

## E. Measuring Outcomes and Progress

*Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (E).*

### (E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

**(E)(1) Understanding the status of children’s learning and development at kindergarten entry**

Florida has a fully implemented system that measures the status of children’s readiness to begin kindergarten. Each year over 180,000 children in Florida are assessed for kindergarten readiness through the administration of the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is mandated by Florida Statute and requires that each school district “administer the statewide kindergarten screening to each kindergarten student within the first 30 instructional days of each school year.”<sup>1</sup> Nonpublic schools may also administer the statewide kindergarten screener to students who were enrolled in the Voluntary Prekindergarten Education Program.

Florida’s system to measure learning and development at kindergarten entry consists two measures administered by the kindergarten teacher. The observation-based measure is The Early Childhood Observation System™ (ECHOS™), which contains 19 items that measure all of the Essential Domains of School Readiness including language and literacy, cognition, mathematics, science, approaches to learning, physical development, and social and emotional development. The FLKRS also includes the Florida Assessments for Instruction in Reading (FAIR). In kindergarten the first administration measures alphabet knowledge, phonological awareness, listening comprehension, and vocabulary knowledge.

The results from these assessments are shared with kindergarten teachers to inform their instruction and with parents to inform them of their child’s readiness for kindergarten. In addition, the results of ECHOS and the first two measures of FAIR are used to generate a Voluntary Prekindergarten (VPK) Provider Readiness Rate, which is used to evaluate the performance of state funded VPK providers.

Since the VPK program was established in 2005, the Provider Kindergarten Readiness Rate has been calculated as the percentage of children who are deemed ready on either one or both of the measures of the kindergarten entry assessment system. VPK providers with the lowest percentage of children deemed ready for kindergarten (those falling in the bottom 15 percent of providers) are considered “Low Performing Providers” and put on probation. During

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<sup>1</sup> Section 1002.69 of the Florida Statutes, which created the Voluntary Prekindergarten Education Program, also included language for the statewide kindergarten assessment.

the probationary period, providers are required to engage in a state-monitored improvement plan that includes purchase and use of a Florida Department of Education-approved curriculum and pre- and post- assessment. If after two consecutive years the VPK provider still falls in the Low Performing Provider category, the provider becomes ineligible to receive VPK funding.

Policies passed by the legislature in the spring of 2011 and put into effect by the Florida State Board of Education in the fall of 2011 have made the calculation of Kindergarten Readiness Rates more rigorous. First, rather than look at whether the child was deemed school ready “on one or both” of the measures (ECHOS and FAIR), the child will have to be deemed proficient on **both** to be considered ready for kindergarten. In addition, the legislation removed the 15 percent cap on low performing providers. In other words, rather than simply looking at an arbitrary point at the lower end of the distribution of providers to determine low performing, the legislation asks the State Board of Education to set criteria on the percentage of children that a provider must ensure is school ready. On September 20, 2011 the State Board of Education set the percentage at 70 percent to determine low performing status. Under the new criteria, identification of a low performing provider no longer depends on where the provider ranks on the distribution of providers, but on the percentage of children served by a VPK provider that have achieved kindergarten readiness.

The State Board of Education will adopt new rules that ensure that a low-performing provider will administer a pre- and post-assessment to all children served. The purpose of the administration of the assessment is to ensure that instruction is differentiated for each student. The Board will also adopt rules regarding the criteria for a VPK provider to claim a “good cause exemption” for failing to meet the state’s Kindergarten Readiness Rate.

### ***Next Steps for Florida’s Kindergarten Readiness Assessment System***

Florida is proud of the kindergarten readiness assessment system it has built in the state, and has targeted critical parts of its early childhood reform strategy to the continuous improvement of the system. The importance of the kindergarten readiness data to improving the school readiness of high-need children in the state cannot be overstated, so the goals moving forward involve the continued improvement of the quality of data that is collected, particularly for high-need children, as well as improvements in how the data are used to assess program

effectiveness.

The first goal in the state's high-quality plan around kindergarten assessment is to draw upon the latest research in assessment practices, psychometrics, as well as the latest innovations in technology, to ensure alignment to the Standards for Four-Year-Olds. A goal of the state is to obtain more predictive assessment of later school success, particularly for high needs children. This goal will be accomplished by issuing an Invitation to Negotiate (ITN) for a new assessment instrument that is developed specifically for the purpose of measuring the extent to which Florida's children have met the expectations set forth in the standards upon entering kindergarten. The new tool will be developed and tested in the state, and its success as an instrument will be measured based on its alignment to the standards, as well as whether it has good assessment properties for all children especially those with high-needs, and its predictive validity.

Under the current system the data is not connected well between programs serving children birth through four and those attending the public K-20 education system. One of the stated goals is to have a universal student identification number that follows children from the onset of services (VPK or earlier) through their experience in the PK-20 system. The reason this is a goal is the aim of policy makers to have accurate longitudinal data to show the outcomes of various services provided to children.

As discussed in Section A of this proposal, Florida has the strongest commitment to prekindergarten education of any state in the country. The state spends approximately \$400 million each year to allow every child in the state to attend prekindergarten if desired by his or her family, and has more four year old children in its prekindergarten system than any other state in the country according to the National Institute for Early Education Research (NIEER). As such, the state places a high priority on ensuring that the money it spends on its prekindergarten program produces school-ready children.

*(a) The kindergarten readiness assessment is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;*

Florida's current kindergarten readiness assessment system uses both a comprehensive, Florida's current kindergarten readiness assessment system uses both a comprehensive,

observation-based assessment, as well as a direct assessment of key early literacy skills. These two measures address all of Essential Domains of School Readiness and align to the state's early learning and development standards. For example, the Early Childhood Observation System™ (ECHOS™), measures the following constructs:

- Language and Literacy
- Mathematics
- Social and Personal Skills, including Approaches to Learning
- Science
- Social Studies
- Physical Development and Fitness
- Creative Arts

As discussed above, the FAIR provides more in-depth measures of a child's early literacy skills including alphabet knowledge, phonological awareness, and comprehension.

As evidence for this section, Appendix (C)(1)-2 provides an alignment of the assessment items to the State Early Learning and Developmental Standards, as well as the Essential Domains of School readiness as defined in this application.

*(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities*

Both the FAIR and the ECHO have sound assessment properties.

## **FAIR**

The FAIR was developed by the Florida Center for Reading Research. As part of the development and field test of items, the components of FAIR underwent significant psychometric testing using a statewide representative sample of over 1,900 children that included subgroups representing the diversity of Florida's student enrollment. This sample included children who were English Language Learners and children with disabilities. The technical report of the FAIR is included as Appendix (E)(1)-1 as evidence of the tool's strong psychometric properties.

The technical report indicates strong content, criterion, and construct validity. With regard to content validity, the assessment measures those early literacy skills that are most

predictive of later reading success, including letter-name knowledge, letter-sound knowledge, and phonological awareness. The specific items used to measure these areas of early literacy have strong criterion (predictive validity). For example, 17% of the variance on the Stanford Early School Achievement Test (SESAT) Word Reading in Kindergarten scores was explained by the joint probability performance on the Letter Name and Phonological Awareness tasks of the FAIR at kindergarten entry. In addition, 85 percent of those classified as “at-risk” at kindergarten entry using the FAIR were classified as at-risk using the SESAT.

