



Education Committee

Thursday, February 13, 2014
10:30 AM – 12:30 PM
102 HOB

Action Packet

Will Weatherford
Speaker

H. Marlene O'Toole
Chair

COMMITTEE MEETING REPORT

Education Committee

2/13/2014 10:30:00AM

Location: Reed Hall (102 HOB)

Summary: No Bills Considered

Committee meeting was reported out: Thursday, February 13, 2014 2:02:19PM

COMMITTEE MEETING REPORT

Education Committee

2/13/2014 10:30:00AM

Location: Reed Hall (102 HOB)

Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
H. Marlene O'Toole (Chair)	X		
Janet Adkins	X		
Michael Bileca	X		
Marti Coley	X		
Mark Danish	X		
Manny Diaz, Jr.	X		
Reggie Fullwood	X		
Travis Hutson	X		
Charles McBurney	X		
Jeanette Nuñez	X		
W. Keith Perry	X		
Kathleen Peters	X		
Elizabeth Porter	X		
Betty Reed	X		
Joe Saunders	X		
Cynthia Stafford	X		
Victor Torres, Jr.	X		
Carl Zimmermann	X		
Totals:	18	0	0

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COMMITTEE MEETING REPORT

Education Committee

2/13/2014 10:30:00AM

Location: Reed Hall (102 HOB)

Presentation/Workshop/Other Business Appearances:

Goff, Shan, Executive Director (Lobbyist) (State Employee) (At Request Of Chair) - Information Only
Florida's Office of Early Learning
250 Marriott Dr
Tallahassee FL 32399
Phone: (850)717-8551

Birken, Brittany, CEO (Lobbyist) (General Public) - Information Only
Florida Children's Council
111 N Gadsden St Ste 300
Tallahassee FL 32301
Phone: (850)402-5437

Granger, Ted (Lobbyist) (General Public) - Information Only
United Way of Florida
307 E. 7th Avenue
Tallahassee FL 32303
Phone: (850)-488-8276

Committee meeting was reported out: Thursday, February 13, 2014 2:02:19PM

**Early Learning Bill
Section by Section**

Bill Section	Line	Statute Amended	Topic	Proposed Changes
Guiding Principles				
<ul style="list-style-type: none"> • Ensure that all child care providers accepting state funding for VPK and School Readiness are accountable to high standards of child health and safety that are substantially similar among all providers. • Ensure that VPK and School Readiness provider personnel are well qualified. • Empower parents to make informed provider choices when enrolling their children in state-funded programs. • Minimize fiscal impacts to the state and participating providers. 				
1	6-11	Unnumbered	School Readiness Program Name Change	Directs statutory revision to: <ul style="list-style-type: none"> • Change name of School Readiness Program to Child Care and Development Program. • Change term "Family Day Care Home" to "Family Child Care Home."
2	12-38	39.604	Rilya Wilson Act	Amends Act to apply to children from birth to school entry instead of from age 3 to school entry.
3	39-52	s. 125.0109	Family Day Care Homes/Residential Zoning	Adds large family child care homes (LFCCH) to family day care home (FDCH) zoning statute. (counties)
4	53-66	s. 166.0445	Family Day Care Homes/Residential Zoning	Adds LFCCH to FDCH zoning statute. (municipalities)
5	67-84	s. 402.302	Substantial Compliance	<ul style="list-style-type: none"> • Defines substantial compliance. • Identifies licensing standards that licensed-exempt providers must substantially comply with, e.g., supervision, transportation, access, health related requirements, food and nutrition, personnel screening, records and enforcement of these standards. (same as HSW checklist). • The standards must not limit or exclude the curriculum provided by a faith based provider or nonpublic school.
6	85-161	s. 402.3025	Nonpublic Schools	<ul style="list-style-type: none"> • Requires nonpublic schools offering school readiness or VPK to be in substantial compliance with licensing standards. However, this requirement does not expand the regulatory scope of the state or any ELC to impose additional regulation beyond those reasonably necessary to enforce these new requirements. • Authorizes DCF or local licensing agency to enforce compliance.
7	162-225	s. 402.305	Child Care Facility Licensing	<ul style="list-style-type: none"> • Adds failure to report child abuse as a disqualifying offense for employment as child care personnel. • Technical change. Subjects licensed FDCH to transportation safety requirements child care facilities and LFCCH. • Prohibits operators of licensed child care facilities, LFCCH, and licensed FDCH from transferring ownership to relatives (cousin, grandparent) if license has been suspended or

