

## **VPK ACCOUNTABILITY: PLANNING FOR A SYSTEM OF SUPPORTS AND CONSEQUENCES**

### **BACKGROUND**

Section 1002.67(3)(c), Florida Statutes, *Performance standards; curricula and accountability*, requires that:

1. If the kindergarten readiness rate of a private prekindergarten provider or public school falls below the minimum rate adopted by the State Board of Education as satisfactory under s. 1002.69(6), the early learning coalition or school district, as applicable, shall require the provider or school to submit an improvement plan for approval by the coalition or school district, as applicable, and to implement the plan.
2. If a private prekindergarten provider or public school fails to meet the minimum rate adopted by the State Board of Education as satisfactory under s. 1002.69(6) for 2 consecutive years, the early learning coalition or school district, as applicable, shall place the provider or school on probation and must require the provider or school to take certain corrective actions, including the use of a curriculum approved by the department under paragraph (2)(c).
3. A private prekindergarten provider or public school that is placed on probation must continue the corrective actions required under subparagraph 2., including the use of a curriculum approved by the department, until the provider or school meets the minimum rate adopted by the State Board of Education as satisfactory under s. 1002.69(6).
4. If a private prekindergarten provider or public school remains on probation for 2 consecutive years and fails to meet the minimum rate adopted by the State Board of Education as satisfactory under s. 1002.69(6), the Agency for Workforce Innovation shall require the early learning coalition or the Department of Education shall require the school district, as applicable, to remove the provider or school from eligibility to deliver the Voluntary Prekindergarten Education Program and receive state funds for the program.

Section 1002.75(3), Florida Statutes, *Agency for Workforce Innovation; powers and duties; operational requirements*, provides the following authority for the promulgation of rules:

- (3) The Agency for Workforce Innovation shall adopt, in consultation with and subject to approval by the department (emphasis added), procedures governing

## **BACKGROUND (CONT.)**

the administration of the Voluntary Prekindergarten Education Program by the early learning coalitions and school districts for:

- (a) Approving improvement plans of private prekindergarten providers and public schools under s. 1002.67.
- (b) Placing private prekindergarten providers and public schools on probation and requiring corrective actions under s. 1002.67.
- (c) Removing a private prekindergarten provider or public school from eligibility to deliver the program due to the provider's or school's remaining on probation beyond the time permitted under s. 1002.67.

## **2006-07 LEGISLATIVE BUDGET REQUEST**

The Department of Education's and the Governor's Recommendations for the 2006-07 budget include a request for \$2M for implementing the first year of the VPK accountability system. Specifically, it is proposed that this funding would provide supports, which would include, but not be limited to:

- Analysis of available student and financial data to develop the provider's improvement plan
- Provision of a VPK coach or mentor assigned via the early learning coalition to provide on-site supports and services
- Additional professional development opportunities for the provider's director and VPK instructors
- Assistance in the review, selection, and effective use of appropriate curricula.

## **DISCUSSION – TIMELINES**

1. Do providers need to be able to verify their enrollment data (as reported to AWI) prior to the "match" for the readiness rate? When should this occur?
2. Do providers also need to be able to verify the data after the "match" for the readiness rate has occurred?

## **DISCUSSION – IMPROVEMENT PROCESS**

3. What information/data about a provider would be helpful in developing an improvement plan? (e.g., number of children served, credentials of teachers, curriculum used, program evaluation activities, etc.)
4. What entities should be involved in the improvement process? (e.g., DOE, AWI, DCF, early learning coalitions, district school boards, etc.)
5. What should be their roles/responsibilities for private providers? public providers?
6. What areas should be targeted for improvement in Year 1, Year 2, and Year 3?
7. What are the most effective strategies and tools for each of the areas identified above?