With regard to reliability, internal consistency was assessed using Cronbach’s alpha. The alpha coefficient ranges from 0.0 to 1.0 where values of 0.00-0.39 were deemed poor; 0.40-0.59 was adequate; 0.60-0.79 was good; and 0.80-1.00 was excellent. Cronbach’s alpha was 0.92 for the Letter Name Knowledge – Upper Case task. Across all subtests, at least 75% of students “met expectations” in 7 out of the 10 tasks, indicating that students correctly responded to at least 80% of items within the task. Only Phoneme Deletion (48%), Phoneme Blending (54%), and the optional task Print Awareness (50%) had fewer students meeting expectations. Test/retest correlations were in moderate range for the measure at .45.

With regard to appropriateness for different target populations, psychometric test indicate that the assessment items included in the FAIR measure the constructs accurately for different types of children. Tables 32-35 of the technical report provide evidence of no significant interactions between risk status on and selected demographic characteristics including race, poverty status and ELL status at Kindergarten entry.

## **ECHOS**

Appendix (E)(1)-2 provides the technical report for the ECHOS. With regard to predictive validity, ECHOS kindergarten entry scores were compared to SAT 10 subtest scores. The correlations for kindergarten were good for the language and literacy mathematics domains but are moderate for the science and social studies domains (Table 21).

Like the FAIR, ECHO’s internal consistency was assessed using Cronbach’s alpha. The scores across the domains (reported in Table 18) ranged from .84 to .98 indicating excellent reliability. Finally, ECHOS assessment scores possessed excellent test-retest reliability with the scores remaining stable across time for kindergarten students (Table 15).

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation

The Florida kindergarten readiness assessment system is currently being administered to all children entering public kindergarten in the state and those students enrolled in private kindergarten who attended the state-funded VPK Education Program. The implementation plan discussed below focuses on significant enhancements to the system over the grant period.

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the State Longitudinal Data System, as permitted and consistent with the requirements of Federal, State, and local privacy laws; and,

Currently, both ECHOs and FAIR data are recorded in the Progress Monitoring and Reporting Network (PMRN). PMRN is an online database system that is not connected to the statewide longitudinal data system. At this time students must be matched with Office of Early Learning VPK student information in order to report results by student. The Florida Department of Education then matches the Voluntary Prekindergarten Student data to Survey 2 data and the results of the Florida Kindergarten readiness assessment data. After the data are matched the Florida Department of Education stores the data in the Florida Department of Education's Data warehouse and sends an electronic file back to the Office of Early Learning for storage in its consolidated database (Please see AWI-DOE Data Sharing Agreement Appendix (E)(1)-3). A major goal in Florida's high-quality plan is to ensure through a unique student identifier that early learning data would integrate directly into the Statewide Longitudinal Data System. Please see section E.2 for more information.

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under Section 6111 or 6112 of ESEA)

Florida funds the kindergarten readiness assessment system out of an assessment line item in Florida's General Revenue Fund. There is a strong commitment among policymakers and the Florida State Board of Education to continue to monitor the school readiness of

Florida's children. Money used under this grant will be used to meet the goals discussed above and outlined in the implementation plan below.

***Florida's High Quality Plan for its Kindergarten Entry Assessment System***

Florida's High Quality Plan for its kindergarten entry assessment system includes three goals. The first goal is to replace the ECHOS with an observation-based assessment instrument that is directly aligned to the 4-year-old standards, possesses strong psychometric properties particularly for high need subgroups including ELL children and children with disabilities, and is predictive of later outcomes. This goal will be accomplished through an Invitation to Negotiate (ITN) issued in year one of the grant. The new tool will be developed in September of 2012, tested in 2013-14 and implemented in 2014-15. Existing state resources will be used to fund this effort because the State has already allocated general revenue funding for kindergarten readiness assessments.

The second goal of Florida's High Quality Plan for its Kindergarten entry assessment is to create a data bridge between Florida's early learning coalitions (ELCs) and local school districts to allow ELCs to generate a 10 digit student identifier. This would allow kindergarten readiness data to be reported to the Statewide Longitudinal Data System and allow children in the early childhood system to be tracked into the PK-20 system. This will be developed concurrently with the new observation-based assessment and be ready for implementation in 2014-15.

The third goal of Florida's High Quality Plan for its Kindergarten entry assessment is to improve the method by which VPK programs are deemed low-performing, as well as the improved dissemination of information about VPK providers. This would be done using a combination of pre- and post- observation-based assessment scores and results of a valid teacher-child interaction assessment tool. The new system will incorporate a "valued-added" methodology and rely on progress made during the program year and program quality measures to create a more well-rounded assessment of a provider's success in delivering VPK services. As part of this goal, the Department of Education's required VPK provider kindergarten readiness rate website will be enhanced with particular focus on the parent resource page and the provider resource page. Enhancements will include enhanced search capabilities focusing on the

characteristics of VPK providers such as curriculum. The main focus would be to develop a taxonomy which would allow parents of high needs children the ability to find available resources.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

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*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

**(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies. (20 points)**

**Why Florida Selected This Area for a Focused Investment**

A high quality early childhood longitudinal data system allows parents, programs, and policymakers to answer key questions about the overall quality and functioning of a state early childhood system, as well as the outcomes that are achieved at the child, program, and system levels. In order to truly move the needle on child outcomes, it is critical to be able to understand all of the factors acting on a child in the early childhood system, the quality of those factors, and the impact they are having on child outcomes. Florida's high-quality plan will allow the state to complete an already initiated data system that consolidates program administration and data collection into one system, and allows flexible, understandable, real-time reporting on both process and outcome measures. These reports are designed for multiple audiences including parents, programs, and state administrators, and will allow those working with the children in the state to make informed, data-driven decisions about how best to improve outcomes.

For the past four years, Florida has been working towards building a data system that combines state-of-the-art information technology with rigorous data collection methods that will ensure valid and reliable data reporting on key aspects of the early childhood system. The system simultaneously streamlines application, reimbursement, and other administrative functions, while providing information on the quality of programs and the progress of children. This effort has been broad-based and enjoys the full support and participation of Florida's Primary State Agencies, coalitions, providers, State colleges and universities, professional associations, parents, and community stakeholders.

Florida's early learning data system consists of three primary elements. The first is the Early Learning Data System. The Early Learning Data System will exchange data with five different Florida State agencies. It will then use that data to perform core early learning program business functions; including: determining child and provider eligibility, Child Care Resource and Referral services, provider payment processing, and general case management. A primary objective of the Early Learning Data System project is the replacement of the Enhanced Field System, a 20-year-old legacy system that currently resides on 34 stove-piped, non-integrated, client/server platforms throughout the state. This arrangement means that OEL can only obtain a

statewide view of early learning program data through great difficulty and expense. The Early Learning Data System will change that by providing an authorized user with unlimited access to all early learning data from anywhere using a web browser and Internet access. Web portals will be created for The Early Learning Data System that grant appropriate secure access to OEL staff, early learning coalition staff and their support contractors, parents and guardians, providers, and other state agencies. This will not only revolutionize the way subsidized child care and voluntary prekindergarten business is conducted in Florida but will also provide an unprecedented amount of high quality, relevant, and current early care and education data.

