Budget Detail Request - Fiscal Year 2016-17

Your request will not be officially submitted unless all questions and applicable sub parts are answered.

1. Title of Project: Nemours BrightStart! Reading Intervention and Teacher Training Project
2. Date of Submission: 12/14/2015
3. House Member Sponsor(s): Janet Adkins

4. DETAILS OF AMOUNT REQUESTED:

   a. Has funding been provided in a previous state budget for this activity?   No
      If answer to 4a is ?NO? skip 4b and 4c and proceed to 4d
   b. What is the most recent fiscal year the project was funded?
   c. Were the funds provided in the most recent fiscal year subsequently vetoed? No
   d. Complete the following Project Request Worksheet to develop your request (Note that Column E will be the total of Recurring funds requested and Column F will be the total Nonrecurring funds requested, the sum of which is the Total of the Funds you are requesting in Column G):

FY:	Input Prior Year Appropriation for this project for FY **2015-16** (If appropriated in FY 2015-16 enter the appropriated amount, even if vetoed.)			Develop New Funds Request for FY **2016-17** (If no new Recurring or Nonrecurring funding is requested, enter zeros.)			
Column:	A	B	C	D	E	F	G
Funds Description:	Prior Year Recurring Funds	Prior Year Nonrecurring Funds	Total Funds Appropriated (Recurring plus Nonrecurring: Column A + Column B)	Recurring Base Budget (Will equal non-vetoed amounts provided in Column A)	**INCREASED or NEW Recurring Requested**	**TOTAL Nonrecurring Requested** (Nonrecurring is one time funding & must be re-requested every year)	**Total Funds Requested Over Base Funding** (Recurring plus Nonrecurring: Column E + Column F)
Input Amounts:					0	713,375	713,375

   e. New Nonrecurring Funding Requested for FY 16-17 will be used for:
      ☐Operating Expenses   ☐Fixed Capital Construction   ☑Other one-time costs

   f. New Recurring Funding Requested for FY 16-17 will be used for:
      ☐Operating Expenses   ☐Fixed Capital Construction   ☐Other one-time costs

5. Requester:

a. Name: Laura Bailet
b. Organization: Nemours
c. Email: laura.bailet@nemours.org
d. Phone #: (904)697-3174

6. Organization or Name of Entity Receiving Funds:
a. Name: Nemours
b. County (County where funds are to be expended) Nassau
c. Service Area (Counties being served by the service(s) provided with funding) Statewide

7. Write a project description that will serve as a stand-alone summary of the project for legislative review.   The description should summarize the entire project?s intended purpose, the purpose of the funds requested (if request is a sub-part of the entire project), and most importantly the detail on how the funds requested will be spent - for example how much will be spent on positions and associated salaries, specifics on capital costs, and detail of operational expenses. The summary must list what local, regional or statewide interests or areas are served. It should also document the need for the funds, the community support and expected results when applicable.   Be sure to include the type and amount of services as well as the number of the specific target population that will be served (such as number of home health visits to X, # of elderly, # of school aged children to receive mentoring, # of violent crime victims to receive once a week counseling etc.)

Reading proficiency is the foundation for success in school and in life. Learning to read therefore is perhaps a child?s single greatest educational achievement, underpinning academic, social, and economic success, as well as adult health outcomes. Florida, like most other states in the nation, is struggling to achieve high rates of reading proficiency for its public school students, necessary for the advanced knowledge demands of the 21st century.
Nemours BrightStart!, over the past 10 years, has developed a transformational approach to this seemingly intractable problem. We have combined critical tenets of neuroscience, population health, developmental psychology, linguistics, and sound educational practices to create rigorously researched early literacy curricula for struggling, diverse learners, and coordinated professional development training for educators. We have amassed substantial research evidence of our effectiveness in putting at-risk young students on a path to reading success, and training classroom teachers to do the same. Nemours BrightStart! therefore requests legislative funding in the amount of $713,375 for a one-year project in multiple public school districts across Florida, with the following linked goals:

1.   Provide intensive yet practical teacher professional development, distributed throughout the 2016-17 school year, for 160 kindergarten teachers, to increase their knowledge, skills, attitudes and beliefs about teaching struggling, diverse learners to read
2.   Increase end-of-kindergarten reading outcomes for at least 640 students (at least 4 per participating teacher), identified as at risk for reading failure, based on the FL Kindergarten Readiness assessment
3.   Demonstrate Nemours BrightStart! program feasibility and effectiveness across varied FL public school districts, in meeting teacher training needs and improving reading outcomes for struggling, diverse learners
?Fast Facts? on Struggling Readers

