higher (a gain of 23.51%) for children in treatment providers** compared to children in control providers.
Literacy	Statistically significant interaction effect between participation of Year 4 ELPFP, ELC effect of the Big Bend Region, and children's age presented in the literacy development area ($t = 3.11$, $p < .001$), which indicated that, on average, there was **a 1.66-point higher (a gain of 19.26%) growth rate** in literacy for children in treatment providers versus those in control providers.
Mathematics	For this TS GOLD® development area, the interaction effect between participation of Year 4 ELPFP, ELC effect of the Big Bend Region, and children's age was found statistically significant ($t = 2.15,\ p = .03$). This suggested that, for providers in ELC of the Big Bend Region, the **growth rate of mathematics developmental area was 1.32 points higher for treatment children than control groups.**

When asked what specific support mechanism provided the most benefit and impact on provider's implementation of child assessments, the staff at ELC Big Bend responded: "The strongest mechanism of effective implementation came from the TS GOLD® system itself. It has the teacher guides, the online training, and ways to practice within the system" (*Y5 ELC Big Bend Focus Group*). When asked if staff considered this ELC a child assessment implementation success story, however, they replied:

> *Success Story? I don't know. I still think with these sites, we still had issues with teacher turnover, and no outside support from what the system already offered. Our providers were lucky because we had staff that had been through TSG training which made some sites successful. I think the child assessment piece of ELPFP was continuously coalitions piecing things together due to the limited resources provided by OEL, and no accountability measures. Compare this with CLASS®… it's totally different. The state provided tremendous momentum and resources around adopting the CLASS® tool with MMCI, coaching, and other supports. But with child assessments, we were left on our own, and I think as a result, we are still struggling, as are most coalitions.*

As a coalition, Big Bend staff provided coaching, and one-on-one support with directors to make sure they understood the tool and system. In addition, ELC staff notified providers weeks in advance for checkpoints, and provided ongoing reminders so teachers and directors would remain aware of deadlines, and continue good communication with their coach.

When asked about gaps of the TS GOLD® child assessment tool and challenges, a program coordinator replied similarly to the ELC of Polk County Staff:

> *I think teachers don't know why we are using this. The meaning behind the tool is taken away when it's not used properly. Observations not being required, teachers are just guessing at kids' levels without required documentation to prove it, they aren't using the tool as they should be. There is no evidence or validation process required. For Year 5, we finally mandated that teachers had three chances to pass the reliability test, and if they didn't pass, they got a coach and then tried again. This is a constant balance between understanding, accountability, and use.*

With 116 teachers and directors currently reliable on the TS GOLD® system in Y5, the ELC staff felt they were slowly making progress, but had several suggestions for more effective implementation:

1. Provide continuous external training support, especially around how to do correct observations and documentation.
2. Reports should be used in every aspect of instruction: During planning time, teachers should determine what children's needs are from checkpoint reports; teachers should look at documentation reports to make sure they have documentation for all the objectives to start actually driving their teaching and planning.
3. Make TS GOLD® subscriptions in house with the coalition instead of individual providers, and use unique identifiers from EFS MOD into TS GOLD® when creating child profiles so ELCs can take care of the administrative side and train directors to support teachers instead of becoming overwhelmed with system needs.
4. Allow sites to work on their own timeframe. Take it slow, and break training up: start with observations, then an overview of system, talk about checkpoints and reports when teachers are ready.

The ELPFP Participant Experience: Case Studies

Having completed over 242 qualitative ELPFP participant interviews over four years (Y2 - Y5), there are continuous themes of participant experience that pervade the span of the ELPFP:

Year 2 (2015-2016) Participant Themes (Rodgers et al., 2016)

- Participants reported elevation of teacher knowledge, professional practice, and confidence in the classroom
- Teacher knowledge gain was biggest self-reported positive outcome
- Teachers self-reported noticeable improvements in children's behavior, language and concept development, and child-child interactions from teachers' use of strategies gained from professional development interventions.

Year 3 (2016-2017) Participant Themes (Rodgers et al., 2017)

- Participants reported increased professionalism of teachers and directors
- Improvement in language and literacy for teachers and the children was the biggest self-reported positive outcome
- Participants experienced overall provider quality improvement based on collaboration and communication strategies learned from ELPFP.

Year 4 (2017-2018) Participant Themes (Rodgers et al., 2018)

- Increased professionalism due to ELPFP participation
- Increased communication skills, and language and literacy of both teachers and children
- Improved classroom climate through implementation of concrete strategies to meet the needs of all students including those with special needs
- Improved CQI strategies provided deeper school-family connections, communication and engagement.

After analyzing all qualitative data themes from Years 2, 3, and 4, researchers determined specific sub questions to understand the Year 5 ELPFP implementation, as well as cumulative impact from ELPFP participation with the following questions:

- **What impact did participants perceive multiyear participation in ELPFP professional development (CQIs) had on their implementation of child assessments?**
- **What internal or external supports did participants perceive contributed to their continued participation in the ELPFP?**
- **What barriers to participation or provider characteristics contributed to their success or attrition?**

For Year 5, two groups of participants were interviewed: continuing providers, which had participated in the ELPFP for at least two years consecutively, and non-continuing providers, which participated in ELPFP for at least one year, but opted out or were administratively dropped from the program. Salient themes emerged that provided deeper insight into the CQIs and supports that participants believed contributed to improved program quality, as evidenced by gains in CLASS® scores in the final year of ELPFP implementation.

Year 5 (2018-2019) Participant Themes

- Multiyear participation in the ELPFP had an overall positive impact on program quality and changes in teacher practice
- MMCI, School Readiness Teacher Training courses (ELFL), and Certified Coaching provided important connections between teacher knowledge and teacher practice

- Clear communication between the ELC, the program director, and the teachers supported provider retention in the ELPFP
- TA/Coaching support improved implementation of child assessments

In addition, artifacts from continuing providers yielded information about a theme that had not previously been present: financial incentives for participation in the ELPFP improved teacher retention and program quality. These themes are present throughout all participant interviews and artifacts and will be evidenced through case study narratives**,** in which pseudonyms are used to protect participant confidentiality.

Non-Continuing Providers

Rosalind, a teacher in southern Florida participated in the ELPFP in Year 2 (2015-2016) and Year 4 (2017-2018). As a teacher for a Tier 1 provider when she entered the program, Rosalind was required to take MMCI as her initial professional development experience. Though her center did continue with ELPFP the following year, Rosalind opted out. Having earned a Tier 3 classification in Year 3 because of improved CLASS® scores, the teachers and director at her center had more flexibility in their CQI choices in Year 4. When she re-entered the program, Rosalind was able to elect a combination of CQIs: SR Teacher Training course, Child Assessment-Training, and Child Assessment Implementation as professional development opportunities.

Consistent with the findings from the evaluations from 2015-2018, participation in MMCI training had a significant impact on Rosalind's practice. She was excited to learn teaching strategies that would "help us with opening the kids' minds and broaden their horizons a little bit more" (0C-2899-T2). For Rosalind, learning how to pose open-ended questions that further engaged children in critical and creative thinking was a revelatory process that changed the way she thought about teacher-child interactions:

> *What I really, really learned from that class was [how to ask] open-end questions. It takes you to places you never thought a child's mind would go, and it was so amazing. That would always stick with me. By doing that class, I learned a lot from my kids. I'm not really a talker. I might ask a question and just let it go. But after doing the class, now I know how to go and ask them open-end questions and they'll come back to me, and the way they come back at me is just amazing* (0C-2899-T2).

Rosalind provided anecdotal evidence that illustrated how she created change in her practice to develop her children's autonomy and school readiness skills. Prior to her participation in SR Teacher Training coursework, Rosalind described herself as having an authoritative style of teaching in her classroom that limited student choice. However, she learned the importance of giving students more opportunities for decision making: "In my art station, I took that example and gave my kids more choices of crayons or markers or even paint. I even included all of that in my lesson plan. I wasn't doing [that before]… I learned that from that class" (0C-2899-T2).

While her MMCI and SR Teacher Training supported Rosalind in improving her foundational teaching skills, the transition to more demanding course content in Year 4 left her feeling confused and overwhelmed. This is most exemplified in her experience with the CQI option, Child Assessment-Training and Child Assessment Implementation – a blended learning format that combined online resources, face-to-face instruction, and coaching towards child

assessment implementation. Though Rosalind described twice receiving some face-to-face support from a TS GOLD® coach who came to her center, she "really never got the GOLD program packed down like [she] would like to" (0C-2899-T2). She perceived a general lack of internal program supports within the ELPFP as well as in her center to help her make sense of the assessment tools and implement TS GOLD® with fidelity. As with MMCI and SR Teacher Training courses, Rosalind's most significant take-aways from the assessment training were strategies she could implement with her students. Video examples around effective teaching and lesson planning ideas to scaffold student learning and manage behavior improved her early childhood pedagogy, but not her assessment implementation.

During Year 4, Rosalind experienced a tragedy in her family, the passing of her grandmother. Like many non-continuing teachers, Rosalind described being derailed in her professional life by life factors. For Rosalind, this external factor was also the catalyst that she believes may have contributed to her center's removal from the ELPFP for Year 5. The loss impacted her attendance at work, her face-to-face class meetings, and eventually the morale of her peers-including their own participation in the CQIs:

> *With us in our center, we do everything as a group. And when I was going through my transition with my grandmother, watching her pass away was real hard. I really wasn't coming to work, like I was supposed to because it was hurting. And me not being there threw off the other workers, not being able to do what they need to do with their classes because…they were short-staffed. It was a ripple effect on us* (0C-2899-T2).

To be invited to participate in Y4 and Y5, participating instructors had to successfully complete each benchmark deliverable by the due date or extension period provided by the contract. If the requirements were not met, the instructor was removed from the project and the instructor's classroom status labeled as non-participating. Rosalind's belief that she failed her peers, her children and her center weighted heavily on her:

> *That was a hurtful thing. Because I feel like I was teaching my kids alone, but I had to think about… my class with my kids and they was learning. So, I had to regroup myself and say to myself, I was not doing anything wrong. It's just something that happened in my life that I couldn't control* (0C-2899-T2).

The feeling of a "lack of control of one's circumstances" was consistent across the non-continuing teachers and directors. Rosalind did not perceive that there were support structures that she could rely on to alter her course or allow for her to take time off. She described feeling that if she had been given a chance to return to the program, she would have been more successful.

Continuing Providers

Kimberly is a family care provider in southeastern Florida who has participated in the ELPFP from Year 2 to the completion of the project. As the owner of a Tier 4 family child care home (FCCH), Kimberly opted to complete numerous professional development experiences throughout her years participating in the project. She has completed MMCI, multiple SR Teacher training courses, certified coaching, child assessment training, and child assessment implementation. As evidenced by cumulative results stated previously, Kimberly improved her program from a Tier 2 to Tier 4 over the course of the project.

Kimberly's participation in the ELPFP was driven in large part due to intrinsic motivation to continually improve her program, as well as the opportunity the project afforded her in terms of support and professional development:

> *I've been in this program since it started. It has helped me a lot with the kids. I have seen outstanding areas of some of the kids that had developed. I know now how important the first three years of their life is. When there's a course I want to take, I sign up. It helps me with tools to see the growth of my children* (52705).

As much as her internal drive for improvement supports her resiliency as a participant each year, external rewards of the project also helped her stay involved. For example, the variety of professional development choices was reported as a benefit and offered flexibility to her demanding work hours to allow her to continue participation year after year. While timing of some of the courses during the day posed as an inhibitor for many participants, Kimberly decided to pay a substitute teacher she employed to help her have the time to completed CQIs. This allowed her to avoid having to work all day and then take all her courses at night.

Kimberly described how her approach to teaching and planning for have changed over the four years of ELPFP participation. Before, she admitted she would do all of the talking, and expect her children to sit, listen, and not allow a communication-rich environment. Over time, she understood how collaborative an early childhood classroom needs to be to support learning: "You have to say things and be positive about a lot of different things that you say to the kids. It (ELPFP) showed me how to be positive in saying things. Because you could be positive and negative. I think I have improved in that area from when I first started" (52705).

Kimberly also discussed additional areas of improved practice and how her children have been impacted through her increased knowledge and demonstration of child assessment measures, and spent much of her interview discussing her understanding of child developmental domains, planning for individual goals, and communicating those areas to parents:

> *It (TS GOLD®) shows you how to go about to find the child's needs and how to build up on that need. It teach you how to approach that in a positive way. You have to know the domain to make sure they develop in that domain before they can move on to the next. It has shown me how to look at some of the steps on how to develop child interaction, their social emotional area, all the different types of domains. How to go about making sure that each child is making some improvement on those areas* (52705).

As she completed multiple years and continued to accrue more professional development experiences, she admittedly began having difficulty in distinguishing the content and specific details of courses and interventions. Although she might not be able to recall or identify specific courses or strategies that impacted her most, she surmises that by simply being an active participant in the project, the cumulative impact on her program and the children she serves most was the reward. To Kimberly, the overall benefit of participating in the ELPFP was gaining new insights, and acquiring additional supports in conjunction with her intrinsic drive for continual programmatic growth, which was enough to keep her going even when dropping out seemed easier:

> *This is my business and it's not all about the money, it's all about the kids. Because we have to teach these kids the foundation, what they need to move on in life and move on to the next level, to elementary school. When they leave me, they go to elementary school and they have to know things. Using all the different tools that I have received and gotten in training, it helped me. I take advantage of all the stuff that is offered from ELC, from PFP. And it's free, which is amazing. If you don't take advantage of that, you're going to be left behind* (52705).

Kimberly presented an important combination of intrinsic motivation, effective support from participating in the project, and maintaining resiliency to persist. From improvements in her practice, to parent engagement, to improved student learning outcomes, her participation yielded an ongoing pathway of positive indicators for her niche within the field:

> *Every time I got the ELPFP money, I always purchased the materials that I need. I always go and get things that get suggested from my coach. I use it for the kids, getting the right materialsl for them to help them in their development. Their learning has changed. It has improved. They are talking more. They are holding conversations with each other. And I tell people, I don't just sit, I'm an educated person. I am a teacher* (52705).

Kimberly's story provides the evidence of how personal leadership characteristics and elements of program design supported her continued participation. While her insights shed light on the unique environments of family child care homes, they also illustrate what continuous professional development that aligned with goals and objectives looks like in practice.

Artifacts from Year 5 Providers

Interviews with Continuing and Non-Continuous providers and artifacts offered insight into several internal and external supports that enabled providers to remain in the ELPFP. Analysis of Year 5 artifacts, which were provided by continuing providers as examples of how ELPFP incentive dollars were applied in their programs, revealed that financial incentives were used in a variety of ways: to improve facilities, purchase technology and curricular materials, demonstrate appreciation for teachers, and provide scholarships for students with significant financial needs who did not qualify for other programs. Several providers utilized financial incentives to increase opportunities to support teachers in earning credentials or college degrees:

> *One of the most notable outcomes is that the [ELPFP] funding, along with TEACH Scholarship, allowed our center to send five teachers back to school for higher education in the field of Early Childhood Education. We have one employee that obtained her CDA, 2 employees working towards their AS degrees, and 2 employees that will graduate this December with their AS in Early Childhood. One of the teachers that is graduating in December will be the first in her family to have a college degree! (4828,artifact)*

In addition, as evidenced by interviews and artifacts, financial incentives impacted child assessment implementation for several providers who lacked the resources to include TS GOLD® in their budgets: "We could have never afforded the assessments without the special rates and stipend. The assessments were a valuable tool in evaluating how effective our lesson plans were, and areas of concern as well as areas of strength" (5636, artifact).

Discussion and Implications

This cumulative evaluation study looked across five years of professional development interventions of the ELPFP to determine the impact of provider participation on overall improvement in program quality, teacher-child interactions and child assessment implementation. In addition, researchers investigated strategies and interventions that were most impactful for every level of provider quality and participation. Cumulative data analysis produced results regarding all quality tiers within the ELPFP as well as the impact on providers from ELPFP participation, and provided evidence of CQI impact. In addition, a professional development pathway to incrementally improve teacher knowledge, practice and program quality was revealed.

The results of this cumulative evaluation study provided strong evidence of the following positive outcomes for providers from continuous participation in the ELPFP based on this study's research questions:

- The ELPFP provided continuous quality improvement for providers during each year of the five-year ELPFP implementation, with CLASS® average composite scores *showing an increasing trend* each year of the ELPFP.
- As measured by CLASS®, the ELPFP supported the development of teacher knowledge, skills and professional behaviors, particularly in the ***PreK Instructional Support domain, which demonstrated the highest gains for each year of ELPFP implementation from 2015-2019.***
- Multiyear participation in the ELPFP which included MMCI in addition to SR Teacher Training courses (Early Learning Florida) supported significant quality growth for the lowest tier providers.
- For all 5 years, ***Making the Most of Classroom Interactions*** (MMCI) demonstrated a **statistically significant effect** across all CLASS® domains for participating tier levels.

Cumulative results also provided evidence of a professional development pathway to improve program quality for the lowest quality tier providers (Tiers 1-2):

- **SR Teacher Training courses** (*Early Learning Florida*) demonstrated a statistically significant effect in the ***PreK Instructional Support Domain***, with the biggest impact occurring in Tiers 1 and 2 (quality tier design).
- **MMCI and Certified Coaching** were most impactful on the CLASS® domain ***PreK Emotional and Behavioral Support.***
- For Y4 and Y5, upper quality tier providers (Tiers 4 and 5), where changes in quality are much more nuanced and difficult to improve on the CLASS® tool, showed no positive impact from ELPFP participation on CLASS® scores.