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				<p>revoked, suspension or revocation proceedings are pending, or provider is on the U.S.D.A. National Disqualified list.</p> <ul style="list-style-type: none"> • Requires providers to conduct employment history checks of each of the personnel's previous employers and document the findings. If unable to document, document efforts.
8	226-257	s. 402.311	Inspections	<ul style="list-style-type: none"> • Authorizes DCF to conduct inspection of facilities for substantial compliance
9	258-280	s. 402.3115	Elimination of Duplicative Inspections	<ul style="list-style-type: none"> • Deletes outdated provisions regarding plan to eliminate duplicative inspections. • Specifically requires DCF to conduct abbreviated inspections of licensed child care facilities, licensed FDCH, and licensed LFCCH with no Class 1 or Class 2 violations in the past 2 years. • Requires DCF to adopt criteria and procedures for abbreviated inspections in rule.
10	281-484	s. 402.313	Family Day Care Homes	<ul style="list-style-type: none"> • Requires FDCHs that offer school readiness or VPK to be licensed. • Authorizes DCF or local licensing agency to enforce compliance. • Requires FDCHs to conspicuously display license or registration. • Removes requirement that FDCH submit proof of background screening and training. Instead, DCF reviews its records and verifies compliance with screening and training requirements. • Requires substitutes to meet same training requirements as the operator. • Adds numeracy to the introductory training course and continuing education course on early literacy. • Adds failure to report child abuse as a disqualifying offense for all persons who are required to be screened. • Deletes provisions specifying that DCF's FDCH media campaign. • Require flu brochure be provided at the time of enrollment.
11	485-518	s. 402.3131	Large Family Child Care Homes	<ul style="list-style-type: none"> • Adds requirement that utilities charge residential instead of commercial rates to LFCCH. • Require flu brochure be provided at the time of enrollment.
12	519-574	s. 402.316	Exemptions	Requires exempt facilities offering school readiness or VPK to be in substantial compliance with licensing requirements.
13	575-643	s. 627.70161	Residential Property Insurance Coverage for FDCH	Adds LFCCH to FDCH property insurance statute.
14	644-687	s. 1002.53	VPK Eligibility and Enrollment	<ul style="list-style-type: none"> • Authorizes Early Learning Coalitions (ELC) to authorize private providers to determine child eligibility for VPK and makes providers responsible for errors in such determination. • Requires such providers to keep enrollment records and allows ELCs to audit such records.
15	688-950	s. 1002.55	School Year VPK; private providers	<ul style="list-style-type: none"> • Requires ELCs to cooperate with OEL and DCF to reduce paperwork and avoid duplicative activities.

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				<ul style="list-style-type: none"> • Requires private providers to either be licensed by DCF, accredited by an enumerated accrediting association, hold the Gold Seal Quality Care designation, or be a child development center on a military installation. • Requires private providers provide basic health and safety of its premises. Compliance with applicable licensing requirements satisfies this requirement. • Consolidates allowable instructor credentials in the same paragraph. • Requires instructors employed by private providers to be trained in first aid and CPR by Jan. 1, 2015. Instructors hired on or after Jan. 1, 2015, must complete the training before employment. • Adds failure to report child abuse as a disqualifying offense for instructors employed by private providers. • Requires child care personnel employed by private providers to be at least 18 years of age, unless the personnel is not responsible for supervising children or is under direct supervision. (effective Jan. 1, 2016) • Requires personnel employed by private providers to hold a high school diploma or its equivalent, with exceptions. (effective Jan. 1, 2016) • Denies eligibility to offer VPK to private providers cited with a Class 1 violation in the 12 months prior to seeking eligibility. OEL may make exceptions. • Clarifies that workers' and unemployment comp. are not required for providers exempt under state or federal law. • Removes requirement that provider add ELC as an additional insured.
16	951-1021	s. 1002.61	Summer VPK; public schools and private providers	<ul style="list-style-type: none"> • Adds failure to report child abuse as a disqualifying offense for instructors employed by public school and private providers of summer VPK program. • States that charter schools that are authorized to provide VPK in their charter are part of the school district's VPK program and subject to sponsor oversight. A charter school not so authorized may still offer VPK as a private provider.
17	1022-1090	s. 1002.63	School-year VPK; public schools	<ul style="list-style-type: none"> • States that charter schools that are authorized to provide VPK in their charter are part of the school district's VPK program and subject to sponsor oversight. A charter school not so authorized may still offer VPK as a private provider. • Adds failure to report child abuse as a disqualifying offense for instructors employed by public school providers of the school year VPK program.
18	1091-1105	s. 1002.71	Funding; financial and attendance reporting	<ul style="list-style-type: none"> • Requires providers to provide parents with program information, including child development, expectations for parent engagement, daily schedule, and attendance policy.

