Table Of Contents

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete

Online Forms

1. SF-424 Application for Federal Assistance Version 2
   - (Upload #1): ProjectNarrativeAttachments_1_2-Attachments-1234-Florida PDG B-5 Application Final.pdf
   - (Upload #2): OtherNarrativeAttachments_1_2-Attachments-1235-Florida PDG B-5 Appendix Final.pdf
   - (Upload #3): Form GG_LobbyingForm-V1.1.pdf
   - (Upload #4): Form Key_Contacts-V1.0.pdf
   - (Upload #5): Form OtherNarrativeAttachments_1_2-V1.2.pdf
   - (Upload #6): Form PerformanceSite_2_0-V2.0.pdf
   - (Upload #7): Form ProjectNarrativeAttachments_1_2-V1.2.pdf
2. SF-424A Budget Information - Non-Construction
3. SF-424B Assurances - Non-Construction
4. SF-LLL Disclosure of Lobbying Activities

Note: Upload document(s) printed in order after online forms.

OMB Approval No. 4040-0006
Expiration Date: 01/31/2019

BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Florida Preschool Develo	93.434			$12,000,000.00	$3,600,000.00	$15,600,000.00
2.						
3.						
4.						
5. Totals				$12,000,000.00	$3,600,000.00	$15,600,000.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total
	(1) Florida Preschool Develop	(2)	(3)	(4)	(5)
a. Personnel					
b. Fringe Benefits					
c. Travel	$313,750.00				$313,750.00
d. Equipment					
e. Supplies	$3,250.00				$3,250.00
f. Contractual	$14,986,000.00				$14,986,000.00
g. Construction					
h. Other	$280,620.00				$280,620.00
i. Total Direct Charges *(sum of 6a-6h)*	$15,583,620.00				$15,583,620.00
j. Indirect Charges	$16,380.00				$16,380.00
k. TOTALS *(sum of 6i and 6j)*	$15,600,000.00				$15,600,000.00
7. Program Income					

Authorized for Local Reproduction

Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102

Previous Edition Usable

SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8	$3,600,000.00			$3,600,000.00
9.				
10.				
11.				
12. TOTAL *(sum of lines 8-11)*	$3,600,000.00			$3,600,000.00

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$12,000,000.00	$600,000.00	$600,000.00	$5,400,000.00	$5,400,000.00
14. Non-Federal	$3,600,000.00	$900,000.00	$900,000.00	$900,000.00	$900,000.00
15. TOTAL *(sum of lines 13 and 14)*	$15,600,000.00	$1,500,000.00	$1,500,000.00	$6,300,000.00	$6,300,000.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16.				
17.				
18.				
19.				
20. TOTAL *(sum of lines 16-19)*				

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	22. Indirect Charges: $16,380; Predetermined 12.6%; base $130,000

23. Remarks: DOE has an approved indirect cost rate plan in effect with predetermined rate of 12.6% applicable to Modified Total Direct Costs (MTDC); estimated amount to which base is applied $130,000; total indirect expense $16,380.

Authorized for Local Reproduction

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
☐ a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	☐ a. bid/offer/application b. initial award c. post-award	☐ a. initial filing b. material change **For Material Change Only:** year _____ quarter _____ date of last report _____

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:
☐ **Prime** ☐ **Subawardee** Tier _____, *if known*: **Congressional District**, *if known*:	 **Congressional District**, *if known*:
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, *if applicable*: 93.434
8. Federal Action Number, *if known*:	**9. Award Amount,** *if known*: $
10. a. Name and Address of Lobbying Registrant (*if individual, last name, first name, MI*):	**b. Individuals Performing Services** (*including address if different from No. 10a*) (*last name, first name, MI*):
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

Approved by OMB
0348−0046

DISCLOSURE OF LOBBYING ACTIVITIES
CONTINUATION SHEET

Reporting Entity: _____ Page 2 of 2

Authorized for Local Reproduction
Standard Form − LLL−A

OMB Approval No.: 4040-0007
Expiration Date: 06/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

P ublic reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681- 1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

*** SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL**	*** TITLE**
Molly M Grant	Education Policy Analyst
*** APPLICATION ORGANIZATION**	*** DATE SUBMITTED**
EDUCATION, FLORIDA DEPARTMENT OF	11/16/2018

Standard Form 424B (Rev. 7-97) Back

OMB Number: 4040-0004

Expiration Date: 08/31/2016

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 11/16/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: EDUCATION, FLORIDA DEPARTMENT OF

* b. Employer/Taxpayer Identification Number (EIN/TIN): 59-3474751

* c. Organizational DUNS: 7853199630000

d. Address:

* Street1: 325 W GAINES ST STE 914

Street2:

* City: TALLAHASSEE

County:

* State: Florida

Province:

* Country: UNITED STATES

* Zip / Postal Code: 32399-6533

e. Organizational Unit:

Department Name: Office of Early Learning

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mrs.

* First Name: STEPHANIE

Middle Name:

* Last Name: GEHRES

Suffix:

Title: DEPUTY DIRECTOR OF OPERATIONS AND PROGRAM

Organizational Affiliation:

* Telephone Number: 8507178598

Fax Number:

* Email: STEPHANIE.GEHRES@OEL.MYFLORIDA.COM

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Administration for Children and Families - OCC

11. Catalog of Federal Domestic Assistance Number:

93.434

CFDA Title:

ESSA Preschool Development Grants Birth through Five

*** 12. Funding Opportunity Number:**

HHS-2018-ACF-OCC-TP-1379

* Title:

Preschool Development Grant Birth through Five (PDG B-5)

13. Competition Identification Number:

HHS-2018-ACF-OCC-TP-1379

Title:

Preschool Development Grant Birth through Five (PDG B-5)

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant: FL-002
* b. Program/Project: FL-all

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: 12/17/2018
* b. End Date: 12/16/2019

18. Estimated Funding ($):

* a. Federal	12000000
* b. Applicant	3600000
* c. State	0
* d. Local	0
* e. Other	0
* f. Program Income	0
* g. TOTAL	15600000

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ **** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mrs. * First Name: Molly

Middle Name: Rose McGuire

* Last Name: Grant

Suffix:

* Title: Education Policy Analyst

* Telephone Number: 8507178578 Fax Number:

* Email: molly.grant@oel.myflorida.com

* Signature of Authorized Representative: Molly M Grant * Date Signed: 11/16/2018

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Upload #1

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete
Document Title:	ProjectNarrativeAttachments_1_2-Attachments-1234-Florida PDG B-5 Application Final.pdf

TABLE OF CONTENTS

TABLE OF CONTENTS 1
PROJECT SUMMARY/ABSTRACT 2
EXPECTED OUTCOMES 3
B-5 MIXED DELIVERY SYSTEM AND VISION 4
ACTIVITY ONE: B-5 NEEDS ASSESSMENT 13
ACTIVITY TWO: B-5 STATEWIDE STRATEGIC PLAN 20
ACTIVITY THREE: MAXIMIZING PARENTAL CHOICE AND KNOWLEDGE .. 25
ACTIVITY FOUR: SHARING BEST PRACTICES 32
ACTIVITY FIVE: IMPROVING OVERALL QUALITY 37
ORGANIZATIONAL CAPACITY AND MANAGEMENT 40
PLAN FOR OVERSIGHT OF FEDERAL AWARD FUNDS 45
SUSTAINABILITY PLAN 46
DISSEMINATION PLAN 47
EVALUATION PLAN 48
LOGIC MODEL 54
PROJECT BUDGET AND BUDGET JUSTIFICATION 56
PROJECT TIMELINE AND MILESTONES PROGRAM PERFORMANCE 59

PROJECT SUMMARY/ABSTRACT

- Project Title: Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
- Applicant Name: FL's Office of Early Learning (OEL)
- Address: 250 Marriott Drive, Tallahassee, FL 32399
- Contact Phone Numbers (Voice, Fax): (850) 717-8598
- E-Mail Address: stephanie.gehres@oel.myflorida.com
- Web Site Address, if applicable: www.FloridaEarlyLearning.com

Through the PDG B-5 grant, Florida will move towards increasing the quality, alignment and efficiency of Florida's early childhood care and education programs and services to support families' needs, children's readiness and early grade success, particularly vulnerable and underserved children.

Needs to address: (1) Families do not have equitable access to quality early childhood care and education programs statewide; (2) Families have difficulty navigating multiple social services, being informed consumers, and fully engaging as partners with early childhood care and education programs in children's development; (3) There is significant local variance in the percentage of children served and subsidy rates. Limited funding, unmet need, and local delivery create widely different local priorities and, therefore, widely different levels of quality for families; (4) With increased accountability and use of program assessment statewide, there is inconsistent access to effective quality supports for providers; and (5) Transitions into kindergarten are uneven, and collaboration between the early childhood care and education system and local school systems is inconsistent.

Proposed services. Florida's PDG B-5 proposes the following:

- To build on our statewide needs assessment portal to enable better assessment needs, access, and quality for informed data-driven policy solutions;
- Create comprehensive statewide early childhood care and education mixed delivery system strategic plan;
- To streamline policies and enrollment processes, improve access and availability of high quality early childhood care and education programs and services for families, increase family engagement, and provide high quality consumer education for families across funding streams, programs, and services; and
- To increase access to effective early childhood care and education quality improvement strategies by developing standards for and expanded access to professional development, coaching and related supports that improve kindergarten readiness and early grade success.

Population groups to be served. Florida's children B – 5, particularly children who are vulnerable or underserved.

EXPECTED OUTCOMES

Improve Data-Driven System Coordination: to be responsive to the needs of children, families, early childhood care and education providers, and community and state family service partners, Florida will build on the existing needs assessment data portal and *Index to Child Care Access* and to align data systems and develop enhanced tools that will provide interactive, vital information on capacity, affordability, quality, and financing for early childhood care and education to inform data-driven decision-making. Florida will also conduct a feasibility study for creating a single point of entry to streamline requirements for families and will identify and implement policies to simplify requirements for social services.

Increase Family Access and Engagement: to better serve all families with high quality early childhood care and education programs and services, particularly vulnerable and underserved populations. The crosscutting concept throughout all priorities is to focus on families in their current situation. The goal is to create a system that encourages culturally sensitive, trauma-responsive family engagement and care. Florida will build out online resources that will increase consumer education on early childhood care and education programs, privatized access to child screening and assessment data that will provide important information on children's development, and other resources that support increased family engagement.

Create a High-quality Comprehensive System of Early Childhood Care and Education: to balance the diverse mixed-delivery system with maximizing resources and leveraging funding, Florida will increase education and credentialing for early childhood care and education professionals and align and increase availability of current best practices statewide. This will include cross system, cross discipline opportunities for shared professional development, communities of practice, and supports for existing networks to strengthen quality, particularly for

vulnerable children. Florida will place specialized emphasis on family engagement, supporting the needs of unique learning populations, including dual language learners and children with disabilities, and increasing school readiness for all children. Development of a comprehensive strategic plan will result in streamlined policies, budgets, and alignment of systems, creating efficiencies to maximize funding and resources and improve opportunities.

B-5 MIXED DELIVERY SYSTEM AND VISION

Florida **(**FL) offers a diverse B-5 mixed-delivery early childhood care and education (ECE) system with a full range of programs, including private non- and for-profit centers, family child care homes, public and private school-based programs, Head Start/Early Head Start (HS/EHS), Migrant Head Start/Migrant Early Head Start (MHS/MEHS) and home visiting programs (HV). The Office of Early Learning's (OEL) data system identifies 10,245 ECE providers serving 353,823 unduplicated publicly funded children in these programs. OEL administers a budget of $1.09 billion in federal and state funding and is lead entity on the following ECE investments:

- *School Readiness (SR)* – child care subsidy program, Child Care Resource and Referral (CCR&R) network, and the Child Care Executive Partnership (CCEP) Program, with combined state/federal funding of $690.9 million to serve 140,887 children B-5.
- *Voluntary Prekindergarten Program (VPK)* – VPK program available to all four-year-olds at no cost; funded at $398.4 million to serve 170,527 four-year-olds (76%).
- *Quality Investments* – Included in SR funding outlined above, OEL invests $98.1 million in ECE quality activities to impact the overall system, including: 1) consumer education ($11 million) through CCR&R to help 444,563 families annually assess eligibility and find programs that meet their needs; 2) standards, curriculum, health and safety, and development screening and assessment ($5.4 million); 3) provider training/technical assistance and

financial support ($32.3 million); 4) tiered reimbursements and Gold Seal differentials ($38.7 million); 5) infant and toddler care quality ($7.5 million); and 6) inclusion ($3.2 million).

FL's ECE system is unique in that it is largely privatized. Ninety-three percent of children B-5 participating in SR attend centers (130,910 children), 7% attend family child care (9,175 children), <1% of children attend private school programs (247 children), and <1% of children attend public school-based programs (555 children); 78% of children participating in VPK attend private centers (132,474 children), 21% of children attend public-school-based programs (35,508 children), 1% attend private school-based programs (1,973 children), and <1% attend family child care (572 children). To support coordination for all ECE programs, the FL Head Start State Collaboration Office (HSSCO) is housed in OEL. HS enrolls 31,877 children through 60 grantees and delegates and 7,375 children attend EHS through 55 grantees and delegates; 1,187 children attend MHS programs, and 1,992 children attend MEHS programs; total HS funding is $366,644,876. The total licensed HS capacity in FL is 31,369 slots in centers and 508 in locally designed programs. The total licensed EHS capacity in FL is 5,777 slots in centers, 503 in family child care homes, 798 in HV programs, and 231 women served in prenatal programs.

Other key elements of FL's programming include:

- *Screening*: FL is the only state that requires screening of every child receiving subsidies upon enrollment and annually thereafter; children with developmental concerns are referred for additional assessment through local Department of Health Part C (Part C) or Department of Education Part B (Part B) programs.
- *Assessment*: Many Early Learning Coalitions (ELCs) support observation-based assessments to help inform individualized care and instruction. The legislatively created Committee for

Early Grade Success developed recommendations in 2017 on how to create a unified system of child assessment for all children in publicly funded programs birth-kindergarten entry.

- *Unique Child Identifier (UI):* Through the FL Department of Education (DOE), each child is assigned a UI at the time of kindergarten entry. OEL and DOE have recently created the ability for younger children to be assigned this UI. Children enrolled in VPK are assigned a UI; this process will be in place for SR beginning in 2019. With strict privacy protocols in place to safeguard data, this will allow OEL to better understand an unduplicated count among children receiving public services, children with underserved needs, children's movement among ECE programs and into secondary education settings, and factors that impact children's early learning participation, such as expulsion, inclusion limitations, and limited dual language learning environments.

FL has developed coordination structures to implement a more integrated B-5 system:

- *Infant/Toddler, Preschool, Inclusion Networks:* OEL coordinates networks designed to support ELC staff who manage local initiatives or work to directly support providers serving young children. Additionally, these networks act in an advisory role for statewide initiatives involving their respective work. The networks promote community connections between providers and services tailored to specific needs and provide a system of care for children in the SR and VPK programs. Each network consists of one specialist per coalition plus members from other agencies that serve the identified population of children. Partners include Part C, Part B, Higher Education, Healthy Families, and Department of Children and Families (DCF), among others.
- *Family Engagement*: Our partnerships have made family engagement a crosscutting priority, aligned with the HHS/DOE Policy Statement on Family Engagement. This priority is

addressed in the context of all initiatives supporting inclusive care, social-emotional and behavioral health, equity, and cultural/linguistic sensitivity. Additionally, OEL developed/implemented training, guidance, and policies to further promote and enhance family engagement (e.g., Best Practices in Inclusive Early Childhood Education (BPIECE) tools and training, equity training, and trauma informed care initiatives). The Legislature also recognized the importance of family engagement and incorporated requirements for family access to child assessment and screening data in recent legislation. Culturally and linguistically responsive family engagement is a primary focus in FL's efforts to develop coaching models and director networks that support families served in ECE programs.

- *Professional Development:* The ECE Professional Development Initiative (PDI) has developed broad partnerships to create a robust professional development (PD) system in FL. FL widely implements the Teacher Education And Compensation Helps Program (T.E.A.C.H.) through the Children's Forum (CF) and a network of higher education institutions throughout the state. Florida has developed an innovative public-private partnership with foundations and state government to implement a statewide PD delivery system, Early Learning Florida (page 32).
- *Transition to Kindergarten Workgroup*: OEL, DOE, HSSCO, CF, ELCs, private providers, HS grantees, and local school districts identify opportunities and barriers to smooth transitions between ECE providers and kindergarten. The workgroup is developing an ECE collaborative framework, tools, and resources to help support families in working with school leaders, Kindergarten teachers, and ECE providers on transition plans. An action plan has been developed and best practices have been shared via regional summits and a website.