These findings were consistent for samples in all data sets, and were supported by both quantitative and qualitative measures as compared across and between evaluation data from Y1 - Y5 of the ELPFP. Cumulative findings also demonstrate a causal link from quality professional development to increased teacher knowledge, improved teacher practice, and effects on child assessment implementation. A limited discussion of these findings will also provide further explanation of the most impactful interventions from the ELPFP.

Headline 1: ***MMCI demonstrated a statistically significant effect across all CLASS® domains and all tiers in all 5 years of implementation, which consequently suggests that this CQI was effective in improving teacher practice.***

Making the Most of Classroom Interactions (MMCI): The Foundation of Provider Quality

Prior research has provided evidence that MMCI training gives teachers foundational knowledge about positive and beneficial interactions in the classroom that directly impact classroom practice (Curby et al., 2009; Mashburn et al., 2008; Pianta et al., 2009). With teacher-child interactions being considered a strong predictor of program quality and children's readiness for success (Pianta et al., 2009), analysis of the Y4 - Y5 quality tier design further supported prior research that participation in MMCI impacts the quality of teacher-child interactions. A significant finding in this evaluation was that participation in MMCI demonstrated a statistically significant effect across all CLASS® domains and all tiers in all 5 years of implementation, which consequently suggests that this CQI was the most effective in improving teacher practice.

To better understand how MMCI has continued to impact teacher practice, it is important to look back across all the ELPFP program design beginning with the pilot year. During the pilot year, all participants received instruction in the CLASS® tool. As the first phase of what would become a multiyear professional development experience, orientation to this tool provided foundational knowledge on quality teacher-child interactions and resulted in statistically significant and positive impacts of the pilot program on all ratings on the CLASS®.

In Year 2, MMCI was introduced as the required professional development strategy for all Tier 1 and Tier 2 teachers. Aligned to the CLASS® tool, MMCI is designed to prepare teachers to identify, understand, and apply effective interactions in their classrooms. Results in Year 2 detail an increase in CLASS® scores across three stages of training, with the largest increase occurring from no training to MMCI training in the first year, followed by a smaller increase from MMCI training to MMCI + ELFL in the second year of training. Teacher knowledge scores in

Year 3 improved by 26% with just one year of participation in MMCI training, further illustrating the impact of MMCI.

These consistent gains are particularly important in illustrating the CQI strategies that provide the most impact of the lowest quality providers, as further demonstrated in Y4 and Y5 after the shift in program design to quality tiers. In the final two years of the ELPFP, lower tier providers were offered MMCI or SR Teacher Training as CQI options. Across Years 4 and 5, 237 Tier 1 participants and 1729 Tier 2 participants completed MMCI with 50% gains (Tier 1) and 22% (Tier 2). Interview data from both Continuing and Non-Continuous providers in Year 5 as well as themes from qualitative data in all prior years further supports that the sequential participation in professional development that begins with MMCI as a foundation provides the most benefit to provider quality.

Continuous Quality Improvement Strategies

The changes in program design from Y3 to Y4 provided the opportunity to examine more closely the CQIs that resulted in improved teacher-child interactions as they were demonstrated in CLASS® composite scores, but also across individual tiers and in each CLASS® domain. Narrowing the focus by provider level of quality and by CLASS® domain provides greater insights into the connections between the professional development strategies and changes they produced from teacher and director participation. Analysis of Y4 and 5 suggests targeted professional development pathways to improve teacher child interactions, specifically for the lowest tier providers. Qualitative data from both Continuing and Non-Continuous providers' interviews in Year 5 provide further evidence of the impact of these CQIs on their practice.

Analysis at the provider quality level reveals that, while MMCI, Certified Coaching and School Readiness Teacher training remain the most impactful CQI strategies, each Tier experienced professional development gains unique to their needs.

Tier 1

- For those providers with the lowest quality rating and often the least prior early childhood education or experience, **MMCI was the most frequently chosen CQI and displayed a gain of 50% in average CLASS® scores**. For **SR Teacher Training courses (ELFL), there was a smaller sample of classrooms with related gains averaging 24%.**

Tier 2

- Five CQI strategies were adopted by Tier 2 participants in Year 4 and 5. Of those, MMCI, SR Teacher Training courses (ELFL), and Certified Coaching were the most chosen CQI strategies **with Certified Coaching presenting the highest gain (45%)**.

Tier 3

- Gains from 4% to 9% were produced across all eight chosen CQI strategies, and **Child Assessment Implementation (CA-I) and Child Assessment Training (CA-T) had the highest selection with gains averaging around 6%**. It is important to note that over 1000 classrooms also selected either MMCI or ELFL and the corresponding gains in CLASS® scores were relatively high as well.

Tier 4

- For Tier 4 providers, where little or no gains were made in most CQIs, **IACET-approved training had the highest rate of gains (6%)**. However, these trainings were not uniform in delivery or content, and cannot be compared in terms of impact from strategies on CLASS® scores.

Tier 5

- The highest quality level Tier 5 providers, **all CQIs presented a decrease** in providers' average CLASS® composite scores. However, caution is needed to conclude the efficiency of these CQIs because the sample of classrooms are small.

Based on these results, researchers determined that MMCI and ELFL provide the foundational knowledge and skills lower quality providers need to improve teacher child interactions as measured by CLASS®, and Certified Coaching supports these learners with job-embedded professional development that develops inquiry-based reflective practice. While smaller CLASS® gains were made in Tier 3 for Years 4 and 5, Year 3 teachers received important foundational training in child assessment implementation. Providers in these tiers are just beginning to learn about child assessment tools, in the same way that providers in Year 1 and 2 were being introduced to CLASS®. Further research is needed to fully understand how multiyear instruction in child assessment implementation can fully impact teacher practice. For higher quality tiers, further research is needed to understand the nuances of growth in the upper tier of providers. Based on the Year 4 and 5 design and prior research (Pianta et al., 2014), the lack of growth by the most highly qualified providers may suggest that the CLASS® tool has a ceiling effect in terms of how much change teachers can achieve in one year on this assessment.

Specific Gains in CLASS® Domains

For the 5th year in a row, results detailed CLASS® score increases in almost all tiers for all years in the PreK and Toddler CLASS® domains. This finding creates an important link from professional development objectives to assessed teacher outcomes and provides specific evidence to suggest that targeted interventions MMCI and SR Teacher Training courses (ELFL) improve teacher-child interactions.

Headline 2: *Scores in PreK and Toddler CLASS® domains increased across most tiers every year of the ELPFP.*

Since the initial implementation year, there was an increasing trend in CLASS® scores for ELPFP participants in ***PreK Instructional Support domain,*** Y1 (2.52) to Y5 (3.31). This domain is considered the most challenging for practitioners to master and most influential toward improving children's learning. After providers were offered interventions based on quality rather than by sequential participation in the project, the biggest gains occurred in Tier 1 providers with average gains of 73% in Y4 and 58% in Y5. Additionally, gains occurred across all years (1-5) in the ***Toddler Emotional and Behavioral Support domain***, with the most significant gains occurring in the lowest quality tiers after Year 3. With continued implementation of the ELPFP, analysis also revealed an upward trend in the ***PreK Classroom Organization domain***, where Tier 1 providers showed an average gain of 10% by the end of Year 2 and then average gains increased for the lowest tier providers (T1, T2) in Y4 (40%) and Y5 (36%).

It is important to note that Tier 1 and Tier 2 providers, who showed the most gains of any tiers across all domains were for the most part, new participants in the ELPFP in any given

implementation year. Prior to their participation in the ELPFP, most of these teachers and directors had engaged in little if any quality professional development. Qualitative interviews with Non-continuing providers suggested evidence that lower tier teachers and directors learned foundational pieces of quality teaching, learning, and child development within a structure that – often for the first time in their career - provided support, guided instruction, reflection, and collaboration with peers.

Headline 3: *CQI choices offered to the highest quality teachers develop important teacher and director skills not measured by CLASS®. Different measures of program quality may be necessary to quantify growth for top tier providers.*

An important result, for the second year in a row, was that highest tier providers showed no increase for Y4 or Y5, and in fact, providers showed a mild decrease in CLASS® scores in nearly all domains for both years. As reported in Year 4, once the score of 5 is achieved for any CLASS® domain, there is very little room to grow and show improvement (Rodgers, et al., 2018) 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, Tier 4 and 5 providers had the option of not participating in any CQI, and this might have contributed to decreases in CLASS® scores.

While CLASS® scores showed a decrease in the quality of top tier providers, qualitative data in both years revealed that **continuous participation in the ELPFP supported these providers in improving their programs in areas not measured by CLASS®** including director knowledge and leadership and engagement with teachers, teacher professionalism, collegial support, and teacher retention. While teachers were scoring 5s and above on CLASS® domains and demonstrating effective teaching strategies, directors who had often not had the opportunity to engage in high quality professional development believed that participation in the ELPFP impacted their own ability to provide stronger leadership in their programs. It is suggested that there are possible alternative measures for these high quality providers based on research in early childhood settings, as well as potential professional development opportunities for these directors and teachers in order to sustain, and improve quality. These will be discussed in the Recommendations section of this report.

A Note about the Negative Climate Domain

An important consideration for further research that has emerged from this cumulative evaluation is the need to examine the impact of the elimination of the Negative Climate Domain on CLASS® composite scores, and the effect of this on professional development pathways. For the ELPFP, the CLASS® composite scores is determined by averaging 50% of CLASS® observations including each CLASS® dimension except Negative Climate, although this domain is observed and scored. Negative Climate (NC) reflects the overall level of expressed negativity among teachers and students in the classroom, and research has shown the frequency, quality, and intensity of teacher and student negativity are important to observe. One reason for choosing not to include NC scores in CLASS® composites is NC scores can overinflate Emotional Support scores because scores of less than six (6) or seven (7) (inversed) are rarely seen. Furthermore, the Negative Climate score is reversed when calculating the Classroom Organization Domain score.

While eliminating NC from the CLASS® composites can be helpful in certain circumstances, it is important to note that excluding the score could also mask important teacher professional

development needs, especially for the lowest quality providers. For example, classrooms with scores of more than one (1) in NC should be carefully monitored and would benefit from Certified Coaching/TA to support needed changes in teacher practice and provider quality. Further research is required to better understand the effects of excluding the NC dimension from CLASS® composites, since it can be used to support the selection of appropriate CQI strategies for providers and could inform future professional development programs implementations.

The Power and Impact of Early Learning Coaching

Coaches play an integral part in empowering early childhood practitioners to improve their practice (Knight, 2007; Rodgers et al., 2017; Showers & Joyce, 1996). As a professional development approach more focused on the ongoing process of goal-setting, skill-building, feedback and improvement, coaching can be a compliment to other content-specific forms of professional development. Based on cumulative ELPFP results, coaching, in conjunction with content based interventions such as SR Teacher Training courses (ELFL) and MMCI, created impact on teachers and directors practice, helped them make connections between the CLASS® tool and course content, and created gains for providers in middle tiers (Tiers 2, 3 and 4) in several CLASS® domains.

Headline 4: ***Coaching supports the implementation of new teacher knowledge and positively impacts teacher child interactions in each year of the ELPFP, but adaptations to the delivery model are needed for sustainability.***

Over the implementation of the ELPFP, coaching has taken several forms. In its earliest implementation, ELPFP Coaching was applied inconsistently throughout the state (Rodgers et al., 2016) and while some teachers received quality coaching and technical assistance, other teachers received no coaching at all. However, beginning in Year 3, all providers in Tier 2 and 3 were offered two options for coaching supports in conjunction with SR Teaching Training courses. As a result of this consistent implementation, coaching began to make an impact on provider quality gains (Rodgers et al., 2017), and based on those results, was included as a CQI for Y4 and Y5. However, Certified Coaching was offered as a separate CQI strategy and was no longer offered for all ELPFP participants as in previous years. Teachers or directors who selected this strategy received 20 hours of in-person coaching with a Lastinger Certified Coach.

While this impactful strategy showed tremendous gains with Tier 2 and 3 providers (Rodgers et al., 2018), it was also deemed hardest to implement by Early Learning Coalitions due to staff capacity. This strategy for supporting preschool practitioners' teaching practice was second only to MMCI in terms of improving teacher practice, as evidenced by CLASS® results, interviews, (Year 4 and 5) and completion surveys (Year 4). Further analysis of CLASS® assessment data by CQI and CLASS® domain revealed that those practitioners who completed Certified Coaching demonstrated gains in the PreK Instructional Support Domain in both Year 4 (33%) and Year 5 (15%).

Despite capacity limitations, ELC leaders continued to express the need for more coaching dosage, higher coaching quality, and more flexible coaching models to be able to coach more providers, such as group coaching or Communities of Practice (Rodgers et al., 2016, 2017, 2018). These limitations reveal the need for expanding the pool of qualified coaches, and more

accessible coaching models based on provider participation. In addition, a consensus is emerging in recent research that highlights coaching components as fundamental to teacher change in practice. These components including observation (Driscoll, 2008; Feighan & Heeren, 2010), positive feedback (Sailors & Price, 2010), reflection (McGatha, 2008; Feger et al., 2004), collaborative partnerships (Borman & Feger, 2006; Obara, 2010), and planning or goal setting (Powell et al., 2010).

A Note about COVID-19:
Limits in coaching capacity also reveal a pressing need to develop effective web-mediated coaching practices which might be an alternative to in-person coaching providing the model can be implemented with fidelity. Prior research that compared on-site expert coaching with web-mediated self-coaching using the *Practice Based Coaching* framework components across both approaches provided results that were encouraging for web-based coaching models (Shannon et al., 2015). Given the recent challenges presented by social distancing guidelines in the context of COVID-19, further research is needed to better understand the potential for web-based coaching in this space.

Provider Support Structures that Created Impact: Incentives and Communication

Recognizing that there is a positive relationship between teacher qualifications and quality in early childhood programs (Boyd, 2013), financial incentives could offer one explanation for continued increases in program quality for some Continuing providers. As mentioned in case studies, several providers provided evidence of improved learning environments and increased incentives for teachers and directors to further career learning and improve practice through financial incentives offered through the ELPFP. While this cumulative evaluation did not study the financial impact or relationship of incentives with provider quality, artifact and anecdotal evidence has shown that ELPFP financial incentives contributed to providers continuous participation and quality improvement.

Headline 5: *Directors' proactive leadership and improved communication with the ELC and teachers support ongoing participation and teacher retention in the ELPFP.*

While no quantitative data documents the impact of communication between the ELC and the provider and between the provider and teachers on teacher outcomes, interview data from both providers and ELC staff indicated that clear communication between the ELC and provider and then between the provider and teachers supported successful participation in the ELPFP and provider retention in the program. Those providers who remained in the ELPFP for at least three years perceived communication with the ELC as fundamental to their understanding of program requirements and deadlines and in the selection of the most appropriate and meaningful CQIs for their directors or teachers.

Communication was also a tool identified by researchers when determining characteristics of providers that continued, benefitted, and improved because of ELPFP participation. Anecdotal evidence from interviews and previous evaluations showed that Continuing providers frequently displayed proactive and systems-oriented thinking when working within the ELPFP system, and communicated both with other providers and ELC staff to their benefit within the system. As an example, when challenged with obstacles to attending face-to-face trainings in child

assessments, for example, several directors reached out to the ELCs and offered to host trainings in their center for other providers in the area at a time that was most convenient for their teachers. As mentioned in case study interviews, continuing providers understood the value of improving quality, and were motivated to communicate with ELCs, families, and their staff in order to be successful within the ELPFP.

Conversely, breakdowns in communication, particularly in communication with teachers who were struggling to navigate the online learning platform, needed technical assistance, or manage their time, led to provider attrition in the ELPFP. Interview data revealed that Non-continuous providers did not understand why they had not been invited back to participate in the ELPFP for additional implementation years. Non-continuing providers described feeling lost or abandoned in the system during their participation and perceived a lack of leadership, both from the ELPFP and their director as a significant impediment to their success. Several providers described feeling isolated from the ELC and confused about a decrease in their CLASS® scores, however none of these providers sought solutions by reaching out to the ELC. Providers also mentioned that ELCs did not openly share CLASS® scores or information regarding CQIs, and thus, providers were discouraged, and dropped the project.

Child Assessment Implementation

Within the Y3 and Y4 ELPFP design, Child Assessment Training and Implementation was both a CQI strategy and an outcome measure. Specifically, TS GOLD® was implemented as a child assessment system by the majority of providers, and TS GOLD® child data was used to determine impact of ELPFP participation on a sample of children in ELPFP providers to determine direct child outcomes from teacher participation. For this cumulative evaluation, a look across Y3 and Y4 results in combination with a review of research of the TS GOLD® child assessment tool indicates that when implemented with strategic support, proper time and tools, and with adequate resources and technology, teachers believe that TS GOLD® provides them with much needed information about their children to help guide their instruction. 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 TS GOLD® assessments. This disconnect between teacher beliefs about their TS GOLD® implementation and survey data collected from providers and coalitions in Y3 and Y4 indicates that further professional development is needed to prepare teachers to implement TS GOLD® with reliability.