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				<ul style="list-style-type: none"> Requires providers to contact parent when child is absent two consecutive days and the reason for the absence is unknown.
19	1106-1157	s. 1002.75	OEL; VPK powers and duties	<ul style="list-style-type: none"> Amends required provisions of state provider contract to require: <ul style="list-style-type: none"> Each private VPK provider to notify parents of violations and post citations on the premises for 1 year. Child care personnel employed by a provider to be trained in developmentally appropriate practices aligned to the age and needs of children served by the personnel.
20	1158-1209	s. 1002.77	Early Learning Advisory Council (ELAC)	<ul style="list-style-type: none"> Revises duties of ELAC, i.e., to provide written input to the Executive Director (XD) of OEL on best practices, including program administration, use of funds, professional development, and coalition plans. Provides that the XD calls meeting.
21	1210-1346	s. 1002.81	Definitions (School Readiness Program)	OEL glitch fixes. Revises definitions of "At-risk child," "Family income," and "Working family."
22	1347-1538	s. 1002.82	OEL; School Readiness Program powers and duties	<ul style="list-style-type: none"> Requires OEL to implement an online child care personnel training course on school readiness performance standards by July 1, 2015. Amends required provisions of state provider contract to require: <ul style="list-style-type: none"> Each provider to notify parents of violations and post citations for 1 year. Child care personnel employed by a provider to be trained in developmentally appropriate practices aligned to the age and needs of children served by the personnel. Personnel to complete the training course on the school readiness performance standards. OEL glitch fix. Clarifies OEL duties related monitoring and evaluation of ELCs. Makes conforming changes.
23	1539-1581	s. 1002.84	ELCs; school readiness powers and duties	<ul style="list-style-type: none"> OEL glitch fix. Revises waiver of copayment for families that experience a natural disaster/other event limiting ability to pay to specify that the family's income must be at or below the federal poverty level.
24	1582-1649 1650 (blank line)	s. 1002.87	School Readiness Program eligibility and enrollment	<ul style="list-style-type: none"> Changes existing priority for children with special needs ages 3 to 5 to birth to age 5. Multiple OEL glitch fixes. <ul style="list-style-type: none"> Revises eligibility granted to siblings to state that siblings are eligible until they enter 6th grade. Clarifies that parents enrolling a child in the program must complete an application and submit it to the ELC. Clarifies ELC duties regarding notice to parents whose child is determined ineligible or is disenrolled from the program.
25	1651-	s. 1002.88	School Readiness	<ul style="list-style-type: none"> Requires providers to be either a licensed child care provider, be in substantial compliance

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	1818		Program provider standards; provider eligibility	<p>with applicable licensing standards, or a public school. Requirement to provide basic health and safety is met through compliance or substantial compliance with applicable standards.</p> <ul style="list-style-type: none"> • OEL glitch fix. Clarifies liability insurance coverage requirements for private providers. • Removes requirement that provider add ELC as an additional insured. • Clarifies that workers' and unemployment comp. are not required for providers exempt under state or federal law. • Requires child care personnel employed by a provider to be at least 18 years of age, unless the personnel is not responsible for supervising children or is under direct supervision. (effective Jan. 1, 2016) • Requires provider personnel to hold a high school diploma or its equivalent, with exceptions. (effective Jan. 1, 2016) • Requires personnel to be trained in first aid and CPR beginning Jan. 1, 2015. Personnel hired on or after Jan. 1, 2015, must complete the training before employment. • Requires providers to provide parents with program information, including child development, expectations for parent engagement, daily schedule, and attendance policy. • Requires providers to contact parent when child is absent two consecutive days and the reason for the absence is unknown.
26	1819-1902	s. 1002.89	School Readiness Program funding	<ul style="list-style-type: none"> • Multiple OEL glitch fixes. • Revises quality activities related to public outreach and training, technical assistance, and grants to providers. • Clarifies that funds ELCs spend on minor remodeling must be necessary for program administration.
27	1904-1915	s. 1002.91	Investigations of fraud and overpayment	OEL glitch fix. Clarifies that ELCs may not contract with both "individuals" and providers on the U.S.D.A. National Disqualified list.
28	1916-1929	s. 1002.94	Child Care Executive Partnership Program	OEL glitch fix. Deletes requirement that community child care task forces be established for each purchasing pool.
29	1930-1942	s. 1001.213	Office of Early Learning	Authorizes OEL to hire a general counsel and an inspector general.
30	1943			Provides an effective date of July 1, 2014.

