



IMPLEMENTING FLORIDA'S UNIVERSAL PREKINDERGARTEN EDUCATION (UPK) PROGRAM

PRESENTATION TO STATE BOARD OF
EDUCATION October 21, 2003

- Early Childhood Development/Education Program
- Voluntary
- High Quality
- Free for All Four Year Olds
- Delivered According to Professionally Acceptable Standards
- Implement by 2005 School Year

- Requires State Board of Education (SBE) to conduct study on curriculum, design, and standards for UPK program
- April 15, 2003, SBE approved creation of an Advisory Council to provide recommendations to the State Board
 - Curriculum standards
 - Child and program outcomes
 - Programmatic requirements
 - Coordination with existing programs
 - Best practices
 - Cost estimates

UPK Advisory Council Members

- Lt. Governor Toni Jennings (Chair)
- David Lawrence, Chair of Florida Partnership for School Readiness
- Jim Warford, Chancellor of K-12, Dept. of Education
- Susan Pareigis, Director, Agency for Workforce Innovation
- Katherine Wilson, Esq., Chair, Duval School Readiness Coalition
- David Miller, Superintendent of Wakulla County Schools
- Barbara Hodges, faith-based provider representative, Tallahassee
- Nancy Lieberman, Director, Broward PreK Disabilities Program
- Nelson Luis, Director of Support Services, Hillsborough County Schools
- Dr. Carmen Nicholas, Palm Beach County Head Start Director

UPK Advisory Council Members

- Thelma Washington, Director, Gertrude Walden Child Dev. Center, Stuart
- Jacquelyn Kolk, Esq., at-large representative, Panama City
- Sister Roberta Bailey, at-large representative, St. Leo
- Susan Story, President, Gulf Power Corporation, Pensacola
- H. G. “Butch” Cronin, private school owner/operator, Orlando
- R. Kirk Landon, at-large representative, Coral Gables
- Barbara Mainster, Redlands Christian Migrant Assn., childcare provider
- Scott Clemons, Esq., Bay County School Readiness Coalition
- State Senator Rudy Garcia, Hialeah
- State Representative Gustavo Barreiro, Miami

- **June 24:** *Guiding Principles & Outcomes;* Tallahassee
- **July 8 TC:** *Conclusion of Outcomes*
- **July 23:** *Standards & Accountability;* Orlando
- **August 6 TC:** *Continuation of Standards*
- **August 20:** *Conclusion of Standards; began Costs & Resources;* Ft. Lauderdale

(continued)

- **September 10:** *Costs and Resources;* Tallahassee
- **September 17:** *Service Delivery & Governance;* Tampa
- **October 1:** *Service Delivery & Governance;* Tampa
- **October 15:** *Final Report;* Tampa

Website has kept Council members and public-at-large informed of progress and provided vehicle for public input. (www.upkcouncil.org)

The Council's Guiding Principles

- Emphasize developmentally appropriate practices
- Focus on outcomes and accountability
- Offer parents choices and opportunities for involvement
- Be supported by adequate resources
- Involve public/private partnerships
- Employ qualified staff

Council recommendations address

- Accountability
- Assessment
- Community Partnerships
- Cost/Resources
- Service Delivery (design and governance)
- Parental Involvement
- Curriculum and Learning Environment
- Professional Development

- *Expectations for accountability extend to child outcomes, teachers, parents, and legislature;*
- *UPK program quality should be consistent across all geographic locations and provider types;*
- *Uniqueness of each child must be recognized;*
- *Emphasize the oral language skills of young children.*

- 90% of students will be “ready” for kindergarten.
- Measure quality of learning environment, as well as staff/child interactions.
- Assess child outcomes in current school readiness domains.
- Apply statutory and licensing requirements.
- Measure child’s progress against baseline.
- Establish statewide expectations for planning, fund distribution and fund use.