Headline 6: ***Reliable child assessment implementation requires a multiyear, job-embedded professional development progression supported by one-on-one TA coaching and communities of practice.***

Additionally, according to the Committee for Early Grade Success (2017), there is an accountability component of child assessments that was not implemented within the ELPFP. In order to monitor trends and evaluate services, and determine whether initiatives or new models are having intended effects, child-level data should have been collected throughout the ELPFP implementation, and this did not occur. In addition, to determine if state investments in early childhood programs are yielding desired outcomes, several variables should have been examined quality tier design to understand HOW providers were using child assessment data, and how ELC staff was monitoring this data for fidelity and quality assurance. Many coalitions

reported using TS GOLD® reports for teacher accountability (Snapshot, PD, IRR, Documentation, and Checkpoint Reports), but the majority of coalitions did not provide evidence of using TS GOLD® reports to inform instruction and create teacher capacity of implementation. Only one coalition reported using the Growth report to analyze curriculum for children and make adjustments between checkpoints, and only 10% of coalitions that used TS GOLD® allowed families to access the system and also make observations (Rodgers et al., 2017).
Based on several beneficial coalition findings from Y3 and Y4, continuous professional development experiences for assessment implementation can bolster the reliability of child assessment implementation and improve teachers' ability to use child outcome data to drive instruction, similarly to the way multiyear participation in the ELPFP bolstered the use of CLASS® assessments and improved teacher-child interactions. Successful practices included multiyear participation in professional development that begins a practice year with explicit instruction in the assessment tool and in which Interrater Reliability must be achieved, *verified* (a system should be in place to limit attempts at certification and monitor fidelity after certification), and supported; progresses to an apprentice year that includes continuous support through coaching and professional development on analyzing the data throughout the year; and a third year of assessment implementation where the assessor becomes valid and reliable in terms of data gathering and analysis, and therefore 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 students based on analysis and comparisons of data.

It is important to note that based on TS GOLD® child results as evidenced by Y3 and Y4 ELPFP child outcomes, there are pockets of excellence regarding this strategy within the state of Florida. 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.


Crayola

Limitations

Results of this cumulative evaluation have provided evidence of the effect of ELPFP, but extra caution is necessary to avoid over-interpretation of the findings given the challenges in data collection and analysis. In this section, limitations are discussed from three aspects related to project design, quality of data, and elements of this project.

Program Design

Because the design and implementation of the Early Learning Performance Funding Pilot and Project differ in scope and interventions during its five year existence, a true longitudinal research design could not be used for this evaluation. As a result, UF researchers examined three data sets based on program design: Year 1 (pilot), Y2 and Y3 (sequential tiered interventions with no quality cutoffs), and Y4 and Y5 (CQI interventions with quality tiers). As a result of these differing values of quality and intervention validity, this cumulative evaluation offers correlational and descriptive statistics only, and provides overall implications and recommendations based on these specific analyses.

Quality of ELPFP Data

Over the five years of ELPFP, as shown in Table 3, data have been collected from multiple sources. According to the aspect of provider performance that each has attempted to measure, there are (1) CLASS® assessment data from Year 1 to 5 that measure provider/classroom quality; (2) CHILD® data from Year 2 and 3 that assess classroom climate; (3) TS GOLD® data from Y2 to Y4 to understand children's growth and development from teacher participation; (4) Bracken SRA-3 data in Year 3 to validate TS GOLD® scores and measure child development; (5) Intervention data from Y2 through Y5 that document provider tiers and CQI strategies teachers have completed; and (6) knowledge assessment data of MMCI from Y2 through Y4 and SR Teacher Training courses (ELFL) from Y2 through Y5 that measure the change in teacher knowledge after respective trainings. In this cumulative evaluation, focus has been placed primarily on CLASS®, CQI, and SR Teacher Training data. Of that, CLASS® and CQI data were provided by OEL and SR Teacher Training assessment data were collected from the University of Florida Lastinger Center Early Learning Florida Learning Management System.

CLASS®

One of the obstacles to analyze CLASS® assessment data pertains to the selection of valid classrooms for observations that were implemented by OEL in Year 5 ELPFP. According to OEL (2019), 50% of the classrooms at each care level are randomly selected from a program to collect CLASS® assessment data. This, however, may not necessarily be an adequate representation of the distribution of care level in the population of age groups in Florida. In other words, the proportions of Infant, Toddler, and PreK classrooms in the sample may not represent the proportions of classrooms at each care level across Florida's early care programs.

Another limitation related to CLASS® data is that there are assessments from 50% of the classrooms of a provider only, which contain just a portion of the classrooms/teachers for CQIs. In other words, the implementation of ELPFP is open to all classrooms/teachers in a participating provider. However, only 50% have CLASS® assessment data on record. Consequently, **the effect of a particular CQI strategy may not be fully investigated.** For instance, in the comparison of cumulative effects of MMCI and Early Learning Florida courses, there are only two classrooms/teachers that completed ELFL courses for three project years

and none took ELFL courses for four years based on the merged data of CLASS® assessment and CQIs. However, after cross referencing this data with Year 5 qualitative data and ELC and Lastinger course enrollment data, there is evidence that over 100 teachers have taken four years of SR Teacher Training (ELFL) Courses, but these classrooms do not have corresponding CLASS® scores.

The third limitation of CLASS® analysis is related to the determination of provider tiers. Specifically, Year 5 ELPFP programs were assigned to tiers based on a composite score that is calculated by averaging CLASS® dimension scores over observed classrooms at all possible care levels in a program, which is essentially a mean score of CLASS®. Given the fact that a mean score can be sensitive to extreme values (e.g., one extremely high score can pull the average toward the higher end significantly, vice versa), the CLASS® composite may not necessarily be the score that reflects the average classroom quality of the program. Consequently, because the analysis is based on composite scores, it is likely to commit the "ecological fallacy" that occurs when results from aggregated data (e.g., CLASS® composite) are interpreted at individual level (e.g., classrooms/teachers). To avoid this fallacy, the evaluation team used individual teacher CLASS® domain scores, in addition to the analysis based on CLASS® composite scores, to answer the research questions posed in the cumulative evaluation logic model.

CQI Data

As described above, seven more CQIs were introduced to providers in Y4 and Y5 in addition to MMCI and ELFL, and this dataset was provided along with provider quality tiers. There are several discrepancies in this data set. For example, there is one Year 4 provider and 3171 Year 5 providers with no assignment to a quality tier (see Table 38, shown as NULL).

Table 38. *Number of providers for quality tiers*

Project Year	NULL	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Total
Year 4	1	38	250	441	198	15	943
Year 5	3171	44	313	781	362	41	4712

Additionally, of the ELPFP providers (Table 38), there were a number of classrooms from providers in Tier 1, 2, and 3 with no CQI strategies chosen which, however, does not align with the project design (only Tier 4 and 5 providers are allowed to choose no CQI strategies). In addition, this data shows there were classrooms from lower quality tiers (Tiers 1 and 2) that engaged in CQIs that were not designated for those tiers. For instance, there are Tier 1 and Tier 2 classrooms completed Professional Development in Year 4, and completed Certified Coaching in Years 4 and Year 5.

These data challenges collectively compromise the fidelity of tiered intervention analysis in Y4 and Y5, and consequently affect the investigation of the project effect.

Table 39. *Number of classrooms for provider quality tiers*

Program Year	CQI	NULL	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Total
Year 4	Cert. Coach		1	69	457	89	8	624

	CA-I				1300	804	51	2155
	CA-R						24	24
	CA-T				1259	133		1392
	CA-TA				894	419		1313
	ELFL		18	215	1027	296	23	1579
	IACET			34	225	98	9	366
	MMCI		168	1096	766	238	9	2277
	NULL	5	87	595	2975	1113	84	4859
	PDP		6	12	479	188	9	694
Subtotal (Year 4)		5	280	2021	9382	3378	217	15283
Year 5	Cert. Coach		2	64	483	127	1	677
	CA-I				1233	1015	110	2358
	CA-R						52	52
	CA-T				1843	396	13	2252
	CA-TA				594	332		926
	ELFL		14	88	982	348	17	1449
	IACET			1	478	136	10	625
	MMCI		100	832	1351	455	22	2760
	NULL	21331	225	1810	6249	1785	134	31534
	PDP				92	57	1	150
Subtotal (Year 5)		21331	341	2795	13305	4651	360	42783

Child Assessment and Outcomes

Due to the challenge of obtaining direct child assessment data (TS GOLD®), the planned analysis of the relationship between program quality, impact of CQI strategies, and direct child outcomes was compromised. This consequently limits the investigation of the impact of ELPFP on child development and learning. Sequentially, the evaluation objectives related to child development as shown in the logic model (children are better prepared for K-12 schooling and increased academic performance in reading proficiency levels) cannot be addressed directly (based on child-level and classroom/teacher-level data) at a large-scale (with data from all children in participating programs of Year 5 ELPFP).

Child Assessment Implementation

Due to lack of accountability measures embedded within ELPFP provider contract guidelines regarding child assessment implementation, this CQI still remains an unreliable source of data for this evaluation. While the ELPFP contract requires providers to input benchmark information, that documentation is not validated by ELC or evaluation staff to determine worthiness or accuracy. For example, ELPFP providers can access the reliability assessment in the TS GOLD® portal as many times as needed until they pass the assessment. In addition, providers are not assessed on the quality of documentation they provide for child observations or benchmarks, and ELCs are not required to submit internal reports to OEL to validate these scores. Finally, there is no pre/post assessment or validated measure to ensure teacher accountability, validity, and accuracy for child assessment implementation.

Qualitative Interviews

A limitation of the 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.

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. This study was concerned with the experiences and challenges faced by ELPFP providers, 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 and Pathways

Based on the cumulative results and analysis, and 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 structures, strategies, and processes. The following recommendations are provided for consideration:

1. Create Targeted Professional Development Pathways to Provide Intentional Quality Improvement

Results from this cumulative evaluation have provided evidence that specific, targeted professional development interventions have created impact on ELPFP teachers and directors learning, teaching, leadership, and quality of practice. Based on these analyses, results have shown that MMCI and SR Teaching Training courses have provided the foundational knowledge and skills that lower quality providers need to improve teacher-child interactions as measured by CLASS®. In addition, Certified Coaching supports these novice learners as well as more experienced teachers with job-embedded professional development that develops inquiry-based reflective practice. This cumulative study has also shown that the combination of improvement strategies (MMCI) and support strategies (coaching or communities of practice) for each tier of quality will produce gains in CLASS® as well as program improvements related to quality, such as increased professionalism, communication with children and families, and collaborative leadership among directors and teachers (Rodgers et al., 2017, 2018).

One recommendation for future improvement is to take the most effective parts of each ELPFP design: use the sequential tier design for Tiers 1 and 2, in which lower quality providers engage in foundational interventions that build on each other with support, and then use quality tiered design for middle and higher quality tiers, and incorporate specific, targeted approaches catering to providers needs that have been shown to increase quality, even in higher tier providers, as shown in Figure 17. After reviewing results from high quality providers (Tiers 4 and 5), it is recommended that Tier 4 and 5 directors and teachers engage in becoming certified coaches for their own centers. This would create a sustainable coaching model for these providers that is based upon teacher and director need, and also alleviate the capacity challenges with having coaches on-site in these areas.

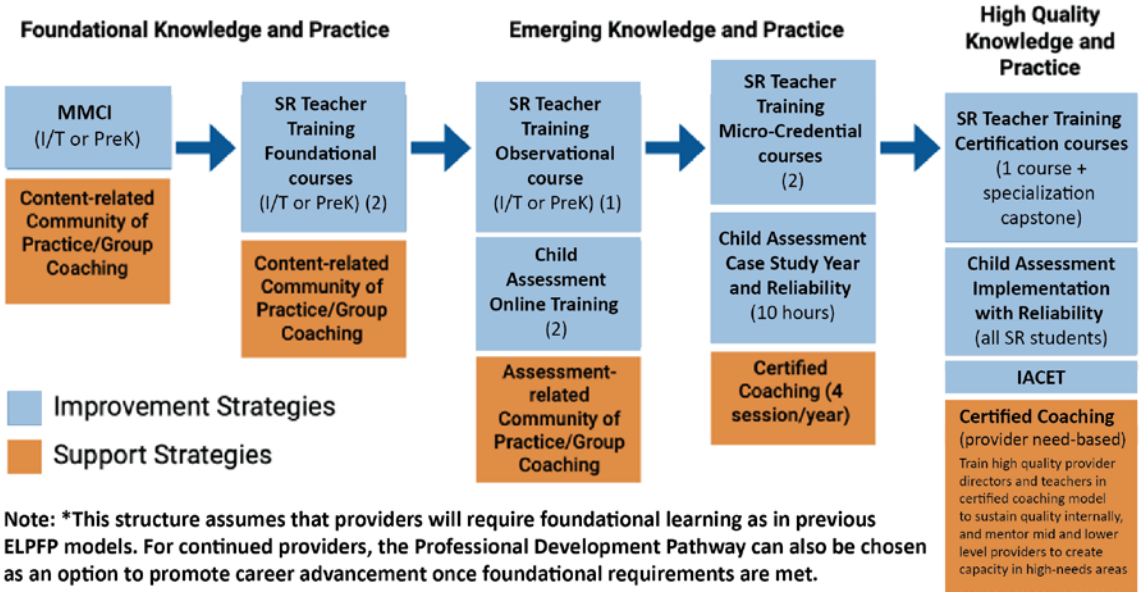


Figure 17. *Targeted Professional Development Pathway*

In addition, instead of engaging in just improvement strategies that have no connection to providers' daily practice and children's learning, providers should engage in both *improvement and support strategies.* So for example, providers entering the School Readiness program in Tier 2, after already completing MMCI, would then engage in SR Teacher Training courses in combination with a Community of Practice, or Group Coaching to support that learning with one-on-one or peer collaborative strategies. Child Assessment strategies would be included within this sequential pathway, but used as a teaching tool until providers are rated as high quality, and can manage to implement child observations with reliability and fidelity, as well as use that data for instructional planning and improvements.

A Note About COVID-19:
The majority of these professional development interventions and support strategies (MMCI, Certified Coaching, IACET-Training, Communities of Practice) have previously been in-person trainings, and participants feel these trainings are so effective because they are in person. Due to COVID-19, it is recommended that a virtual coaching model be introduced and piloted to help providers with technical assistance in terms of navigating this new world of schooling, as well as virtual communities of practice to help providers feel supported, collaborative and provide learning through community. Teachstone® is currently transitioning several CLASS® in-person trainings into online trainings, but as yet, MMCI has not transferred to the online space.

2. Create Targeted Pathways Based on Improving Specific CLASS® Domain Scores for Classrooms

A second recommendation would be to use CLASS® data to target specific areas of growth for classroom teachers. Based on results from this cumulative study, as seen in Table 40, specific strategies were proven to provide the most gains for each CLASS® domain. These CQI strategies could be incorporated into improvement plans for providers, and create a more

targeted approach to improving teacher-child interactions and program quality. For example, a classroom that scores well in PreK Classroom Organization, but poorly in PreK Instructional Domain should engage in both SR Teacher Training and Certified Coaching, based on quantitative results from this study. In addition, program directors and coaches could identify specific SR Teacher Training courses that have been aligned with CLASS® domains to provide content towards targeted improvement. Finally, those providers in Tiers 4 and 5 who need specific targeted support in domains could use these domain scores to create a coaching and professional development plan to improve scores and create sustainable improvement.

Table 40. *CQIs for improving specific CLASS® domains*

CLASS® Domain to be Improved	CQI Strategy for Improvement
Infant-Responsive Caregiving	MMCI
Toddler- Emotional and Behavioral Support	MMCI
Toddler-Engaged Support for Learning	Certified Coaching
PreK- Classroom Organization	MMCI
PreK- Emotional and Behavioral Support	MMCI
PreK- Instructional Support	MMCI SR Teacher Training Courses Certified Coaching

3. Match Quality Reimbursements for CQIs with Actual Cost of Quality Reimbursement Rates

This report has shown specific impact from several interventions on provider quality, but the link to improvement in provider quality and cost of that improvement was not under investigation. When looking at Florida's early learning landscape, there are discrepancies in reimbursement rate percentages across the state (Watson, 2019). Based on findings from the Cost of Quality Study Report (2019) commissioned by Florida's Office of Early Learning, in many child care markets, the low reimbursement rates are in the highest concentration of poverty centers. This resulted in providers adopting the local early learning coalition's reimbursement rate as their private payment rate; thereby creating depressed child care markets that do not accurately reflect the actual cost of care. According to this report, "The path is not a straight line…for some communities investing in different quality levers, this does not always result in more revenue. This reality may see providers around the state choosing to only implement certain aspects of quality versus all components of structural (accreditation) and process quality (CLASS® and child assessment) that the state has identified as being linked to positive child outcomes" (Watson, 2019). This disconnect of quality and cost was echoed in ELPFP participant reflections and interviews. For example, many providers chose Child Assessment Training and Implementation to get the higher reimbursement differential, but as results have shown, engaging in this CQI did not improve provider quality based on CLASS® scores.

The Cost of Quality Study report provides several recommendations, specifically recommending the development of a statewide minimum payment rate structure to determine if the increased differential percentages align to the costs for actually attaining and maintaining higher quality standards (Watson, 2019). Based on ELPFP findings, a specific recommendation would be to restructure quality reimbursement rates so payments would line up with actual costs of quality, instead of providing random differentials, as in the ELPFP. This would support intentional ways

to improve quality, and tie in QI requirements with strategies that have been proven to provide impact, as shown above.

4. Improve Child Assessment Coordination, Support and Accountability

As evidenced in both quantitative and qualitative data, ELPFP providers need more support to implement child assessment systems with reliability and fidelity in order to improve their instruction and planning for children's needs. A recommendation is to create an aligned support system for understanding the process and need for child assessments similar to that of statewide adoption of CLASS® assessments. By creating a **uniform process** (similar to MMCI) and also designating a **uniform assessment system** (such as TS GOLD®), the adoption of child assessments will mirror the success of CLASS® adoption in the state of Florida. In combination with a multiple-year implementation plan, targeted professional development on both the HOW and the WHY of child assessment implementation, specific checkpoints for accountability, accuracy, and fidelity of implementation, and constant verification and analysis of data from these systems, providers will begin to use these tools effectively, and in turn, improve children's learning.