The second element in Florida's early learning system is called PLATINUM, which employs technology by purchasing software as a service (SaaS). This operating model allows the State to purchase the technical support it needs for its T-QRIS business processes without undertaking the risk and expense of developing and operating system hardware and software. Instead, the State will focus its attention on performing on-site program assessment and quality improvement functions at state childcare providers. Surveys and inspections may be performed using both the Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS) childcare program assessment tools (see Section B for more information). Data is captured using Tablet PCs and uploaded to a central repository for analysis. A second application grades the inspection and survey results and then generates a comprehensive recommendation for program quality improvement. The PLATINUM program is the cornerstone for Florida's tiered Quality Rating Improvement System (TQRIS).

The third element is the early care and education (ECE) practitioner professional development program and registry. The professional development program establishes a career pathway for child care teachers, identifies training requirements – the completion of which allow practitioners to make progress along the career pathway, and manages the quality and content of the training developed and delivered to practitioners. Together, these program activities support the establishment of a professional ECE workforce in Florida. The professional development registry is an online, web-based application that was expanded from the Department of Children and families Child Care Training Application and will serve as a repository for practitioner's professional achievements and facilitates their registration and attendance at approved training opportunities and events. The registry data will offer program managers and analysts unprecedented visibility into the status and professional development of Florida's ECE

workforce.

Over the next four years, Florida will use RTT-ELC funds to complete the deployment of these systems, which will capture the essential data elements defined in the criteria (and more) and connect that data to the Florida Department of Education's (FDOE) Single Longitudinal Data System (SLDS).

Once these essential data elements begin streaming into the SLDS, Florida will have unprecedented visibility into a child's education outcomes and progress of a child from birth through high school graduation. In addition, Florida will be able to extensively and successfully deliver critical reports and information to education stakeholders including teachers, students, parents, principals, guidance counselors, LEA leaders, unions, researchers, policy makers, education community members, and the public.

### **How Florida Captures the Essential Data Elements Today – And Our Plans for the Future**

Most of the Essential Data Elements listed in the criteria are already being collected in Florida.

The following table lists the current and future status of the Essential Data Elements: The following table lists the current and future status of the Essential Data Elements:

#### **Section (E)(2)(a) - Required Essential Data Elements for a Coordinated Early Learning Data System**

<b>Item#</b>	<b>Data Element</b>	<b>Existing Data Y/N?</b>	<b>Current State and Future State</b>
<b>A</b>	<b>Unique Statewide Child Identifier</b>	Y	As part of the Design Phase of the Early Learning Data System the Department of Education has approached the Office of Early Learning in ensuring a unique identifier can be generated through the Early Learning Data System by the Department of Education. The Department of Education received a grant to begin this work and the state will utilize RTT-ELC funding to complete it. Once this occurs, and the Early Learning Data System has been deployed, a Statewide Unique Child Identifier will be assigned to children when they first begin to participate in early learning programs. This greatly simplifies the ability to capture early learning data and include it with their school-age data in the Statewide Longitudinal Data System (SLDS).
	1. Method to link data to child	Y	Assignment of the unique Child identifier will link early learning and school-age data to each child.

	2. Include Kindergarten Entry Assessment Data	Y	Florida uses the Florida Kindergarten Readiness Survey (FLKRS) to assess children upon entry into kindergarten. Like all other data related to the child, FLKRS results will be linked using the unique Child identifier.
	3. Linked to/from Statewide Longitudinal Data System	N	The use of the unique statewide Child identifier ensures that all relevant education data will be appropriately linked to a specific child in the FDOE SLDS.
	4. Linked to/from Coordinated the Early Learning Data System	N	All of the subsystems that make up the Coordinated Early Learning Data System will use the statewide Unique Child identifier.
<b>B</b>	<b>Unique Statewide Early Childhood Educator Identifier</b>	Y	The Florida Department of Children and Families (DCF) Child Care Training Application (CCTA) assigns a unique identifier to every early childhood educator in Florida when they first apply for State certification. The CCTA data system is being enhanced with additional functionality so that it can also serve as the OEL Early Care and Education (ECE) Workforce Professional Development REGISTRY application.
<b>C</b>	<b>Unique Program Site Identifier</b>	Y	The Florida DCF Childcare Licensing Application (CCLA) assigns a unique Program Site ID to every Child Care Center licensed in Florida. A requirement of the Early Learning Data System is to exchange data with CCLA and CCTA. The Program Site Identifier will be used to link all data associated with a specific Childcare Center.
<b>D</b>	<b>Child and Family Demographic Information</b>	Y	Child and Family demographic information on children enrolled in subsidized child care and Voluntary Prekindergarten services is currently collected and stored at each Early Learning Coalition in the Enhanced Field System (EFS). The Early Learning Data System, currently under development, will replace the EFS.
<b>E</b>	<b>Early Childhood Educator demographic information</b>		
	1. Data on educational attainment	Y	The Florida DCF CCTA currently records educational attainment data for all early learning educators during their initial State certification. Thereafter, CCTA records continuing education credits. Enhancements to CCTA are under development which will establish a professional development registry of early learning educators in Florida. The registry will record a broad range of educational achievements throughout the educator's career and measure and report progress along a career pathway defined by specific professional achievements.
	2. State Credential	Y	The Florida DCF CCTA currently records State credentials for early childhood educators.
	3. Licenses held	Y	The Florida DCF CCTA currently records all required licensing and state standards as required by Florida Statutes.

	4. Professional Development Information	N	OEL is currently enhancing the Florida DCF CCTA to create professional development information system which will facilitate and record the professional achievements of early childhood educators in Florida.
<b>F</b>	<b>Program Level Data</b>		
	1. On Program's Structure	Y	The Early Learning Data System will provide a portal through which child care providers can create and update their profiles whenever they wish. This will allow them to publish their services provided, hours and dates of operation, contact information, special needs supports, quality ratings, etc. Coalition staff will routinely monitor and validate provider profile descriptions. Today, provider information is manually maintained and posted by coalition staff.
	2. Quality	Y	Quality data is rigorously collected in eight counties as a result of local QRIS initiatives, which also includes data system support. Lessons learned from their experience are being incorporated in the establishment of a statewide TQRIS, which will be supported by data generated, analyze, and maintain in the PLATINUM application.
	3. Child Suspension and Expulsion Rates	N	This information is collected only sporadically today but will be incorporated in the Early Learning Data System.
	4. Staff Retention	N	This information is collected only sporadically today but will be incorporated in the Early Learning Data System.
	5. Staff Compensation	N	Staff compensation data is not readily available throughout the state. The future vision is to collect compensation data on staff via the REGISTRY application.
	6. Work Environment	Y	Future vision is to automate collection of work environment data through the PLATINUM application.
	7. Data reported as part of the State's tiered QRIS	N	Quality data is rigorously collected in eight counties as a result of local QRIS initiatives, which also includes data system support. Lessons learned from their experience are being incorporated in the establishment of a statewide TQRIS, which will be supported by data generated, analyze, and maintain in the PLATINUM application.
<b>G</b>	<b>Child-Level data</b>		
	1. Program Participation data	Y	Child eligibility and enrollment data for early learning programs is currently maintained in the Enhanced Field System (EFS). The Early Learning Data System will maintain this data once it replaces EFS.