?	30-40% of beginning kindergarteners are significantly behind in language and reading readiness skills needed for academic success. (AAP, 2014; Fielding, Kerr, & Rosier, 2007)

?	A child who is behind in reading at the end of 1st grade has only a 12% chance of reading at grade level by 4th grade. (Juel, 1988)

?	Children who are not proficient readers by 3rd grade are 4 times less likely to graduate from high school on time; such children who also live in poverty are 13 times less likely to graduate high school on time. (Daily, 2014)

?	43% of FL 3rd graders failed the FL State Assessment in reading in 2015. (FL DOE)

?	45% of FL 10th graders failed the FL State Assessment in reading in 2015. (FL DOE)

The Challenge of Learning to Read and Teaching Children to Read

Learning to read is a complex, challenging task for the human brain. Unlike learning to walk and talk, for which humans are ?hard-wired,? learning to read typically requires several years of foundational language and early literacy skill development, from birth, along with systematic, high-quality reading instruction that begins in preschool or kindergarten and lasts for several years.   An overwhelming body of research has pinpointed the major risk factors for reading struggles, the key content that must be taught, and the critical instructional strategies that help children grasp the needed skills; in short, the who, what, and how of teaching reading to nearly all students. Unfortunately, this knowledge base is neither automatically known nor easily learned by most teachers, leaving many to face instructional challenges in their classrooms for which they are significantly under-prepared.

Nemours BrightStart!?s Approach and Proven Outcomes

Beginning in 2005, Nemours BrightStart! pioneered the identification of pre-K children at risk for reading failure through universal screening, and developed targeted, small-group supplemental instruction to help close their reading readiness gap. Four years of rigorous research with thousands of children proved that this approach was highly effective in helping at-risk learners catch up with their peers, many of whom stayed on a path to reading proficiency through 3rd grade (Bailet et al., 2009; 2011). This curriculum is now commercially available through Kaplan Early Learning Company, as Nemours BrightStart! The Complete Program for Early Literacy Success: Level 1. It is designed primarily for preschool and pre-K.

In studying the pervasive challenge of struggling readers in elementary schools and the paucity of evidence-based, effective, and developmentally appropriate curricula available to help them, Nemours BrightStart! then developed its Level 2 supplemental curriculum. This curriculum targets struggling readers in kindergarten and first grade and also is available through Kaplan Early Learning Company (referred to as ?NBS Level 2? throughout this document). Research with NBS Level 2 also has shown strong child reading outcomes, whether they were taught by a NBS early literacy specialist or their classroom teachers (Zettler-Greeley & Bailet, under review). NBS Level 2 is the focus of the current funding proposal.

NBS Level 2 is built with our deep understanding of who struggling readers are, what skills they most need to learn, and how they learn best. Equally as important, however, is our awareness of and sensitivity to typical classroom challenges facing teachers every day: culturally diverse students and families; highly variable learning skill levels; a myriad of behavioral, emotional, social, and developmental problems; increasing pressure for accountability; new curricula and priorities every year; significant paper work; and more. NBS Level 2 takes into account all of these student, classroom, and teacher needs, to help teachers provide the most effective and efficient reading instruction possible for their struggling students. We know that teachers often feel as defeated and demoralized about students? reading failure as the students themselves. Thus, we have designed our curricula and associated professional development to help both teachers and students succeed.

 Key Instructional Principles for NBS Level 2 Curriculum

? Aligned with FL Standards for Language Arts, specifically addressing the Reading: Foundational Skills strand

? Supplemental to and compatible with other classroom language arts curricula

? 36 intensive, goal-specific lessons covering print concepts, phonological and phonemic awareness, beginning phonics, writing and spelling, sight word vocabulary, comprehension, and fluency

? Designed for small-group instruction to maximize catch-up growth for struggling readers, consistent with MTSS Tier 2 or 3 levels of student support

? Supportive dialogue to help teachers use proper terminology and pacing, and provide adequate repetition for key reading concepts

? Built-in progress monitoring to help individualize instruction

? Evidence-based, explicit, systematic, and multisensory to optimize student engagement and benefit

? Appropriately sequenced and scaffolded, with modeling, demonstration, practice, repetition and review

Key Instructional Principles for Teacher Training and Professional Development

? Incorporates evidence-based adult learner best practices

? Identifies key learning goals for teachers and measures their growth through formative and summative assessments

? Combines face-to-face and technology-based large group, small group, and individual elements, distributed over the school year for greater learning and retention

? Layers more in-depth training throughout the year, as teachers gain experience and confidence

? Intentionally cultivates learning among educators with diverse experiences and backgrounds

? Explicitly addresses key challenges classroom teachers face with diverse struggling students, large class sizes, multiple and often competing schedule demands, etc.