- *Trauma Informed Care Workgroup*: OEL coordinates a workgroup designed to identify opportunities for improving access to mental health services and trauma-informed care in ECE. This workgroup is developing a specific trauma plan for supporting young children and their families who may have been or are experiencing adverse childhood experiences. Currently, this workgroup is focused on expanding access to mental health consultation.
- *Meeting Needs of Specific Vulnerable Populations*: OEL has designed a process to identify educators with specialized training that support vulnerable populations. Prioritized populations include children with special needs, children experiencing trauma, and dual-language learners. Through this effort, OEL will support specialized training of the ECE workforce, while creating a method of robust consumer education to encourage informed parental choice for the state's most vulnerable families.

FL also offers a wide range of HV programs and services, including: Home Instruction for Parents of Preschool Youngsters (HIPPY), Nurse Family Partnerships, Healthy Families, and Healthy Start. The HV programs have formed a strong network through Maternal Infant Early Childhood Home Visiting (MIECHV) to coordinate service delivery through a newly developed uniform intake process that supports strategic and targeted services for FL's most vulnerable children. Collectively, HV programs serve 15,580 families annually.

In a state as large and diverse as FL, localized administration of services designed to meet the unique needs of culturally and linguistically diverse communities is essential. FL has 30 ELCs plus the Redlands Christian Migrant Association (RCMA), which provide local administration of the SR, VPK and CCR&R programs; contract for services with ECE programs; support local quality improvement systems; and leverage financial resources to expand services. ELCs and RCMA report $37,301,504 in match statewide.

FL is the only state with laws allowing Children's Services Councils (CSC), special taxing districts to fund children's services. These CSCs generate $200 million annually for early learning, summer and after school programs. CSC funds primarily support advancements in quality, targeted affordability strategies and access to services, typically in partnership with the ELCs. Private philanthropy also plays an important role, with foundations like the Helios Education Foundation, Jim Moran Foundation, and United Way making multi-million dollar investments in statewide innovations, like the Early Learning Florida PD platform (page 32); many other local foundations invest in their communities.

Collaboration and engaging diverse voices is essential to the FL system. Families and caregivers are a vital part of the ECE work in FL. ELCs engage families and caregivers through CCR&R, community outreach, and technical assistance (TA). Community-based organizations also sit on ELC, CSC, and other entities' boards, such as local Grade Level Reading Campaign advisory groups to coordinate services and maximize resources. A number of ELCs coordinate with local HV programs, two administer EHS/Child Care Partnerships, and many lead efforts to coordinate local ECE systems and services that meet the needs of culturally and linguistically diverse families. Representatives from these entities will be a key part of strategic planning to ensure appropriate work is planned and implemented at the state, regional and local levels to strengthen FL's B-5 mixed delivery system.

FL has made great strides toward developing a high quality system of ECE, with recent significant advances in: 1) technology solutions that enable family enrollment, ECE provider requirements and payments, and program documentation to be completed online; 2) implementation of the Early Learning Performance Funding Project (ELPFP), a five year project that aligns quality standards with differential payments and targeted PD and coaching; 3)

transformational legislation, HB 1091, an accountability bill, which identifies observation-based child assessment tools for use by SR providers; adopts a program assessment for SR providers that measures quality of teacher-child interactions; develops differential payments for program assessment and child assessment; modifies the statewide information system to allow families to access data on child growth, program impact, quality, and investment; adds new reporting requirements for this data; and expands contracted slots; 4) TA coordinated with state and community partners, subject matter experts, and resources through formal networks and committees that work collectively and focus on vulnerable populations; 5) a PD career pathway that includes options supported by T.E.A.C.H. scholarships and a partnership with the University of FL (UF) on Early Learning Florida (page 32); and 6) the nation's largest ECE coaching certification with documented impact on program quality.

Even with these monumental successes, the system has challenges, including:

- *Challenge*: Families lack equitable access to quality ECE programs. *PDG Strategies*: Build out the Early Care and Education Needs Assessment data portal (ECENA) (page 38) to have a regularly updated, comprehensive view of service uptake and child well-being indicators to better assess needs and understand access through the *Index of Child Care Accessibility* (*Index*) (page 15); determine how to align payment rates with quality expectations (page 19); and target quality improvement (QI) efforts in areas of need (page 33).
- *Challenge*: Families have difficulty navigating multiple social services, being informed consumers, and fully engaging as partners with ECE programs in children's development. *PDG Strategies*: Design a single point of entry for families (page 30); identify opportunities to streamline eligibility requirements, application, redetermination, and consumer education (page 26); improve enhanced referrals via CCR&R and other community resource specialists

to provide more specialized services (page 27); make more complete information accessible online for families (page 31).

- *Challenge:* Since the inception of SR in 1999, there has been significant local variance in the percentage of children served and subsidy rates. With only good intentions, limited funding, unmet need, and local delivery, there are widely differing local priorities and therefore widely differing quality for families. *PDG Strategies*: Complete detailed analysis of payment rate structure; develop recommendations on how to align payment rates to actual cost of quality (page 19).
- *Challenge*: With increased accountability and use of program assessment statewide, there is inconsistent access to efficient and effective quality supports for providers. *PDG Strategies*: Conduct detailed analysis of ELPFP data to determine what QI strategies have greatest impact (page 33); share best practices and build capacity on targeted topics, such as child assessment to inform individualized care and instruction and PD (page 32); implement strategic QI activities (page 33); expand supports to VPK, HS, EHS, and other state and community partners (page 34).
- *Challenge*: Transitions into kindergarten are uneven and collaboration between the ECE system and local school systems is inconsistent. *PDG Strategies*: Expand access to resources to support seamless transitions (page 35); with full sensitivity to data privacy, encourage parents to share child observational data with kindergarten teachers to better meet individual needs (page 28); create online learning communities between ECE and school district leaders to align local implementation of expectations and align VPK and readiness standards so expectations progress in a seamless way (page 35).

Our **vision** is to increase the quality, coordination, alignment and efficiency of the state's programs and services to support families' needs and children's readiness and early grade success, particularly vulnerable and underserved children. Our essential next steps to achieve this vision are: 1) build out the statewide needs assessment portal with stronger and expanded data sharing agreements to better assess needs, access, and quality and use this data to inform data-driven policy solutions; 2) streamline policies and enrollment to improve access and expand parental choice across funding streams, programs, and services; and 3) increase access to effective ECE quality improvement strategies through standards for and expanded access to effective PD, coaching and related supports.

At the state level, the overall PDG grant will be coordinated by OEL, in close partnership with DCF, HSSCO, and UF (page 41). OEL will work with the Children and Youth Cabinet (CYC), the State Advisory Council (SAC), and representatives from private providers, school based-programs, ELCs, Parts B and C, HV, and other family support services, to coordinate a comprehensive mixed delivery system that meets the needs of children and families.

To assess and support the local needs of families and improve the quality of early learning systems, ELCs, CSCs, and OEL's TA networks will facilitate family and ECE stakeholder focus groups to inform system enhancements; help implement family engagement and QI strategies; and leverage resources to improve kindergarten readiness and well-being for children at greatest risk of school failure.

OEL will facilitate data analysis, evaluation, and system expansion by partnering with UF to enhance data capabilities for the needs assessment and *Index* (page 15); support the development of FL's strategic plan to coordinate the input of all system stakeholders; assess QI strategies to

develop standards of practice for statewide PD and coaching; support the evaluation of system enhancements; and grow the state's PD system.

Third Party Agreements. Letters of commitment (Appendix) from key stakeholders and partners include DCF, DOE, DOH, UF, CSCs, HSSCO, Florida Head Start Association, and the Agency for Health Care Administration (AHCA). Collaborating with these entities and others will allow OEL to leverage existing programs, resources, and infrastructure to achieve the above vision and complete grant activities efficiently, maximizing resources and opportunities.

ACTIVITY ONE: B-5 NEEDS ASSESSMENT

Over the last five years, FL has built significant capacity to assess needs through a centralized, interactive data portal. Our vision is that through the PDG we will 1) significantly increase the amount and type of data available in our online, interactive ECENA; 2) document unduplicated number of children served by different programs throughout the state; and 3) expand automated and interactive reporting capacity within ECENA so local, regional and state leaders can actively assess needs and plan services and supports, informed by cross-sector data, on an ongoing basis beyond the PDG grant period.

Through federal SAC funding in 2013, OEL worked with UF to develop ECENA. It was specifically decided *not* to do a traditional needs assessment that would expire as soon as it was published, but to create a data portal that is regularly updated through cross-sector data updates from each of the state agencies that collect data on young children and their families. ECENA also provides innovative data tools to assess needs and inform local, regional, and state level decision-making. This centralized repository of indicators associated with early development (page 14) can be compared across multiple levels of geography including statewide, ELC, county, and zip code. Users can generate color-themed maps, trend plots, and tabular data using

various combinations of age groups and indicators. The reports, maps, and tabular data can be downloaded quickly and directly from UF-secured websites and displayed on mobile devices. Since it was created, ECENA has been accessed thousands of times and is widely used to inform planning, fund development, and program implementation.

Current ECENA Data Indicators *(Each ECENA indicator is reported by Age Cohort (0-2, 2, 3, 4, 5, and 0-5) and for each ELC, County, zip code, and statewide.)*			
Pregnancy	Total number live births Born by C-section Born premature Born to adolescent mother Born with low birth weight Pregnancy interval <18 months Multiple births High risk pregnancy Prenatal care quality Mother WIC participation during pregnancy Mother smoking during pregnancy Mother overweight or obese at pregnancy Born to unmarried mother Mother age at birth	**Family Characteristics**	Mother race/ ethnicity Mother not born in US Father not on birth certificate Homeless Parent with daytime work Household primary language Rural residence Urban residence In foster care Parent employment/ labor force status % children in poverty
		School Achievement	Not proficient in English language arts Not proficient in math % High school dropouts
Health and Special Needs	Emergency room visits Medicaid Enrollment Maltreatment Child deaths Immunizations not up to date Children with IFSP Children with IEP	**ECE Services, Education and Health Spending**	Licensed child care capacity Early Head Start funded enrollment Head Start funded enrollment Children by education spending Children by health care spending
Neighborhood Characteristics	Children in high crime index neighborhoods Population growth rate Unemployment rate in neighborhood High poverty		

The Anita Zucker Center at UF (Zucker Center) has strengthened ECENA by developing an *Index*. Using SR data, the research team at the Zucker Center identified two aspects of access (*selection* and *infrastructure*) that must be understood to inform decision-making to improve access. The *Index* reports whether families have reasonable opportunity to enroll in quality child care and the extent to which they make use of available resources. Geographic information showing density clusters of family residence help identify areas in need of targeted investment to increase access to quality ECE. A pilot conducted in 2017-18 with five ELCs confirmed the *Index* helps inform understanding of accessibility and helped target quality initiatives to areas with limited access. The *Index* is being expanded statewide and will be enhanced through the PDG to include other ECE program data including VPK, HS, EHS, MHS, and MEHS.

Populations of children who are vulnerable or underserved, and children in rural areas.

OEL has access to a highly accurate, unduplicated count of children served by each program through its data system; this is available through the single statewide information system utilized for the SR and VPK programs. There are 140,887 children B-5 served through the SR program and 170,527 four-year-olds served by VPK.

In FL, the term "vulnerable" is defined as any child experiencing factors that place them at risk of school failure, including children in foster care/protective services (10,932 children); special needs requiring early intervention services (211,759 children); family income at or below 150% FPL (272,658 children); observed domestic violence (19,245 children); and homeless or transition of housing (6,665 children). "Underserved" is defined as children who are eligible for services but cannot access them do to lack of slots or funding availability; the numbers of underserved children awaiting services include SR (31,000), HS (7,363), EHS (4,840), MHS (137), and MEHS (373). "Rural community" is defined as a county with a population of 75,000

or fewer or a county with a population of 125,000 or fewer that is contiguous to a county with a population of 75,000 or fewer. An estimated 64,000 children live in rural communities in FL.

Due to the complexities of overlapping needs and the fact that many families are eligible for and receive services from multiple agencies, it has historically been difficult to identify an accurate count of unique children/families engaged in public systems. However, FL has made significant strides to better understand children's B-5 experiences into secondary school.

Within the capacity of existing data systems, FL can identify underserved populations within each program (e.g. SR, HS, EHS, MHS, and MEHS) but lacks the capacity to construct a unified dataset for unduplicated accounting of families across services. The PDG has prompted these agencies to commit to establishing interagency agreements to share child level data necessary to construct a unified data system (page 38), which will enable refined assessment of need among FL's children and families who are vulnerable or underserved. This will set the foundation for work outlined in the proposal to better understand the needs of vulnerable and underserved populations and create more efficient, effective, responsive services to meet their needs.

Analysis of quality and availability. DCF defines basic health and safety for all programs deemed "child care." OEL defines standards for programs participating in SR and VPK. ECE providers accredited by one of 15 approved bodies are identified as Gold Seal and eligible to receive up to a 20% SR differential.

In 2013, UF conducted a detailed study on the availability of child care. Within FL's large and diverse landscape, capacity varies by community, but overall: 1) there is an overabundance of slots in most communities; 2) too many slots means programs cannot maintain sufficient enrollment, which limits revenue to improve services and quality; and 3) the overabundance of supply causes providers to reduce private pay rates to attract families, which has depressed

overall child care market rates. To improve access to quality, FL needs to invest in strategies that stabilize ECE revenue without overburdening families, particularly in high need areas.

This data increased the urgency to create a unified definition of quality, strengthen baseline requirements to provide SR services, and incentivize quality. FL took a dramatic step in this direction with new legislation (HB 1091) signed by Governor Scott in March 2018, which provides: 1) a statewide definition of quality based on program assessment scores, with basic threshold scores required to provide SR (subsidized) care; 2) alignment of a payment differential to incentivize and pay for higher levels of quality; and 3) the ability for ELCs to set local eligibility priorities to serve the children most needing care. In the 2018-19 program year, SR programs will be assessed with the Classroom Assessment Scoring System® (CLASS), providing an unprecedented snapshot of the quality of 7,668 SR programs (70% of early learning sites serving children ages birth-5).

Plan for strengthening measurable indicators of progress. As outlined in our logic model (page 55) and evaluation plan (page 49), FL will build on its significant infrastructure to accomplish two targeted outcomes through its needs assessment.

- ***Expand capacity to regularly assess needs comprehensively through ECENA***: With PDG investment, the ongoing ability will be created to document ECE capacity and quality within communities throughout the state; expand our understanding of access and underserved communities and populations; and develop a system to provide an unduplicated count of children accessing publicly funded programs on an ongoing basis. OEL will facilitate permissions between organizations and UF to integrate and analyze each entity's data. In preparation for the PDG award, commitments to expand data agreements have been

established with DCF, DOE, DOH, AHCA, HS, EHS, and CSCs. The data that will come from each organization is outlined in detail in the Third Party Agreements (Appendix).

- ***Solicit extensive stakeholder engagement***: FL will obtain the critical perspective of key stakeholders, families, and providers on their needs, successes, challenges, and hopes for ECE services and supports. These perspectives will be obtained through surveys conducted of providers and families accessing services, focus groups of providers and families in ten communities, interviews with families during intake and while in waiting rooms, and other strategies. In total, perspectives will be gathered from over 2,500 stakeholders representing different income, geographic and child age strata to help inform the needs assessment.

Month	Detailed Summary of Activity 1 Projects
1-2	ECENA: Data provided by agencies and organizations for integration
3	ECENA: UF conduct accuracy and quality checks and merge data across systems
3	ECENA: UF complete data integration by geographic designation (e.g. zip code)
2	Stakeholder Engagement: OEL identify key questions that need to be answered through survey(s) and focus groups
2	Stakeholder Engagement: UF design surveys and focus group protocols
3-4	Stakeholder Engagement: UF complete focus groups throughout state of families and providers on specific topics of interest to the SAC and stakeholders
3-4	Stakeholder Engagement: UF complete statewide survey of providers and stakeholders to inform strategic plan
2-5	Cost Modeling: UF conduct assessment by county on payment rates, capacity vs actual enrollment, and the impact of these factors on improving quality
5	Cost Modeling: UF complete analysis to model scenarios by program, zip code, participation in other programs, changes in credentialed staff, and cost of materials
5	ECENA Analysis: UF complete extensive analysis of need, particularly for vulnerable children and families, to inform SAC and strategic plan development
5 5 6	ECENA Analysis: Complete specific analysis to inform key questions (see below for methodology) • Access and quality of supply • Measure of ECE system performance • **Unduplicated count** of children by program, geographic area, and age
5	ECENA Analysis: UF identify funding opportunities/barriers, opportunities for efficiencies, and models to align payment rates/bonuses with increased expectations
5	Needs Assessment Report: UF summarize findings in draft report to stakeholder group, SAC; integrate feedback
6	Needs Assessment Report: UF complete report that synthesizes ECENA analyses, focus group and survey results; OEL submit to ACF-OCC for approval

The ECENA analyses will include mapping to show concentrations of need/services:

- To facilitate a more comprehensive understanding of the **access and supply of quality**, a SR provider infrastructure matrix will be constructed that analyzes service type, proportion of intended population served, and family vulnerability status.
- To facilitate the development of a consistent **measure of ECE system performance**, a study will be conducted on the process to incorporate additional program data into the *Index* for additional ECE programs (i.e., VPK, HS, EHS, MHS, and MEHS).
- ***Bonus Points***: Using an individual child data linking protocol that makes use of unique child identifier data, UF will generate **an unduplicated count of children** within programs (i.e., SR, VPK, EHS, HS, MHS, and MEHS) who are currently receiving or awaiting ECE services.