	2. Attendance Data	Y	For the most part, child attendance data is collected and analyzed through a cumbersome, labor-intensive, manual process. Attendance results are then manually entered into the Enhanced Field System. A requirement of the Early Learning Data System is to enable each provider to enter and submit their attendance data online through the provider portal. This will greatly reduce the amount of labor that coalition staff must provide to track and report child attendance. Furthermore, this will greatly reduce the speed and accuracy with which this information is collected.
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**Current Early Learning Data System Projects in Florida**

The following tables describe the High-Quality Plans, as defined on pages 16-17 of the criteria, for Florida’s three current data system projects that will collect all remaining Essential Data Elements and connect them to the DOE SLDS.

**The Early Learning Data System**

High-Quality Plan for: The Early Learning Data System		
a.	Key goals	Replacement of the aging Enhanced Field System (EFS). Consolidation of all early learning program data into a single integrated data store for the entire statewide enterprise. Automation of essential business processes that are currently performed manually and require considerable time and expense to perform. Increased functionality, particularly in the areas of case management, data accuracy and validation, rapid data exchange with other primary state agency data systems, remote auditing, automated attendance management, all hour access by authorized users, self-service features for Child Care Resource and Referral and provider profile management, and many others.

b.	Key activities and rationale for each	<p>Business process and functional requirements gathering (complete): This was a two-year undertaking for the purpose of documenting and improving OEL service delivery before investing in the building of the Early Learning Information System.</p> <p>Procurement of a system integrator (complete): This was a one-year process devoted to soliciting a system integrator to design, develop, and implement the Early Learning Data System in accordance with OEL's functional specifications.</p> <p>Requirements validation by the system integrator (complete): This was a six-month period during which a detailed review of the Early Learning Data System requirements was conducted with the system integrator vendor to ensure understanding of what is to be built.</p> <p>The Early Learning Data System prototype (complete): This was a four-month period during which design drawings for 550 screens were jointly reviewed with the system integrator and OEL subject matter experts to confirm that required functionality had been accurately captured in the screen designs.</p>
c.	A realistic timeline and key milestones for each activity	<p>The Early Learning Data System design (in progress): Currently this a period where the system integrator is completing the technical design necessary to build and implement the Early Learning Data System business functions.</p> <p>Early Learning Data System build and test (scheduled): This period will be where the system integrator will construct Early Learning Data System and then subject it to a series of system and user tests during which OEL will confirm that the system performs satisfactorily and approve it for deployment. This phase of the Early Learning Data System project is scheduled to begin in the Fall of 2012.</p> <p>Early Learning Data System deployment (scheduled): While the Early Learning Data System is being built and tested, training will be conducted throughout the state in order to prepare users to be successful with the new system. OEL will also provide organizational change management and staff planning assistance to the coalitions. Once the system has been satisfactorily tested, and the users are trained and ready, Early Learning Data System will be deployed – in phases – statewide. The Early Learning Data System is scheduled to deploy in June 2013.</p>

d.	Parties responsible for implementation	<p>The development of the Early Learning Data System is sponsored and managed by OEL, with the support of contract staff and the system integrator vendor.</p> <p>The coalitions are responsible for providing subject matter experts to review and comment on the Early Learning Data System project work products and designs, and to prepare themselves for the Early Learning Data System deployment.</p>
e.	Appropriate financial resources	At present the Early Learning Data System project is authorized and funded by an appropriation from the Florida legislature and, previously, received supplemental funding from the American Recovery and Restoration Act (ARRA).
f.	Other supporting evidence	
g.	Performance measures	<p>Performance measures for the status and progress of the Early Learning Data System project are being collected and reported by the Project Management Office and by a project Independent Verification and Validation vendor.</p> <p>Performance measures for early learning programs are being reviewed and updated as part of the Early Learning Data System development project.</p>
h.	How this project addresses different types of Early Learning and Development Programs	The Early Learning Data System will support and enhance the operations and management of all early education programs under the direction of OEL. This includes the delivery of a broad spectrum of early care and education services, including: subsidized child care, voluntary prekindergarten, and services to high need children.
i.	How this project will meet the needs of Children with High Needs	The Early Learning Data System will provide eligibility and case management support for subsidized child care and the Voluntary Prekindergarten programs. This ensures high need children have efficient access to high-quality child care while the state maintains real time data.

The Early Learning Data System will enable vast improvements in the management and reporting of early learning programs, including the following additional features:

- A system that records the results of developmental screenings and child assessments administered to children participating in early learning programs;
- An accessible and robust reporting system that allows early learning administrators, managers and staff to track and report process and performance status and outcomes in

real time.

- Creating important data security and user safeguards against fraudulent actions;
- An enhanced information system, including the ability to track child eligibility participation, demographics, attendance and payment processing for Early Learning Coalitions and child care providers;
- An enhanced information and referral system, including the ability to record and maintain family and provider information, generate referrals to early learning programs and/or resources and provide complete local/state/Federal reporting capabilities;
- Optimizing the use of funds and services provided to Florida's children by facilitating fiscal management and providing timely data for utilization forecasting;
- Creating a single point of entry for eligibility data for all Voluntary Prekindergarten and subsidized child care programs;
- Improving access to the early learning services and customer service to parents, providers and other stakeholders;
- Establishing a centralized and consolidated information system that provides consistent, uniform information across the entire state that each coalition will use to manage its programs;
- A centralized database or a data warehouse that accurately and consistently maintains current and historical early learning program information;
- A system that collects child, staff and financial data to support the analyses of a child's short-term and long-term developmental, academic growth and the return on investment for early learning programs;
- A system that integrates data from partner databases such as those housed in the Department of Education, Department of Children and Families, Florida Department of Financial Services, Department of Economic Opportunity and Department of Health (see the early learning data system provided at the end of this section).
- A system that measures the educational impact and overall quality of early learning

programs and makes the information accessible through the internet for parents; and

- A system that uses the most current and effective safeguards to ensure the security and confidentiality of a child's personal information and detects and prevents payment errors and fraud.

### **The Early Learning Data System Project – Phase 2: Increased Core Functions**

#### High-Quality Plan for the Early Learning Data System Phase 2 Implementation

High-Quality Plan for: The Early Learning Information System – Phase 2 Functionality		
a.	Key goals	Extend core the Early Learning Data System capability to deliver critical business functions that were deferred to Phase 2 in order to reduce the scope and functionality of the initial Early Learning Data System development project
b.	Key activities and rationale for each	<ul style="list-style-type: none"> <li>• Business process analysis and requirements gathering; to confirm –with stakeholder involvement – what business functions and capabilities are required</li> <li>• Solicitation of a System Developer/Integrator vendor to build the required Early Learning Data System enhancement functionality</li> <li>• Design, build the system – with stakeholder involvement – and complete user acceptance testing to confirm that all functional requirements have been satisfied</li> <li>• Conduct user training and deploy the new Early Learning Data System functionality statewide.</li> </ul>
c.	A realistic timeline and key milestones for each activity	<ol style="list-style-type: none"> <li>1. Business process documentation and analysis; functional requirements gathering; vendor solicitation (12 months)</li> <li>2. Design, build and test the Early Learning Data System Phase 2 functions (12 months)</li> <li>3. User (ELC/Provider) Training and Deployment (12 months)</li> </ol>
d.	Parties responsible for implementation	OEL (Staff Project Leaders) RTT-ELC Grant Project Management Office (Contractor) System Developer and Integrator (Contractor)
e.	Appropriate financial resources	\$10 million in RTT-ELC funds
f.	Other supporting evidence	Early Learning Data System Software Requirements Development documentation Early Learning Data System Use Cases OEL and ELC To-Be Business Process documentation Early Learning Data System Phasing Strategy Planning documentation

