

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 1027 Office of Early Learning
SPONSOR(S): Aloupis
TIED BILLS: None **IDEN./SIM. BILLS:** SB 1456

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) PreK-12 Innovation Subcommittee	14 Y, 0 N	D'Souza	Brink
2) PreK-12 Appropriations Subcommittee	12 Y, 0 N	Seifert	Potvin
3) Education Committee	16 Y, 0 N	D'Souza	Hassell

SUMMARY ANALYSIS

The bill codifies early learning professional development standards and career pathways in law.

The bill requires the Office of Early Learning to develop early learning professional development training and course standards for school readiness program providers and identify both formal and informal early learning career pathways with stackable credentials and certifications, which allow early childhood teachers to access specialized professional development.

The bill requires the established credentials and certifications to align with the training for K-12 teachers, reading coaches, and school principals to the greatest extent possible.

The bill does not have a fiscal impact. See fiscal comments.

The bill provides an effective date of July 1, 2019.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

The Office of Early Learning (OEL) administers federal and state child care funds and partners with 30 local early learning coalitions to deliver comprehensive early learning services statewide.¹ The OEL oversees three programs—the School Readiness Program, the Voluntary Prekindergarten Education Program, and Child Care Resource and Referral services.²

The School Readiness Program offers financial assistance to low-income families for early education and care so they can become financially self-sufficient and their young children can be successful in school in the future. There are three requirements to participate:³

- Parent(s)/guardian(s) must be working or participating in an educational activity such as attending college or trade school at least 20 hours per week.
- Gross income must be at or below 150 percent of the federal poverty level for family size.
- Families must pay a copayment for child care based on income and family size.

The program is funded primarily by a federal Child Care and Development Fund (CCDF) Block Grant. The OEL administers the program at the state level.⁴

Current law requires the OEL to establish preservice and inservice training requirements that address, at a minimum, school readiness child development standards, health and safety requirements, and social-emotional behavior intervention models, which may include positive behavior intervention and support models.⁵ These requirements include approximately 12 hours of preservice training⁶ and 10 hours of on-going annual in-service training for all program personnel.⁷ School readiness providers must employ personnel who fulfill these training requirements.⁸

The OEL currently has no statutory authority to adopt career pathways; however, the OEL does have recommended career pathway frameworks to comply with CCDF state plan requirements.⁹

The OEL's School Readiness Professional Development Initiative incorporates core knowledge, qualifications and credentials, quality assurance, and access and outreach. The OEL's network of lead trainers, representing each of the 30 early learning coalitions, delivers professional development statewide. The OEL chooses lead trainers for their education, experience in early education and training, and recognition as an outcomes-driven training facilitator.¹⁰

¹ Office of Early Learning, *OEL Summary*, <http://www.floridaearlylearning.com/about-us/early-learning-overview> (last visited March 13, 2019).

² *Id.*

³ *Id.*

⁴ Office of Early Learning, *School Readiness*, <http://www.floridaearlylearning.com/school-readiness> (last visited March 13, 2019).

⁵ Section 1002.82(2)(v), F.S.

⁶ Email, Florida Office of Early Learning, Early Learning Personnel Training Requirements (March 26, 2019).

⁷ Florida Office of Early Learning, *School Readiness Program Health and Safety Standards Handbook*, (February 2017), http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/HS%20Handbook%20Facilities_OEL-SR-6202_ADA.pdf.

⁸ Section 1002.88(1)(e), F.S.

⁹ Office of Early Learning, *Florida Early Care and Education Career Pathway Certificates, Credentials and Degrees*, (March 15, 2019), available at http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/Career%20Pathway%20Revised_ADA.pdf.

¹⁰ Office of Early Learning, *Professional Development and Training Resources*, <http://www.floridaearlylearning.com/providers/professional-development/professional-development-training-resources> (last visited March 14, 2019).

Currently, lead trainers may schedule the following training modules:¹¹

- Florida Early Learning and Developmental Standards
- Florida Core Competencies for Early Care and Education Practitioners
- Florida Core Competencies for After School Practitioners
- Florida Core Competencies for Early Care and Education Directors
- Florida Core Competencies for Early Care and Education Technical Assistance Specialists
- Outcomes-Driven Training
- The Pyramid Model for Positive Behavioral Support

Developed in partnership with the OEL and the Lastinger Center at the University of Florida, Early Learning Florida is a statewide professional learning system designed to support the development of early childhood professionals' knowledge and skills in effectively educating and caring for young children.¹² At no cost to educators, Early Learning Florida provides research-based, professional development courses and supports that improve program quality, teacher-child interactions, and child learning and development outcomes.¹³

Since 2015, Early Learning Florida has delivered over 400,000 hours of online and blended training to more than 30,000 early childhood practitioners in Florida.¹⁴ All Early Learning Florida courses and trainings provide teachers with Continuing Education Units (CEUs) that articulate to national and state credentials, including the Child Development Associate and Director Credential, and soon will be eligible for college credit through several state and community colleges.¹⁵

Effect of Proposed Changes

The bill revises school readiness preservice and inservice training requirements to include the integration of early learning professional development pathways. The OEL must:

- Develop early learning professional development training and course standards to be utilized for school readiness program providers.
- Identify both formal and informal early learning career pathways with stackable credentials and certifications that allow early childhood teachers to access specialized professional development that:
 - strengthens knowledge and teaching practices;
 - aligns to established professional standards and core competencies;
 - provides a progression of attainable, competency-based stackable credentials and certifications; and
 - improves outcomes for children to increase kindergarten readiness and early grade success.

To the greatest extent possible, the established credentials and certifications must align with reading instruction training developed by the Just Read, Florida! Office and the Lastinger Center at the University of Florida for K-12 teachers, reading coaches, and school principals.

B. SECTION DIRECTORY:

Section 1. Amends s. 1002. 82, F.S., requiring certain preservice and inservice training requirements established by the OEL to include specified professional development pathways.

¹¹ *Id.*

¹² Early Learning Florida, *Who We Are*, <https://www.earlylearningflorida.com/about> (last visited March 15, 2019).

¹³ *Id.*

¹⁴ The Lastinger Center at the University of Florida, *Early Learning Florida*, <https://lastinger.center.ufl.edu/early-learning/early-learning-florida/> (last visited March 15, 2019).

¹⁵ *Id.*

Section 2. Creates s. 1002.995, F.S., requiring the office to develop certain training and course standards for school readiness program providers; requiring the office to identify certain formal and informal career pathways stackable credentials, and certifications that meet specified criteria for such providers; and requiring such credentials and certifications to align with a specified training when possible.

Section 3. Provides an effective date of July 1, 2019.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

Since training meeting the requirements of the bill has already been developed by the OEL and Early Learning Florida, the bill does not have a fiscal impact.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the OEL to adopt rules to promulgate early learning professional development standards and career pathways.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

Not Applicable.