In 2015, OEL and its partners worked with a cost modeling tool to analyze publicly funded provider reimbursement rates against the true cost of care. The analysis showed the need for increased SR investments to improve and maintain quality; this work informed the recent legislation to define quality and develop differential payment tiers aligned to quality standards. An updated cost modeling analysis, in combination with a county by county assessment of capacity, enrollment, and payment rates, will support important strategic planning focusing on a number of critical aspects of quality and accessibility: 1) developing new funding structures in areas with extremely low payment rates; 2) identifying issues with child care deserts and market oversaturation to identify strategies for increasing access to quality; 3) analyzing workforce compensation data to identify opportunities to establish compensation initiatives in areas where low wages are drastically affecting workforce sustainability; and 4) analyzing market rates to determine where targeted incentive programs could increase access to quality.

Collectively, the expanded needs assessment and these analyses will help FL document need, availability, and quality of ECE programs and services. The analyses will be used to inform development of the strategic plan and include strategies to better assess gaps in services for families' needs; identify opportunities to coordinate and align services that support improved economic security for families and outcomes for children at greatest risk of school failure; support the development of improved continuity of services; enhance collaboration among key partners that provide programs and services to children and families; identify and streamline any potential duplication of services; and identify areas that may need additional resources.

ACTIVITY TWO: B-5 STATEWIDE STRATEGIC PLAN

Engagement of full range of stakeholders. A Core B-5 Strategic Plan Team (Core Team) will guide the development of the strategic plan. Members will include OEL, DCF, HSSCO, UF, a data expert, systems experts, and a facilitator/consultant. These entities collaborate extensively and are ready to immediately begin the B-5 Strategic Plan process. This Core Team will provide leadership for convening and administering a SAC that will represent all stakeholders impacted by the plan. The Core Team will plan to meet face-to-face for a full day each month. Diverse stakeholders will be engaged by assembling ten focus groups throughout state, holding monthly webinars, and conducting surveys of key stakeholder groups.

UF will facilitate the development of a unified strategic plan and Collaborative Labs will help the Core Team maximize time through structured planning meetings. The Core Team will develop a framework that encompasses all the partners in FL's mixed delivery B-5 system and ensures all partners see their role in the work and the commitments required to improve coordination, align policy, improve program quality, increase participation of children in high quality programs, strengthen service delivery, and facilitate smooth transitions. A memorandum

of understanding (MOU) between partners will outline responsibilities for identifying decision points, providing data and information, and making progress in a timely manner.

New requirements; barriers to collaboration. FL will incorporate new federal and state requirements into the PDG, to include CCDF requirements, and requirements from the recently passed HB 1091 (page 17). Further, FL will integrate recent experience to inform critical infrastructure elements, to include: OEL and DCF partnerships to implement new federal regulations and statewide PD Registry (Registry); extensive child screening data collection resulting in child referrals and workforce supports; ELPFP experience successfully supporting expansion of program assessment, child assessment, and PD, resulting in improved child outcomes; significant work toward a PD system, to include development of career pathways, articulation, and significant investments in T.E.A.C.H. scholarships; Association of ELCs (AELC) coordination to align local QRIS efforts with the ELPFP; Early Learning Florida providing high quality online training and education that improves program quality, teacher skills, and child outcomes; development and implementation of the nation's largest early childhood coaching certification; Committee on Early Grade Success that outlined detailed recommendations to build a coordinated child assessment system from birth through kindergarten entry; Equity Task Force of over 50 members from OEL, ELCs, other partners collaborating to identify existing disparities in the ECE system and create targeted plans; CSCs' financial and resource supports and partnerships, including many innovative models to improve quality, expand access, and support culturally and linguistically diverse families; a statewide program with over two dozen local Grade Level Reading Campaigns that are coordinating diverse partnerships to support language and literacy, invest in the early years, reduce absenteeism, and address summer learning loss; and partnerships with the full range of provider

associations (i.e., representing public, private, faith-based, and family child care) in planning and implementation efforts.

Barriers to collaboration in FL stem from design and structure of programs, rather than stakeholder desire for collaboration and coordination. Identified barriers include the lack of a coordinated waiting list and access to services across the mixed delivery system that includes public and private B-5 center-based programs, VPK, HS, EHS, and family child care; program assessment data that is unique to each funding stream and cannot be shared, contributing to duplication of services; child assessment data that is unique to each funding stream but cannot be shared among programs and is not easily accessible to families; a PD system that does not have a coordinated, standards-based, pathway-linked and articulated, and financially supported PD across state agencies, local providers, private trainers, and higher education; service delivery for families that is not coordinated or aligned; and disjointed and discreetly funded QI efforts that do not have standard or consistent implementation expectations. These will be systematically explored and recommendations developed through the PDG strategic planning process.

Building from existing plans. The Core Team will actively engage the Infant/Toddler, Preschool and Inclusion Networks (page 6); PDI (page 7); and Transition to Kindergarten Workgroup (page 7) through regular meetings. These initiatives each have existing plans and extensive expertise that will be synthesized into the unified, cross sector plan. Further, the Core Team will review and integrate relevant recommendations from the Equity Task Force, Early Childhood Comprehensive Systems (ECCS), and Early Childhood Personnel Center (ECPC) advisory councils. Together, these plans reflect significant work and stakeholder engagement, and will contribute considerably to the strategic plan.

Additionally, OEL has identified gaps in collecting child assessment data and using it for intentional strategic planning. As part of the strategic plan process, the Core Team will create a plan for child assessment implementation and the consolidation of child outcome data for historical data trends and creating strategic priorities for the upcoming years.

Use of indicator data. The B-5 Strategic Plan will identify and adopt statewide ECE priorities and indicators that will assess plan progress over time. Indicators will focus on improved access and quality of ECE services for families with young children and that highlight coordination efforts, collaborative partnerships, and collective impact. Indicators will require valid, reliable, and accessible data, and strategic planning may need to address building data capabilities to meet identified priorities. Once identified and developed, an indicator report will be released annually, with state and local level data, to inform decision-making and investments.

Use of SAC. OEL will reconfigure and relaunch the SAC. Individuals representing membership defined in the Head Start Act have already been convened to plan and develop the CCDF Plan, and the group will be expanded to include: OEL; DCF Offices of Child Care Regulation, Child Welfare, and Mental Health; Part B; Part C; HSSCO; AHCA (Medicaid and Children's Health Insurance Program); American Academy of Pediatrics affiliates; FL Association for Infant Mental Health (FAIMH), FL Association of Healthy Start Coalitions, Healthy Families FL, CSCs, Department of Juvenile Justice, Head Start Association; Department of Economic Opportunity TANF/Workforce; Higher Education; AELC; Early Learning Advisory Council (ELAC); parent and provider representatives with lived experience in the programs; provider associations; local education agencies (LEA); and HV. The SAC will plan to meet every other month during the development of the strategic plan and quarterly thereafter.

Members of the SAC will be selected in coordination with the Core Team and approved by the Governor's Office. The SAC will be responsive to the CYC in terms of coordination of efforts and reporting at CYC meetings. Efforts will be made to maximize member participation in all meetings of the SAC, including use of technology for meetings.

Month	Detailed Summary of Activity 2 Projects
1-6	Core Team: monthly, ongoing review results of needs assessment, identify areas where more needs assessment data is needed to inform strategic plan
1-6	SAC: bimonthly meetings to keep fully apprised of work done and development of the plan and engagement of stakeholders through bimonthly updates
1	Plan Development: UF gather existing strategic plans and synthesize key recommendations into a draft document
2-4	Plan Development: UF engage stakeholders bimonthly to identify gaps that need to be filled, develop strategies
4	Plan Development: Identify statewide indicators that will be used to assess plan progress over time
5	Plan Development: Core Team/UF share draft three year plan broadly with SAC, including quarterly benchmarks developed by Core Team
6	Final Strategic Plan: Submittal to ACF-OCC

Partnership Opportunities. The B-5 Strategic Plan will bring partners to the table to solve problems and challenges. OEL is implementing new federal regulations through a strong partnership with DCF. PDG work will also benefit from FL's statutorily defined local governance structure that actively engages local, regional, and state leaders through the ELCs and ELAC to inform overall ECE system design and implementation. The strong partnerships that exist between the local ELC leaders, coalition board chairs and OEL will inform how statewide systems are strengthened to promote collaboration and coordination, streamline administration, maximize parental choice, raise quality, and provide for local flexibility to meet the needs of communities, especially those serving culturally and linguistically diverse families.

Systemic improvements for focus during the strategic planning process include:

- Implementation of unified waiting list and single point of entry across mixed delivery system.

- Development of an 'opportunities and barriers' matrix outlining rule and regulation requirements associated with each partner entity, identifying barriers to collaboration, and highlighting opportunities for blended funding, service delivery, and transition.
- Improved data-sharing and use of data-informed decision-making across state partnerships.
- Creation of a task force to develop articulation agreements with higher education to improve the ECE PD system and create provider designations, such as inclusion, dual language learners, and trauma-informed care.
- Adoption of coaching/mentoring certifications and processes across partners.
- Adoption of transition to kindergarten policies and procedures, with data-sharing agreements.
- Adoption of transition and service delivery agreements across early intervention, HV, and ECE programs.
- Identification of shared and coordinated funding opportunities to support rate and wage improvements, PD, and family income transitions that move them slightly over service income requirements.
- Creation of Specialized Care Teams to support children and families as they navigate through early intervention services.

ACTIVITY THREE: MAXIMIZING PARENTAL CHOICE AND KNOWLEDGE

FL offers multiple strategies and connection points for families to maximize parental choice: 1) CCR&R specialists in each ELC serving families in all 67 counties; 2) Help Me Grow Network (HMG), an integrated system implemented in 27 counties to support early identification of developmental and/or behavioral concerns and link children and families to services and supports; and 3) an OEL Parent Portal available and searchable in more than 90 languages and

dialects providing online access to information on CCR&R, SR, and VPK; and 4) a strong Inclusion Network (page 6)

FL has a strong base of **collaboration and coordination across the full range of ECE programs and services.** OEL has extensive stakeholder engagement networks (page 6). FL's CYC was created through legislation in 2007 to support interdepartmental collaboration and integrated services. The CYC includes agency heads, legislative, judicial and cabinet representatives, and community-based advocates that focus on infant/toddler development, kindergarten readiness, and children in poverty. The CYC has workgroups to improve service coordination, including: 1) early learning system improvements; 2) technological data matching/integration; and 3) multi-system services.

The SAC will work with the CYC to expand membership of the multi-system services workgroup. The workgroup will identify opportunities for increased collaboration, data sharing, and barriers/challenges families' experience, including those for families that receive multiple social services or transition between services. The workgroup will review current application and eligibility requirements to develop closer alignment of eligibility criteria and a standardized application, and inform the plan for single point of entry (page 30). This work will include family focus groups (page 30) with broad representation of demographics, culture, and family characteristics to identify, validate, and develop solutions to system challenges.

Collaboration with IDEA. FL has a strong Inclusion Network to support children with special needs that provides TA and support to providers, practitioners, and families through Inclusion Specialists in ELCs, Part C and Part B partners, and a statewide Inclusion Coordinator. The Inclusion Coordinator facilitates regular communication across partners on best practices, challenges, and needs of children, practitioners, and families. Each ELC also has a "Warm-Line"

to provide information for families and providers on developmental screenings, consultation, child care, and other referrals for children with developmental concerns and special needs.

OEL is working with leadership of Part C and Part B on a comprehensive inventory of all current PD offerings to streamline, align and coordinate PD for professionals working with children with disabilities. This will be used by OEL, DOE, DOH and the SAC to develop a cross system, cross discipline catalog of offerings that strengthens the knowledge of professionals working with families and young children with disabilities. Families that have children with special needs often struggle to find ECE programs with the expertise to meet their child's needs. FL will increase capacity for inclusive programs by developing program designations (infant/toddler and preschool) focused on supporting children with special needs that will be documented in the Registry and articulated to transferable credentials and degrees.

Collaboration among key partners to enhance existing strategies and maximize parental choice. FL's local governance structure includes 30 ELCs that administer SR child care subsidy and quality investments, VPK, and CCR&R services to all 67 counties. The ELCs work closely together to collaborate and coordinate services (page 46). These services include CCR&R, which support families and ECE providers across the full range of the B-5 system, including HS and other programs, with approximately 450,000 referrals provided annually. In 2012, FL became a HMG affiliate to strengthen connections between children and families and community-based developmental and behavioral services. To date approximately 11,000 families have been served.

Building on existing infrastructure, we will **enhance referral services** to more effectively connect families with ECE and community resources, with a focus on supporting culturally and linguistically diverse and disadvantaged families. The state director for CCR&R is in OEL and will work with UF to create highly engaging PD for referral staff. This will be built from best

practices nationally and best practices in FL within CCR&R, HMG, HS, and other relevant models. The PD content will be available across systems and disciplines to develop consistent, rigorous and responsive enhanced referrals across all sources. Through the CCR&R state network, OEL will also develop a community of practice (CoP) working with ELCs, HMG, HS, and others to facilitate community-based staff working face-to-face to plan and implement an integrated approach.

Empowering parents and programs to facilitate smooth transitions for children. Families and programs benefit from information about children's growth and development to inform how to best meet their needs. OEL will increase access to information about child development by upgrading the Parent Portal to provide families with online access to their child's screening (completed within 45 days of enrollment and annually thereafter) and observational assessment results. This access will enable parents to have a better understanding of children's developmental milestones and learning gains, empower parents to support and extend children's learning, and strengthen their knowledge of how best to advocate for their child's learning needs as they transition to kindergarten or through ECE programs. Families will be encouraged to download and share with programs the results about their child's learning styles, strengths, and areas for growth as they transition. Providers will also be encouraged to ask parents if they have these results and will provide TA on using them to initiate conversations between the director, teacher and family, which will support more seamless transitions and build relationships between families and ECE professionals. Programs needing support for implementation will have access to online coursework and coaching supports specifically focused on sharing assessment results and strengthening family engagement (page 30).

There is also significant work related to transitions to kindergarten in place (page 7) and more work planned. OEL, in partnership with other DOE divisions, CF, LEAs and HS created a Transition to Kindergarten Workgroup comprised of ECE stakeholders to identify transition best practices, needs, and barriers. Activities included developing a dedicated website with transition resources for providers and families and piloting regional summits. Through regional summits, OEL will continue gathering best practices that support successful transitions to kindergarten and will expand the website (page 35) to provide additional resources for families, LEAs, and ECE providers.

Parent education initiatives targeting particular populations of parents. FL has a strong network of parent education initiatives through HV programs such as Healthy Families, Healthy Start, Nurse Family Partnership, MIECHV and HIPPY that target vulnerable populations and include core aspects of parenting and increasing child development knowledge. CCR&R and HMG provide families with information on these programs and other community resources that support parent education. As part of this effort, OEL is partnering with ELCs through CCR&R and other community partners to encourage families to access resources like Vroom that provide timely updates on children's developmental milestones in an easy to use format. Additionally, OEL will conduct a broad outreach campaign with providers and families to infuse Vroom and other best practices on family engagement throughout the state.

To expand opportunities for parent education, OEL will develop a series of 50 short video vignettes on child development information and inspiration for families. The vignettes will be designed to be less than 60 seconds and will be made available on the Parent Portal, on community websites, and shared broadly with partners, particularly those that work with vulnerable children and families (e.g., homeless coalitions, child welfare). The vignettes will be

filmed in multiple languages, will be culturally sensitive and responsive, and will include father engagement, supporting the needs of dual language learners, and how to promote optimal child development. Coursework will also be developed for educators that targets specific strategies for specialized populations and on building meaningful family engagement.