g.	Performance measures	Early Learning Data System Phase 2 Project Monitoring and Controlling of Schedule, Scope, Resources, Staffing, and Quality of Deliverables. Satisfactory user acceptance testing and successful statewide deployment.
h.	How this project addresses different types of Early Learning and Development Programs	All seven of the functional enhancements included in the Early Learning Data System – Phase 2 will benefit every early care and education program in the State.
i	How this project will meet the needs of Children with High Needs	Children with High-Needs are served, in particular, by Florida’s subsidized child care and Head Start services. Both of these programs will benefit from the enhanced functionality that will be available, statewide, as a result of the enhancements provided by the Early Learning Data System - Phase 2.

In order to reduce the scope and lower the cost of the initial development of the Early Learning Data System, the decision was made in 2008 to defer some of the identified functional requirements to a subsequent project (Early Learning Data System – Phase 2). OEL intends to use \$10,000,000 or RTT-ELC funds to accelerate Early Learning Data System Phase 2 development to complete within 2 years of the deployment of the core Early Learning Data System.

Early Learning Data System – Phase 2 will implement the following core business functions:

1. **Swipe Card Attendance Management:** Early Learning Data System will be modified to receive, record, analyze, and report data received from swipe-card devices at up to 15,000 child care centers throughout the state. Cards with prepared data strips will be swiped through a reader by parents/guardians whenever they check their children in and out of the child care center. This data will be transmitted directly to Early Learning Data System, and to the center’s own attendance management system, if any. This will eliminate entire categories of attendance errors – and the resulting billing errors (including fraud).
2. **Interactive Voice Response (IVR):** Similarly, parents/guardians will be able to call a toll-free number, enter a code that identifies their child, and – through a series of guided instructions – use their touch-tone phone to enter the child’s attendance/absence data

directly into Early Learning Data System.

3. **Cell Broadcast Technology:** OEL and Early Learning Coalitions will each have the capability to send text message notifications to individuals and groups of parents/guardians, providers, and other designated stakeholders. This service-proven technology is an excellent way to reach high-need families; many times these families are transient with a cell phone number being the only constant variable. This technology will allow these families to have instant notification of upcoming appointments, approaching due dates, the status and results of pending actions, and child screening and assessment results.
4. **CCR&R Smart Phone Application:** The implementation of an online system and corresponding smart phone application that will enable families to obtain answers to questions about family values, individual temperament and learning styles of their children, preferred curriculum and various other personalized supports to assist parents with the selection of a quality early learning programs that meets their child and family's needs.
5. **Single-Sign-On Data System Access for Providers:** Child Care providers will be able to perform a number of core business functions by means of secure web portal access to the Early Learning Data System. They will also need to interact with both the Professional Development Registry Application and the PLATINUM System. The Early Learning Data System Phase 2 will add the system security features that will enable providers to access their data in all three of these systems by signing on to the Early Learning Data System Provider Portal.
6. **Programmatic Oversight of Child Care Resource and Referral (CCR&R):** This enhancement of Early Learning Data System business functionality will enable OEL staff to develop and electronically disseminate CCR&R procedures and standards, deliver technical assistance, collect relevant data from all 31 coalitions, transmit public education and outreach materials, and perform statewide reporting and administrative services. CCR&R services are provided broadly to all parents/guardians and for all child care services provided in the state, whether their programs are subsidized or not.
7. **Child Assessments Data and Reporting:** Florida state law requires that pre/post assessments be performed on children receiving subsidized child care. Various tools and

methods are used to assess children in their child care classroom setting in order to determine the effectiveness of both the curriculum and the educational environment. This new Early Learning Data System functionality will provide a repository for child assessment results – instead of relying on dozens of locally developed solutions – and provide a wealth of child development information to parents.

8. **Complaints and Appeals Processing:** The business function enhancement will enable local action by the coalition, and central oversight and review by OEL, for resolving complaints and appeals from various sources, including parents/guardians and providers. Subjects for such complaints and appeals may include: services received from providers or coalition staff, rulings on eligibility or co-payments, or actions taken in accordance with policy or rule. Typically, complaints are handled by ELC or service provider staff. Appeals are available for complainants to escalate a complaint resolution for a formal review. The new functionality will record, track, analyze and report on complaints and their resolution.

### The Early Care and Education Professional Development Program and Registry Application

High-Quality Plan for: Professional Development Registry Application		
a.	Key goals	The Professional Development Registry will be supported by the REGISTRY application which will provide information to support the provision of career options, training and education opportunities, and a personal record of professional development and achievements. In addition, the database will include a practitioner Registry, a training Registry, an online training calendar, a training registration system, as well as a training/trainer approval system.
b.	Key activities and rationale for each	Key activities include the following: <ol style="list-style-type: none"> <li>1. Data elements which meet the National Registry Alliance data elements will be built by 6/30/2012 within the current DCF owned CCTA database.</li> <li>2. Further enhancements which incorporate workflows and processes within the REGISTRY application will occur from 10/30/2012 to 3/2012.</li> <li>3. Full implementation of the statewide Registry is scheduled by the end of 2012.</li> <li>4. Ongoing enhancements are planned through 2014 to support interfaces for online trainings and logic which</li> </ol>

		will automatically place Practitioners on a career pathway.
c.	A realistic timeline and key milestones for each activity	<ol style="list-style-type: none"> <li>1. Data elements will be built by end of 6/30/2012.</li> <li>2. Training and development of training guides will occur from 10/2011-1/2012.</li> <li>3. A pilot will be conducted from 2/2012-5/2012.</li> <li>4. Data will be evaluated and analyzed from 6/2012-7/2012.</li> <li>5. Necessary changes based on lessons learned will occur from 8/2012-9/2012.</li> <li>6. Statewide implementation is planned for yearend 2012.</li> <li>7. Enhancements will occur in a test environment throughout the pilot and incorporated at phased implementations.</li> <li>8. Online trainings will be interfaced with the REGISTRY during 2012.</li> <li>9. For years 2013-2014 more enhancements are planned including adding logic to the application which will automatically calculate the career pathway based on formal and information education.</li> </ol>
d.	Parties responsible for implementation	DCF works with a vendor who is responsible for build of the REGISTRY application and implementation of the application. This is in collaboration between DCF and OEL. Palm Beach College has been contracted to provide subject matter expertise as well as building trainings, delivering trainings, etc. OEL has also contracted with support staff to provide project management activities.
e.	Appropriate financial resources	\$4 million; RTT-ELC Grant funds for statewide training, early care and education marketing, expansion of pathway training opportunities, and post-deployment enhancements.
f.	Other supporting evidence	Professional Development Registry Application: Use Case documentation (approved) Functional Requirements documentation (approved) Policies and Procedures Manual (Draft) Data Dictionary (Draft)
g.	Performance measures	Registry Application Development Project: Monitoring and controlling of schedule, scope, resources, staffing, and quality of deliverables. Satisfactory user acceptance testing and successful deployment statewide.
h.	How this project addresses different	The Professional Development Registry wraps quality early learning experiences and early learning and development

	types of Early Learning and Development Programs	standards around three key areas: professional development, child progress and program assessment. Within these three key areas; Florida currently has 4 projects underway: Early Learning Data System, the Registry program, PLATINUM and the development of a statewide QRIS. The ultimate goal is to have all of these systems to collaborate with one another with the ultimate vision being collaboration with DOE's SLDS.
i	How this project will meet the needs of Children with High Needs	The REGISTRY application supports Florida's State Professional Development System for Early Care & Education which is designed to ensure that Florida's Early Care workforce is provided with the knowledge and skills needed to create high-quality learning environments for young children and those children with high needs.