Child assessment training and implementation must occur at a methodical pace, and require reliability for all practitioners before implementation. Based on findings from Y3, Y4 and Y5 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, and must be attained within three tries, or else a coach should be assigned for further assistance.**

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. Specific data points should be collected and verified by both ELCs and OEL to ensure consistency and accuracy in documentation, reporting, analysis of data, and use of data in planning and instruction.

5. Improve Data Management and Processes

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

Share quality improvement and assessment data with providers.

All stakeholders requested that all quality measures should be accessed by providers in order to promote rapid-cycle quality improvement. Recommendations include:

- 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.
- Child Assessment Data should be maintained locally at the ELC but also in a statewide database, similar to CLASS®, and be verified with external assessments for validity and reliability of data; and providers should have access to all child assessment scores (TS GOLD®) and reports from ELCs.

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 Florida's School Readiness program is a scalable, reliable 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.

- Common identifiers should be used for providers, classrooms, and teachers across all professional development options 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.

6. Invest in Program Evaluation Design that incorporates program quality assessments, both formative observational child outcome data as well as direct child assessments, well-defined counterfactuals, and valid assessment measures.

As evidenced in the limitation section of this report, the question of impact from teachers engaging in ELPFP participation on direct child outcomes could not be answered in this or any of the previous ELPFP evaluations due to challenges of reliable data, small sample sizes, non-robust control and comparison groups, and lack of valid assessment measures. Currently, there exists no mandatory observational or direct child assessment for children birth through age 5 in

the Florida's School Readiness program, and the Committee for Early Grade Success (2017) states the procurement of this kind of assessment system as their highest priority. In addition, the Committee recommended using this assessment system as a tool at the beginning and end of Voluntary Pre-Kindergarten (VPK), and upon entrance into kindergarten.

Possible solutions to measurement challenges would require ELCs and the Florida Department of Education to align measurement systems in order to ensure a pipeline of assessment data for children from birth through elementary school. Currently, the STAR Early Literacy Assessment is a computer-based diagnostic assessment of early literacy skills developed for Pre-K–3 students, and the chosen assessment for Florida's Kindergarten Readiness Screener (FLKRS), which must be administered to all public school kindergarten students within the first 30 days of each school year. STAR Early Literacy tracks development in three domains and ten sub-domains. Domains are: Word Facility and Skills, Comprehension Strategies and Constructing Meaning, and Numbers and Operations (www.floridaearlylearning.com). Several ELCs and early learning leaders, however, believe this assessment does not accurately measure children's growth and learning needs due to challenges of being computer-based and only available in English for many areas (Rodgers & Poekert, 2019). However, if the state adopted a child observation system which incorporated these domains in an authentic assessment, teachers would have the ability to track children's growth and development throughout their early care and school careers.

In addition, there are suggestions for measuring teacher, child and program improvement in addition to the CLASS tool. Recent pilot research from Escambia County (Early Learning Coalition of Escambia County and LENA, 2018) has shown that teachers using the LENA "talk pedometer" technology increased how much they were speaking with children by 54 percent and the children were responding back 88 percent more than before the program, on average. In addition, results from this pilot study using CLASS observations found elevations in scores from pre- to post- assessments for both infant and toddler classrooms. Results pre/post found that pilot infant classrooms had an average initial Early Language Support score of 1.5. At their final CLASS observation, the average Early Language Support Score increased to 4.2, an average increase of 2.7 points. Toddler classrooms found increases in Language Modeling and Positive Climate. For Language Modeling, pilot classrooms had an average initial Language Modeling score of 1.2 out of 7 points and increased to an average of 2 points. The average initial Positive Climate Score was 3.8 points out of 7 and increased to 5.8 out of 7, an average increase of 2 points. Based on cumulative findings that teachers and directors believe language, literacy and communication are improved by ELPFP professional development, the LENA tool could be incorporated in higher level providers to target and fine tune teachers' ability to improve both their and their children's language and literacy skills.

Another helpful measurement for continued program improvement could be the Early Education Essentials Organizational Supports Measurement System, created by the Ounce of Prevention Fund and the University of Chicago Consortium on School Research (Ehrlich, Pacchiano, Stein, & Wagner, 2018). This measurement system combines both teacher and parent surveys in order to inform program quality needs based upon six domains: Effective Instructional Leaders, Collaborative Teachers, Supportive Environment, Ambitious Instruction, Involved Families, and Parent Voice. Preliminary validation research on this system has shown that use of this system can: (1) expand the definition of "quality"; (2) provide actionable data for improvement; (3) create alignment and common language and metrics between ECE and K-12 settings; and (4)

provide a cost-effective way to gain staff and parent perspectives around program climate and conditions (Ehrlich, Pacchiano, Stein, & Wagner, 2018).

According to Walter Gilliam (an author of previous ELPFP evaluations) and Edward Zigler of Yale University (2001), process evaluation measuring program implementation and quality should be an essential first step to program evaluation. Therefore, it is recommended that in order to truly determine the impact of these interventions on both provider quality and children's outcomes, a systematic evaluation of state-funded programs should incorporate: an evaluation design with randomly selected control groups (preferably waitlist comparison groups), a valid assessment measure with proven reliability and validity, with both observational (ongoing) and direct (pre/post) data collection; large sample size and standardized effect size estimates; and the use of cumulative verses non-cumulative data, where impacts are measured based on the occurrence or non-occurrence of a particular event and analyzed cumulatively to account for differences in local policy.

COVID-19 Recommendations

While the presence of COVID-19 has changed every aspect of education in the United States, the impact will not be understood for several months, and more likely, years. The results of this ELPFP cumulative evaluation reveal that in-person training is the most effective method of improving quality teaching and learning for these providers, and in our current state of social distancing and stay at home orders, cannot occur. Based on information gathered through initial reviews of research, resources, journal and press articles, and informal anecdotal interviews, our research team would like to make the following broad recommendations to state and local ECE leadership and staff in order to equip ECE providers with the tools and knowledge to be able to continue providing high quality care and education for children in these challenging times:

- Invest heavily in technology training and access on every level of the ECE system: families, providers, ELCs and state organizations.
- Invest heavily in online parent resource navigation to help parents work in partnership with teachers at home.
- Create and pilot a virtual/web-based coaching model based upon certified coaching model components to provide both teachers and parents coaching around instructional delivery.
- Allow all ECE providers in Florida to access SR Teaching Training online courses free of cost to continue gaining teacher knowledge, and include training for teachers to incorporate virtual and online resources and instruction into their daily activities.
- Invest in moving all child and classroom assessments (observations, documentation, portfolios) to functioning online portals, and create infrastructure through online training to understand and utilize these tools.

Conclusion

Researchers have determined that in order for ECE programs to be successful, they need to be undergirded by a supportive infrastructure (Gomez, Kagan & Fox, 2015; Kagan & Cohen, 1996). Some of the elements deemed essential include: a functioning governance mechanism replete with well delineated functions, structures and tools; a financing scheme that is capable of generating and distributing resources consistently and equitably; PD mechanisms that produce high-quality personnel capable of adapting to the changing ECE world; and data and assessment systems that provide ongoing performance feedback, essential to thoughtful improvement and policy (Gomez, Kagan & Fox, 2015).

As a statewide quality improvement initiative, The Early Learning Performance Funding Project created significant, positive impact on the quality of programs serving Florida's highest need children. This investment created a pathway for expanding access to high quality programs through financial incentives and quality professional development opportunities. As mentioned above, it is critical to align state infrastructure to continue pursuing quality improvement for Florida's School Readiness providers, and provide support in each of these areas for future scalable and sustainable improvement. In addition, to ensure these programs are effective, direct child assessments and outcomes must become a pillar in this work. 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 blueprint for further educational opportunity and advancement of Florida's early childhood educators.

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Appendices

Appendix A: Year 5 Results

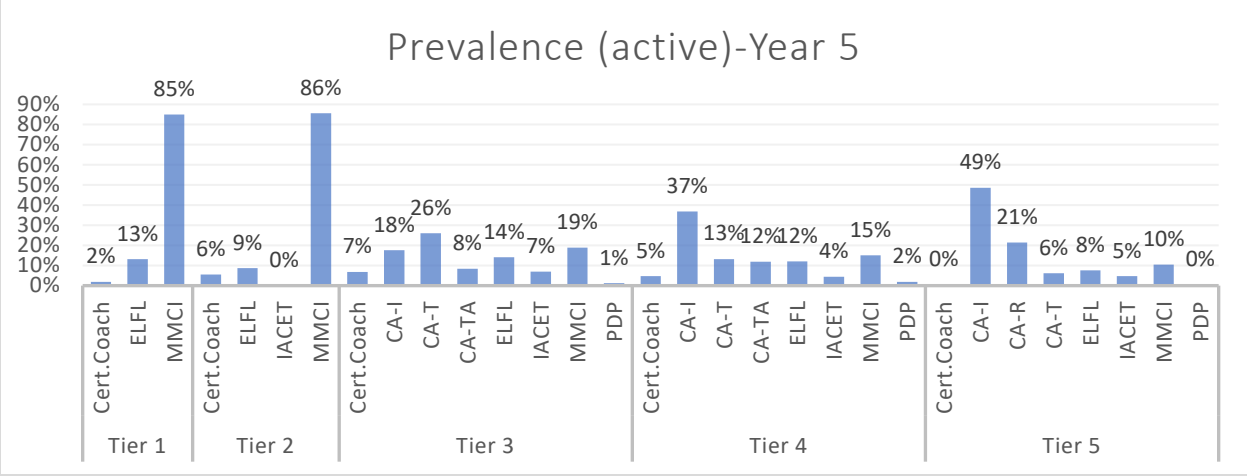
CQI Strategies

Table 41. *Summary of enrollment of CQI by tiers for Year 5 ELPFP*

Tier	CQI	Classroom Status			Grand Total	Prevalence (active)
		Active	Deleted	Inactive		
Tier 1	Cert.Coach	2			2	2%
	ELFL	14			14	13%
	MMCI	91	4	5	100	85%
Tier 2	Cert.Coach	49	12	3	64	6%
	ELFL	77	5	6	88	9%

	IACET	1			1	0%
	MMCI	757	33	42	832	86%
Tier 3	Cert.Coach	444	15	24	483	7%
	CA-I	1146	22	65	1233	18%
	CA-T	1694	75	74	1843	26%
	CA-TA	547	13	34	594	8%
	ELFL	921	13	48	982	14%
	IACET	448	17	13	478	7%
	MMCI	1226	59	66	1351	19%
	PDP	82	4	6	92	1%
Tier 4	Cert.Coach	124	1	2	127	5%
	CA-I	980	8	27	1015	37%
	CA-T	351	42	3	396	13%
	CA-TA	316	3	13	332	12%
	ELFL	318	11	19	348	12%
	IACET	117	10	9	136	4%
	MMCI	402	42	11	455	15%
	PDP	49	5	3	57	2%
Tier 5	Cert.Coach	1			1	0%
	CA-I	102	7	1	110	49%
	CA-R	45	6	1	52	21%
	CA-T	13			13	6%
	ELFL	16		1	17	8%
	IACET	10			10	5%
	MMCI	22			22	10%
	PDP	1			1	0%
Grand Total		**38650**	**2829**	**1304**	**42783**	

Table 42. *Prevalence of CQIs by tiers for Year 5 ELPFP*



CLASS® domain average by CQIs
Infant: Responsive Caregiving

Table 43. *Average CLASS® domain scores and related gains in Year 5 by CQIs—Infant: Responsive Caregiving (sorted by selection of CQIs from highest to lowest)*

CQI	Pre		Post		Gain (%)
	NO. classroom	Mean score	NO. classroom	Mean score	
MMCI	**181**	**4.90**	**216**	**5.25**	**7%**
CA-I	**70**	**5.14**	**189**	**5.50**	**7%**
CA-T	**144**	**5.22**	**171**	**5.33**	**2%**
ELFL	**48**	**5.10**	**117**	**5.31**	**4%**
CA-TA	22	5.02	78	5.28	5%
IACET	21	4.89	57	5.56	14%
Cert.Coach	39	4.84	41	5.48	13%
PDP	3	4.90	14	5.25	7%
CA-R			5	6.19	

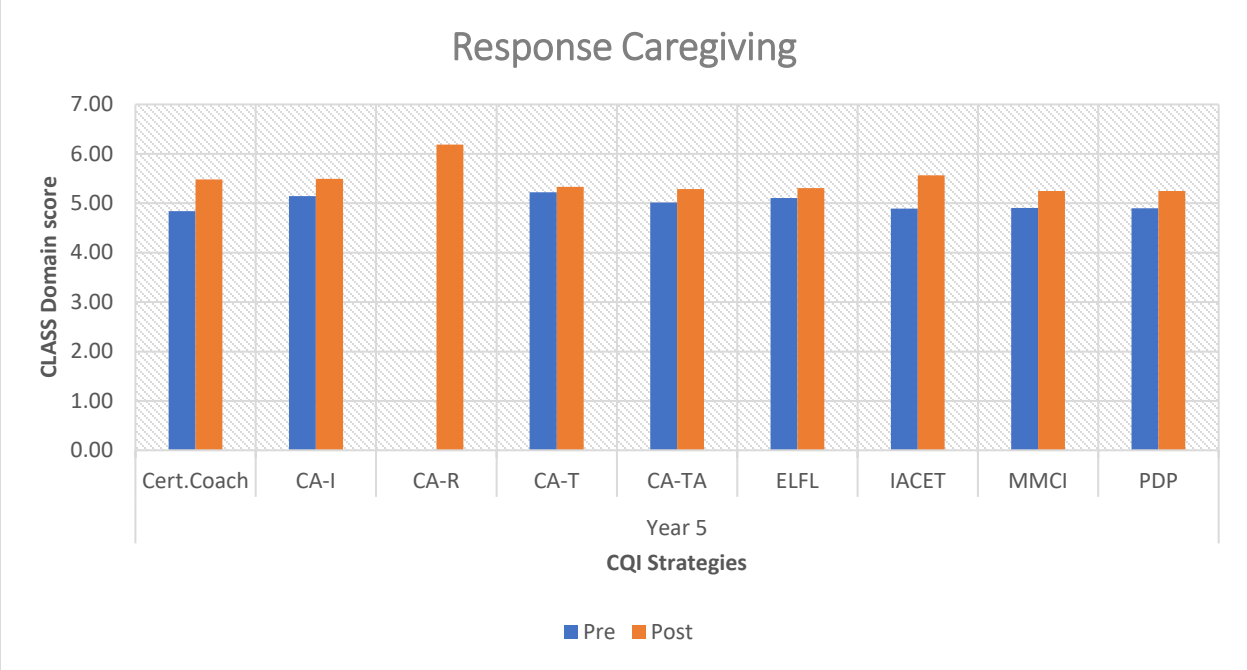


Figure 18. *Average CLASS® domain scores and related gains in Year 5 by CQIs—Infant: Response Caregiving*

Toddler: Emotional and Behavioral Support

Table 44. Average CLASS® domain scores and related gains in Year 5 by CQIs—Toddler: Emotional and Behavioral Support (sorted by selection of CQIs from highest to lowest)

CQI	Pre		Post		Gain (%)
	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	**181**	**5.54**	**479**	**5.71**	**3%**
MMCI	**317**	**5.08**	**401**	**5.43**	**7%**
CA-T	**271**	**5.48**	**344**	**5.52**	**1%**
ELFL	**129**	**5.43**	**265**	**5.55**	**2%**
CA-TA	**52**	**5.55**	**148**	**5.53**	**0%**
IACET	**63**	**5.28**	**125**	**5.58**	**6%**
Cert.Coach	**69**	**5.23**	**113**	**5.63**	**8%**
PDP	19	5.48	47	5.97	9%
CA-R	1	6.56	26	6.34	-3%

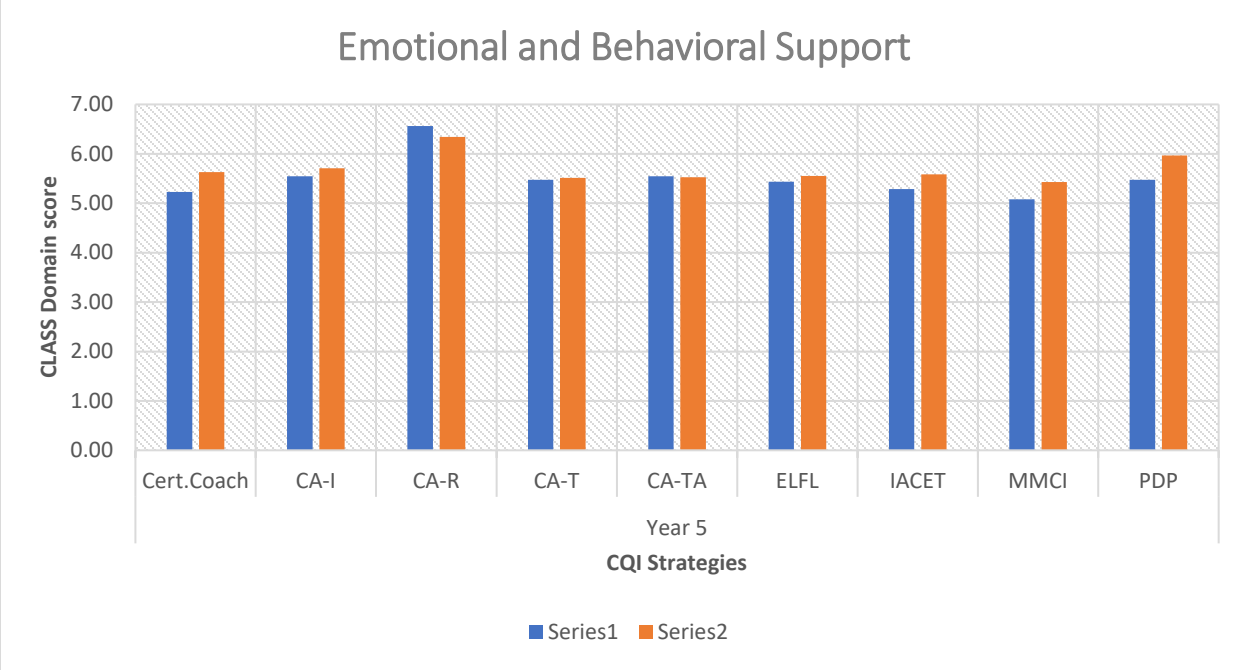


Figure 19. *Average CLASS® domain scores and related gains in Year 5 by CQIs—Toddler: Emotional and Behavioral Support*