Research Findings on the Music Together® Preschool Program Model

Lili M. Levinowitz, Ph.D.

Professor of Music Education, Rowan University; Director of Research, Music Together LLC



The Center for Music and Young Children, developer of the Music Together® early childhood music curriculum, has been deeply committed to bringing the excitement and developmental benefits of music and movement to those preschool children who may be considered academically challenged based on their family's socio-economic situation.

In the past five years, two large-scale studies have been undertaken to understand how the Music Together Preschool model supports overall learning in the preschool curriculum.

Action for Bridgeport Community Development

Most recently, a project was designed to evaluate the efficacy of the Music Together curriculum for preschool children in the Bridgeport, Connecticut, public schools (using Creative Curriculum Assessments). This study was funded by the Connecticut Assembly and the U.S. Department of Education, in partnership with Action for Bridgeport Community Development (Charles Tisdale, director). Children in the Music Together experimental group scored better to a statistically significant degree on both the cognitive change and language development Creative Curriculum Assessments. The following was concluded (Michael Cohen Group, LLC, external evaluators, 2008):

Over the course of the '07-'08 academic year, four-year-olds in preschool classrooms assigned to receive Total Learning's Music Together program made significantly greater progress in the Cognitive, Language, and Physical developmental domains than did four-year-olds in classrooms that did not participate in the program.

- **Cognitive developmental gains.** Preschoolers participating in Total Learning's Music Together program made significantly greater gains in cognitive skills (problem-solving) than did preschoolers who did not participate in the program, $t(471) = -2.453, p = .01$.

- **Language development gains.** Children assigned to receive Music Together made significantly greater gains in language acquisition and verbal fluency than did children who did not participate in the program, $t(471) = 2.811, p < .001$.

- **Physical development domain.** Four-year-olds in classrooms assigned to receive Music Together made significantly greater gains in physical development (coordination) than did children in classrooms that did not participate in the program, $t(471) = -2.310, p < .05$.

In the area of social development, children in the Music Together experimental group also scored better, approaching but not meeting statistical significance.

- **Four-year-olds in preschool classrooms assigned to receive Total Learning's Music Together program also made greater gains in the Social-Emotional developmental domain (self-esteem, self-confidence) than did preschoolers in classrooms that did not participate in the program, $p < .1$.**

Trenton, New Jersey: Music for the Very Young

In 2003, the Trenton Community Music School and Music Together LLC partnered with the Education Resources Group to design and implement a study in the Trenton Public Schools to understand the impact of the Music Together Preschool model both on preschool children's school readiness (using Brigance Preschool Screen) and on their long-term literacy (using the Terra Nova Test).

This three-year project was funded through the U.S. Department of Education: Arts in Education Innovation Grant (U.S. Department of Education, OMB No. 1890-0004). In the Music Together experimental group, some scores were higher than those in the control group. Notably, the scores did not go down, even though the experimental group spent less time on literacy and numeracy tasks due to their music-making activities. Therefore, it seems that both the content of the Arts Education Program, which includes weekly contact through music classes taught by an early childhood music specialist, and the process for inclusion of home and classroom materials that engage parents and caregivers in music-making, do support the attributes that young children need for school success.

In addition to the school readiness and long-term literacy results, the Executive Summary reported the following: the Music Together Curriculum Model helps bring families together. In surveys, parents reported that, since participating in the Music Together program, they sing more at home. This is particularly important as many parents note how difficult it can be for parents to make time to play with their children. **In a survey, 96% of parent respondents**

said their children asked them to play the Music Together CDs sometimes or all of the time.

Typical teacher reports include comments such as, "I don't know how I taught before the Music Together Curriculum Model was introduced into my classroom. I use music for everything now." According to the recent survey of classroom teachers who had participated in this project, a large majority report the continued use of Music Together teaching strategies and use of the materials one to two years after the conclusion of the project. **Eighty-five percent of those teachers reported a desire for Music Together to return to their classrooms.** They clearly found that Music Together enhanced their learning environments sufficiently to offset any "loss" of academic time, affirming the fundamental value of music and movement in the early childhood curriculum.

Considering the data from both the Bridgeport and Trenton projects, it seems reasonable to suggest that a music curriculum model such as the one found in Music Together should be included as an essential part of the core preschool curriculum. **The conclusions from these studies counter the current trend in schools to reduce or eliminate music and other arts programs from school curricula to make time for extra reading and math.**