Plan to ensure parents are provided timely information in a responsive and culturally sensitive manner for children B-5 in mixed delivery system. FL will conduct a feasibility study and develop a plan for creating a **single point of entry** that would allow families to make more informed choices about the array of social services and what will best meet their child and family's needs. The vision is for the single point of entry to efficiently determine eligibility for multiple early learning programs (e.g., SR, HS/EHS, VPK) and social services (e.g., Medicaid, CHIP, Title V, Healthy Start, CACFP, WIC, others) in multiple languages. The feasibility study and plan will be informed by the needs assessment, including input from families; analysis of local efforts; the expertise of CYC's technology workgroup, which is creating common definitions and shared application protocols to improve data sharing and streamline processes for families; and the CYC/SAC joint multi-system services workgroup focused on streamlining services and eliminating barriers and challenges for families.

Information about the quality of early learning programs in FL is difficult to find and not user-friendly for families. We will **create user-friendly tools and resources for families to provide relevant, timely, accurate information in a culturally and linguistically responsive manner**. With consultant support, OEL will convene focus groups with families and enhance online provider profiles and consumer education based on this feedback. Additional information may include data on health and safety, program assessment, accreditation, staff credentials, program designations, and other relevant items to inform parental choice. OEL will use feedback

from focus groups to help inform design of a mobile app to provide parents and families easier access to program information. The Parent Portal will be enhanced to include development of a common family needs assessment to identify areas of need for individual families and create more efficient service delivery. The results of the family needs assessment will be analyzed and used to identify gaps in family services for local communities. This will support sustained partnerships with local agencies to better assist families and provide an integrated approach for service delivery. OEL will develop unified branding materials and other appropriately translated resources for ELCs and CCR&Rs to integrate communication and messaging with families.

Month	Detailed Summary of Activity 3
4-7	Single Point of Entry – Multi-systems workgroup; Consultants with expertise in technology development will create scope of work flow, implementation requirements, technology capabilities, and path to integrate existing systems to create a single point of entry
7-9	Single Point of Entry - Consultants will share wire frames and examples of the potential single point of entry with family focus groups to ensure the system is culturally sensitive, will meet their needs
9-12	Single Point of Entry - Consultants will finalize plan for single point of entry, including identifying potential funds for build
1-6	OEL/DCF expand Registry functionality; joint PD catalog; provider designations
4-11	Enhanced Referral Services: OEL/UF create CCR&R PD modules and CoP
1-12	OEL expand Parent Portal based on family feedback to include: common family needs assessment tool; access to their child's screening, observational assessment results; Program Profiles to include new designations to inform parental choice
7-9	Consumer Education: OEL convene family focus groups to: provide feedback on how to most effectively provide culturally and linguistically competent consumer education; review current resources; provide feedback on digital tools
10-12	Consumer Education: OEL develop unified branding materials/ resources for ELCs and CCR&Rs; integrate communication/messaging with families; design mobile app
7-12	Family Engagement: OEL make Vroom materials available statewide
7-12	Family Engagement: UF develop 50 video vignettes for families
7-12	Family Engagement: UF create provider courses on family engagement
7-12	Access: OEL conduct Statewide Capacity Building on equitable access

As a crosscutting concept through PDG, OEL will work to build capacity in equity practices through statewide training of stakeholders and partners, to guide understanding of how to best meet the unmet needs of underserved populations, and to ensure equitable access to quality ECE.

ACTIVITY FOUR: SHARING BEST PRACTICES

FL has significant networks focused on improving coordination and sharing best practices among local systems and B-5 providers and professionals (page 6). These networks will be strategically leveraged to strengthen the ECE system, and capacity to share best practices among ECE stakeholders will be expanded through strengthening infrastructure and innovations.

Statewide system and services coordination and sharing of best practices. OEL and its numerous partners (e.g., DCF, Part B, HSSCO, Part C, AELC, UF, CF) provide technical assistance (TA) and share best practices among ELCs, providers, families, and organizations in a variety of ways, including: online supports and resources (e.g., CCR&R family resources, partner resources, PD Registry); toll-free access to family support (e.g., Inclusion Warm-Line, CCR&R); shared data drives for rules/policies; webinars on priorities (e.g., CLASS, child assessment, standards training); regional and state meetings to support coordination and improved practices (e.g., AELC meetings/conference, OEL/ELC/ELAC meetings, provider conferences); resource development and distribution (e.g., family guides, BPIECE); regional facilitators to conduct trainings and provide TA to community partners.

FL has statewide committees that focus on system development and service coordination (e.g., equity, transition, PD) and has formal Infant/Toddler, Preschool, and Inclusion Networks (page 6) that provide strong mechanisms for coordination.

Sharing best practices among ECE programs and professionals. Through years of working closely with partners, FL has a registry, career pathway, wage and scholarship supports, and articulation improvements. OEL and UF have also built a robust, competency based, job embedded PD system through a $33M public-private partnership. Early Learning Florida provides over 600 hours of innovative, blended content and has served over 30,000 teachers who

have completed over 400,000 hours of content in the last three years. A rigorous evaluation by Yale has shown teachers who complete the courses have better program quality, adult-child interactions, and child outcomes. As part of every instructor-led course, ECE professionals across the mixed-delivery B-5 system participate in facilitated conversations, share implementation experiences, and provide opportunities for reflection and feedback to peers.

As part of the Early Learning Florida platform, UF will assemble a curated, searchable resource library of thousands of best practices (e.g., lesson plans, pictures of high quality, inclusive, learning environments, family engagement tools, developmentally appropriate activities) so professionals from all B-5 settings can find resources that contribute to high quality ECE. UF is building the capacity within the Early Learning Florida platform to offer online learning communities and create groups that can be open (e.g., all coaches in FL, infant/toddler teachers serving children with special needs) or by invitation only (e.g., preschool teachers participating in a local project) to further facilitate online sharing of best practices.

Plan to share best practices. The ELPFP evaluation has documented the impact of QI strategies. However, the project included differing options of PD, coaching, and supports to improve quality. To determine the type and dosage of supports that have the greatest impact program quality, teacher-child interactions and child outcomes, UF will complete a cumulative evaluation of ELPFP to inform where to invest to have the greatest impact on quality, reduce duplication and leverage financial and other resources for B-5 services. This will be used by the SAC to inform ongoing funding/policy recommendations.

Previous ELPFP evaluations identified four ELCs that invested in capacity building in child observation-based assessments so effectively that assessments are taking place reliably at scale across hundreds of providers. OEL has identified specific best practices of the four early

adopters (e.g., provider training, peer mentoring, and buying touch screen devices). Through PDG, OEL will build this capacity by expanding best practices of the early adopters statewide. ELCs will have the opportunity to submit a plan for funding to support provider training and/or a one-time funding for tablets or compatible technology for practitioners to support child assessment.

Further, we will build upon the successes of the ELPFP by creating a cohesive framework and array of tools for sharing best practices for B-5 services that include consultant-led regional best practice summits with consistent discussion frames and collection of best practices for continued use and development. This will build from the existing network of hundreds of trained CoP facilitators across FL. The CoP facilitators will be trained to use the new Early Learning Florida online learning communities and other tools to create a vibrant online ecosystem among leaders at the local and regional level (page 35).

Additionally, OEL will convene a task force to improve best practices across PD opportunities for B-5 in FL's mixed delivery system by 1) improving coordination across existing PD opportunities; 2) aligning PD with Early Learning Standards 3) identifying and implementing new designations (e.g., inclusion, dual language learners, and trauma informed care); 4) addressing articulation agreements; and 5) aligning credentials with wage supports.

Using the feedback of this task force, OEL will make targeted improvements in our PD system to enable quality improvement best practices to be shared among professionals. This will include developing and adopting shared standards around coaching that will be used to inform future investments, build capacity, and expand access to best practices in coaching tools so practitioners benefit from more effective coaching. Feedback will also be used to implement online CoPs for specific roles (directors, administrators, coaches, teachers working with specific

populations) to connect with each other, facilitated locally by certified CoP facilitators in ELCs and other organizations. Feedback will also inform implementation of an automated career planning tool, designed in partnership with the PDI, and aligned to the state's PD system to identify career goals, document PD, and find local and virtual best practices in PD, including higher education and local training.

Improving transitions. Building on the work of the Transitions to Kindergarten workgroup (page 7), and in collaboration with the DOE Title I Office, the HSSCO, and CF, we will collect and share best practice tools and resources to assist families and providers with transition through a dedicated website and ten regional Transition to Kindergarten summits to encourage community collaboration and action planning to improve transitions for children. The Preschool Network (page 6) will further support local communities with transition best practices and planning for transitions through quarterly online regional meetings. We will create regional online learning communities among 1) ECE teachers and kindergarten teachers, 2) ECE and elementary system leaders, and 3) statewide system leaders to develop and implement strategies to support successful transitions. OEL partners will also provide early literacy training for preschool directors and educators in targeted areas based on child achievement gaps identified through the kindergarten readiness screener. Resources, including a train-the-trainer model with regional facilitators and ELCs, will be implemented to ensure sustainability.

Systematic statewide technical assistance. FL will move toward a more coordinated system of TA by: 1) creating an OEL/DCF Streamlined Monitoring Workgroup to explore coordination of health and safety and SR Program monitoring to reduce inspections and provide a unified monitoring and TA approach for ECE providers; 2) developing TA standards and protocols for

state level staff and providing certified training based on developed standards and protocols; and 3) creating and implementing strategies to collect data, evaluate, and provide feedback on TA.

TA will be better coordinated at the local level through 1) strengthening the Infant/Toddler, Preschool and Inclusion Networks through standards, training, and feedback loops; 2) adopting and implementing coaching/mentoring standards, certifications, and processes; 3) building CLASS implementation TA supports by developing guidance documents, sharing best practices across program types (e.g., SR, HS) and regions through online learning communities and other means; 4) leveraging CLASS observers between ELCs and HS/EHS; and 5) building TA capacity to support strategic plan priorities, to include data-driven decision-making, CLASS program assessment, child assessment, family engagement, transition to kindergarten, and PD.

To best support children's development, FL is certifying coaches with focused expertise on mental health to provide TA for ECE. FAIMH has adopted an endorsement program to address gaps in the mental health workforce. OEL will support ECE coaches in obtaining this endorsement and contract for reflective supervisors to support these coaches.

Month	Detailed Summary of Activity 4 Projects
7-12	Best Practices: UF build out Early Learning Florida platform; assemble curated, searchable resource library of best practices; online learning communities to facilitate sharing best practices
7-12	Best Practices: ELPFP cumulative report to identify strategies with greatest impact on quality; outline recommendations for expanding access to QI supports
7-12	Best Practices: OEL outline and share best practices that have greatest impact on reliably implementing child assessments at scale in communities with ELCs
3-6	Best Practices: ELCs apply for grants to build local child assessment capacity
7-12	Best Practices: OEL provide competitive grants to ELCs to build capacity based on local needs; support to facilitate successful implementation and capacity building
7-9	Best Practices: Regional CoP best practice summits
10-12	Best Practices: Create facilitated online CoPs for specific roles (directors, administrators, coaches, teachers working with specific groups such as infants, children with special needs), facilitated locally by ELCs and other partners
7-12	Best Practices: Convene task force to align PD with early learning; articulation agreements; alignment of credentials with wage supports

1-12	Best Practices: UF engage stakeholders to develop shared coaching/mentoring standards that reflect best practices across multiple approaches and recommendations on QI processes; OEL adopt to inform statewide coaching investments
1-12	Best Practices: Utilize best practices/automated coaching tools so QI partners across all B-5 funding streams can support coordinated QI
1-12	Best Practices: Build coaching capacity with new tools that reflect best practices to provide better individualized supports for practitioners
1-8	Improving Transitions: Implement ten regional transition to kindergarten summits and quarterly regional online meetings
7-12	Improving Transitions: Expand website to share best practices in transitions
7-12	Improving Transitions: Create regional online learning communities among ECE/K teachers, early childhood/elementary system leaders, and statewide system leaders
1-12	Improving Transitions: OEL partners identify/provide emergent literacy training, train-the-trainer capacity building; PD to help ECE teachers/leaders address kindergarten readiness gaps
4-10	Systematic TA: Coordinated Monitoring System Workgroup
7-12	Systematic TA: Identify and conduct Mental Health supervisor training

ACTIVITY FIVE: IMPROVING OVERALL QUALITY

FL is well poised to improve the quality of ECE statewide, informed by the demonstrated success of ELPFP in improving quality of programs that serve children at greatest risk for school failure; implementation of quality standards and program assessment in the SR Program; significant quality investments around the state that are making a measurable difference, particularly on PD through T.E.A.C.H., Early Learning Florida, and others; the nation's largest ECE coaching certification that is making measurable impact on program quality; and meaningful progress toward a coordinated child assessment system, focused on practitioners' ability to individualize instruction and support developmentally appropriate gains over time.

Framework and Timeline. The needs assessment and strategic plan will be completed in six months. The Core Team will ensure QI plans are ready for launch at the six-month mark, building upon work already underway. System partners are in place to assist with implementation. We will build from previous federal investments, particularly those from SR quality funds and focus on expanding evidence-based practices.

Expanding QI analysis capacity. Informed by the needs assessment and strategic plan, FL will expand ECENA to conduct more comprehensive analyses of the ECE B-5 system of supports and how families are engaging with them. This capacity will be regularly updated and incorporate program quality data through metrics established within the *Index* (page 15).

- A more comprehensive understanding of the **supply of quality ECE services** will be developed to integrate all ECE service providers (e.g. EHS, HS, VPK, local ECE services) into a provider infrastructure matrix for each geographic region, which will account for service type, proportion of intended population served, and family vulnerability status.
- A more comprehensive description of **access** will result from incorporating additional ECE service provider data into the *Index* (EHS, HS, VPK, local ECE services, waitlists, and measures of family success in applying for and enrolling in services). This will provide a consistent measure of ECE system performance related to meeting the needs of vulnerable children and families.
- The integration of data from different service delivery sectors into ECENA will help develop additional measures of system effectiveness and allow for a more in-depth unduplicated count of children being served *across* programs.

By using the data and experiences from Activities 1 and 2, FL will establish this new analytic capacity. Through automated monthly and annual reporting, FL will have significant new capacity to inform application for services, vulnerability status, and data to respond to seasonal and geographic fluctuations in utilization and overall participation in B-5 support services. An analysis on how performance fluctuates in different communities will help identify targeted strategies to build supply and improve quality in underserved areas. OEL will produce a summary of aggregate results by month 11 (and regularly beyond PDG) that will be shared with

the SAC to inform planning for those at greatest risk of school failure, including vulnerable and underserved populations, rural communities and other specialized populations, as well as children transitioning to kindergarten.

Determine how to align rates with quality expectations so families have broader choice. As noted in Activity 1, a significant challenge impacting access to quality are low and geographically inconsistent payment rates. Through the Activity 1 work, OEL will better understand the base market in all counties in a more nuanced way than a traditional market rate study. Working with the consultant who completed the cost modeling analysis/tool and developed recommendations for how to align payments and quality expectations, UF will automate the ability to complete a cost modeling capacity annually as part of ECENA, including functionality that analyzes capacity, enrollment, and analysis of the actual cost of meeting different levels of quality identified by OEL.

Improving Professional Development. ECE program owners, directors and practitioners have many challenges in terms of accessing, affording, and completing PD. Wages and profit margins are low in the field, and turnover is high. Scholarships and bonuses, like those available through T.E.A.C.H., have demonstrated positive impacts on completion of PD and reduction in turnover. In 2018, FL allocated $10 million in T.E.A.C.H. scholarships for practitioners to utilize statewide. Further, through the OEL/UF Early Learning Florida partnership, FL has pioneered small stipends of $100 for online models and $125 for blended models using online CoP or coaching per 20-hour course based on demonstrated mastery of content; this has dramatically increased the amount of PD completed annually among participants and has led to demonstrated improvements in teacher skills and program quality. Given the new statutory definition of quality and implementation of program assessment, we will expand the opportunity for practitioners to

access content through Early Learning Florida, myTeachstone, or other approved training that align to CLASS results, building child assessment capacity and supporting QI.

FL will combine its success on both investments and create new on-ramps for providers seeking to advance on the career pathway, as well as expand evidence-based PD investments currently available only to SR programs to all B-5 publicly funded programs, including HS/EHS and VPK. FL will provide stipends to practitioners that demonstrate mastery of specialized, approved credential/college credits with the support of CoPs. PD offerings will be tied to mastery requirements, and COPs will be led by FL's network of over 400 certified facilitators. Findings from the needs assessment will be utilized to adjust the focus of PD and CoPs. Given prior work completed, OEL, ELCs, higher education and local partners have the infrastructure in place to implement this work upon completion of the needs assessment and strategic plan. OEL will utilize PDG funding to provide additional stipends and support increased culturally and linguistically appropriate PD for practitioners serving FL's most vulnerable populations.