- *Individual learning experiences are linked to on-going assessment;*
- *Differences in rates of learning among children must be recognized;*
- *Statewide assessment should be used to inform instruction and determine individual needs—not to stigmatize.*

- DOE should define essential assessment elements, create list of approved instruments and process for approving others;
- Assessment instruments should...
 - Include educational and developmental screening;
 - Be comparable and consistent in measurement;
 - Include a variety of data sources;
 - Be skill-focused, clearly written and research-based;
 - Reflect progress made toward meeting standard;
 - Accommodate non-English speaking children and those with disabilities.

- Assess at beginning and end of year; provide parents periodic updates of child's progress throughout year.
- Assessment must not be too complex, inappropriate for young children, burdensome to staff, or excessively costly.
- Strategies should be developed to ensure that preK assessment information is communicated to kindergarten teacher.

- *Meet basic vision, hearing, social/emotional and physical health needs of children through coordination with community partners;*
- *Child's needs, service history, and eligibility for medical and other programs should be determined during UPK program enrollment process.*

- Each program should establish referral processes for children who need support services;
- County government, public health departments, Children's Services Councils, libraries, and businesses are all potential partners;
- Universities and community colleges can assist by offering student interns and providing training.

- *Respectful partnerships between parents and teachers include sensitivity to cultural diversity*
- *Opportunities should be provided to parents to assist them as their child's "first teacher"*

- UPK program should include a strong expectation of parental involvement and provide opportunities for parent education and enrichment opportunities;
- Consider diverse language needs of parents;
- Establish connections to family literacy programs for parents who need to improve literacy skills.

- *Curriculum should be age appropriate and literacy- focused; address needs of children with disabilities and of those who are non-English speaking;*
- *Include multi-sensory approaches to early literacy, including research-based practices.*
- *Instill a love of learning;*
- *Create positive environments that include favorable child/teacher ratios, appropriate materials and curriculum.*

- Create balance of teacher and child directed activities that build on child's interests and skills;
- Establish curriculum choices and provide a mechanism to approve other curricula;
- Maximum class size 20 children; minimum 5;
- Minimum staffing: teacher to 10 children; 2nd staff member required for 11 to 20 children;
- Length of school year is established as 1080 hours, with 720 contact hours of quality learning experiences.

- *Systematic and structured ongoing staff development must be available for all providers;*
- *All providers must have access to the same quality staff development in key areas such as curriculum delivery, serving children identified with special needs and disabilities and serving children who are non-English speaking.*

- At least two staff for every 20 children must have a minimum of a national Child Development Associate (CDA) credential or Florida equivalent; continuing ed requirement must be added to Florida CDA equivalent
- Implement multi-level reimbursement system based on staff qualifications;
- Provide incentives for high performance in achieving positive outcomes
- Require continuing education for UPK staff and administrators; individual professional development plans and supports for teachers

- Provide resource teachers who will have a primary role in coaching teachers and developing instructional programs;
- Ratio of resource teachers to UPK staff will be based on qualifications of staff. Higher ratio of resource teachers to staff will be needed when staff have CDA credentials rather than Bachelor's degree;
- Provide a career ladder to support professional opportunities for staff.

Phase-in plan for professional standards:

- Second staff member will have up to 12 months after implementation to obtain CDA;
- Five year target – at least one staff member in each UPK class will have an Associate's degree in early childhood education;
- Eight year target – at least one staff member in each classroom will have a Bachelor's degree in early childhood education

- UPK funding is for up to a six-hour day of which 4 hours must be high quality instruction (720 hours per year);
- All funding sources (local, state, federal, private) should be used to the maximum degree allowable;
- Title I and Head Start funds should be used for wrap-around services;
- Communities should collaborate to increase capacity using resources like churches/synagogues/mosques, community centers, current child care providers, and corporate locations;
- Consideration should be given to a one-time, per-student, start-up allocation.