Toddler: Engaged Support for Learning

Table 45. *Average CLASS® domain scores and related gains in Year 5 by CQIs—Toddler: Engaged Support for Learning (sorted by selection of CQIs from highest to lowest)*

CQI	Pre		Post		Gain (%)
	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	**181**	**3.82**	**479**	**3.90**	**2%**
MMCI	**317**	**3.12**	**401**	**3.46**	**11%**
CA-T	**271**	**3.41**	**344**	**3.53**	**4%**
ELFL	**129**	**3.49**	**265**	**3.64**	**4%**
CA-TA	**52**	**3.75**	**148**	**3.63**	**-3%**
IACET	**63**	**3.38**	**125**	**3.87**	**14%**
Cert.Coach	**69**	**3.41**	**113**	**3.69**	**8%**
PDP	19	3.82	47	4.09	7%
CA-R	1	5.67	26	5.09	-10%

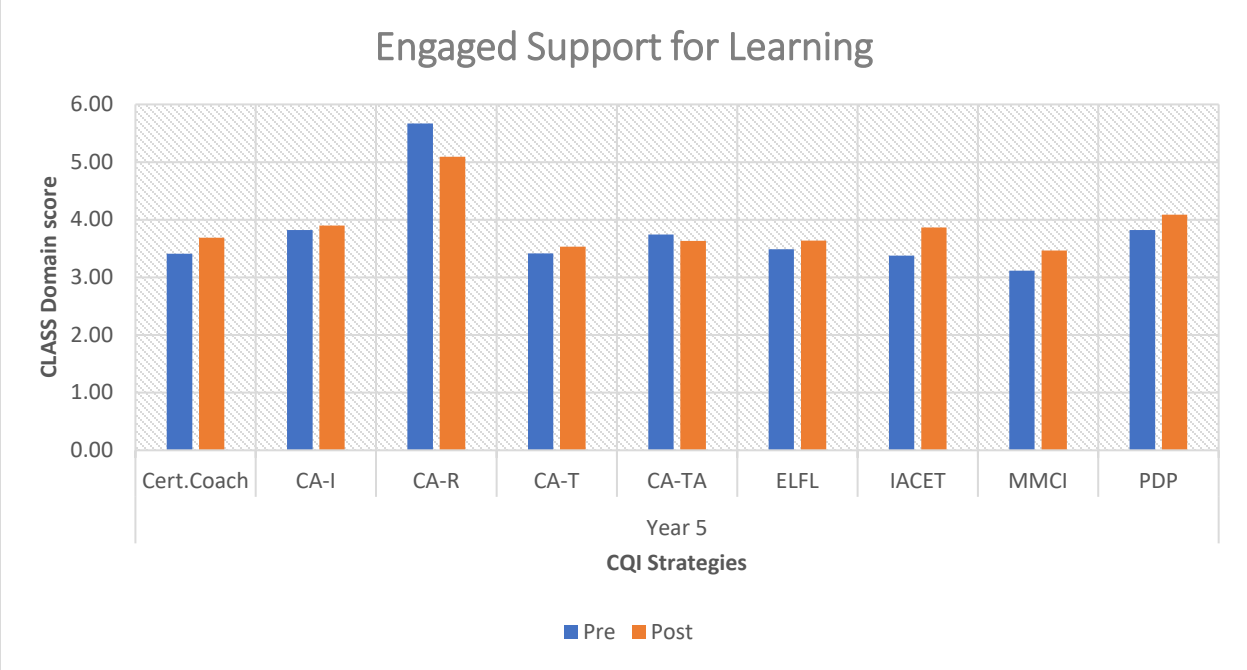


Figure 20. *Average CLASS® domain scores and related gains in Year 5 by CQIs—Toddler: Engaged Support for Learning*

PreK: Classroom Organization

Table 46. *Average CLASS® domain scores and related gains in Year 5 by CQIs—PreK: Classroom Organization (sorted by selection of CQIs from highest to lowest)*

CQI	Pre		Post		Gain (%)
	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	**244**	**5.50**	**592**	**5.61**	**2%**
MMCI	**336**	**4.97**	**463**	**5.38**	**8%**
CA-T	**276**	**5.44**	**375**	**5.56**	**2%**
ELFL	**184**	**5.22**	**361**	**5.51**	**6%**
CA-TA	**77**	**5.27**	**201**	**5.41**	**3%**
IACET	**56**	**5.28**	**148**	**5.49**	**4%**
Cert.Coach	**102**	**5.31**	**143**	**5.66**	**7%**
PDP	17	5.61	27	5.55	-1%
CA-R	2	6.38	19	6.18	-3%

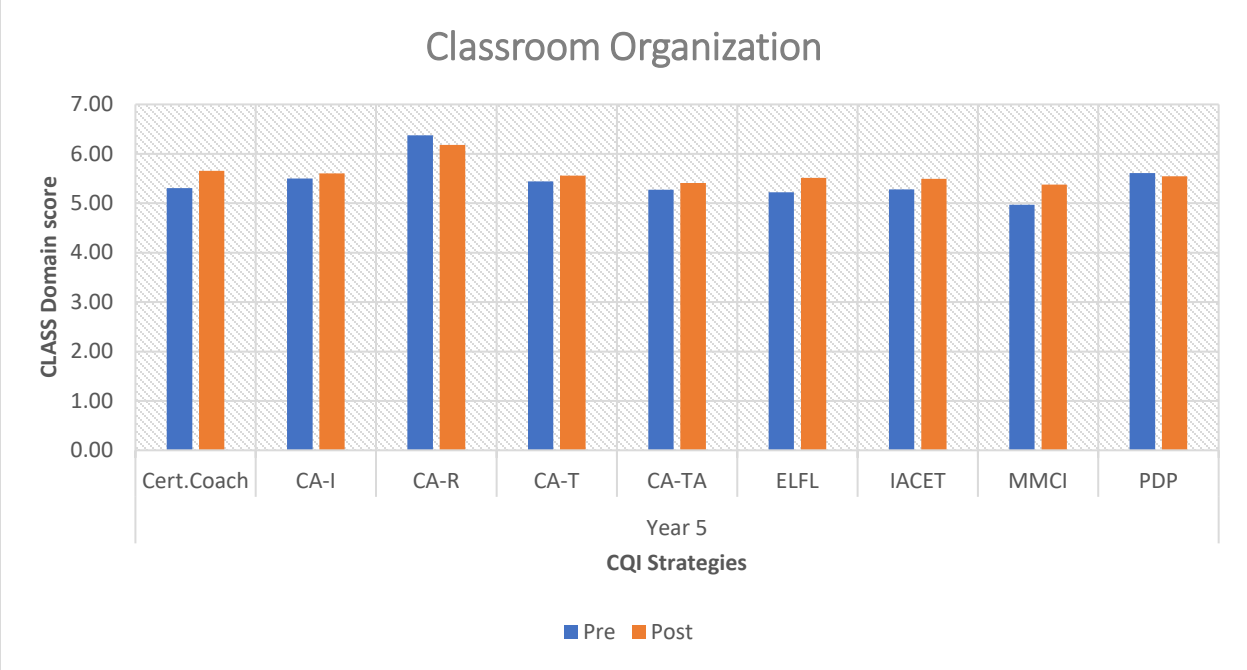


Figure 21. *Average CLASS® domain scores and related gains in Year 5 by CQIs—PreK: Classroom Organization*

PreK: Emotional Support

Table 47. *Average CLASS® domain scores and related gains in Year 5 by CQIs—PreK: Emotional Support (sorted by selection of CQIs from highest to lowest)*

CQI	Pre		Post		Gain (%)
	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	**244**	**5.73**	**592**	**5.86**	**2%**
MMCI	**336**	**5.18**	**463**	**5.66**	**9%**
CA-T	**276**	**5.65**	**375**	**5.81**	**3%**
ELFL	**184**	**5.54**	**361**	**5.74**	**4%**
CA-TA	**77**	**5.54**	**201**	**5.69**	**3%**
IACET	**56**	**5.63**	**148**	**5.75**	**2%**
Cert.Coach	**102**	**5.49**	**143**	**5.85**	**7%**
PDP	17	6.07	27	5.85	-4%
CA-R	2	6.58	19	6.48	-2%

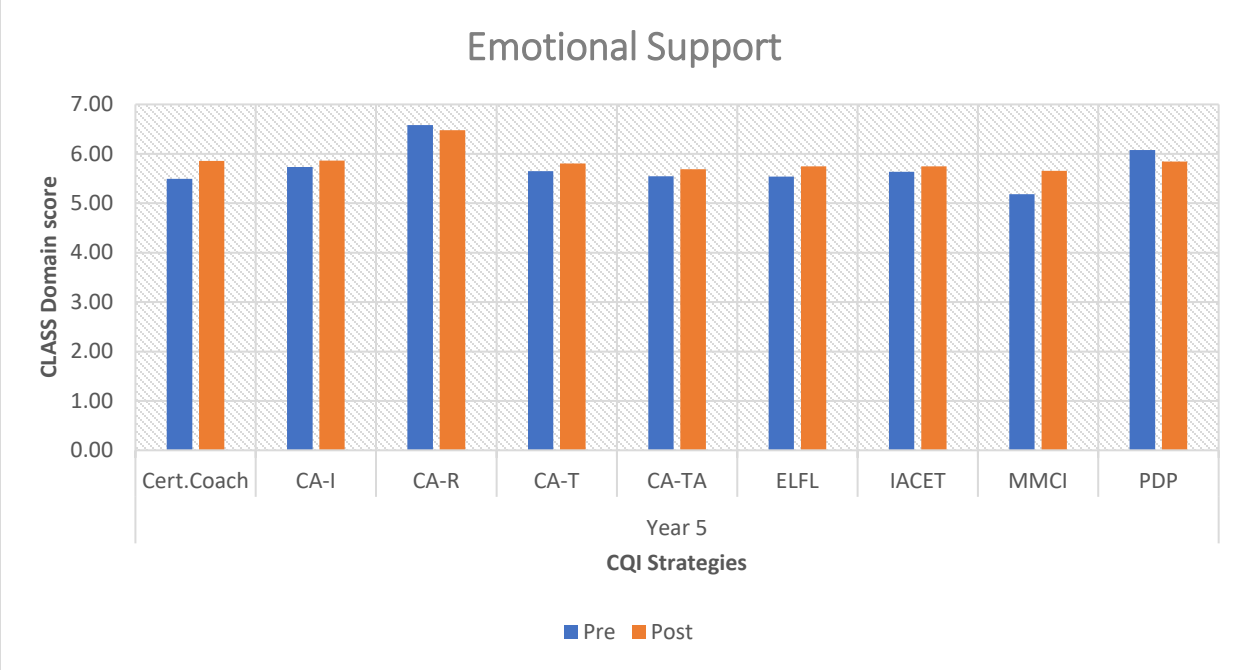


Figure 22. *Average CLASS® domain scores and related gains in Year 5 by CQIs—PreK: Emotional Support*

PreK: Instructional Support

Table 48. *Average CLASS® domain scores and related gains in Year 5 by CQIs—PreK: Instructional Support (sorted by selection of CQIs from highest to lowest)*

CQI	Pre		Post		Gain (%)
	NO. classroom	Mean score	NO. classroom	Mean score	
CA-I	**244**	**3.41**	**592**	**3.42**	**0%**
MMCI	**336**	**2.46**	**463**	**3.11**	**27%**
CA-T	**276**	**2.82**	**375**	**3.19**	**13%**
ELFL	**184**	**3.06**	**361**	**3.36**	**10%**
CA-TA	**77**	**3.07**	**201**	**3.23**	**5%**
IACET	**56**	**3.09**	**148**	**3.33**	**8%**
Cert.Coach	**102**	**2.90**	**143**	**3.33**	**15%**
PDP	17	3.46	27	3.18	-8%
CA-R	2	5.50	19	4.31	-22%

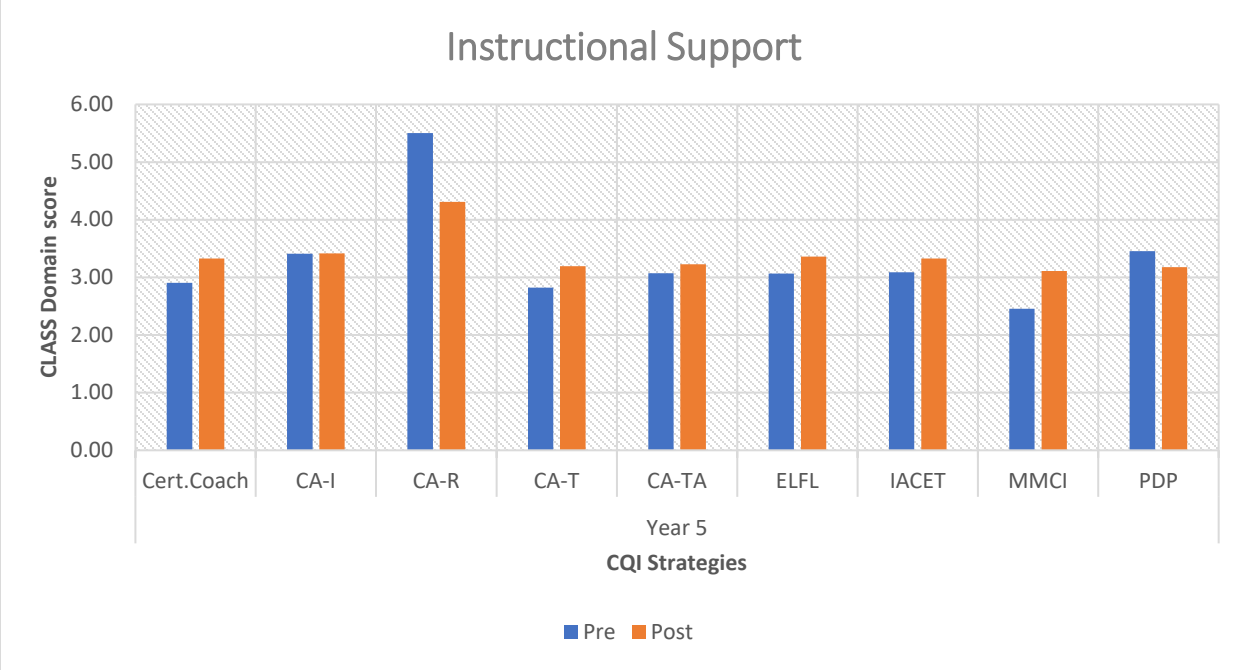


Figure 23. *Average CLASS® domain scores and related gains in Year 5 by CQIs—PreK: Instructional Support*

Most Impactful CQI by Quality Tier

Tier 1 providers

Table 49. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 1 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 1	MMCI	59	2.61	84	4.19	61%
	ELFL	13	3.31	24	3.55	7%
	Cert.Coach	3	2.36	3	4.78	102%

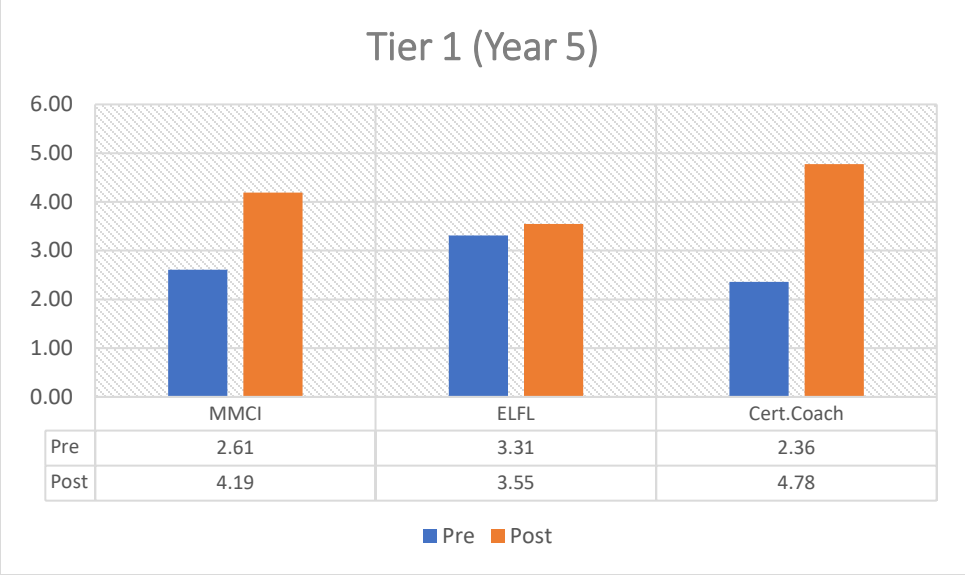


Figure 24. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 1*

Tier 2 providers

Table 50. Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 2 (sorted by the number of classrooms for CQIs)

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 2	MMCI	605	3.56	766	4.37	23%
	ELFL	71	3.57	106	4.33	21%
	Cert.Coach	43	3.49	68	5.20	49%
	IACET	3	3.56	1	4.50	27%