### **Further details on the Professional Development Registry**

Florida's vision is to create a statewide system which will attract, retain and develop a well-qualified early care and education workforce. OEL is committed to this vision and is currently establishing a comprehensive statewide professional development system called "Steps to Success." This system is built upon the professional development systems already fully implemented within Palm Beach and Miami-Dade counties in Florida. Florida is taking lessons learned from these initiatives to build a statewide Registry. The statewide Registry is being built with the help of Palm Beach College and the Registry is currently moving into a pilot stage. This pilot will then move towards a statewide implementation by year end in 2012.

The Florida Steps to Success is part of OEL's "big picture" to provide sustainable programs within the early learning programs. This big picture includes wrapping quality early learning experiences and early learning and development standards around three key areas: professional development, child progress and program assessment.

The focus of this section is the area of Professional Development. Professional Development in Florida focuses on 3 areas: The development of a career pathway which defines competencies for ECE Practitioners, the development of a Network of Trainers and the Professional Development Registry (Registry Program). A key component of the Registry program is the development of the REGISTRY application which is an information and technology solution that will facilitate and record the business activities of the Registry program

and will support the Career Pathway and Networks of Trainers mentioned above.

Florida has been working towards a comprehensive professional development system for the last several years. With or without grant funding, Florida will continue to move towards this goal, but, grant funding will allow Florida to meet this goal in a more expedited manner. If awarded, Florida will be able to meet the ultimate vision of allowing Practitioner's and Trainers the ability to build a detailed list of professional accomplishments including educational and work accomplishments in an efficient manner. This would include the use of scanning and uploading of documentations, providing on line training, and enhancing the application to support career progression.

Florida's Plan for RTT-ELC includes linking the Registry to the Learning Management System in Steps to Success Teaching Excellence Strategy, and building additional linkages with other partners, including Head Start/Early Head Start, public schools, migrant programs, tribal child care, and Part B and Part C providers.

Once the Registry is up and operational, Florida will release an annual Early Learning Workforce Report. Florida would also like to move towards completing validations through random quality reviews of records by staff at each coalition. This would build on best practices from other states where individual validation of each provider's education record in detail is not financially feasible or sustainable. If providers or programs do not have access to computers or scanners to upload information received from Practitioner's and Trainers, the option will be given to either come to a local early learning collation office to upload documents on computers reserved for provider use and assistance will be received from Registry Advisor's located within the Early Learning Coalitions, who will assist in creating individual's files.

Currently, successful protocol for this process exists in a number of large Florida counties and will be generalized as the state implements its QRIS and Registry practices. When provider and program summary information in the REGISTRY is not reflected in the documentation that is in the provider's electronic files, a more thorough quality review of the provider's file will occur. This method has proven highly reliable in the states that use this process and is highly cost effective, allowing more funding to be dedicated to supports that directly improve young children's outcomes and the quality of care they experience. The aim of Florida's initiatives for the future is to successfully guide learning and development of all of the Florida's children by the establishment and promotion of a professional Early Care and Education (ECE) workforce.

This will be accomplished by ensuring the workforce is provided with the knowledge and skills needed to create healthy learning environments for young children.

Currently, OEL is working in partnership with the Florida Department of Children and Families (DCF) to create the Professional Development Registry. This partnership was created because DCF already has some of the functionalities needed to move towards a more comprehensive Professional Development system. This includes the use of a statewide early childhood educator identifier, a unique program site identifier and early childhood educator demographic information such as state credential's and licenses held. (REFER TO TABLE XX IN Appendix). DCF uses a comprehensive training system, referred to as the Child Care Training Application (CCTA) to track Practitioner's required trainings and credentials within Florida. The CCTA supports, via the web, child care training which includes, but is not limited to, the following functionality: on-line registration, training and scheduling and credential verification for child care workers (Practitioners) and facility directors.

In 2011, OEL collaborated with DCF to enhance the CCTA to support OEL's efforts towards Professional Development which is referred to as the Registry program. While the CCTA is the system of record, for the purposes of the OEL initiative, the term for the application is being referred to as the REGISTRY application. The REGISTRY application will enable professional's within Florida to submit their professional accomplishments including educational and work accomplishments. Practitioners and Trainer's will have the ability to submit professional achievements and register employment within the REGISTRY. Practitioners will have the ability to register to participate in training events while trainers can schedule training events and document training event results. Registry Coaches will have the ability to randomly validate achievements based on defined quality methodologies while Registry Advisors will provide both career advice and counseling to both Practitioners and Trainers. The ultimate goal is to help Practitioner's move along a career pathway, based on developed core competencies and standards and help trainers develop rigor within their training based on the standards of Outcomes Driven Training (ODT).

To date, the REGISTRY application is currently being enhanced to contain all of the data elements required by the National Registry Alliance. Adhering to the National Registry Alliance standards will ensure that Florida can collect, analyze, and report aggregated data of the early learning workforce. All data elements are to be included within the REGISTRY application by

9/30/2011. Moving forward, OEL will continue to collaborate with DCF to enhance the REGISTRY application with the ultimate goal of implementing the REGISTRY application statewide by the end of 2012. Activities are currently underway which will support the pilot implementation of the REGISTRY application. This includes development of user guides, creation of training and training guides and conducting trainings with Registry staff (10/2011–1/2012). The current plan is to pilot the Registry implementation with several coalitions throughout Florida (2/2012-5/2012), evaluate and analyze data from the pilot (6/2012-7/2012), make necessary changes based on lessons learned (8/2012-9/2012) and move towards statewide implementation by the end of 2012. Resources for this initiative include DCF staff and DCF's contracted vendor, OEL staff along with a contracted project manager, Palm Beach College staff and stakeholders throughout Florida. The current goal is to meet the aggressive timelines above and funding from the RTT-ELC would allow Florida to move quickly in meeting these goals.