As part of the effort to improve PD, OEL will work with partners and stakeholders to revise and align the FL Core Competencies for Early Care and Education to the national pathway established through the National Association for the Education of Young Children's Power to the Profession campaign. Content will be strengthened to incorporate new evidence-based practices and translate competencies into best practices for implementation. Additionally, this work will support articulation of FL's PD into credentials and degrees that are nationally recognized.

ORGANIZATIONAL CAPACITY AND MANAGEMENT

Agencies, key individuals. OEL will lead grant implementation. A small team will meet weekly to ensure benchmarks are achieved and to problem solve any challenges that may be causing delays; these staff members will be part of the Core Team.

- **PDG Lead: Stephanie Gehres, Deputy Director of Operations and Programs** (*B.S. Finance and Accounting; M.S. Accountancy) Experience*: Over 15 years administering early learning programs. *Expertise:* Auditing, stakeholder collaboration, program development, implementation and evaluation, program finance, and quality and performance based system development/management. *Role on PDG:* Project Director; oversight and accountability for contracts and procurement; project planning/execution; strategic planning; budget planning; project/content development.
- **Molly Grant, Policy Analyst/Project Manager** (*B.S. Interdisciplinary Social Science, MPA, Public Administration/Policy, FL Cert. Contract Manager) Experience:* Over 11 years in policy development/implementation; CCDF plan management/development, child care health/safety. *Expertise:* project management, public administration, expulsion prevention and equitable practices. *Role on PDG:* Project manager; oversight of grant and timelines; implementation deadlines.
- **Erin Smeltzer, School Readiness Program Manager** (*B.S. Child and Family Development, M.S. Education) Experience:* 15 years in ECE as teacher, director, and managing state QI efforts. *Expertise*: Inclusion, equitable practices, quality and performance-based system building/management, trauma-informed care, PD, business practices, curriculum. *Role on PDG*: QI project development; implementation; planning; forecasting; collaboration and alignment; provider engagement.
- **Lisa Zenoz, Financial Administration and Budget Services (FABS) Manager** *(B.S. Psychology, FL Cert. Contract Manager) Experience:* 13 years in state financial and grant management related to ECE and workforce programs. *Role on PDG:* Directing grant and contract management oversight activities; financial payment data/federal reporting.

- **Nacole Guyton, Head Start State Collaboration Director** *(B.S. Education, M.S. Education, Ed.S Education) Experience*: Over 15 years working in higher education, HS/EHS, and other education programs. *Expertise*: Collaboration, program development, collaboration, dual-language learning, family engagement. *Role on PDG*: Project/content development; collaboration; project management; lead engagement of HS/EHS grantees; bring best practices and experience from HS to PDG implementation.

Other key OEL staff and their experience and PDG responsibilities include:

- **Melanie May, Deputy Director of Information** (*B.S. Education, PMP) Experience:* Over 15 years working with information systems, infrastructure development; lead modernization of statewide information systems infrastructure for subsidy and VPK programs. *Expertise*: information technology. *Role on PDG:* Develop technology plans and processes; manage system infrastructure development.
- **Reginal Williams, Program Integrity Unit (PI) Manager** *(B.S. Electrical Engineering, FL Cert. Contract Manager) Experience*: 13 years in program accountability and policy development/implementation; manages monitoring of CCDF programmatic/fiscal operations; manages CCDF policy TA. *Expertise*: compliance, administration. *Role on PDG:* Directing grant and contract oversight activities.
- **Melinda Webster, VPK Program Specialist** *(B.S. Elementary Education, M.S. Reading Practices) Experience:* Over 35 years as a teacher, reading specialist/coach/coordinator, state literacy specialist and state director of literacy and ECE. *Expertise:* Early literacy, ECE standards, child development, successful transitions. *Role on PDG*: QI project development; implementation; strategic planning; forecasting; collaboration and alignment.

- **Courtnie Wheeless, CCR&R Manager** *(B.S. Human Development/Family Studies, MPA, Public Administration/Policy) Experience:* 15 years in family services and CCR&R; *Expertise*: family engagement, consumer ed., public admin., community engagement. *Role on PDG:* Project/content development; lead for family engagement.

Department of Children and Families (DCF) will be a part of the Core Team and implement certain elements of grant activities. Key staff members include:

- **Samantha Wass de Czege, Office of Child Care Regulation Director** *(B.S. Sociology/Political Science) Experience*: 25 years in social work, family services, child care regulation. *Expertise:* Administration, family engagement, policy, child care health/safety. *Role on PDG*: Project development; collaboration; management.

Key Partners

- **Dr. Herman Knopf, UF Anita Zucker Center** *(Ph.D., Early Childhood Curriculum and Instruction) Experience:* 20 years in ECE as teacher, director, and researcher. *Expertise:* Family involvement, secondary data analysis of large administrative datasets, child care access, quality enhancement, PD systems, ECE policy research/evaluation. *Role on PDG*: Lead researcher - needs assessment, development/refinement of integrated data system.
- **Dr. Brittany Birken, UF Lastinger Center** (*Ph.D., Child Development*) *Experience:* Over 20 years in ECE delivery, public policy, administration, QI; former FL child care administrator. *Expertise:* System development, policy, PD. *Role on PDG:* Co-lead strategist implementing UF scope: strategic plan, best practices and family engagement.
- **Dr. Abby Thorman, UF Lastinger Center (***Ph.D., Family Studies and Human Services*) *Experience:* Over 25 years in ECE system development, policy, systems change. *Expertise:*

System development, QI, PD. *Role on PDG:* Co-lead strategist implementing UF scope: strategic plan, best practices and family engagement.

Grant alignment/expected impact. The **expected impact** of PDG is to create a more coordinated, efficient, responsive ECE system, maximize parental choice, increase family engagement, and improve quality through direct support and by sharing best practices among the ECE workforce. The PDG is timely, as FL's readiness for system advances is unprecedented: 1) There is significant opportunity to more fully engage families and provide enhanced referrals and comprehensive information on children's development, programming and services; 2) With expansion of the needs assessment portal, the state can develop metrics and tools to provide analytics to inform current and future work related to quality (equitable access statewide and in high risk/high need communities), availability (capacity analysis for oversaturation and/or limitations in access), and affordability (payment rates, enrollment, and other factors impacting program and parent costs), and 3) Given the implementation of quality standards such as program assessment, there is significant need and benefit to partner with the ECE providers to increase customized PD and coaching that align to QI.

OEL has strong experience and expertise in all PDG topics. OEL is the ECE system visionary and CCDF administrator, and regularly identifies strategies to strengthen the quality, availability, and accessibility of ECE programs in FL across the mixed delivery system for children B-5. OEL oversees CCR&R, extensive quality investments to share best practices with providers via PD, coaching, and other supports and innovative QI tools.

Capacity to administer the funding, development and sustainability. OEL successfully administers multiple ECE programs totaling over $1 billion in funding. These projects require expertise in content, procurement practices, program development and implementation, finance

and accounting, compliance/programmatic and fiscal monitoring, system evaluation, and policy development. OEL's structure and business practices include individual units working strategically and in tandem to implement coordinated programs and policies.

PLAN FOR OVERSIGHT OF FEDERAL AWARD FUNDS

OEL serves as the lead agency for CCDF and has extensive experience providing oversight for federal awards. OEL will utilize its existing monitoring framework to account for the PDG. OEL has a robust monitoring plan, which includes risk assessment, internal control surveys, onsite programmatic and financial monitoring, as well as fiscal desk reviews. OEL's PI and FABS units conduct these monitoring activities. The PI unit manager, Reginal Williams and the FABS unit manager, Lisa Zenoz, will be responsible for directing grant oversight activities. Additionally, the project manager, Molly Grant, will be responsible for oversight management. All contract managers are FL Certified Contract Managers.

Grant revenue and expenditures will be tracked in the state's uniform accounting system, FL Accounting Information Resource (FLAIR), using unique accounting codes. FLAIR is used by all FL agencies to capture and record financial activity and is designed to provide accounting control over assets, liabilities, revenues, expenditures, and budgetary control for management. FLAIR is designed to provide adequate information to support research and to meet post audit requirements. OEL staff review annual budget, revenue, and expenditure reporting to ensure reporting of costs are in accordance with the uniform chart of accounts and in compliance with targeted funds and restrictions. The FABS unit maintains records to compare budget to expenditures on a monthly basis. Additionally, the FL Auditor General performs an annual audit of compliance and internal controls over financial reporting and federal awards.

OEL implements its programs through a complex and sophisticated set of partnerships, notably the close relationship with the state's 30 ELCs that administer the CCDF and VPK programs in all 67 counties in the state. OEL also oversees extensive partnerships largely organized by formal networks (page 6) and standing committees/workgroups (page 7-8). OEL participates as a leader in the CYC, SAC, FL Interagency Coordinating Council for Infants and Toddlers, ECPC, which includes extensive work with Part B and Part C, health, mental health, workforce, and other stakeholders to improve coordination and collaboration, streamline services, and ensure services are responsive and meeting the needs of specific populations. OEL collaborates to evaluate the state's investments. These rigorous evaluations were completed in partnership with higher education, particularly UF, which is on the PDG team to bring experience in continuous QI, PD, and data-driven decision-making.

SUSTAINABILITY PLAN

The below chart outlines OEL's plan to ensure sustainability for PDG projects to achieve our long-term goal of a cohesive, coordinated B-5 mixed-delivery system. This sustainability plan will be refined, as needed, based on results of the completed needs assessment, strategic plan and implementation of other grant activities.

Key Projects	Long Term Plan for Sustainability
Needs Assessment Portal	PDG funds will expand ECENA infrastructure to sustain future needs assessment efforts and analysis. Once built, ongoing maintenance costs will be minimal, and have historically been supported and paid for by OEL; this will continue post-PDG.
State Advisory Council	PDG will fund ongoing collaboration that be sustained through establishing Memoranda of Understanding/Interagency Agreements with each participating entity, including designating ongoing staff.
Professional Development	PDG will enable FL to develop coaching standards, which will help inform how coaching funding is spent beyond PDG, making these investments more efficient and effective. PDG will also enable development of new PD and expansion of capacity to share best practices; this will be sustained through OEL's contract with UF and others. The Transitions to Kindergarten website

Key Projects	Long Term Plan for Sustainability
	will be expanded and sustained through existing OEL funds. ELCs will have staff certified as mental health consultants to build internal capacity.
ECE PD Registry	PDG will strengthen the Registry with new functionality, including an interactive PD catalog, and will be sustained as part of overall Registry operations.
CCR&R Network Services	PDG will develop training for CCR&R, which will be available at minimal cost (only cost of processing CEUs and hosting) beyond PDG and will be budgeted with current funding.
Parent Knowledge and Engagement	PDG will enable development of a dramatically enhanced Parent Portal and Provider Profiles so families will have access to more robust information to maximize choice of sites that will meet their needs. The Provider Profiles and Parent Portal will be sustained with current funding. The video vignettes will be hosted on the Parent Portal at no additional cost.
Single Point of Entry Feasibility Study	PDG will enable a detailed planning process to identify how to enhance family ease of access when applying for services. This functionality will be built inside of existing system(s), currently covered within each agencies' budgets, and will streamline services to enable more efficient use of resources.
Program Assessment	PDG will build statewide awareness of quality standards and capacity to implement best practices as defined in new statutory requirement and rule; these investments will not supplant current investments for implementation of best practices. Costs for ongoing onboarding of new workforce will be minimal and will be included in OEL's current budget beyond PDG.
Child Assessment	PDG will build significant local capacity to implement best practices on child assessment, including purchasing hardware, training affiliate trainers, and helping the workforce refine practice, which experience has shown is less expensive over time. Costs to sustain affiliate trainers will be minimal and supported due to alignment of work to the Grade Level Success Committee recommendation implemented as a priority of the Legislature.
Early Learning Florida	PDG funds will enable expansion of access to new resource library, online CoPs, and other tools to share best practices; access to Early Learning Florida will be sustained through current partnership and CCDF funding. New functionality will also include private pay options to expand access.
Quality Improvement	PDG investments will develop tools to ease implementation and enhance connectivity between peers (coaches, teachers, etc.). The needs assessment and strategic plan will enable evaluation of current investments to identify areas for more targeted, impactful and efficient QI efforts; OEL will work with ELCs to prioritize quality spending, to make investments more impactful.

DISSEMINATION PLAN

Effective dissemination of grant tools is a primary objective of OEL, and the primary goal is essential to ensure stakeholders and partners are well informed about new tools and how to use

them. As part of the strategic planning process, OEL will outline an in-depth communication plan and dissemination timeline for key grant activities and identify target audiences to ensure they are disseminated in a format that meets the needs of the audience. Preliminary target audiences include child care providers, parents and families, ELCs, other partners, elected officials, and the public. OEL will ensure information is culturally and linguistically appropriate for its intended audience. Information will be disseminated through social media messaging; website updates; email campaigns for parents and providers to ensure they have up-to-date information on improvements to program access and availability; provider and parent conferences; and regional boot-camp trainings for providers, ELCs and partner agencies.

OEL will utilize agencies and stakeholders as dissemination partners and collaborate to share messaging and information on grant activity progress. Dissemination responsibilities will be coordinated through OEL, and will utilize dedicated communications and CCR&R state network staff housed within OEL. Additionally, OEL will coordinate with SAC partner agencies through interagency agreements to share communications and expand outreach.

OEL will assess dissemination efforts and include measurable criteria to assess the impact of communications, focusing on dissemination outcomes versus efforts. Evaluation strategies will include using metrics to determine the reach of message and resource dissemination; utilization of web analytics; and survey analysis of parents, partners and other stakeholders.

EVALUATION PLAN

Expected Outcomes. As described in the PDG logic model, FL will expand the existing statewide needs assessment portal to enable better understanding of needs, access, and quality; streamline policies and enrollment processes to improve access and provide high quality consumer education for all families; expand access to best practices among the B-5 workforce to

support QI; and strengthen programs through increased access to QI strategies through effective PD, coaching and related supports that improve kindergarten readiness and early grade success. Based on these goals, short-term outcomes include: an updated needs assessment portal that informs policy and practice; an unified, updated B-5 Strategic Plan that maximizes funding and increases opportunities; increased family awareness, engagement, access, and choice to high quality learning environments and services; and expanded access to QI strategies and opportunities. From these short-term outcomes, there is an expected increase in family access to high quality providers; children who successfully enter kindergarten ready for early grade success; quality, credentialed providers who have the capacity to provide quality interactions; data-driven decisions at the local, regional, and statewide levels; better aligned resources, strategies, and information through more efficient and coordinated B-5 programs.

Program Performance Evaluation Plan. FL will first examine and analyze current practices in the state to determine needs and resources. Thus, the process for program performance evaluation will be scaffolded and examine all levels, systems, stakeholders, and resources through the needs assessment and strategic plan. The evaluation will also set up systems for monitoring implementation, outcomes, and cost-effectiveness into the future.

Metrics for Evaluation. The metrics below will be tracked through OEL project management and assessed by the evaluator, hired through competitive bid by month 3.

Activity	Implementation and process metrics (Inputs and Activities)
Expand and Update Current Needs Assessment Portal	Data process, storage and reporting tools to analyze current data and create additional indicators; needs analysis of current state programs; unique child count across programs; payment rate analysis; assessment of needs assessment portal through examination of access
Develop Statewide Strategic Plan	Community feedback analysis; statewide stakeholder focus groups analysis; stakeholder surveys; screening, assessment evaluation and analysis; ongoing analysis of functionality, feasibility; assessment of first six months of strategic plan process and stakeholder involvement

Maximize Parental Choice and Knowledge	Parent/Provider focus groups to determine feedback on consumer education; parent/provider assessment of new tools modified based on their feedback; analyze local efforts through case studies; feasibility study to examine workflow, implementation requirements, tech requirements, timeline and project cost for single point of entry
Sharing Best Practices Among ECE and Education Partners	Number of CoPs, webinars, courses taken, resources accessed; cost analysis to determine increased efficiency/coordination; new practitioners who are able to access CoPs, courses, resources; practitioner assessment of usefulness, how it has impacted practice; sample of program assessment; coaching certifications; virtual coaching accessed; credentials completed; articulation efforts accessed/analyzed; ELPFP cumulative evaluation (Years 1-5); observation/analysis of standards (rubric)
Improving Overall Quality	Stipend participant pre-post knowledge assessment; sample of program assessment; reporting tools expansion and enrollment analysis; counts of children; analysis of data-driven systems

Refinement of Logic Model. OEL will work with all statewide partners to refine the Logic Model by month 5, informed by the needs assessment, current research and practice in the field, and in response to any changes in the policy environment. Using a design-based framework, this model is a living, working guide and has the ability to change throughout the needs assessment phase. Review and analysis will guide implementation and evaluation decisions and help the Core Team revise needed research and activities, leading to identified outputs and aligned with short- and long-term outcomes.