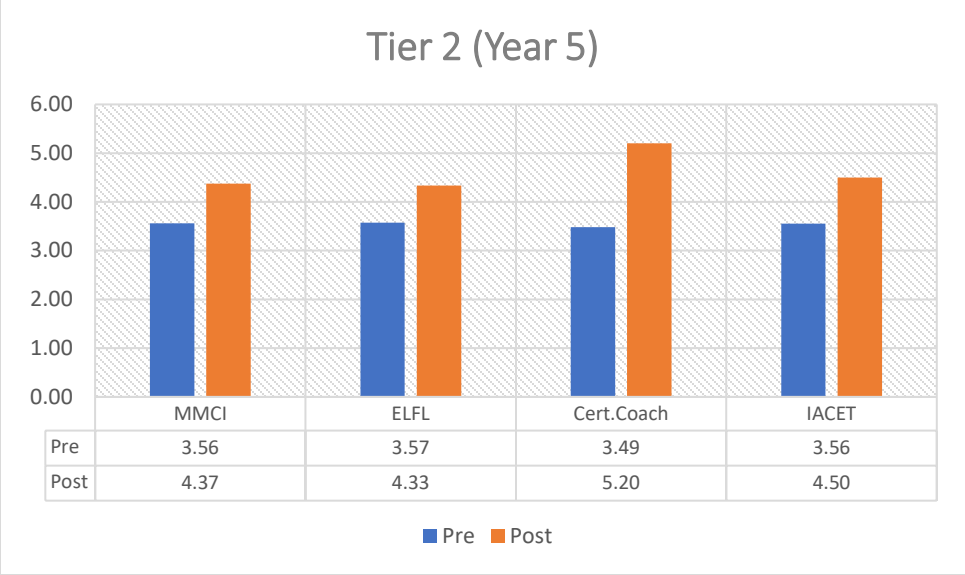


Figure 25. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 2*

Tier 3 providers

Table 51. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 3 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 3	CA-T	1218	4.48	1676	4.75	6%
	CA-I	692	4.47	1532	4.64	4%
	MMCI	856	4.46	1183	4.78	7%
	ELFL	597	4.48	1160	4.67	4%
	CA-TA	261	4.39	658	4.52	3%
	IACET	261	4.46	542	4.65	4%
	Cert.Coach	362	4.51	456	4.76	6%
	PDP	54	4.62	105	4.84	5%

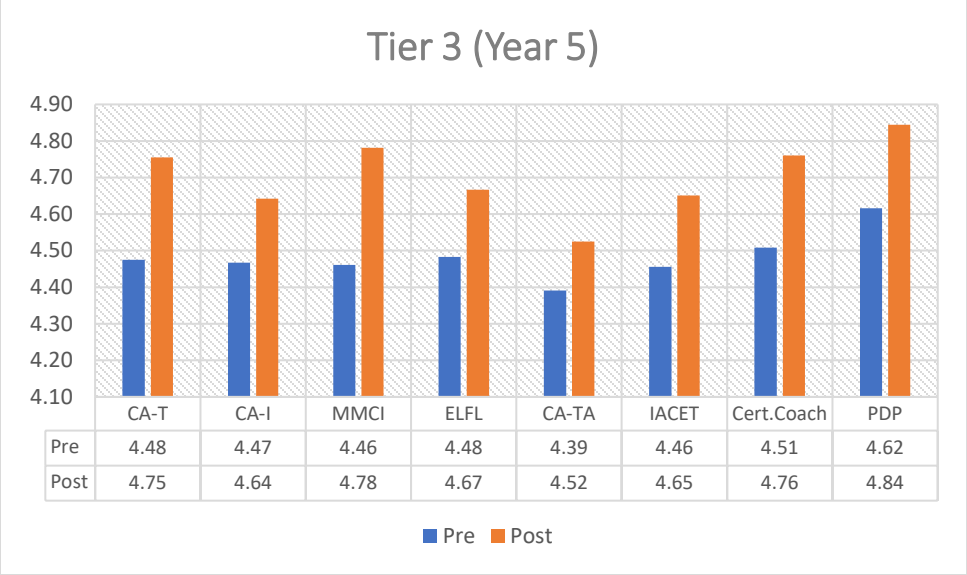


Figure 26. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 3*

Tier 4 providers

Table 52. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 4 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 4	CA-I	437	5.33	1200	5.22	-2%
	ELFL	171	5.44	409	5.37	-1%
	MMCI	289	5.22	353	5.03	-4%
	CA-TA	96	5.38	319	5.23	-3%
	CA-T	285	5.20	289	4.88	-6%
	IACET	46	4.96	184	5.41	9%
	Cert.Coach	73	5.23	167	5.09	-3%
	PDP	36	5.21	82	5.11	-2%

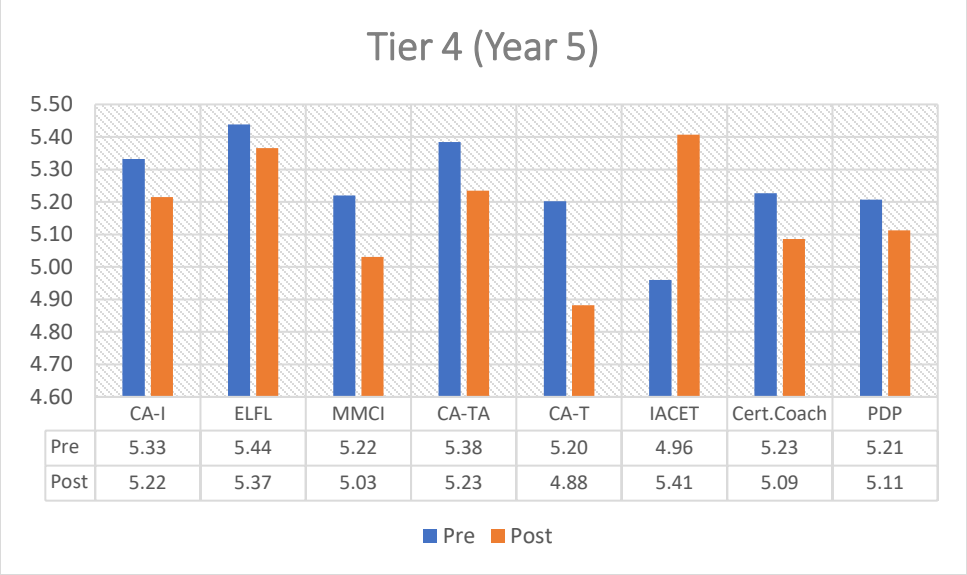
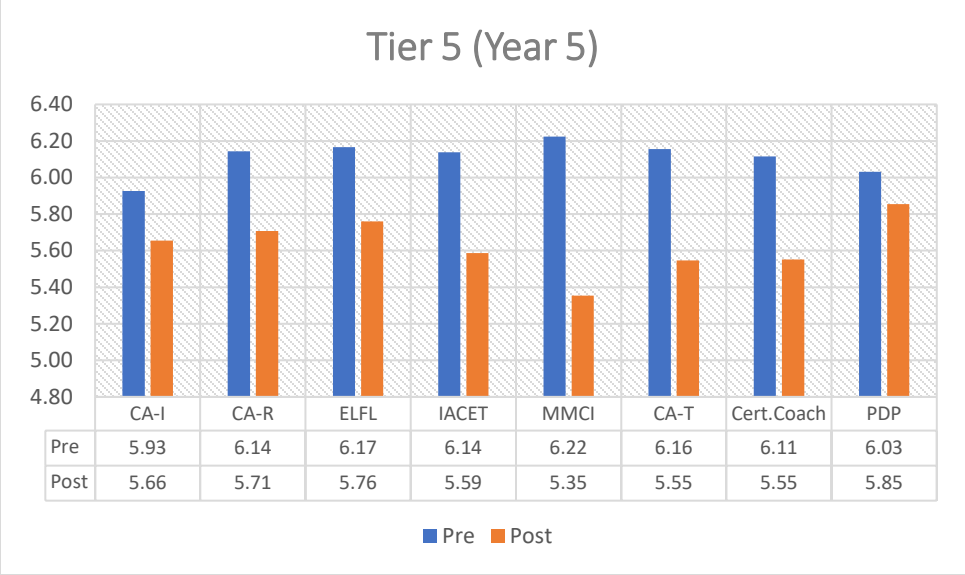


Figure 27. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 4*

Tier 5 providers

Table 53. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 5 (sorted by the number of classrooms for CQIs)*

Tier	CQI	Pre		Post		Gain (%)
		NO. classroom	Mean score	NO. classroom	Mean score	
Tier 5	CA-I	35	5.93	191	5.66	-5%
	CA-R	8	6.14	114	5.71	-7%
	ELFL	6	6.17	31	5.76	-7%
	IACET	5	6.14	24	5.59	-9%
	MMCI	14	6.22	21	5.35	-14%
	CA-T	11	6.16	19	5.55	-10%
	Cert.Coach	2	6.11	2	5.55	-9%
	PDP	2	6.03	2	5.85	-3%



	CA-I	CA-R	ELFL	IACET	MMCI	CA-T	Cert.Coach	PDP
Pre	5.93	6.14	6.17	6.14	6.22	6.16	6.11	6.03
Post	5.66	5.71	5.76	5.59	5.35	5.55	5.55	5.85

Figure 28. *Average Composite scores of CLASS® for Year 5 by CQI strategies: Tier 5*

*All Year 5 SR Teacher Training course data can be found in Appendix G.

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, 2003; Curby et al., 2009; Mashburn et al., 2008; Pianta, Barnett, Burchinal, & Thornburg, 2009; Sabol, Hong, Pianta & Burchinal, 2014). For example, The NICHD Study of Early Child Care and Youth Development (2000) 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, 2000). 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.

Research on Effective Early Childhood Interventions for Children at Development Risk

The national debate about preventing school failure for young children at developmental risk has renewed interest in the quality, cost, efficacy, and outcomes of early care and education programs in the United States (Bryant & Maxwell, 1997; Christian, Morrison, & Bryant, 1998; Clifford, Peisner-Feinberg, Culking, Howes, & Kagan, 1998; Gill & Reynolds, 2000; NICHD, 1999). The accumulated research results of 30 years of studies in early childhood intervention indicate clearly that young children at developmental risk from impoverished circumstances face progressive declines in their patterns of developmental, behavioral, and learning skills and an early and continuing future of school failure in the absence of structured early care and education experiences which can enhance developmental and early school success (Barnett,

1995; Bryant & Maxwell, 1997; Campbell & Ramey, 1995; Farran, 2000; Marcon, 1999; Schweinhart & Weikart, 1997).

Much interest and debate surrounds the issue of accountability and its assessment in early childhood intervention programs (Bagnato, Neisworth, & Munson, 1997; Meisels, Bickel, Nicholson, Xue, & Atkins-Burnett, 2001). Advocates in the fields of early childhood and early intervention eschew the tendency to extend downward both the academic standards and traditional testing methods that pervade school-age practices. Ramey and Ramey (1998) summarized the major experimental studies in the fields of early childhood education and early intervention since the early 1970s that have resulted in measurable beneficial outcomes for children at developmental risk. From their analysis, they extracted seven common elements of effective intervention programs that have been associated with initial and long-term positive outcomes for children and families. The seven core features are: (1) longitudinal interventions starting in infancy and monitored through functional benchmarks; (2) intensive, comprehensive, and individualized programs and supports; (3) integral parent program participation; (4) high program quality and frequent monitoring; (5) direct child interventions; (6) community-directed programs and integrated services; and (7) follow-through of child and family supports and program evaluation into the primary grades.

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), 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):

- Teachers experience effective professional development.
- Professional development increases teachers' knowledge and skills and/or changes attitudes and beliefs.
- Teachers use their new knowledge, skills, attitudes and beliefs to improve the content of their instruction or their approach, or both.
- 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:

1. Early childhood education programs that are characterized by stimulating and supportive teacher-child interactions in classroom settings promote children's learning and school readiness;
2. Common elements of effective intervention programs that have been associated with initial and long-term positive outcomes for children and families at developmental risk must be incorporated throughout improvement initiatives, including intensive, comprehensive, and individualized programs and supports; integral parent program participation; high program quality and frequent monitoring; and direct child interventions quality teaching plays an immense role in children's early learning development;
3. 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
4. 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: 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 TS 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 (PreK) 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-PreK 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.

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.

Provider Associations: Organizations that support leadership development for child care providers by offering access to resources and opportunities for collaboration, training, accreditation.

Appendix D. Year 5 Provider Contract

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 Elective 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 elective child assessment implementation for tiers 3, 4 and 5, the Provider will also receive additional compensation at the rate designated for the participation tier checked on Contract page 1, section 7. Provider Compensation, Elective Child Assessment Implementation Compensation differential, contingent upon successful implementation of child assessment per Contract requirements.

2.5. The Elective 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. 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

ELECTIVE STRATEGIES FOR ADDITIONAL COMPENSATION			Benchmark Window		
Check options	Strategy/Deliverables	Evidence of Completion	1 Contract start date – 1/31/19	2 2/1/19 – 3/31/19	3 4/1/19 – 6/30/19
	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 ELPFP 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 ELPFP system by the due date and approved by the ELC.	X		
☐	**9. TIER 5 PROVIDER ACCELERATED CHILD ASSESSMENT TRAINING**				
	If the Tier 5 provider selected to implement child assessments, each instructor/director without a certificate of reliability, must complete all the child assessment training deliverables by the end of benchmark 1:				
	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 ELPFP 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 ELPFP system by the due date and approved by the ELC.	X		

NO STRATEGY OR ELECTIVE SELECTED – TIER 4 AND TIER 5 PROVIDERS			Benchmark Window		
Check options	Strategy/ Deliverables	Evidence of Completion	1 Contract start date – 1/31/19	2 2/1/19 – 3/31/19	3 4/1/19 – 6/30/19
☐	**10. NO STRATEGY OR ELECTIVE 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

STRATEGIES			Benchmark Window		
			1	2	3
Check options	Strategy/ Deliverables	Evidence of Completion	Contract start date – 1/31/19	2/1/19 - 3/31/19	4/1/19 - 6/30/19
	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 ELPFP system by the due date and approved by the ELC.			X

ELECTIVE STRATEGIES FOR ADDITIONAL COMPENSATION			Benchmark Window		
			1	2	3
Check options	Strategy/Deliverables	Evidence of Completion	Contract start date – 1/31/19	2/1/19 – 3/31/19	4/1/19 – 6/30/19
☐	**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
☐	**8. TIER 3 OR 4 PROVIDER ACCELERATED CHILD ASSESSMENT TRAINING**				
	If the Tier 3 or 4 provider elected to implement child assessments, each instructor/director without a certificate of training completion and reliability testing results, must complete the following child assessment training deliverables by the end of benchmark 1:				

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

STRATEGIES			Benchmark Window		
Check options	Strategy/ Deliverables	Evidence of Completion	1 Contract start date – 1/31/19	2 2/1/19 - 3/31/19	3 4/1/19 - 6/30/19
☐	**5. CERTIFIED COACHING VISITS**				
	Initial consultation visit with ELC to schedule 20 hours of coaching sessions with each participating classroom.	Attestation in the ELPFP 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		
	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 ELPFP 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 ELPFP system by the due date and approved by the ELC.			X
☐	**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 ELPFP 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 ELPFP 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 ELPFP system by the due date and approved by the ELC.			X
☐	**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 ELPFP 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 ELPFP system by the due date and approved by the ELC.		X	

PROVIDER CONTRACT
EARLY LEARNING PERFORMANCE FUNDING PROJECT

STRATEGIES			Benchmark Window		
Check options	Strategy/ Deliverables	Evidence of Completion	1 Contract start date – 1/31/19	2 2/1/19 - 3/31/19	3 4/1/19 - 6/30/19
	Completion of at least twenty (20) hours of Pre-K MMCI or 24 hours if I/T MMCI training by each participating instructor/director listed in the Instructor/Director Roster.	Teachstone certificate of Completion for 20 total hours Pre-K or 24 total hours (I/T) of MMCI for each participating instructor/director, uploaded by the Provider into ELPFP system by the due date and approved by the ELC.			X
☐	**3. SR TEACHER TRAINING**				
	Register each participating instructor/director for Course 1	Course 1 registration for each participating instructor director uploaded by the Provider into ELPFP system by the due date and approved by the ELC.	X		
	Each participating instructor/director successfully completes and masters Course.1.	Course 1 certificate of mastery for each participating instructor director, uploaded by the Provider into the ELPFP system by the due date;		X	
	Course 2 registration for each participating instructor director, uploaded by the Provider into ELPFP system by the due date and approved by the ELC.	Course 2 registration for each participating instructor director, uploaded by the Provider into ELPFP system by the due date and approved by the ELC.		X	
	Each participating instructor/director completes and masters Course 2.	Course 2 certificate of mastery for each participating instructor director, uploaded by the Provider into the ELPFP system by the due date and approved by the ELC.			X
☐	**4. PROFESSIONAL DEVELOPMENT**				
	Each instructor/director created a Registry account and generated a professional development plan in the statewide professional development (PD) registry system	A PD plan for each of the Provider's participating instructors/directors, uploaded by the Provider into ELPFP system by the due date and approved by the ELC. Each PD plan shall indicate the training/credential/specialization/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 ELPFP Professional Development Progress Document, uploaded by the Provider into ELPFP 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 ELPFP Professional Development Progress Document, uploaded by the Provider into ELPFP system by the due date and approved by the ELC.			X

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 Elective Strategies indicated with an "X" in the first columns.