? Explicitly teaches key elements of implementation fidelity, student progress monitoring, and data-driven instructional decision making

? Provides initial 2-day training with a highly practical focus, followed by supported, intensive experiential learning for the teacher as she begins using NBS Level 2 with at-risk students

? Builds in implementation fidelity monitoring through required video recordings of NBS Level 2 instructional sessions that are viewed and scored by Nemours BrightStart! experts; leads to individual feedback and coaching, and guides content for subsequent professional development group sessions

Nemours BrightStart! Staff Capabilities and Qualifications

The Nemours BrightStart! staff consists of Ph.D. and Ed.D. researchers, child psychologists, and early childhood education experts, along with several master?s level early childhood, language, curriculum, and training specialists. We have implemented our supplemental curricula with thousands of young children ourselves, building a deep awareness of both the challenges of diverse young learners in learning to read, and the typical classroom environments where they attend school. For the past 5 years, we have trained over 2,000 educators across the country to implement Nemours BrightStart! curricula, with outstanding success. We have trained teachers in urban, suburban, and rural communities, many with deep poverty, high proportions of Dual Language Learners (DLLs), or both. Our program evaluation data show that, when teachers complete training and use the Nemours BrightStart! curricula with reasonable effort and fidelity, children routinely make early literacy skill gains of 100% or more. Teachers enthusiastically respond to Nemours BrightStart! training and curriculum materials, expressing joy and relief that they have been given the knowledge and tools to meet their students? learning needs effectively. Once they begin teaching their small groups, they report rapid growth in their sense of self-efficacy, and pride in seeing students master reading skills who they once thought were not able to

learn.

Our goal with this proposal is to replicate this success in multiple Florida public school districts in the 2016-17 academic year, demonstrating the power of the Nemours BrightStart! program in training teachers to teach reading effectively to all types of children, especially those who are struggling.

Program Evaluation

To show child and teacher outcomes and the potential return on investment, Nemours BrightStart! has included basic program evaluation components in this proposal, as follows:

? Teacher tracking of student attendance data for all 36 lessons within NBS Level 2 (our research shows that ?dosage? matters ? the more lessons a child receives, the greater the reading gains)

? Implementation fidelity videotapes ? 2 per participating teacher will be randomly selected for scoring from 4 submitted; summaries across all teachers will be generated

? Child reading outcomes ? will work with participating school districts to obtain and summarize fall, winter, and spring kindergarten reading assessment scores for all participating children

? In-depth child reading outcomes ? for a randomly selected sample of 150 participating children across all participating school districts, Nemours BrightStart! staff will administer individual reading assessments in the fall and spring, to further document the impact of small-group instruction

? A final summary report will be generated and disseminated to all participating school districts

? Additional meetings and discussion of results will be scheduled upon request

Selection of School Districts to Participate

We will select school districts using the following criteria:

? A combination of small-, medium-, and large-size public school districts, distributed across 4 regions in FL (e.g., north FL, central FL, south FL, etc.)

? Prioritization of districts with high proportions of Title I and/or DLL students

? Commitment from district and school leadership to actively support the project?s concept and rigorous implementation

? Ability to send participating teachers to a regional location for 5 days of training across the 2016-17 school year, facilitate their participation in 3 one-hour webinars, and provide substitute teachers when needed

? Ability to work quickly and efficiently with Nemours BrightStart! on all necessary agreements and paperwork, so the project can begin in August 2016 and be completed by June 2017

District personnel will determine the schools and teachers that participate. Nemours BrightStart! staff are available to discuss the project with district representatives and answer questions as needed.

Sustainability and Scalability

To change the long-term picture in reading outcomes for Florida?s students, the proposed program must include elements for future sustainability and scalability. We believe every student deserves access to a program like Nemours BrightStart!. We therefore designed our curricula and professional development to be affordable and self-sustaining with modest effort. A train-the-trainer module will be incorporated into the last two days of training for selected participants, after which they will be able to teach others within their organizations to use the Nemours BrightStart! curricula, and monitor fidelity, effectiveness and child outcomes. The existing online training option is invaluable for mid-year teacher turnover or retraining as needed. Both of these elements

enhance affordability and accessibility. Project webinars will be archived and can be made accessible in the future. Curriculum materials are durable and include no consumables. They should last several years with reasonable use and care, and will be left with the school districts after the project ends.

Project Proposal Summary

Nemours BrightStart! proposes to train 160 Kindergarten teachers, geographically dispersed across Florida, to implement NBS Level 2 in 160 Florida Kindergarten classrooms, prioritizing Title I and DLL classrooms. The project will serve approximately 640 children across 4 regions of the state. The proposed project will begin in August 2016 and end during the fourth quarter of the Florida 2017 fiscal year. All curriculum materials purchased for the project will be left with participating school districts and therefore should benefit thousands of future students beyond the project year.