Existing Data Infrastructure and Metrics to Examine Process and Implementation. FL will utilize existing federal technical assistance structures and implementation systems to inform the implementation of PDG and improvements to FL's B-5 mixed delivery system. This data will help ensure PDG investments are fulfilling the vision. The evaluators will confirm completion of this data usage and identify ways in which the data and aligned work might be strengthened to inform overall improvements to FL's B-5 mixed delivery system:

- *ECENA and Index* (page 13, page 15): FL will have new data and the reporting capacity will be expanded through PDG, which will be used to inform the grant work.

- *Data from B-5 agencies* (listed in Appendix): Letters of commitment have been established with DCF, DOE, DOH, AHCA, HS, EHS, and CSCs to examine and integrate existing data sources per activities in the logic model.
- *CCR&R* and *HMG* (page 25)*:* CCR&R is in every FL County and HMG is in 27 counties; these programs are designed to support early identification of developmental and/or behavioral concerns, and then link children and their families to community-based developmental and behavioral services and supports.
- *Statewide system and services coordination for sharing best practices:* OEL and its numerous partners provide TA and share best practices among ELCs, providers, families, and state and community-based organizations in a variety of ways. These systems include data portals and platforms that provide PD and in-system evaluation of professional practices.
- *Statewide data of licensed center and family providers:* Data of providers entering and exiting the system for ongoing monitoring, and evaluation of efforts to increase providers over time, including data on provider ratings (ELPFP Years 1-5), CLASS scores, and site characteristics.

New Data Sources. OEL will gather new data through focus groups, planning sessions, interviews and surveys, and integrate new and existing data into ECENA and expand reporting capacity to understand needs in new ways (page 13). Together, this will enable FL to integrate understanding of needs within current systems and structures. New data will be used to

- Gather implementation information on the strategies; OEL will conduct ten stakeholder focus groups to inform needs assessment and strategic planning process.
- Gather information regarding parent engagement from providers and families; individual interviews, focus groups and surveys will be administered to a representative sample.

- Determine PD impact and needs; approved PD will incorporate a pre- and post- survey to determine whether participation in individual PD, training, and coaching creates impact on provider knowledge; a sample of CLASS scores will assess impact on quality and practice.
- Understand statewide QI; an evaluation of ELPFP (Years 1-5) will determine statewide quality through CLASS scores, child assessment data, and provider interviews and feedback.
- Examine the implementation and initial outcomes of activities related to sharing best practices (Activity 4); the evaluation team will collect information and analytics on courses, micro-credentials, coaching, CoPs, and collaboration within the PD platform.
- Understand alignment of higher education expectations; the evaluation team will review documents and policies from ECE and state partners/organizations and document progress.
- For overall PDG assessment, the evaluation team will conduct ongoing surveys and interviews with key stakeholders about perceptions of collaboration and efficiency and how these perceptions change throughout the grant.

Methodological Approach. The primary focus of evaluation efforts will be integration and implementation evaluation, drawing from existing data sources (including indicators identified in the needs assessment) and from quantitative and qualitative information collected from key stakeholders, including parents, providers, and organizations. The tracking system for indicators will also lay the groundwork for ongoing monitoring of implementation and continuous QI.

Data Collection and Sampling. Data collection is described above, and sampling will be determined by short- and long-term outcome needs. For Activities 1 and 2, criterion sampling will be used based on needed stakeholders for focus groups, interviews, and surveys. For Activities 3, 4, and 5, convenience and random sampling will be used to determine overall impact and outcomes of objectives and to continue to monitor progress of implementation.

Measurements and Analyses. FL will complete both quantitative and qualitative analysis:

Quantitative Analysis	• CLASS observations will be used to 1) determine levels of quality throughout the state and 2) for a sample of sites on which there is pre-post data, FL will assess gains in CLASS domain scores over the evaluation year using regression discontinuity design. • Knowledge assessment scores (Activity 4) will consist of computing the means of pre-assessment and post-assessment knowledge scores collected from MMCI and Early Learning Florida courses and testing the difference for statistical significance using a paired-sample t-test. • Survey analysis (Activities 1, 2, 3, 4, and 5) will use descriptive statistics (frequency of choice for each response category and the associated percentage) and the associated visualization produced for each survey question. In addition, t-tests will be performed to explore differences, and content analysis will be performed on open-ended questions.
Qualitative Analysis	• Interviews and focus groups will be recorded and transcribed. Transcripts will be loaded into HyperResearch software for analysis. This inductive analysis will include a pre-determined set of codes that reflect key constructs of interest regarding implementation and initial feedback, allowing the research team to select the appropriate coded portions of the transcript. Qualitative analysis will occur in two phases using an interpretive analysis method (Hatch, 2007; Miles, Huberman and Saldaña, 2013). In the first phase of analysis, researchers will analyze transcripts individually, and then meet to discuss and debate thoughts and reflections on participant data and reach consensus on understandings. A comprehensive analysis of each data set and researcher memos will be conducted, and data will be condensed into emerging codes and phrases related to goals and objectives outline in the PDG logic model. From this, a second phase of analysis will occur in which case studies are written to summarize findings. • Cost analysis will be completed using tools developed by Opportunities Exchange, which will analyze the cost of implementing quality at different levels, and the cost of various interventions aligned to the projected impact on children's outcomes.

The final performance evaluation report will include and synthesize the findings from the needs assessment, feedback from stakeholders, implementation and evaluation data collected through OEL's project management tracking software, analysis of existing administrative data, surveys, and focus groups. The final report will identify successes and outline recommendations for areas of continued improvement around coordination of services, efficiency of systems, responsiveness to families, and improvement of B-5 programs and services.

LOGIC MODEL

Vision: To increase the quality, coordination, alignment and efficiency of FL's programs and services to support families' needs and children's readiness and early grade success, particularly vulnerable and underserved children.

Goals: (1) Build on statewide needs assessment portal to enable better analysis of needs, access, and quality for informed data-driven policy solutions; (2) Streamline policies and enrollment processes to improve access and provide high quality consumer education for families across funding streams, programs, and services; and (3) Increase access to effective ECE QI strategies by developing standards for and expanded access to PD, coaching and related supports that improve kindergarten readiness and early grade success.

Objectives	Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
▪ Data integration, refinement, and access to additional sources and components ▪ Streamline policies, funding, and enrollment systems ▪ Expanded parental access to services, information and choice ▪ Expanded access to Quality Improvement (PD, Coaching Supports) for ECE programs	▪ U.S. DOE & HHS funding and guidance ▪ FL OEL leadership, staffing, programming, and supports ▪ Foundations, advocates, and stakeholders ▪ ECE workforce PD and supports ▪ ECE providers' capacity and quality ▪ Higher education capacity (faculty, courses, supports, evaluations) ▪ Parents, families, community,	▪ Expansion and update needs assessment portal to conduct ongoing, periodic statewide B-5 needs assessment and identify core areas of needs for efficiency and improvement ▪ Develop a Strategic Plan for more effective, efficient, coordinated and collaborative programs that maximizes funding and improve opportunities	▪ Data that identifies needs for support; integrates perspectives of stakeholders; provides recommendations to align policies; and QI investments to expand access to quality ▪ Updated Strategic Plan that maximizes funding, aligns workforce supports, and facilitates data integration ▪ Increased awareness, support and access for	▪ Updated needs assessment portal to inform policy and practice ▪ Strategic Plan that maximizes funding and improve opportunities ▪ Increased family awareness, access and engagement ▪ Increased children in programs that provide trauma informed care, culturally responsive practice, and ELL/DLL support ▪ Standards of practice for ECE	▪ Increased access to high quality care ▪ Policies and budget that align with all systems within Strategic Plan ▪ State and local quality investments aligned to shared system goals ▪ Increased education and credentialing for ECE professionals ▪ More children entering school system

Vision: To increase the quality, coordination, alignment and efficiency of FL's programs and services to support families' needs and children's readiness and early grade success, particularly vulnerable and underserved children.					
Goals: (1) Build on statewide needs assessment portal to enable better analysis of needs, access, and quality for informed data-driven policy solutions; (2) Streamline policies and enrollment processes to improve access and provide high quality consumer education for families across funding streams, programs, and services; and (3) Increase access to effective ECE QI strategies by developing standards for and expanded access to PD, coaching and related supports that improve kindergarten readiness and early grade success.					
Objectives	Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
	regional, and district stakeholder capacity ▪ Child and family characteristics and ECE needs	▪ Maximize parental choice, knowledge and link families to full range of services ▪ Share best practices among ECE providers ▪ Improve overall quality of ECE programs through development, implementation and evaluation of evidence based practices	families to screening results, child development info, provider profiles, digital tools to enhance parental choice ▪ Sharing best practices across systems and disciplines to promote quality for ECE programs ▪ Enhanced infrastructure through assessment of systems to promote access, alignment, and quality	programs across all ages and disciplines that improve knowledge, capacity and quality ▪ ECE PD platform for statewide access ▪ Unduplicated counts of children, service needs and access	kindergarten ready ▪ Increased selection of high quality ECE programs ▪ Single point of entry services and support to meet families' needs ▪ Ongoing data-driven decision-making based on aligned systems and information

PROJECT BUDGET AND BUDGET JUSTIFICATION

TOTAL ESTIMATED PROJECT FUNDING ***$15,600,000***

Project Budget by Grant Program Function or Activity

Grant Program Function or Activity	Federal	Non-Federal	Total
Activity 1 – Needs Assessment	**$310,000**	**$20,000**	**$330,000**
Activity 2 – Strategic Plan	**$225,000**	**$20,000**	**$245,000**
Activity 3 – Maximize Parental Choice	**$2,497,038**	**$3,323,000**	**$5,820,038**
Activity 4 – Sharing Best Practices	**$6,311,582**	**$200,000**	**$6,511,582**
Activity 5 – Quality Improvement	**$1,940,000**		**$1,940,000**
Program Performance Evaluation/TA	**$500,000**		**$500,000**
Organizational Capacity	**$216,380**	**$37,000**	**$253,380**
Total	**$12,000,000**	**$3,600,000**	**$15,600,000**

Project Budget by Object Class Category

Object Class Category	Federal	Non-Federal	Total
Personnel	*N/A – existing resources will be used*		
Fringe	*N/A – existing resources will be used*		
Travel	**$130,000**	**$183,750**	**$313,750**
Equipment	*N/A – existing resources will be used*		
Supplies		**$3,250**	**$3,250**
Contractual	**$11,705,000**	**$3,281,000**	**$14,986,000**
Construction	*N/A*		
Other	**$148,620**	**$132,000**	**$280,620**
Total Direct	**$11,983,620**	**$3,600,000**	**$15,583,620**
Total Indirect	**$16,380**		**$16,380**
Total	**$12,000,000**	**$3,600,000**	**$15,600,000**

TOTAL FEDERAL FUNDING REQUEST ***$12,000,000***

PERSONNEL/FRINGE

OEL is fulfilling the following PDG roles by utilizing existing staff and non-PDG funding since activities within the application align with CCDF quality and VPK. Portions (.10-.25 FTE) of the following personnel will integrate PDG implementation into daily duties, as outlined in the Organizational Capacity section: Deputy Director of Operations and Programs, Deputy Director of Information, SR Program Manager, HSCCO Director, VPK Specialist, CCR&R Program Manager, Project Manager. This will happen seamlessly, because these roles are already focused on creating a more efficient, responsive, collaborative B-5 mixed delivery system for families and young children. **Florida will utilize outside contractors (page 58) housed within OEL to perform certain grant activities. These personnel costs are outlined below under "Other Contractual Services." Additional staff augmentation will occur through partnership with UF to ensure PDG goals are met. DCF staff are not included in this section, as they are paid through an interagency contractual agreement. This is the most cost effective personnel model and provides assurances that PDG B-5 activities are sustainable after the initial grant period has ended should Florida choose not to apply or is not selected for a Renewal Grant.**

TRAVEL **$130,000**

- Transition to Kindergarten Participant Travel **(**$433.33/person x 30 persons x 10 summits) (Activity 4)

CONTRACTUAL **$11,705,000**

All procurement transactions will be conducted in accordance with federal and state procurements rules that provide, to the maximum extent practical, open, and free competition. OEL will seek the most cost effective means for contracting by, when possible, obtaining requests for quotes, from prospective vendors available via state term contracts that have been procured by FL's Department of Management Services and/or from state colleges or universities with the requisite qualifications and capabilities that are exempt from competitive procurement.

Early Learning Coalitions: $4,477,962

- ELC Grants to build provider capacity to implement best practices, based on local needs and implementation plan (e.g., training, technology, TA): **$3,977,962** (Activity 4)
- Stipends for providers who demonstrate mastery on approved PD aligned to CLASS and child assessment: **$500,000** (Activity 5)

Florida Department of Children and Families: $904,038

The Office will amend existing interagency agreement to include:

- Expand PD Registry functionality to include multi-system PD catalog: **$160,000** (Activity 3)
- Create workspace for designations prior to generating provider profiles: **$622,031** (Activity 3)
- Create data transfer to generate profile designations : **$117,007** (Activity 3)
- Streamlined Monitoring Workgroup (staff time for meetings)**: $5,000** (Activity 4)

UF Anita Zucker Center and College of Medicine: $630,000

- ECENA Expansion/Data Analysis (Needs Assessment): **$235,000** (Activity 1)
- ECENA Expansion/Data Analysis/Cost of Quality Integration: **$395,000** (Activity 5)

University of Florida Lastinger Center for Learning**:** $2,761,000

Budget based on cost estimates for similar work by a state college or university.

- Cost of Quality Study/Stakeholder Surveys and Focus Groups: **$75,000** (Activity 1)
- Strategic Plan Development: **$175,000** (Activity 2)
- CCR&R Staff Training Development and COP facilitation (develop online modules; host on platform; CoP facilitator and materials): **$211,000** (Activity 3)
- Video Vignettes for families on child development: **$200,000** (Activity 3)
- Family Engagement PD (develop online modules; host on platform): **$200,000** (Activity 3)
- Design Provider Profile Mobile App: **$50,000** (Activity 3)
- Early Learning Florida (expand access to online learning communities, online resource library of best practices): **$700,000** (Activity 4)
- ELPFP Evaluation **(**develop cumulative evaluation to document best practices and make recommendations on how to expand their implementation): **$350,000** (Activity 4)
- Facilitate CoP Regional Summits and extensive monthly online CoPs: **$200,000** (Activity 4)
- Facilitate process to create shared Coaching/Mentoring Standards, expand access to coaching tools and automated coaching: **$500,000** (Activity 4)

- Emergent Literacy Training (facilitator, materials, participant costs): **$100,000** (Activity 4)

Other Contractual Services: $2,932,000
Due to the State's requirement for competitive solicitation processes for procurement of commodities or contractual services in excess of $35,000, the identification of consultants/vendors by name for the following activities cannot be provided at this time. State procurement rules stipulate some exemptions to competitive procurement, including sole source, state term contract, state colleges or universities. The following scopes will be completed by ***competitive procurements and/or consultants exempt from competitive procurement****:*
- Coordinated Child Assessment Plan: **$50,000** (Activity 2)
- OEL Parent Portal (Contracted IT staffing resources): **$145,000** (Activity 3)
- Determine data transfer process to share screening information between HMG and ECE programs: **$200,000** (Activity 3)
- Vroom (Vroom materials to increase provider engagement): **$35,000** (Activity 3)
- Feasibility Study: **$250,000** (Activity 3)
- Enhance Provider Profiles (Contracted IT staffing resources): **$78,000** (Activity 3)
- Family Needs Assessment (Contracted IT staffing resources): **$29,000** (Activity 3)
- Equity Training: **$100,000** (Activity 3)
- Align PD to Early Learning Standards/Identify Designations/Articulation Agreements: **$100,000** (Activity 4)
- Emergent Literacy: **$100,000** (Activity 4)
- Build Capacity for Mental Health (Consultation) **$100,000** (Activity 4)
- Teachstone: myTeachstone (sole source contract 20K user licenses): **$520,000** (Activity 5)
- Provider Training/Tools (identified by needs assessment/strategic plan): **$345,000** (Activity 5)
- Update core competencies that align with national pathway and standards (convene state/national experts, review/revise, finalize/publish documents): **$180,000** (Activity 5)
- Program Performance Evaluation and Related Technical Assistance (Competitive Procurement by March 1): **$500,000**
- Staff augmentation, Contract Management (2 FTE: @$24.88/hr, fringe @38%; 5% admin): **$150,000** (Org. Capacity)
- Staff augmentation, SAC Support (.5 FTE @$33.18/hr plus fringe @38%, 5% admin): **$50,000** (Org. Capacity)

OTHER **$148,620**
- Translation of Materials (Family Guide @ $0.14/word x 7531 words; Quality Checklist @ $0.14/per word x 1855 words; Standards @ $0.14/word x 13,296 words; $2,325 for set up/formatting and any additional documents): **$5,500** (Activity 3)
- Consultant for Family Focus Groups ($97/hr x 974 hrs): **$94,500** (Activity 3)
- Printing materials for Transition to Kindergarten: **$3,620** (Activity 4)
- Consultant to facilitate Streamlined Monitoring Workgroup: **$45,000** (Activity 4)

INDIRECT **$16,380**
DOE has an indirect cost rate approved by the U.S. DOE that includes a predetermined rate of 12.6% applicable to OEL programs (Appendix). The distribution base is Modified Total Direct Costs (total direct costs excluding equipment, capital expenditures, participant support costs, pass through funds and the portion of each subaward above $25,000). Indirect costs include costs

incurred for common or joint purposes that benefit more than one cost objective and cannot be identified with a particular benefitting program (i.e. overhead and accounting functions).