Furthermore, as part of the collaboration with DCF, OEL's goal is to provide further funding to DCF to create an interface between their Child Care Training Application (CCTA), which is also the REGISTRY application) and licensing which is supported by the Child Care Licensing Application (CCLA). This interface would further the ultimate goal of data collaboration between all partners which would improve data collection capabilities relating to Early Learning Providers. Currently, CCTA has been enhanced by DCF in preparation to allow data sharing with CCLA by utilizing the last 4 digits of the Social Security Number with the Date of Birth which will support the use of a unique identifier among Practitioner's. Also, the interface will support the initiative to provide a unique program site identifier. The overall goal is to share data among the two data systems utilizing the source data within each application and to avoid data duplication with the ultimate goal of sharing both CCTA and CCLA data with Early Learning Data System. By avoiding duplication and sharing workforce data with licensing data, Florida will be able to efficiently and effectively look at the impacts of licensing data against professional development data and how this affects quality. This in turn will provide data that can be analyzed to show how these initiatives ultimately affect outcomes on children.

### **The PLATINUM Project – Foundation for a Statewide Tiered QRIS**

High-Quality Plan for: Expansion of Program Assessment Data System (PLATINUM)

a.	Key goals	<ol style="list-style-type: none"> <li>1. Standardize statewide approach to program assessment</li> <li>2. Ensure uniform data collection through statewide training and systematized approach</li> <li>3. Leverage software as a service (SaaS) technology solutions to program assessment (capture, analysis and reporting) creating cost efficiencies while increasing capacity to capture and store quality data.</li> <li>4. Establish a statewide baseline of program quality in the Florida's early learning system</li> <li>5. Support and enhance quality improvement work at the state, local and family level</li> <li>6. Generate actionable data useful across state systems through standardized and ad hoc reporting</li> <li>7. Provide useful data to our partners through reporting and data system interfaces</li> <li>8. Interface with Early Learning Data System and the Statewide Longitudinal Data System (SLDS) at the FDOE</li> </ol>
b.	Key activities and rationale for each	<p>Completed</p> <ol style="list-style-type: none"> <li>1. Design phase for statewide program assessment technology system (PLATINUM)</li> </ol> <p>In process</p> <ol style="list-style-type: none"> <li>2. Procure PLATINUM data system through competitive solicitation.</li> </ol> <p>To be Completed</p> <ol style="list-style-type: none"> <li>3. Pilot PLATINUM system in 5 coalitions</li> <li>4. Production Phase 1-Deploy PLATINUM statewide (following validation assessment of Pilot phase);</li> <li>5. Establish baseline of program assessment for entire state.</li> <li>6. Production Phase 2-Establish interfaces with other Agency data systems</li> <li>7. Reassess valid sample of programs and analyze results</li> <li>8. Establish continuous system improvement processes policies based on available data</li> </ol>
c.	A realistic timeline and key milestones for each activity	<p>Completion of project: June 2014</p> <p>Key milestones:</p> <ol style="list-style-type: none"> <li>1. Procurement Phase - Contract to technology vendor(s) awarded by December 2011</li> <li>2. Pilot phase begin – Five (5) early learning coalitions begin pilot phase by January 2012</li> <li>3. Pilot phase end – June 2012</li> </ol>

		<p>4. Analysis of pilot data to verify efficacy of the system, consistency of measures and overall system performance by August 2012</p> <p>5. Production phase 1 begin – August 2012. Estimate January 2013 for full statewide implementation.</p> <p>6. Interface with Early Learning Data System and FDOE SLDW –Complete by January 2014</p> <p>7. Sharing of program assessment data with other state agencies and partners – Complete by January 2014</p>
d.	Parties responsible for implementation	<p>OEL-Development and deployment planning of PLATINUM</p> <p>OEL-Development of interface with Early Learning Data System</p> <p>OEL-Coordination of PLATINUM interface with DCF data system (including the REGISTRY)</p> <p>OEL-Coordination of PLATINUM interface with DOE SLDW</p> <p>DOE</p> <p>Contractor- Develop and deploy PLATINUM</p> <p>Contractor-Develop interface with Early Learning Data System</p> <p>Contractor-Develop interface with DCF/REGISTRY</p> <p>Contractor-Develop interface with DOE SLDW</p>
e.	Appropriate financial resources	<p>PLATINUM Development OEL-\$400,000</p> <p>Interface with Early Learning Data System OEL\$50,000</p> <p>Interface with DCF-OEL \$50,000/DCF \$50,000</p> <p>Interface with DOE SLDW-OEL \$100,000 / DOE \$100,000</p> <p>Contractor-Develop interface with Early Learning Data System \$100,000</p> <p>Contractor-Develop interface with DCF/REGISTRY \$100,000</p> <p>Contractor-Develop interface with DOE SLDW \$100,000</p>
f.	Other supporting evidence	<p>1. PLATINUM schematics</p> <p>2. PLATINUM charter</p> <p>3. PLATINUM business case</p> <p>4. PLATINUM status reports (last months)</p> <p>5. See Early Learning Data Network diagram in this section. (or in Appendix E)</p>
g.	Performance measures	<p>Completed PLATINUM Data system</p> <p>Completed Interface with Early Learning Data System</p> <p>Completed Interface with DCF</p> <p>Completed Interface with DOE SLDW</p>
h.	How this project addresses different types of Early	<p>1. The program profile includes a feedback mechanism allowing input from providers, directors, technical assistance providers and other local quality improvement teams. This</p>

	<p>Learning and Development Programs</p>	<p>allows the individual profile to be customized and adapted to the individual provider.</p> <p>2. The state is implementing two program assessment instruments, ERS and CLASS: The ERS is designed to measure the quality of the program environment in the variety of program settings including center based, family child care homes and school age settings. The state is purchasing materials in both English and Spanish. The CLASS is designed to measure the quality of the teacher child interaction and is valid in all settings including classrooms with diverse populations: Dual Language Learners (DLL), children from migrant families, tribal populations, and children with special needs and diverse cultural backgrounds. Florida has already purchased Pre-K CLASS materials in English and Spanish to support the implementation of CLASS assessor training statewide.</p>
<p>i</p>	<p>How this project will meet the needs of Children with High Needs</p>	<ol style="list-style-type: none"> <li>1. Increasing the capacity of trained ERS and CLASS program assessors will allow the state to increase the scale and frequency of program assessments.</li> <li>2. By using both the ERS and the CLASS program assessment instruments, the state will have a better total picture of what is going on at the classroom level.</li> <li>3. CLASS is designed to measure the quality of the teacher child interactions in a variety of high needs settings.</li> <li>4. The feedback loop of the program profile in PLATINUM allows providers, directors, technical assistance providers and other local quality improvement teams to provide additional information in the program profile including accommodations for children with high needs or special needs.</li> </ol>

**Additional details on the Program Assessment Analysis System (PLATINUM)**

As part of Florida’s strategy toward expanding the current TQRIS pilot into a statewide system, the PLATINUM (Program Leveraging Assessment Technology through Integrated, Networked, Uniform Measures) project will standardize early learning program assessment throughout the state system. Planning for PLATINUM began in 2009 when the state recognized the need to leverage technology to create a system for continuous program quality improvement that is reliable, efficient and sustainable. PLATINUM is a web based service that will enhance Florida’s ability to efficiently capture valid and reliable program assessment data, combine that data with data from other state and local systems and create individual program profiles. These

program profiles will give a summary picture of the key data pieces of the individual program that can be shared with providers, directors, technical assistance providers and other local quality improvement teams who may also add information to the profile through their own secure portal. This ensures that program profiles can be customized to meet the needs of all types of program providers. A complete provider profile is used to create individual improvements plans, which are the real value of the PLATINUM system. Individual improvement plans identify next steps for quality improvements as a menu of options that local early learning coalitions, providers and community partners can implement based on priorities and available resources. Additional goals of the PLATINUM project are to interface with the statewide Early Learning Data System at OEL and the Statewide Longitudinal Data Warehouse at the FLDOE. This will completely transform Florida's ability to link early learning data to the Prek-12 system and look at program and child data longitudinally.