Training will take place in each region and involve:

? Two days of initial training (August/September 2016)

? One day of extension training (January 2017)

? Two days NBS Level 2 Train the Trainer workshop for selected teachers, and additional in-depth training on reading development for all others (June 2017)

? Subscriptions for NBS Level 2 Online Training for one year of unlimited access, to further support participating teachers

? Three webinars during the year for all participating teachers

? Nemours BrightStart!

? staff availability for phone and email consultation as needed

Participating teachers will identify at least 4 at-risk students in their classrooms, choosing those who score in the ?yellow? or ?red? zone on a school-administered assessment at the start of kindergarten.   In addition, 150 students will be randomly selected for individual reading assessment by Nemours BrightStart! staff in September 2016 and April/May 2017, for additional evidence of the project?s impact on child outcomes. Teachers will begin small-group instruction with NBS Level 2 by October 2016 and complete at least 2 lessons per week with their selected students. They will keep records on the number of lessons completed by each child, and submit those records to Nemours BrightStart! as part of program evaluation.

Budget

NBS Level 2 Curriculum Materials1	$270,000
Teacher Training2	$112,000
Child Assessment Materials3	$ 3,375
Program Evaluation4	$ 65,000
Camcorders and Tripods5	$ 40,000
Travel6	$143,000
Substitute teachers7	$ 80,000
Total	$713,375

1 $1600/per curriculum set X 160 teachers = $256,000; $14,000 for shipping/handling = $270,000

2 $575/teacher for 5 days of face-to-face training (includes travel costs for NBS trainers and all materials distributed) and 3 webinars; $125/teacher for online training subscription = $112,000**

3 $22.50 for test materials X 150 students (those receiving the additional assessments for program evaluation) = $3,375

4 $250/teacher for implementation fidelity monitoring X 160 teachers = $40,000; $167/child for individual assessment (fall and spring combined) by NBS staff X 150 children = $25,000; subtotal = $65,000

5 $250/camcorder and tripod X 160 teachers = $40,000

6 $573.33/day of travel for NBS staff for individual child assessments X 75 travel days (150 children, 4 tested per day, X fall and spring assessments) = $43,000; $125/teacher for travel to regional training site X 5 training days = $100,000; subtotal = $143,000

7 Estimate $100/day for substitute teachers X 160 teachers X 5 training days = $80,000

Curriculum sets will remain with school districts upon completion of the project. Materials are highly durable with typical classroom use and generally last at least 4 years. The expected number of students who ultimately will benefit from this project is 2,560 (conservatively calculated at 4 children/classroom X 160 classrooms X 4 years). However, experience has shown that, once teachers receive Nemours BrightStart! training on multisensory, explicit reading instruction, they incorporate these principles into all aspects of their teaching. Thus, the impact is likely to benefit thousands of students in classrooms with project teachers across multiple years. In addition, at least one teacher participant in each district will receive the Nemours BrightStart! train-the-trainer program as part of the project. This will lower the cost for scaling the program throughout school districts beyond the project year.

References

American Academy of Pediatrics (2014). Literacy promotion: An essential component of primary care pediatric practice. Pediatrics, 134(2), 1-6.

Bailet, L.L., Repper, K.K., Murphy, S.P., Piasta, S.B., & Zettler-Greeley, C.M. (2013). Emergent literacy intervention for prekindergarteners at risk for reading failure: Years two and three of a multi-year study. Journal of Learning Disabilities, 45(2), 133-153.

Bailet, L.L., Repper, K.K., Piasta, S.B., & Murphy, S.P. (2009). Emergent literacy intervention for prekindergarteners at risk for reading failure. Journal of Learning Disabilities, 42(4), 336-255.

Fielding, L., Kerr, N. & Rosier, P. (2007). Annual growth for all students: Catch up growth for those who are behind. Kennewick, WA: New Foundation Press.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. Journal of Educational Psychology, 80, 437-447.

National Center for Education Statistics (2013). The Nation?s Report Card. A first look: 2013 mathematics and reading (NCES 2014-451). U.S. Department of Education, Washington, D.C.

Zettler-Greeley, C., & Bailet, L. L. (under review). Multi-sensory early literacy intervention for at-risk kindergarteners.

8. Provide the total cost of the project for FY 2016-17 from all sources of funding:

Federal: <u>0</u>
State: <u>0</u> (Excluding the requested Total Amount in #4d, Column G)
Local: <u>0</u>
Other: <u>0</u>

9. Is this a multi-year project requiring funding from the state for more than one year?
   <u>No</u>