COMMITMENT OF NON-FEDERAL RESOURCES ***$3,600,000***

OEL has obtained commitments for the non-federal share in an amount equal to 30 percent of the total federal request. State general revenue (non-federal resource) will be used to carry out activities of the grant, are not being claimed as matching sources for another Federal award, and can be used to meet the State's match requirement by the end of the 12-month project period.

TRAVEL (budgeted in accordance with s.112, F.S.) **$183,750**

- Stakeholder Focus Groups ($2,000/mtg x 10 mtgs throughout FL): **$20,000** (Activity 1)
- CoP meetings (Staff travel @ $2,000/mtg x 3 mtgs at central location; Conference Room @ $1,500/mtg x 3 mtgs): **$10,000** (Activity 3)
- Family Focus Groups ($2,000/mtg x 10 mtgs throughout FL): **$20,000** (Activity 3)
- Transition to Kindergarten ($200/person x 10 persons x 10 mtgs): **$20,000** (Activity 4)
- Early Literacy Training (3-day training @$1,000/person x 80 persons): **$80,000** (Activity 4)
- SAC in Tallahassee, FL ($1,070/person x 5 members x 5 mtgs): **$26,750** (Org. Capacity)
- PDG grantee meeting in Washington, D.C. (4 Travelers: Airfare @ $819/trip x 4; Hotel $225/night x 3 nights x 4; Meals @ $36/day x 3 days x 4; Per Diem @ $80/day (last day) x 4; Transportation @ $48/day x 2; Parking @ $11/day x 4 days x 4)**: $7,000** (Org. Capacity)

SUPPLIES **$3,250**

- SAC Materials: **$3,250** (Org. Capacity)

CONTRACTUAL **$3,281,000**

- ELCs (quality expenditures that align with PDG): **$1,249,543** (Activity 3)
- Children's Forum (HMG activities that align with PDG): **$2,021,457** (Activity 3)
- DCF Interagency Agreement (Streamlined Monitoring Workgroup, travel for Local Licensing Agencies): **$10,000** (Activity 4)

OTHER **$132,000**

- Collaboration Lab (2 meetings @ $10,000 each): **$20,000** (Activity 2)
- Printing (Family Guide @ $.039/guide x 30K; Quality Checklist @ $0.20/document x 30K; set up fees/shipping @ $4,300): **$22,000** (Activity 3)
- Transition to Kindergarten Facilitator ($4,000/summit x 10 summits): **$40,000** (Activity 4)
- Early Literacy Training (Trainer @$7,550/3-day training; Additional mentoring for "trainer" designation @ $281/participant x 80 participants; $5000 materials): **$50,000** (Activity 4)

PROJECT TIMELINE AND MILESTONES PROGRAM PERFORMANCE

The project timeline represents the 12-month grant period; each task identified will be completed in the shaded months. The project manager will document and track all grant projects and project milestones, including scope, timelines, data, deliverables, and tasks associated with

each project, within project management tracking software. Additionally, project budget and expenditures will be documented and tracked through FLAIR, with supplemental reports.

The project timeline includes four project milestones, occurring at the end of each quarter of the grant period. These milestones coincide with significant project deadlines within the overall timeline, including deadlines for completion of the needs assessment, strategic plan, reports, system development and focus groups, as noted with a star in the plan. Factors that may accelerate or decelerate the timeline of grant activities include, but are not limited to timing for obtaining legislative budget authority to spend grant funds; potential key staffing changes resulting from new administration agency reorganization; and potential procurement timelines.

OEL anticipates the needs assessment and strategic plan will be completed no later than the end of month six, leaving an estimated six months remaining in the overall grant period to complete activities proposed for improving the overall quality of ECE programs and providers.

FLORIDA PRESCHOOL DEVELOPMENT GRANT TIMELINE AND MILESTONES (★)													
ACTION	**RESPONSIBILITY**	1	2	3	4	5	6	7	8	9	10	11	12
Project Milestones				★			★			★			★
NEEDS ASSESSMENT													
ECENA Expansion/Cost of Quality Study	OEL												
Execution of data-use agreements/Data integration	OEL, UF												
Design of survey/focus group questions	OEL												
Stakeholder Focus Groups	OEL/UF												
Interviews/Surveys with Families and Providers	OEL/UF												
Cost Modeling Analysis	OEL/UF												
Analysis of Integrated Data	OEL/UF												
Count of unduplicated number of children served	OEL/UF												
Identify Needs and Successes	OEL/UF												
Needs Assessment Report	OEL/UF												
STRATEGIC PLAN													
Coordinated Child Assessment Plan	OEL, ELCs, Consultant												
Strategic Plan Development	OEL												
Monthly Core Team Meetings/SAC progress updates	OEL, Consultant												
Bi-Monthly SAC Meetings	OEL, SAC												
Gather/synthesize existing strategic plan elements	OEL												
In-person Stakeholder focus groups	OEL, ELCs, Consultant(s)												
Collaborative Lab Sessions	OEL, Contractor												
Finalize Strategic Plan	OEL, SAC, Consultant(s)												
MAXIMIZING PARENTAL CHOICE													
CCR&R Specialists	OEL												
CCR&R Network services	OEL												
Expand Help Me Grow Network services	OEL, CF												
Professional Development Modules	OEL, UF												
Community of Practice Facilitation	OEL, UF												
Vroom outreach	OEL												
Professional Development	OEL												

FLORIDA PRESCHOOL DEVELOPMENT GRANT TIMELINE AND MILESTONES (★)													
ACTION	**RESPONSIBILITY**	1	2	3	4	5	6	7	8	9	10	11	12
Project Milestones				★			★			★			★
Expand Registry functionality (joint PD catalog)	DOH, OEL, DCF, DOE												
Provider training on FE, Vulnerable populations	OEL, DOE, UF, FAIMH, FSU, DCF, DOH												
Parent Knowledge and Engagement	OEL												
Enhanced provider profiles	OEL, DCF												
Develop family needs assessment	OEL												
Video vignettes	OEL, UF												
Parent/provider focus groups	OEL, Contractor												
Mobile app design	UF												
Inventory and translation of resources	OEL, Contractor												
Screening & Child Assessment Data	OEL												
Parent Portal Upgrades	OEL												
Expand Parent Portal to include outside programs	OEL												
Explore capacity to share screening	OEL, CF												
Single Point of Entry Feasibility Study	OEL, Contractor												
Statewide Capacity Building on Equitable Access	OEL, Contractor												
SHARING BEST PRACTICES													
Early Learning Florida Resource Library	OEL, UF												
Build out Early Learning Florida Platform	OEL, UF												
Develop resource library of best practices	OEL, UF												
ELPFP Cumulative Impact Evaluation	OEL, UF												
Child Assessment Implementation	OEL												
Training on Child Assessment Implementation	OEL, ELCs												
Informational Webinars on CA Best Practices	OEL, ELCs												
Facilitated Communities of Practice on CA	OEL, Consultant												
Provide technology supports for providers	OEL, ELCs												
Regional Community of Practice Summits	OEL, UF												
Regional best practice summits	OEL, UF												

FLORIDA PRESCHOOL DEVELOPMENT GRANT TIMELINE AND MILESTONES (★)													
ACTION	**RESPONSIBILITY**	1	2	3	4	5	6	7	8	9	10	11	12
Project Milestones				★			★			★			★
Facilitated online CoPs to share best practices	OEL, UF												
Quality Improvement Alignment Task Force	OEL												
Align PD with early learning standards	OEL, Consultant												
Designations	OEL, Consultant												
Articulation agreements	OEL, Higher Ed,												
Alignment of credentials with wage supports	OEL, Higher Ed, Contractor												
Automated Quality Improvement tools	OEL/UF												
Develop coaching/mentoring standards of practice	OEL/UF												
Develop automated coaching tools	OEL/UF												
Build coaching capacity	OEL/UF												
Transition to Kindergarten	OEL												
Regional summits	OEL												
Enhance website	OEL												
Create online platform to support online communities to share best practices	OEL/UF												
Early Literacy Training	OEL												
Identification (and procurement) of training	OEL												
Conduct affiliate-trainer training	OEL												
Mental Health Specialist/Supervisor Training	OEL/FAIMH/FSU												
Coordinated Monitoring System Workgroup	OEL/DCF/ELCs												
Workgroup meetings	OEL/DCF/ELCs												
Develop TA standards and protocols	OEL/DCF/ELCs												
Strategies for monitoring feedback loops	OEL/DCF/ELCs												
Training on standards and protocols	OEL/DCF/ELCs												
QUALITY IMPROVEMENT													
ECENA Expansion	OEL, UF												
Unduplicated number children across programs	OEL, UF												
Cost modeling tool integration	OEL, UF												

FLORIDA PRESCHOOL DEVELOPMENT GRANT TIMELINE AND MILESTONES (★)													
ACTION	**RESPONSIBILITY**	1	2	3	4	5	6	7	8	9	10	11	12
Project Milestones				★			★			★			★
Professional Development Tools and Resources	OEL,UF												
Core Competency Revision/Alignment	OEL, Higher Ed												
ORGANIZATIONAL CAPACITY													
Quarterly SAC Meetings	OEL, SAC												
Monthly Core Team meetings	OEL												
Partner/stakeholder progress updates	OEL												
Contract deliverables – Scope management	OEL												
EVALUATION													
Procurement of Evaluator	OEL												
Current Practice Analysis (Needs & Resources)	Consultant/Contractor												
Refine Logic Model	Consultant/Contractor												
Quantitative/Qualitative Analysis	Consultant/Contractor												
Final Performance Evaluation Report	Consultant/Contractor												

Upload #2

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete
Document Title:	OtherNarrativeAttachments_1_2-Attachments-1235-Florida PDG B-5 Appendix Final.pdf

STATE OF FLORIDA
Office of the Governor
THE CAPITOL
TALLAHASSEE, FLORIDA 32399-0001

www.flgov.com
850-488-7146
850-487-0801 fax

RICK SCOTT
GOVERNOR

November 16, 2018

Ms. Shannon Christian
Director, Office of Child Care
Administration for Children and Families
Mary E. Switzer Building
330 C Street Southwest, Room 4502
Washington, DC 20201

Dear Ms. Christian,

I am writing in regard to the Florida Office of Early Learning's application for the Preschool Development Grant Birth through Five application. The goals of this grant align with the Governor's commitment to improving the landscape and quality of early childhood care and education programs and ensuring access to these programs and services for Florida's youngest children, especially those from low-income and disadvantaged families. Additionally, the grant supports the Florida Children and Youth Cabinet's priority of focusing on early childhood care and education. Securing these funds to coordinate programs and services directly supports the state's efforts to make sure every child is ready to learn and has the opportunity to succeed.

The Office of Early Learning is hereby designated as the responsible entity for execution, oversight, and management of this grant, and is best suited to successfully manage this opportunity on behalf of Florida. Housed within the Department of Education, the Office of Early Learning is tasked with administration and oversight of the state's early education programs and quality initiatives. Given its current roles and responsibilities, the Office is uniquely situated to facilitate collaboration and coordination among the various early education programs and services, as well as funding streams throughout the state. The Office currently collaborates with the Florida Department of Children and Families and Early Learning Coalitions to coordinate child care and early education programs and services. Additionally, the Office has established and continues to foster strong partnerships with other early childhood care and education stakeholders within the state to increase coordination of programs and services.

There is an abundance of existing work in progress in Florida on behalf of children and their families, and the Office of Early Learning is central to these initiatives. This grant is an excellent opportunity for Florida to further commit its dedication to efficient and high quality early childhood care and education service delivery.

Accordingly, I strongly support the application of the Florida Office of Early Learning for the Preschool Development Grant Birth through Five, and believe it will provide meaningful and sustainable coordination, collaboration, and quality improvement to Florida's early childhood care and education mixed delivery system.

Thank you for giving this grant proposal your full and fair consideration.

Sincerely,

Cody A. Vildostegui
Education Policy Coordinator
Executive Office of the Governor

November 16, 2018

Rodney J. MacKinnon
Executive Director, Florida Office of Early Learning
Florida Department of Education
250 Marriott Drive
Tallahassee, Florida 32399

Dear Mr. MacKinnon,

We are pleased to support the Office of Early Learning's Preschool Development Grant Birth – 5 application. The goals of the grant are to, (1) improve data-driven systems coordination; (2) increase family access and engagement; and (3) create a high-quality comprehensive early childhood education system. The goals of the Preschool Development Grant serve in the best interest of Florida's children and their families and align with our mission.

In an effort to be full partners in the implementation of the grant, each agency commits to the following:

- Support utilization of data to expand the Early Childhood database hosted by the University of Florida to identify disparities, gaps, overlap, and successful utilization of services and programs for children and families. This data will be used for the statewide needs assessment for B-5 services and for the establishment of an unduplicated count of children receiving or in need of services.

Agency	Data Currently Hosted at UF	New Data Needed
Department of Children and Families	*Provider Level Data:* Program name, provider type, physical address, capacity, hours of operation, Gold Seal status, ages served, SR status, and VPK status. *Child Level Data:* child maltreatment and foster care placement: child identification number, SSN, child name, date of birth, maltreatment investigation findings, placement services category.	
Department of Education, IDEA Part B, Section 619		*Provider Level Data:* Service provider name, service provider identification number, service provider type. *Child Level Data:* Child identification number, child name, SSN, date of birth, home address (if applicable), intervention history, and date of enrollment.
Department of Education, Homeless Education Program		*Child Level Data*: Child identification number, child name, SSN, date of birth, home address (if applicable), housing status, and date of enrollment.

Department of Health, IDEA Part C, Early Steps	*Provider Level Data*: Service provider name, service provider identification number, service provider type *Child Level Data*: Child identification number, child name, SSN, date of birth, home address (if applicable), intervention history, and date of enrollment.	
Department of Health Vital Statistics	*Child Level Data:* birth certificate data, child name, date of birth, address, maternal and infant status indicators.	
Agency for Health Care Administration (Medicaid and CHIP – Florida Kid Care)	*Medicaid enrollment and eligibility:* Child identification number, SSN, child name, date of birth, address, enrollment category, enrollment dates, and maternal and infant health status indicators. *Medicaid paid claims and encounters:* Child identification number, procedures, diagnoses, and prescriptions. *Hospital Discharge Inpatient, Ambulatory, and Emergency*: SSN, date of birth, procedures and diagnoses, admission and discharge dates.	

- Participate in feasibility study to share child-level and provider-level data necessary to construct a unified data system and a single point of entry.
- Participate and advise in the development of the B-5 Strategic Plan.
- Participate in interagency collaboration to develop a coordinated service application process, as applicable.

If the grant is awarded, we acknowledge that the needs assessment utilizing this data will be completed by February 28, 2019 and will support this timeline.

As members of the Florida Children and Youth Cabinet and agency representatives, we recognize the potential for increased coordination and collaboration in the grant activities and are excited at the possibilities this grant will provide to our children and families. We look forward to expanding our work together.

Sincerely,

Pam Stewart

Pamela Stewart
Commissioner, Department of Education

Rebecca Kapusta

Rebecca Kapusta
Secretary, Department of Children and Families

For: Justin Senior
Secretary, Agency for Health Care Administration

Dr. Celeste Philip, MD. MPH
Surgeon General, Department of Health

FLORIDA HEAD START ASSOCIATION, INC.