The PLATINUM data system will generate robust standardized and ad hoc reports containing information on program quality at the local and state level. Combined with the implementation of statewide training on the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS) already set to deploy in fall 2011, this will ensure the collection of uniform program assessment data and the ability to provide effective and efficient targeted quality supports to early learning providers and teachers. Florida has already committed \$2.1 million in FY 2011-12 to building up its program assessment system through statewide training and technology.

The PLATINUM system is in reality the expansion of the TQRIS system already underway in Florida. Analysis of core system functions of the TQRIS pilot and other state systems, stakeholder surveys and formal requirements sessions led to the creation of the PLATINUM system design as a blueprint to improve and expand the scale of the TQRIS system statewide. The PLATINUM Executive Advisory Team made up of state and local TQRIS experts is establishing statewide TQRIS quality standards and system policies based on validation of measures in the TQRIS pilot.

One of the most beneficial and effective administrative features of the PLATINUM system design is the ability to record and report on quality supports being delivered within the system down to the provider and teacher level. This allows administrators to look at their quality

investments including staff time, training costs, materials, scholarships, wage incentives, and analyze their impact over time. Deployed statewide, this will help Florida determine what investments it makes in quality improvements and what impact those investments are having on the quality of programs.

The PLATINUM pilot system is set to deploy in January 2012. Following a 6-month pilot phase to ensure system functionality is meeting expected results, PLATINUM will be implemented across the rest of the state during the third and fourth quarter of 2012. The state will then focus on expanding the collection of baseline program assessment data to the statewide level. Race to the Top-Early Learning Challenge funding would support an accelerated timeline for establishing an expanded statewide assessment baseline through the training and development of additional assessors and assessments. This would allow the state to assess more providers and teachers more often than the state's current budget allows.

The next phase of PLATINUM after statewide deployment will include the development of data interfaces and data sharing agreements with other state agencies, partners and OEL's Early Learning Data System currently under development. Once those interfaces are in place, the PLATINUM system will be capable of generating program profiles based on an exceptional amount of quality indicators generated in the early learning system including developmental screening data, child progress data, Head Start data, child care licensing and additional quality measures as they are identified and become available and deployable. PLATINUM will also interface with the Florida's professional development REGISTRY set to deploy in late 2011, providing data on teacher credentials and education. The design of PLATINUM will be flexible enough for customization to meet local needs without compromising overall system integrity. This will allow the 31 early learning coalitions in Florida the ability to enter local program data important to their individual communities. This ability to customize locally is key to the state meeting the needs of Children with High Needs and their families. RTT-ELC funding would enhance the ability of the state to add additional functionality including interfaces to the PLATINUM system sooner than the state can on its own. This will in turn provide Florida the information needed to improve the quality of early learning programs statewide resulting in an increase in the number of children in quality early learning settings.

**SLDS Connectivity Project: Connecting the Early Learning Data Network to the Statewide**

**Longitudinal Data System**

High-Quality Plan for: SLDS Connectivity Project		
a.	Key goals	This project establishes data exchange interfaces between the Florida Department of Education (FDOE) Statewide Longitudinal Data System and the three primary systems that make up the Early Learning Data Network: <ol style="list-style-type: none"> <li>1. The Early Learning Data System</li> <li>2. The Professional Development Registry Application (PD)</li> <li>3. The Program Assessment Analysis (Tiered QRIS) (PLATINUM)</li> </ol>
b.	Key activities and rationale for each	<ul style="list-style-type: none"> <li>• Business process documentation and functional requirements gathering – to properly identify all relevant business needs and to define the interfaces to be built</li> <li>• Interface Design Specifications; middleware selection – to address technical requirements</li> <li>• Build, test, accept and deploy SLDS data exchange interface</li> </ul>
c.	A realistic timeline and key milestones for each activity	<ul style="list-style-type: none"> <li>• Document business processes and gather functional requirements (6 months)</li> <li>• Solicit system integration vendor services (six months)</li> <li>• Build, test, accept, and deploy SLDS data exchange interfaces (1 year)</li> </ul>
d.	Parties responsible for implementation	OEL – Early Learning Data Network FDOE – Statewide Longitudinal Data System RTT-ELC Grant Project Management Office (Contractor) System Integration Services Vendor (Contractor)
e.	Appropriate financial resources	\$1 million - RTT-ELC Grant Funds
f.	Other supporting evidence	
g.	Performance measures	SLDS Connectivity Project: Monitoring and controlling of schedule, scope, resources, staffing, and quality of deliverables. Satisfactory user acceptance testing and successful deployment of the interfaces.
h.	How this project addresses different types of Early Learning and Development Programs	This project provides the critical connection between early learning data and K through 12 data. It is essential to achieving this long-standing goal of educators everywhere. All types of Early Learning Developments Programs will benefit for the ability to do longitudinal analysis of their effectiveness.

i	How this project will meet the needs of Children with High Needs	The ability to perform longitudinal analysis of all education programs in the state will benefit from this project .Children with High Needs will, perhaps, benefit the most because their needs are the greatest.
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This SLDS Connectivity Project will forge the link between early learning and school-age data.

### **How Florida Intends to Use RTT-ELC Funds to Accelerate the Establishment of a Quality SLDS**

All of early learning data system projects described in this section are already underway. RRT-ELC funds will be used to purchase additional contract services to 1) accelerate development, 2) work through problems that may arise during design, build, test, or deployment, and 3) provide additional training to ELC front-line service delivery staff and providers in the local communities to promote readiness to employ these new systems to the greatest effect.

In addition, RTT-ELC funds will be invested in completing the data exchanges interfaces between OEL's early learning data systems and the FDOE Statewide Longitudinal Data System, thereby forging the final link between child early learning and school age data in Florida.

RTT-ELC funds will be carefully invested in non-recurring activities in order to ensure that no sustainability issues arise in operations of the enhanced early education service delivery after the four-year term of the grant ends.

### **What Florida's Early Learning Data Network will Look Like in 2016**

The figure on the following page depicts the future state of Florida's early learning data systems. The organizations on the left side of figure are the various Florida state government agencies, along with their data systems that deliver early learning services and/or provide data to OEL and the Early Learning Coalitions (ELCs) to the eligibility determination, case management, referrals, educator and child care center data, and other functions, as indicated.

The center section of the figure shows OEL (at the top), the coalitions (middle), and the linkages between the Early Learning Data System and the various external data systems and users.

On the lower right are the external stakeholders that are served and supported by Early Learning Data System. They are: 1) Parents/Guardians and their children, 2) child care centers

and related providers, and 3) the early learning educators/practitioners.

In the upper right is the FDOE Statewide Longitudinal Data system, the ultimate repository of all essential data elements from the early learning data systems.