Children Ages 0-5 Served by Funding Sources for FY 2002-2003¹

| | Age 0 to 2 | Age 3 | Age 4 | Age 5 | Total 0-5 |
|--|----------------------|----------------------|----------------------|----------------------|-----------------------|
| School Readiness ² | 50,543 | 24,560 | 28,757 | 13,732 | 117,592 |
| Public School Funded ³ | 3,705 | 5,801 | 14,333 | 444 | 24,283 |
| <i>Total State</i> | <i>54,248</i> | <i>30,361</i> | <i>43,090</i> | <i>14,176</i> | <i>141,875</i> |
| Head Start Program ⁴ | 2,636 | 9,989 | 18,465 | 2,325 | 33,415 |
| <i>Total State & Head Start</i> | <i>56,884</i> | <i>40,350</i> | <i>61,555</i> | <i>16,501</i> | <i>175,290</i> |

¹ Children may receive services from more than one program

² School Readiness includes children served for FY 2002-03 including Even Start and HIPYPY programs

³ Public School Funded from Survey 2, October 2002, as of August 7, 2003

⁴ Head Start data from enrollment counts in December 2002 by the Head Start State Collaboration Office

4-year Old Population Estimates⁵

| Year | Total Estimated # of 4-year Olds | Number at 70% Participation Rate |
|------|----------------------------------|----------------------------------|
| 2004 | 213,501 | 149,451 |
| 2005 | 217,140 | 151,998 |
| 2006 | 219,691 | 153,784 |
| 2007 | 221,441 | 155,009 |
| 2008 | 222,734 | 155,914 |
| 2009 | 223,920 | 156,744 |
| 2010 | 225,341 | 157,739 |

⁵ Office of Economic and Demographic Research, February 21, 2002.

Current Cost of School Readiness

| Type of Program | Cost Per Day | Number of Days/Hours | Annual Cost Per Child | Annual Cost at 180 Days |
|-------------------------------------|--------------|---|-----------------------|-------------------------|
| Gold Seal settings | \$23.67 | 260 days; Full time payment for 6 to 10 hours/ day | \$6,154 | \$4,260 |
| Average of all program types | \$20.23 | 260 days; Full time payment for 6 to 10 hours/ day | \$5,259 | \$3,460 |

Parents may be asked to pay additional charges not included in the costs above, such as a registration fee, annual supply fee, field trip fees, transportation and lunch.

Factors included in average cost

- Staff Salaries and Benefits; staff training costs
- Space costs including maintenance and utilities
- Indoor and outdoor equipment, including cots, cribs, playpens and blankets
- Classroom materials and supplies
- Meals and snacks
- Parent involvement activities
- Office equipment and supplies
- Vehicles, gasoline and operating expenses
- Insurance
- Licensing costs
- Accounting and banking expenses

- Assumptions:
 - 180 days/up to 6 hours per day
 - \$24 per day (with no inflation factor)⁶
 - No fixed capital outlay
 - Estimated number of 4 year olds to serve 151,998 in 2005
- Total cost estimates range from \$425m to \$650m depending on sources and uses of revenue for 4-yr-old children currently served in readiness programs

⁶ Daily cost average based on survey data collected May 1, 2003, of selected centers in Florida certified by the National Association for the Education of Young Children.

Service Delivery & Governance

- Service Delivery
 - Important to have diverse provider system for UPK to support parent choice and use existing program capacity.
 - Need to build capacity through local partnerships with business, community & faith-based organizations and government agencies.

Service Delivery & Governance Recommended Standards

- **Local Governance**

- Consolidate administration to minimize number of local coalitions but ensure that planning, coordination and allocation address needs of each county .
- Financial decision of coalitions must be “non-conflicted.” Voting majority must be persons who do not have a substantial financial interest in early learning services.
- Membership of local coalitions should include a parent, special needs advocate, post-secondary education representatives, and family child care homes; number of public agency representatives should be reduced.
- Chair of local council should be a private sector “non-conflicted” member.

- **State-level governance**

- Place all early learning functions (birth to 5) in DOE under separate Chancellor for Early Learning.
- Must create comprehensive implementation plan and provide technical assistance to local coalitions.
- Create Early Learning Board (ELB) appointed by Governor to advise SBE and Chancellor on policy, personnel and resources.
- ELB membership should include representatives of public, private, faith-based, home-based providers; business and community leaders; parent; advocate for needs of children with disabilities.
- No additional administrative resources should be provided to implement UPK.