EXECUTIVE COMMITTEE

- Interim President
  Rebecca Henderson
- Vice President
  Natalie Strappy
- Interim Treasurer
  Dr. Jacquelyn Jenkins
- Secretary
  Angie Doucette

BOARD MEMBERS

- Directors Affiliate Group
  Tim Center
- Staff Members Affiliate Group
  Angela Doucette
  Indra Font
- Parents Affiliate Group
  Rose Dereme
  Charmaine Jobson
- Friends Affiliate Group
  Kymberly Cook

EXECUTIVE DIRECTOR
Wanda Minick

CONTACT INFORMATION

- Mailing Address
  Florida Head Start Association, Inc.
  111 N. Gadsden Street, Suite 200
  Tallahassee, FL 32301
- Telephone:
  850-694-6477
- Email:
  info@flheadstart.org
- Web Address:
  www.FLHeadStart.org

November 8, 2018

Rodney MacKinnon
Executive Director, Florida Office of Early Learning
Florida Department of Education
250 Marriott Drive
Tallahassee, Florida 32399

Dear Mr. MacKinnon:

We are pleased to support the Office of Early Learning's Preschool Development Grant Birth – 5 application. The goals of the grant, (1) to improve data-driven systems coordination; (2) to increase family access and engagement; and (3) to create a high-quality comprehensive early childhood education system, serve in the best interest of Florida's children and their families and align with our mission.

In an effort to be full partners in the implementation of the grant the Florida Head Start Association and the Head Start Collaboration Office commit to the following:

- Support data collection related to Head Start and Early Head Start statistics to expand the Early Childhood database hosted by the University of Florida to identify disparities, gaps, overlap, and successful utilization of services and programs for children and families. This data will be used for a statewide needs' assessment for B-5 services and for the establishment of an unduplicated count of children receiving or in need of services.
- Support the implementation of a statewide needs' assessment for B-5 services through consistent communication with Florida Head Start and Early Head Start programs to determine the areas of need related to services and programs.
- Ensure Florida Head Start and Early Head Start programs are informed of all activities and tasks related to the PDG year-one implementation and encouraged to participate in all tasks listed below:
  - Participate in feasibility study to share child-level and provider-level data necessary to construct a unified data system and a single point of entry.
  - Participate in tasks outlined in the B-5 Strategic Plan.
  - Participate in interagency collaboration to develop a coordinated service application process, as applicable.

If the grant is awarded, we acknowledge that the needs assessment utilizing this data will be completed by February 28, 2019 and we will encourage Florida's Head Start and Early Head Start programs to support this timeline.

We recognize the potential for increased coordination and collaboration in the grant activities and are excited at the possibilities this grant will provide to children and families.

Sincerely,

Wanda Minick

Wanda Minick, Executive Director
Florida Head Start Association

Nacole S. Guyton

Nacole Guyton, Director
Florida Head Start Collaboration

EXCELLENCE ~ ADVOCACY ~ LEADERSHIP

florida children's council

Making a lasting impression

Making a lasting impression.

November 5, 2018

Rodney J. MacKinnon
Executive Director, Florida Office of Early Learning
Florida Department of Education
250 Marriott Drive
Tallahassee, Florida 32399

Dear Mr. MacKinnon:

The Florida Children's Council, and by extension our member Children's Services Councils, are in strong support of the Office of Early Learning's Preschool Development Grant Birth – 5 application. Both in my capacity as the President and CEO of the Children's Services Council of Broward County and as the Chair of the Florida Children's Council, I see great merit in the proposed work and partnerships that will: (1) improve data-driven systems coordination; (2) increase family access and engagement; and (3) create a high-quality comprehensive early childhood education system. These goals work to serve in the best interest of Florida's children and their families and align with our mission.

In an effort to be partners in the implementation of the grant, the Florida Children's Council and our members support the utilization of data to expand the early childhood database hosted by the University of Florida to identify disparities, gaps, overlap, and successful utilization of services and programs for children and families. This data will be used for the purpose of a statewide needs assessment for B-5 services and for the establishment of an unduplicated count of children receiving services. If the grant is awarded, we acknowledge that the needs assessment utilizing this data will be completed by February 28, 2019 and will support this timeline.

The Florida Children's Council is committed to participate and advise in the development of the B-5 Strategic Plan. Additionally, we will participate in the feasibility study to share child-level and provider-level data as necessary to construct a unified data system and a single point of entry. The Children's Services Council of Broward County has done in-depth work to develop an integrated data system in our community and we will serve as a resource to help inform and instruct the development of this work.

As special purpose districts, we have developed multi-service collaborative systems of care for children, youth and families within our communities. We recognize the potential for increased coordination and collaboration statewide in the proposed grant activities and the aligned benefits for children and families. We look forward to the opportunity to expand our partnership.

Sincerely,

Cindy Arenberg Seltzer
Florida Children's Council, Chair
Children's Services Council of Broward County, President & CEO

 111 North Gadsden Street, Suite 300, Tallahassee, Florida 32301 | www.flchildrenscouncil.org | 850-921-4494

Office of the Vice President for Research
Division of Sponsored Programs

207 Grinter Hall
PO Box 115500
Gainesville, FL 32611
352-392-9267
352-392-4400 Fax
www.research.ufl.edu

STATEMENT OF INTENT TO ESTABLISH A CONSORTIUM AGREEMENT

Date: November 15, 2018

UF Principal Investigator (PI): Dr. Herman Knopf
UF Project Title: Preschool Development Grant
Period of Support: January 1, 2019 – December 31, 2019
Support Requested: $630,000

The appropriate programmatic and administrative personnel of each institution involved in this grant application will establish written inter-institutional agreements that will ensure compliance with all pertinent Federal regulations and policies in accordance with the "Preschool Development Grant".

In addition, Subrecipient Institution certifies that it has a Policy on Financial Conflicts of Interest in Research in place which complies with 42 C.F.R. Part 50 and will follow such policy with regards to this proposal. The Institution is registered as an organization with the FDP website (http://sites.nationalacademies.org/PGA/fdp/PGA_070596). If an award is received, Subrecipient Institution will continue to follow such policy throughout the life of the award.

The inter-institutional agreements will be consistent with the attached subcontract proposal which consists of a clear description of the work to be performed by the subrecipient institution along with a corresponding budget and budget justification for each budget year and entire budget period, and will take in consideration any budget recommendations by the granting agency.

Dianna Carver

Digitally signed by Dianna Carver
DN: cn=Dianna Carver, o=University of Florida, ou=Division of Sponsored Programs, email=dcarver@ufl.edu, c=US
Date: 2018.11.15 14:57:54 -05'00'

_____
(signature) (date)
Official Authorized to sign for Institution

UF UNIVERSITY of FLORIDA
Office of the Vice President for Research
Division of Sponsored Programs

207 Grinter Hall
PO Box 115500
Gainesville, FL 32611
352-392-9267
352-392-4400 Fax
www.research.ufl.edu

STATEMENT OF INTENT TO ESTABLISH A CONSORTIUM AGREEMENT

Date: November 15, 2018

UF Principal Investigator (PI): Dr. Philip Poekert
UF Project Title: Preschool Development Grant
Period of Support: January 1, 2019 – December 31, 2019
Support Requested: $2,761,000

The appropriate programmatic and administrative personnel of each institution involved in this grant application will establish written inter-institutional agreements that will ensure compliance with all pertinent Federal regulations and policies in accordance with the "Preschool Development Grant".

In addition, Subrecipient Institution certifies that it has a Policy on Financial Conflicts of Interest in Research in place which complies with 42 C.F.R. Part 50 and will follow such policy with regards to this proposal. The Institution is registered as an organization with the FDP website (http://sites.nationalacademies.org/PGA/fdp/PGA_070596). If an award is received, Subrecipient Institution will continue to follow such policy throughout the life of the award.

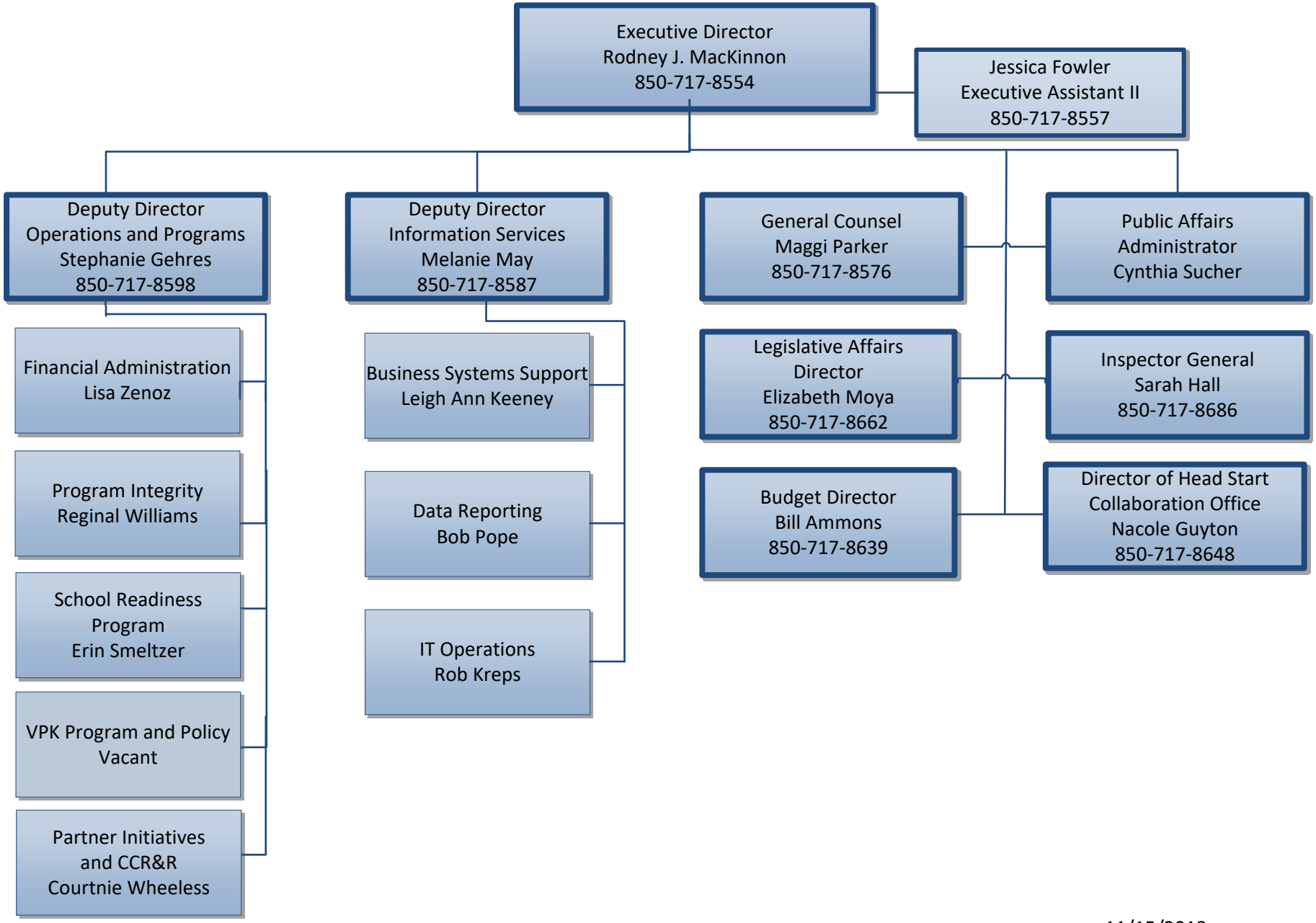
The inter-institutional agreements will be consistent with the attached subcontract proposal which consists of a clear description of the work to be performed by the subrecipient institution along with a corresponding budget and budget justification for each budget year and entire budget period, and will take in consideration any budget recommendations by the granting agency.

Dianna Carver

Digitally signed by Dianna Carver
DN: cn=Dianna Carver, o=University of Florida, ou=Division of Sponsored Programs, email=dcarver@ufl.edu, c=US
Date: 2018.11.15 14:06:23 -05'00'

(signature) (date)
Official Authorized to sign for Institution

OFFICE OF EARLY LEARNING
Florida Department of Education



11/15/2018

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Florida Department of Education
325 West Gaines Street, Room 914A
Tallahassee, FL 32399-0400

Date: June 2, 2017

Agreement No: 2017-093

Filing Reference: Replaces previous Agreement No. 2015-121
Dated: 9/30/2015

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

Type	From	To	Rate	Base	Applicable To
Predetermined	07/01/2017	06/30/2020	15.6%	MTDC	APwR
Predetermined	07/01/2017	06/30/2020	14.5%	MTDC	Voc/Blind
Predetermined	07/01/2017	06/30/2020	12.6%	MTDC	OEL

Distribution Base:

MTDC — Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above $25,000 (each award; each year).

Applicable To:

APwR — The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Voc/Blind — Applicable to Vocational Rehabilitation Services and Blind Services programs.

OEL — Applicable to Office of Early Learning Services programs.

Treatment of Fringe Benefits:
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $1,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Florida Department of Education
325 West Gaines Street, Room 914A
Tallahassee, FL 32399-0400

Signature

Linda Champion
Name

Deputy Commissioner, Fin. and Ops.
Title

6/5/17
Date

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450

Frances Outland

Digitally signed by Frances Outland
DN: c=US, o=U.S. Government, ou=U.S. Department of Education, cn=Frances Outland, 0.9.2342.19200300.100.1.1=9268522790
Date: 2017.06.02 11:06:54 -04'00'

Signature

Frances Outland
Name

Director, Indirect Cost Group
Title

June 2, 2017
Date

Negotiator: Emily Wen
Telephone Number: (202) 245-8109

Upload #3

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete
Document Title:	Form GG_LobbyingForm-V1.1.pdf

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

EDUCATION, FLORIDA DEPARTMENT OF

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. * First Name: Molly Middle Name: Rose McGuire

* Last Name: Grant Suffix:

* Title: Education Policy Analyst

* SIGNATURE: Molly M Grant * DATE: 11/16/2018

Tracking Number:GRANT12748887 Funding Opportunity Number:HHS-2018-ACF-OCC-TP-1379 Received Date:Nov 16, 2018 04:52:14 PM EST

Upload #4

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete
Document Title:	Form Key_Contacts-V1.0.pdf

Key Contacts Form

*** Applicant Organization Name:**

EDUCATION, FLORIDA DEPARTMENT OF

Enter the individual's role on the project (e.g., project manager, fiscal contact).

*** Contact 1 Project Role:** Project Director

Prefix: Mrs.

* First Name: Stephanie

Middle Name:

* Last Name: Gehres

Suffix:

Title: Deputy Director of Operations and Program

Organizational Affiliation:

Florida Department of Education, Office of Early Learning

* Street1: 250 Marriott Drive

Street2:

* City: Tallahassee

County: Florida

* State: FL: Florida

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 32399-6533

* Telephone Number: 8507178598

Fax:

* Email: stephanie.gehres@oel.myflorida.com

Key Contacts Form

*** Applicant Organization Name:**

EDUCATION, FLORIDA DEPARTMENT OF

Enter the individual's role on the project (e.g., project manager, fiscal contact).

*** Contact 2 Project Role:** Project Manager

Prefix: Mrs.

* First Name: Molly

Middle Name: Rose McGuire

* Last Name: Grant

Suffix:

Title: Education Policy Analyst

Organizational Affiliation:

Florida Department of Education, Office of Early Learning

* Street1: 250 Marriott Drive

Street2:

* City: Tallahassee

County: Florida

* State: FL: Florida

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 32399-6533

* Telephone Number: 8507178578

Fax:

* Email: molly.grant@oel.myflorida.com

Upload #5

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete
Document Title:	Form OtherNarrativeAttachments_1_2-V1.2.pdf

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 1235-Florida PDG B-5 Appendix Final.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Upload #6

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete
Document Title:	Form PerformanceSite_2_0-V2.0.pdf

Project/Performance Site Location(s)

Project/Performance Site Primary Location

☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Education, Florida Department of

DUNS Number: 7853199630000

* Street1: 325 W GAINES ST STE 914

Street2:

* City: TALLAHASSEE

County: LEON

* State: FL: Florida

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 32399-6533

* Project/ Performance Site Congressional District: FL-all

Project/Performance Site Location 1

☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Education, Florida Department of - Office of Early Learning

DUNS Number: 7853199630000

* Street1: 250 Marriott Drive

Street2:

* City: Tallahassee

County: Florida

* State: FL: Florida

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 32399-6533

* Project/ Performance Site Congressional District: FL-all

Additional Location(s)

Add Attachment | Delete Attachment | View Attachment

Upload #7

Applicant:	EDUCATION, FLORIDA DEPARTMENT OF
Application Number:	TP19000047
Project Title:	Florida Early Childhood Care and Education Mixed Delivery Systems Building: Preschool Development Grant Birth - Five
Status:	Complete
Document Title:	Form ProjectNarrativeAttachments_1_2-V1.2.pdf

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1234-Florida PDG B-5 Application Final.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File