ADMINISTRATIVE TASKS			Benchmark Window			
Check options	Strategy/Deliverables	Evidence of Completion	Startup Within 16 days after Contract execution date	1 Contract execution - 1/31/19	2 2/1/19 - 3/31/19	3 4/1/19 - 6/30/19
X	**1. ELPFP SYSTEM TASKS**					
	Confirm or update the initial Classroom List 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 Instructor/Director Roster 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

STRATEGIES			Benchmark Window		
Check options	Strategy/ Deliverables	Evidence of Completion	1 Contract start date – 1/31/19	2 2/1/19 - 3/31/19	3 4/1/19 - 6/30/19
☐	**2. MMCI**				
	Verify purchase of MMCI Participant Kits 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.	Within 16 days after Contract execution date		
	Completion of at least two (2) hours of Pre-K MMCI 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	

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10.3. 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.

11. 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.

12. ELC Responsibilities

12.1. 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:

12.1.1. Provide or arrange for MMCI training for the Provider's participating instructors/directors appropriate to the care levels of their assigned classrooms.

12.1.2. Validate the Provider's required staff professional development progression for each benchmark.

12.1.3. 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.

12.1.4. 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.

12.1.5. Communicate in writing to Provider by the deadlines listed in section D. Deliverables the SR Teacher Training course one and course two registration information, course start dates and course end dates.

12.2. The ELC agrees to:

12.2.1. 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 ELPFP system for each benchmark, as they occur.

12.2.2. Communicate and follow up with the Provider regarding project timelines, timeliness and any missing deliverables documentation.

12.2.3. Monitor any corrective actions submitted by the Provider resulting from non-performance of required tasks and deliverables.

12.2.4. Be available to meet with the Provider staff as needed to keep the Provider informed about ongoing project activities.

12.2.5. 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.

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7.1. **Confirm Classroom List Information**
  7.1.1. The Provider shall validate or update the initial Classroom List in the ELPFP system. The Classroom List shall include all of the Provider's participating classrooms (infant through kindergarten entry). 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 ELPFP System**
  7.2.1. The Provider shall verify or update the system-required information for participating instructors/directors s.
  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. Delinquent Deliverables
8.1. Project deliverables are considered delinquent the first business day following the deliverable due date. For any delinquent deliverables, the ELPFP system will send a delinquent deliverable notification to the Provider the first business day following the deliverable due date.
8.2. If the Provider has not submitted its deliverables into the ELPFP system by the due date, the ELC will apply financial consequences and suspend the Provider's differential payments (service days following receipt of notification shall be considered non-reimbursable) and the ELC will:
  8.2.1. Notify the Provider in writing describing any denied or missing deliverables by the end of the second business day following the benchmark due date.
  8.2.2. Determine whether the ELC will grant the Provider an extension of the deliverable due date due to extenuating circumstances.
  8.2.3. Determine whether the Provider meets the minimum substantial completion threshold and is still eligible to participate in the ELPFP.
  8.2.4. Determine whether the ELC will issue to the Provider a request for corrective action.
  8.2.5. Determine whether ELC will terminate the Provider's contract for non-compliance.

9. Contract Termination
9.1. 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.
9.2. Termination of this Contract shall occur immediately following the termination of the SR Contract.
9.3. 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.

10. Notification of change in participating providers
10.1. 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.
10.2. 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.

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Roster Finalization. Eligible Tier 5 providers have a majority of instructors/directors who are currently reliable on the chosen child assessment instrument prior to contract execution. The supporting documentation for these instructors/directors must be uploaded in the ELPFP system during Roster Finalization. Instructors/directors in any tier who do not meet the requirements must complete them by the end of benchmark 1.

If the Provider has selected Child Assessment Implementation:

6.7.1. Any of the Tier 3 or Tier 4 Provider's instructors/directors that have not completed child assessment training and reliability testing prior to contract execution or who cannot provide proof of previously completed training and reliability testing must do so during the contract term before administering a child assessment on their assigned birth-through-kindergarten entry SR children. See section D. Tasks and Deliverables Schedule, subsection 8. Tier 3 OR 4 Provider Accelerated Child Assessment Training and subsection 9. Tier 5 Provider Accelerated Child Assessment Training.

6.7.2. Once the Provider's instructors/directors have completed child assessment training and reliability testing, the Provider shall submit in the ELPFP system a certificate of completion and reliability test results.

6.7.3. Any of the Tier 5 Provider's instructors/directors that are not certified reliable prior to contract execution or who cannot provide proof of certification of reliability must do so during the contract term before administering a child assessment on their assigned birth-through-kindergarten entry SR children.

6.7.4. Once the Provider's instructors/directors have completed reliability certification, the Provider shall upload in the ELPFP system a certificate of reliability for the instructors/directors.

6.7.5. 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 – Child Assessment Forms and Exhibits. Confirmation of an existing active subscription that is valid through the contract term satisfies this requirement.

6.7.6. The Provider's child assessment subscription shall include a slot for each enrolled birth through kindergarten entry SR child at the Provider.

6.7.7. To confirm purchase, the Provider shall upload into the ELPFP system receipts or other proof of purchase for registration or existing license.

6.7.8. The Provider shall submit in the ELPFP 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.

6.7.9. The Provider's instructors/directors shall administer a child assessment to each enrolled SR birth-through-kindergarten entry child at the dosage and per the due dates listed in section D – Deliverables.

6.7.10. 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 ELPFP 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 ELPFP system at http://earlylearningpfp.fldoe.org/ and complete the following:

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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.

6.6. **Child Assessment Training – Tier 3**

This is a required Tier 3 strategy. Providers in other tiers may elect to participate in the Child Assessment Training 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 – Child Assessment Forms and Exhibits. 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 ELPFP 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 ELPFP 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 ELPFP system by the due date listed in section D. Deliverables.

6.6.7. The Provider must submit in the ELPFP 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**

Eligible providers may choose to implement child assessments on each birth through kindergarten entry SR child for an additional differential. Eligible Tier 3 and Tier 4 providers have a majority of instructors/directors who have completed child assessment training and tested for reliability prior to contract execution. The supporting documentation for these instructors/directors must be uploaded in the EPFP system during

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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.

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/specialization/degree they will make progress toward completing. 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. Each participant is required to successfully complete the Trauma Informed Care for Child Care Course in the Department of Children and Families Child Care Training System as part of the foundational training per the benchmark schedule in section D. Deliverables.

6.3.5. The Provider's instructors/directors shall upload into the ELPFP system attestation of progress for their chosen credential/certification/specialization/degree per the benchmark schedule in section D. Deliverables.

6.3.6. 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/specialization/degree or training provider.

6.3.7. The Provider shall upload documentation that demonstrates each participating instructor/director made the required progress for the benchmark period in their professional development plan.

6.3.8. See Attachment B – Professional Development 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 per classroom.

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.

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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 elective 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. The Provider agrees to purchase an MMCI kit for each participating instructor/director. The ELC will provide the Provider with information about where it can purchase MMCI kits. MMCI Kits are not re-usable or shareable and must be purchased new each contract year. The Provider must purchase MMCI Kits for participating instructors/directors no later than 16 days after contract execution date.

6.1.2. The Provider shall require participating instructors/directors to complete MMCI training. The Provider shall register for MMCI trainings with the ELC and schedule time for participating instructors/directors to participate in ELC-provided MMCI training.

6.1.3. 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.

6.1.4. 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.

6.1.5. 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. **School Readiness (SR) Teacher Training**
If the Provider has selected SR Teacher Training courses:

6.2.1. The Provider's participating instructors/directors are required to complete and pass two (2) courses by the due dates listed in section D – Deliverables.

6.2.2. Each course has a specific start and end date.

6.2.3. Prior to the course registration deadline, the Provider will receive course registration information from the ELC based on the participating instructor's /director's classroom care level (infant/toddler or preschool).

6.2.4. To confirm registration, the Provider shall upload a screenshot from the contracted vendor's Learning Management System (LMS) for each participating instructor/director in the ELPFP System indicating all instructors/directors assigned the strategy have registered for training.

6.2.5. Participating instructors/directors shall, by the due date listed in section D. Deliverables, upload into the ELPFP system a Certificate of Mastery from the contracted vendor's system as evidence of completion for each course passed.

6.3. **Professional Development**

6.3.1. If the Provider has selected Professional Development, 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.

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Selection	Strategy	Applicable Tiers	Description (summary)
Initials			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. *Note: 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 benchmark 1 and before administering a child assessment on their assigned birth through kindergarten entry SR children. See section D. Tasks and Deliverables Schedule, section 8. Tier 3 or 4 Provider Accelerated Child Assessment Training.
☐ Provider Initials	Child Assessment Implementation*	5 (elective)	The Provider shall conduct child assessment at two required checkpoints on all birth through kindergarten entry 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. *Note: Any of the Provider's instructors/ directors that are not reliable prior to contract execution must attain reliability during benchmark 1 and before administering a child assessment on their assigned birth through kindergarten entry SR children. See section D. Tasks and Deliverables Schedule, section 9. Tier 3 OR 4 Provider Accelerated Child Assessment Training.

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

Selection	Strategy	Applicable Tiers	Description (summary)
☐ Provider Initials	Provider elects to not participate in any CQI strategies or Child Assessment Implementation	4, 5	Tier 4 or Tier 5 Provider will not participate in any CQI strategy or elective 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.

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

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– Tiers 4 and 5 only. See OEL Program Guidance 420.01 – Early Learning Performance Funding Project for additional information regarding required and elective 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)
☐ _____ Provider Initials	MMCI Training	1, 2 (required) 3, 4, 5 (elective)	Required for all Tier 1 and Tier 2 Providers, unless previously completed. For the Tier 1 and Tier 2 Provider's participating instructors/ directors that have previously completed MMCI training, the Provider shall select School Readiness (SR) Teacher Training.
☐ _____ Provider Initials	SR Teacher Training	1, 2 (required) 3, 4, 5 (elective)	Each participating instructor/director at the Provider will complete two SR Teacher Training courses.
☐ _____ Provider Initials	Professional Development	ALL (elective)	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 toward the chosen certificate, credential, degree or specialization.
☐ _____ Provider Initials	Certified Coaching Visits	ALL (elective)	Each participating classroom will participate in 20 hours of certified coaching provided by the ELC or its delegate.
☐ _____ Provider Initials	20-hours of IACET or OEL-approved training	ALL (elective)	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 Initials	Child Assessment Training	3 (required) 1,2, 4, 5 (elective)	Each of the Provider's participating instructors/directors shall complete the child assessment publisher's training and reliability testing.

5.4. **Elective Strategies for Tiers 3, 4, 5 for Additional Compensation**

Selection	Strategy	Applicable Tiers	Description (summary)
☐ _____ Provider	Child Assessment Implementation*	3, 4 (elective)	The Provider shall conduct child assessment at two required checkpoints on all birth through kindergarten entry SR children in the Provider's

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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 elective 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 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 Providers composite CLASS score.

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; Elective Strategies for Tiers 3, 4, 5 for additional compensation; and No CQI Strategy Participation

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22. **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 Program, CCEP Program and the VPK Education Program.
23. **Participating classroom** – An infant-to-kindergarten entry classroom at a participating provider with a participating instructor.
24. **Participating instructor/director** – The director of the provider and the instructor for each infant to kindergarten entry classroom.
25. **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.
26. **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 ELPFP.
27. **School Readiness Child (SR Child)** – A child attending a child care provider through the school readiness program.
28. **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.
29. **School Readiness Teacher Training** – Online/blended professional development offered though the statewide learning system for early learning professionals.
30. **SSIS** – The OEL Single Statewide Information System.
31. **Statewide Registry (Registry)** – The information technology solution integrating the Florida Career Pathway that tracks and supports competency-based career development.
32. **Substantial completion** – A numerical comparison between the number of instructors/directors at a provider that have successfully completed each benchmark deliverable by the due date (or extension period) and the total number of instructors/directors at the provider.
33. **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.
34. **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 ELPFP provider's CLASS composite score and individual classroom improvement plans used as the basis for TA visits with participating ELPFP 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:

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.

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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 Performance Funding Project (ELPFP; 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.
15. **ELPFP System** – Web-based application used by OEL, the ELCs, and participating ELPFP Providers for submitting and verifying deliverables required under the terms and conditions of the contract. See http://earlylearningpfp.fldoe.org/.
16. **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.
17. **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.
18. **Inactive** – Non-participating status indicator in the ELPFP system for ELPFP providers, instructors/directors and classrooms determined by the ELC to be non-participating.
19. **Instructor/Director Roster (Roster)** – List of participating instructors/directors, their credentials and training entered into the ELPFP Web-based form application by the Provider.
20. **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 observation instrument describes. MMCI is a training component of CLASS developed by the authors of CLASS, Teachstone Training, LLC.
21. **MMCI Participant Kit** – A training package required for ELPFP 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.

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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 2018-19 General Appropriations Act, Specific Appropriation 84 of Chapter 2018-9, Laws of Florida establishes the provisions for the project.
4. **Funding**
   The Child Care and Development Block Grant funds this project through the Florida 2018-19 General Appropriations Act, Specific Appropriation 84 of Chapter 2018-9, 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 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:

OEL SSIS Care Level	CLASS
Infant	Infant 0-18 months
1-Year-Olds	Toddler > 18 months to 36 months
2-Year-Olds	
3-Year-Olds	Pre-k > 36 months – 72 months
Pre-K	

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. 8. Delinquent Deliverables.

4.7. In the event that during the Contract period OEL determines that available project funding would support optional performance compensation or annualization adjustments, such compensation will be in accordance with Program Guidance 420.01 – Early Learning Performance Funding Project, Attachment 3 – ELPFP Contract Guide, Compensation and Funding.

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	• 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	• 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	• 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.

Appendix E: Description of CQI Strategies and Quantitative Measurements

Description of Year 5 ELPFP Continuous Quality Improvement (CQI) strategies

For the Year 5 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 Assessments 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: TS GOLD®; Galileo by Assessment Technology Incorporated (ATI), and the Child Observation Record (COR) by HighScope 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 TS 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 TS GOLD® based on provider reports and feedback from participant surveys (Rodgers et al., 2016).

- *Teaching Strategies GOLD®* (TSG). TS 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 TS 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 TS GOLD® assessment results with instruction. For Assessment Technology Incorporated (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: DCF Child Care Introductory Training Option—Part 1 and Part II
- Option 2: Staff Credential Option (certificate of completion)
- Option 3: Advanced Credential Option (certificate of completion)
- Option 4: Formal EC Degree Option (at least six hours of college coursework)
- Option 5: 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 5 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.

IACET or OEL- approved training provided by Early Learning Coalitions

In order to tailor professional development to more local quality initiatives, the Year 5 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).

Description of Y2-5 Quantitative Measures

The Classroom Assessment Scoring System (CLASS®)

The Classroom Assessment Scoring System (CLASS®) measures the quality of teacher-child interactions. CLASS® pre- and post- observations assessed 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).

The Bracken Basic Concept Scale-Third Edition (BSRA-3; Bracken, 2006)

The Bracken Basic Concept Scale, School Readiness Composite, Third Edition (BSRA-3) is a test of basic school readiness skills. Because this instrument was used to validate GOLD® data, only the school readiness composite was used for this evaluation. The BSRA-3 also has a Spanish adaptation version for use with children for home Spanish is their home or dominant language. The School Readiness Composite areas of basic skills such as colors, letters/sounds, numbers/counting, sizes/comparisons, and shapes.

Teaching Strategies GOLD® Observational Child Data

Teaching Strategies GOLD® (TSG) was used as a measure of child outcomes for this study based on research showing this system to be a well-validated assessment tool (Kim, Lambert & Burts, 2013; Lambert, Kim, & Burts, 2015) and was already being used by the providers within several ELCs. Therefore, data was available on child outcomes for a large sample of children without any additional costs of data collection. TSG is an observation-based teacher rating 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).

The Preschool Climate of Healthy Interactions for Learning and Development (CHILD)

The Preschool Climate of Healthy Interactions for Learning and Development (CHILD) (Gilliam & Reyes, 2016) was used in conjunction with the CLASS® post observations. The CHILD is an objective observational measure of the social-emotional climate of child care classrooms of preschoolers, providing a greater depth of information in this area than the Emotional Support

domain of the CLASS® alone. It consists of nine dimensions that are comprised of 28 items, rated on a 5-point scale ranging from -2 to +2. The five-point scale is anchored to a mid-point of 0, corresponding to teacher behaviors that are neither undermining nor facilitative to children's development. Negative scores (-1 to -2) correspond to undermining teacher behaviors, and positive scores (+1 to +2) correspond to teacher behaviors that facilitate or promote positive child development. The nine dimensions of the CHILD include Transitions (staff ability to manage transitions efficiently), Directions & Rules (consistent rule-setting and scaffolding of appropriate behaviors), Staff Awareness (staff awareness of surroundings and attunement to children's needs), Staff Affect (staff demonstration of positive facial expressions and body language), Staff Cooperation (positive interactions among staff), Staff-Child Interactions (positive interactions between staff and children), Social & Emotional Learning (staff promotion of social and emotional skills), Individualized & Developmentally Appropriate Pedagogy (child-centered/whole child approach to teaching), and Child Behaviors (positive interactions among children).

Pre-Post Teacher Knowledge Assessments

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.

Appendix F: Year 5 Qualitative Interview Protocols Example

ELPFP Non-Continuing Provider Individual Semi-Structured Interview Protocol (30-60 minutes in person)

Goals:

1. Evaluate the 5th year program implementation of the ELPFP to provide research-based implications and recommendations for continued quality improvement strategies that can meaningfully improve quality across the School Readiness system in Florida. At the provider level, the interview will provide insights to address the following goals:
    a. Illuminate both internal and external challenges to participation in the PFP, specifically highlighting what factors contributed to attrition for non-continuing providers.
    b. Identify supports related to sustainable quality improvement.
    c. Identify professional development strategies that have the most impact on teacher-child interactions, program quality, and high-quality child assessment implementation.

Participants: 15 non-Continuing providers – (1 director, 2 teachers, or 1 FCCH owner)

Facilitator: 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 perceptions as providers about your experience participating in the PFP over several years**. I'm going to ask you specific questions about your perceptions as a provider about this professional development experience as well as questions about the impact of this experience on your practice, and what factors contributed to your decision to opt-out of participation this year.** Please know your answers are completely confidential, and we really appreciate you being completely open and honest as this will assist us to better understand both strengths and challenges in the current system.

These focus group interviews will focus on the following kinds of questions:

1. **Background (establish trust and rapport)**
    - Tell me a little bit about your favorite things about this job.

    Or
    - Tell me a story about a child whose life you have impacted, and how this made you feel as a teacher/director/FCCH owner.

2. **Personal Motivation and Sustainability**
    - What reason do you give others for your decision to work and stay in your current position?
    - Would you describe this reason as a factor that contributed to your participation in the PFP? What motivated you to participate in the PFP?
    - Tell me about your professional goals. In what ways, if any, did your participation in the PFP make a difference in the way you think about your development or professionalism as an early childhood educator?
    - What are some ways you feel could most help you achieve these goals?

- What are your biggest barriers to accessing high quality training and PD? How did these barriers impact your participation in the PFP? What supports or modifications to the program do you believe would have enabled you remain in the program despite these barriers?
- How did other personal or professional factors impact your participation in the PFP? Please explain.
- What were the less-desirable elements in your participation in the PFP?
- What other professional development topics would be most valuable to you (or your teachers)?

3. **The impact of Systems/Operations: Enrollment process, selection of courses, access to technology, etc.**

- What motivated you to select particular courses or elements of the PFP during enrollment? Did you choose you CQI/PD options or were they assigned? Tell me about that process.
- From enrollment to completion, how did the way you were treated during various elements of your participation impact your motivation to remain in the program?
- In what ways, if any, were elements of the enrollment or documentation process of the PFP demotivating? What challenges became insurmountable? What could we have done to provide supports to help you manage these challenges?
- What role did technology play in any challenges you may have had in participation?

4. **Improvement in Teacher-Child Interactions and Program Quality - Experiences of PFP Teacher Learning and Change in Practice**
   - What training/PD has been most important and useful to your practice with young children? Why?
   - When you reflect on your participation in the PFP, what stands out to you as a significant moment in your own learning, your children's learning, or changes in the quality of your program?
   - Tell me about your overall impression of the CLASS tool and the professional development you received related to it.
   - How well do you feel your CLASS score aligns with your perception of yourself as an early childhood educator? Please explain. (PROBE for reasons behind incongruence or alignment).
   - Describe an example of how you changed a specific practice or teaching strategy as a result of what you learned through your participation in the PFP. Why did you make that change?
   - Did you feel that participation in the coursework was valuable? Tell me why or why not.
   - Have you had access to coaching? If so, how did coaching impact your overall experience in the PFP? Tell me about a time when you felt your coach provided a valuable support to your learning or practice. In what ways was coaching a challenge for you?
   - What external factors (ie. funding, personnel, time, class-size, family engagement, materials, technology, etc.) created challenges to implementation of the strategies you learned? What external factors supported implementation?

- What other personal or professional factors supported your ongoing participation in the PFP?

5. **Improvement in Child-Assessment Implementation and Direct Child Outcomes**
   - How are assessment results utilized in your classroom/center/FCCH? (Probe for specific examples).
   - Tell me about your overall impression of the Child Assessment tool and the professional development you received related to it (Gold or others).
   - In what ways did participation in the PFP impact your implementation of child assessments (TSG or others)?
   - In what ways, if any, has child assessment implementation changed in your classroom/center/FCCH during your participation in the PFP? Tell me about your experience with implementation…
   - What factors created challenges to child assessment implementation? What factors supported implementation?
   - How has your participation in the PFP impacted your children's learning? Describe an example of how participation in the PFF impacted children's learning in your program or classroom.

Appendix G: School Readiness Teacher Training Course (ELFL) Data

Table 54. *Summary of enrollment for ELFL: Year 2*
Year 2

Course ID	Teachers	Mastery
ITSE	69	76.81%
PKO	86	87.21%

Table 55. *Summary of enrollment for ELFL (English courses; table sorted based on Mastery rate from largest to smallest*)
Year 3

	Mastery	Non-mastery	Drop	Mastery Rate	Completion Rate
Quality of Feedback	331	25	20	93%	95%
VPK1	89	7	3	93%	97%
Preschool Observation (English)	174	15	12	92%	94%
IFYL	106	11	3	91%	98%
ITFE	92	10	5	90%	95%
ITDAP	189	21	10	90%	95%
PLE	260	35	15	88%	95%
ITSE	201	28	8	88%	97%
PLD	234	35	20	87%	93%
ITLD	105	19	3	85%	98%
DLL2	15	3	0	83%	100%
DLL1	42	11	5	79%	91%

Table 56. *Summary of enrollment for ELFL (Spanish courses; table sorted based on Mastery rate from largest to smallest)*

	Mastery	Non-mastery	Drop	Mastery Rate	Completion Rate
ITLES	41	1	5	98%	89%
ITFES	36	1	1	97%	97%
Preschool Observation (Spanish)	22	1	1	96%	96%
ITSES	80	10	1	89%	99%
PLDS	22	8	3	73%	91%

Table 57. *Summary of enrollment for ELFL*
Year 4

Term Text	Mastery	Non Mastery	Withdrawn	Total
Fall 2017	1300	252	146	1698
Spring 2018	1059	156	85	1300
Combined	2359	408	231	2998

Table 58. *Mastery rates of Year 4 ELFL—Fall*

Course Code	Course	Mastery Rate
EOECE	Effective Operations in Early Care and Education	90%
IFYL	Infant Developmental Stages: The First Year of Life	82%
ITDAP	Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers	88%
ITF	Engaging Families of Infants and Toddlers	56%
ITHSN	Health, Safety, and Nutrition for Infants and Toddlers	84%
ITLD	Infant and Toddler Language Development	84%
ITLE	Designing Infant and Toddler Learning Environments	74%
ITSE	Infant and Toddler Social-Emotional Development	86%
ITSES	Infant and Toddler Social-Emotional Development (Spanish)	75%
PECE	Professionalism in Early Childhood and Education (I/T)	91%
PGB	Guiding Preschool Behavior and Building Classroom Community	83%
PGD	Preschool Growth and Development	88%
PHSN	Preschool Health, Safety, and Nutrition	88%
PKO	Using Observation to Inform Individualized Instruction in Preschool	80%
PKOS	Using Observation to Inform Individualized Instruction in Preschool (Spanish)	100%
PLD	Preschool Language Development	80%
PLDS	Preschool Language Development (Spanish)	92%
PLE	Preschool Learning Environments	89%
PQF	Instructional Support in Preschool: Quality of Feedback	90%
VPK1	Act 1: Getting Organized for Learning in Preschool (VPK1)	83%
Overall		84%

Table 59. *Mastery rates of Year 4 ELFL—Spring*

Course Code	Course	Mastery
DLL1	Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL 1)	78%
EOECE	Effective Operations in Early Care and Education	79%
ITF	Engaging Families of Infants and Toddlers	87%
ITFE	Engaging Families of Infants and Toddlers (Spanish)	90%
ITHSN	Health, Safety, and Nutrition for Infants and Toddlers	96%
ITLD	Infant and Toddler Language Development	82%
ITLE	Designing Infant and Toddler Learning Environments	89%
ITSE	Infant and Toddler Social-Emotional Development	83%
PECE	Professionalism in Early Childhood and Education (I/T)	85%
PGB	Guiding Preschool Behavior and Building Classroom Community	90%
PGD	Preschool Growth and Development	84%
PHSN	Preschool Health, Safety, and Nutrition	92%
PKOS	Using Observation to Inform Individualized Instruction in Preschool (Spanish)	80%
PLD	Preschool Language Development	79%
PLDS	Preschool Language Development (Spanish)	84%
PLE	Preschool Learning Environments	93%
PQF	Instructional Support in Preschool: Quality of Feedback	78%
VPK1	Act 1: Getting Organized for Learning in Preschool (VPK1)	86%
VPK2	Act 2: Planning for a Successful Year in Preschool (VPK2)	100%
Overall		87%

Table 60. *Summary of enrollment for ELFL (English courses; table sorted based on Mastery rate from largest to smallest)*
Year 5

Course acronym	Mastery	Non-mastery	Drop	Mastery rate	Completion Rate
PLE	105	16	25	86.78%	82.88%
PECE	55	10	20	84.62%	76.47%
ITDAP	143	32	22	81.71%	88.83%
PKO	22	5	5	81.48%	84.38%
PDLL1	17	4	10	80.95%	67.74%
PECE-D	84	20	21	80.77%	83.20%
PLIT	222	58	33	79.29%	89.46%
PHSN	106	29	5	78.52%	96.43%
PQF	149	49	24	75.25%	89.19%

PGB	510	177	109	74.24%	86.31%
ITLE	169	59	38	74.12%	85.71%
IPS	180	63	17	74.07%	93.46%
EOECE	113	40	31	73.86%	83.15%
ITLD	44	16	10	73.33%	85.71%
PGD	198	73	65	73.06%	80.65%
ITHSN	132	49	20	72.93%	90.05%
IFYL	37	14	27	72.55%	65.38%
PLD	192	74	30	72.18%	89.86%
PFE	40	16	16	71.43%	77.78%
ITSE	201	94	51	68.14%	85.26%
SEIIT	229	117	57	66.18%	85.86%
ITFE	88	56	23	61.11%	86.23%
VPK1	102	69	31	59.65%	84.65%

Table 61. *Summary of enrollment for ELFL (Spanish courses; table sorted based on Mastery rate from largest to smallest*

Course acronym	Mastery	Non-mastery	Drop	Mastery rate	Completion Rate
ITFES	28	7	2	80.00%	94.59%
PLDS	61	16	7	79.22%	91.67%
ITLES	56	17	9	76.71%	89.02%
PHSNS	20	9	6	68.97%	82.86%
ITSES	141	70	19	66.82%	91.74%
PKOS	62	33	12	65.26%	88.79%
ITHSNS	18	16	9	52.94%	79.07%

Appendix H. Results of fixed effects analysis based Year 4 and Year 5 data

CLASS®-Infant

CLASS® Domain	Coefficient	Estimate	SE	p
Responsive Caregiving	Certified.Coaching	0.18	0.21	0.40
	Child.Assess.Implement	-0.01	0.23	0.96
	Child.Assess.Training	0.42	0.18	0.02
	Child.Assess.Training.ACC	0.23	0.26	0.39
	IACET	-0.43	0.24	0.08
	PDP	-0.19	0.30	0.52
	MMCI	0.48	0.13	0.00
	ELFL.Y4	0.08	0.18	0.66
	ELFL.Y4&Y5	-0.01	0.33	0.98

CLASS®-Toddler

CLASS® Domain	Coefficient	Estimate	SE	p
Engaged Support for Learning	Certified.Coaching	0.27	0.35	0.44
	Child.Assess.Implement	-0.08	0.28	0.77
	Child.Assess.Reliability	0.50	0.82	0.54
	Child.Assess.Training	-0.15	0.29	0.60
	Child.Assess.Training.ACC	-0.22	0.34	0.53
	IACET	0.56	0.50	0.26
	PDP	0.51	0.31	0.10
	MMCI	0.96	0.21	0.00
	ELFL.Y4	0.39	0.24	0.11
	ELFL.Y4&5	0.26	0.52	0.62
Emotional and Behavioral Support	Certified.Coaching	0.20	0.28	0.47
	Child.Assess.Implement	-0.36	0.25	0.16
	Child.Assess.Reliability	0.64	0.65	0.33
	Child.Assess.Training	-0.23	0.20	0.26
	Child.Assess.Training.ACC	0.46	0.29	0.11
	IACET	0.22	0.24	0.37
	PDP	0.07	0.34	0.84
	MMCI	0.86	0.15	0.00
	ELFL.Y4	0.30	0.19	0.11
	ELFL.Y4&Y5	0.27	0.54	0.62

CLASS®—Pre-K

CLASS® Domain	Coefficient	Estimate	SE	p
Classroom Organization	Certified.Coaching	-0.21	0.32	0.51
	Child.Assess.Implement	-0.36	0.36	0.32
	Child.Assess.Reliability	-1.08	0.79	0.17
	Child.Assess.Training	0.21	0.35	0.56
	Child.Assess.Training.ACC	-0.07	0.46	0.87
	IACET	0.08	0.40	0.84
	PDP	0.30	0.40	0.46
	MMCI	0.39	0.27	0.15
	ELFL.Y4	0.10	0.29	0.74
	ELFL.Y4&Y5	0.43	0.67	0.52
Emotional Support	Certified.Coaching	0.19	0.35	0.59
	Child.Assess.Implement	-0.34	0.30	0.25
	Child.Assess.Reliability	0.11	0.68	0.88
	Child.Assess.Training	0.15	0.27	0.58
	Child.Assess.Training.ACC	-0.51	0.35	0.14
	IACET	0.02	0.35	0.95
	PDP	-0.03	0.53	0.96
	MMCI	1.09	0.23	0.00
	ELFL.Y4	0.47	0.26	0.07
	ELFL.Y4&Y5	0.82	0.38	0.03
Instructional Support	Certified.Coaching	0.10	0.40	0.81
	Child.Assess.Implement	-0.68	0.37	0.07
	Child.Assess.Training	-0.05	0.35	0.88
	Child.Assess.Training.ACC	0.46	0.42	0.28
	IACET	-0.91	0.47	0.06
	PDP	0.39	0.34	0.26
	MMCI	0.64	0.26	0.02
	ELFL.Y4	0.86	0.31	0.01
	ELFL.Y4&Y5	0.74	0.73	0.31

Appendix I: Qualitative Data Sample

Year 2

Criterion Sampling

- Teachers
  - have completed Tier 1 ELPFPP professional development (MMCI/CLASS® training);
  - be enrolled and achieve mastery (80% or above) in an October Early Learning Florida course;
  - participate in other ELPFPP professional development activities required for Tier 2 (Teaching Strategies Gold®, TA/Coaching), and;
  - (4) have future enrollment in January Early Learning Florida courses.
- ELCs
  - participation in both the soft launch and spring launch of Early Learning Florida in Year Two of the ELPFPP;
  - location of teachers that participated in both first and second rounds of evaluation interviews for data triangulation in those coalitions;
  - availability and willingness to participate in focus groups regarding ELPFPP implementation; and
  - regional perspectives of both Tier 1 and Tier 2 ELPFP implementation.

Semi-structured Interviews

- Teachers
  - 6 Regions
  - 43 original interviews
  - 22 second interviews
  - Individual interviews
  - Phone, recorded, 45-60 min
- ELCs
  - 10 Regions
  - early learning coalition directors and assistant directors, professional development and quality improvement coordinators, TA/Coaches, CoP facilitators, and finance and contract personell
  - Focus Group
  - Zoom, recorded, 45-90 min

No Stipend

Year 3

Criterion Sampling

- Teachers
  - Tier 2 and Tier 3 teachers who were enrolled in both fall and spring terms for Early Learning Florida Y3 who:
    - have completed Tier 1 ELPFP professional development (MMCI/CLASS. training);
    - be enrolled and achieve mastery in all Early Learning Florida courses completed to date;
    - participate in other ELPFP professional development activities required for Tier 2 and Tier 3 (TA/Coaching, implementation of a child assessment tool, Professional Development Progress Plan);
    - have successfully completed all ELPFP benchmark submissions to date.
- ELCs
  - participation in Year 3 ELPFP
  - location of teachers that participated in evaluation interviews for data triangulation in those ELCs;
  - availability and willingness to participate in focus groups regarding ELPFP implementation; and
  - regional perspectives of all tiers of ELPFP implementation.

Semi-Structured Interviews

- Teachers
  - Tier 2 Teachers
    - 18 interviews
  - Tier 3 Teachers
    - 18 interview
  - 4 interviews conducted in Spanish
  - Individual interviews
  - Phone/Zoom/recorded, 45-60 min
- ELCs
  - 15 Regions
  - early learning coalition directors and assistant directors, professional development and quality improvement coordinators, TA/Coaches, CoP facilitators, and finance and contract personell
  - Focus Group
  - face-to-face or Zoom, recorded, 45-90 min

Artifacts

- Tier 3 only

Stipend

- Teachers $50

Appendix J: ELC Qualitative Sample Y2-Y5

Year(s) of participation in ELPFP				ELC
Y2	Y3	Y4	Y5	
	■	■		ELC of Alachua County
	■			ELC of Brevard
				ELC of Broward County
	■			ELC of Duval
	■			ELC of Escambia County
	■			ELC of Flagler/Volusia Counties
	■	■		ELC of Florida's Gateway
				ELC of Florida's Heartland
■		■		ELC of Hillsborough
		■		ELC of Indian River, Martin, and Okeechobee Counties
				ELC of Lake County
				ELC of Manatee County
		■		ELC of Marion County
■	■	■		ELC of Miami-Dade/Monroe
	■			ELC of Nature Coast
		■		ELC of North Florida
■		■		ELC of Northwest Florida
	■			ELC of Orange County
	■			ELC of Osceola County
■		■		ELC of Palm Beach
				ELC of Pasco and Hernando Counties
■	■	■		ELC of Pinellas
	■	■	■	ELC of Polk County
				ELC of Sarasota
		■		ELC of Seminole
	■			ELC of Southwest Florida
■	■	■		ELC of St. Lucie
■	■	■	■	ELC of the Big Bend Region
				ELC of the Emerald Coast