Child Care and Development Fund (CCDF) Plan

For

State/Territory: Florida

FFY 2014–2015

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2013–9/30/2015. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to them regardless of these modifications.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Form ACF-118 Approved OMB Number 0970-0114 expires 05/31/2016
# TABLE OF CONTENTS

## PART 1 Administration

1.1 Contact Information ................................................................. 3
1.2 Estimated Funding .................................................................. 4
1.3. CCDF Program Integrity and Accountability .......................... 15
1.4. Consultation in the Development of the CCDF Plan ................. 24
1.5. Coordination Activities to Support the Implementation of CCDF Services .................................................. 26
1.6. Child Care Emergency Preparedness and Response Plan .......... 38

## PART 2 CCDF Subsidy Program Administration

2.1. Administration of the Program ............................................... 39
2.2. Family Outreach and Application Process ............................. 41
2.3. Eligibility Criteria for Child Care .......................................... 49
2.4. Sliding Fee Scale and Family Contribution ............................. 56
2.5. Prioritizing Services for Eligible Children and Families ............ 58
2.6. Parental Choice In Relation to Certificates, Grants or Contracts 60
2.7. Payment Rates for Child Care Services ................................... 63
2.8 Goals for the next Biennium .................................................. 70

## PART 3 Health and Safety and Quality Improvement Activities

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1) ................ 71
3.2 Establishing Voluntary Early Learning Guidelines (Component #2) ........................................ 87
3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) ........................................................................................................ 91
3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4) ............................................................................................. 98

## AMENDMENTS LOG

APPENDIX 1 Quality Performance Report ........................................ 111

Ensuring the Health and Safety of Children (Component #1) .................. 111
Establishing Early Learning Guidelines (Component #2) .......................... 114
Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) ........................................................................................................ 116
Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4) ............................................................................................. 119
Building Subsidy Systems that Increase Access to High Quality Care ....... 122

## APPENDIX 2 CCDF Program Assurances and Certification

Ensuring the Health and Safety of Children (Component #1) .................. 111
Establishing Early Learning Guidelines (Component #2) .......................... 114
Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) ........................................................................................................ 116
Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4) ............................................................................................. 119
Building Subsidy Systems that Increase Access to High Quality Care ....... 122
PART 1
ADMINISTRATION

This section provides information on how the CCDF program is administered, including the designated Lead Agency, funding information, the administrative structure, program integrity and accountability policies and strategies, coordination efforts, and emergency preparedness plans and procedures.

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1.1 Who is the Lead Agency designated to administer the CCDF program?

Identify the Lead Agency and Lead Agency’s Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: Florida Office of Early Learning
Address of Lead Agency: 250 Marriott Drive, Tallahassee, Florida 32301
Name and Title of the Lead Agency’s Chief Executive Officer: Shan Goff, Executive Director, Office of Early Learning
Phone Number: 850-717-8551
Fax Number: 850-921-0026
E-Mail Address: Shan.Goff@oel.myflorida.com
Web Address for Lead Agency (if any): www.floridaearlylearning.com

1.1.2. Who is the CCDF administrator?

Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory’s CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information. (§§98.16(a) and (c)(1))

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: Shan Goff
Title of CCDF Administrator: Executive Director
Address of CCDF Administrator: 250 Marriott Drive, Tallahassee, Florida 32301
Phone Number: 850-717-8551
Fax Number: 850-921-0026
E-Mail Address: Shan.Goff@oel.myflorida.com
Phone Number for CCDF program information (for the public) (if any): 850-717-8550; 1-866-357-3239 toll free
Web Address for CCDF program (for the public) (if any): www.floridaearlylearning.com
b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator: Stephanie L. Gehres
Title of CCDF Co-Administrator: Deputy Director of Operations
Address of CCDF Co-Administrator: 250 Marriott Drive, Tallahassee, Florida 32301
Phone Number: 850-717-8598
Fax Number: 850-921-0026
E-Mail Address: Stephanie.Gehres@oel.myflorida.com

Description of the role of the Co-Administrator:
The Co-Administrator is responsible for ensuring timely communication with the Office of Child Care and responding to requests. The Co-Administrator ensures the CCDF Administrator is apprised of all communications, technical assistance, and policy implications.

1.2 Estimated Funding

1.2.1. What is your expected level of funding for the first year of the FY 2014 – FY 2015 plan period? The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2013 through September 30, 2014. (§98.13(a)).

- FY 2014 Federal CCDF allocation (Discretionary, Mandatory and Matching): $254,872,310
- Federal TANF Transfer to CCDF: $110,662,021
- Direct Federal TANF Spending on Child Care: $96,577,590
- State CCDF Maintenance-of-Effort Funds: $33,415,872
- State Matching Funds: $71,255,531

Reminder – Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2014 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

1.2.2. Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply. Territories not required to meet CCDF Matching and MOE requirements should mark N/A here.

Note: The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

- Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds:
1. State General Revenue
2. Local County Governments – some local early learning coalitions receive matching funds from local county governments and special taxing districts

If known, identify the estimated amount of public funds the Lead Agency will receive: $
☑ Private donated funds to meet the CCDF Matching Funds requirement. Only private funds received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:
☐ donated directly to the State?
☑ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact, and type.

Florida Early Learning Coalitions (ELC) and other not-for-profits.

**ELC of Alachua**

**Gordon Tremaine**
gtremaine@elcalachua.org
4424 NW 13th Street, Suite A-5
Gainesville, FL 32609
(P) 352-375-4110 Ext. 137
(F) 352-335-1429

**ELC of Big Bend (Gadsden, Jefferson, Leon, Liberty, Madison, Taylor, Wakulla)**

**Matt Guse**
mguse@elcbigbend.org
1940 N. Monroe Street
Ste. 70 Northwood Ctr.
Tallahassee, FL 32303
(P) 850-385-0504
(F) 850-922-0075

**ELC of Brevard**

**Sky Beard**
sbeard@elcbrevard.org
P.O. Box 560692
Rockledge, FL 32956-0692
(P) 321-637-1800 ext 2010
(F) 321-637-7244
Physical Address:
1018 Florida Avenue Suite A
Rockledge, FL 32955

**ELC of Broward**

**Chuck Hood**
chood@elcbroward.org
6301 NW 5th Way, Suite 3400
Ft. Lauderdale, FL 33309
(P) 954-377-2188
(F) 954-377-2192
ELC of Duval
Susan Main
SMain@elcofduval.org
8301 Cypress Plaza Drive, Suite 201
Jacksonville, FL 32256
(P) 904-208-2040 Ex. 204
(F) 904-208-2043

ELC of Escambia
Bruce Watson
bwatson@elcescambia.org
3636-D North L. Street, Suite A
Pensacola, FL 32505
(P) 850-595-5402
(F) 850-595-5405

ELC of Flagler/Volusia
DJ Lebo
djlebo@elcfv.org
135 Executive Circle
Daytona Beach, FL 32114
(P) 386-323-2400 Ext 196

ELC of Florida's Gateway (Columbia, Hamilton, Lafayette, Suwannee, Union)
Lara Glaser
lglaser@elc-fg.org
1104 SW Main
Lake City, FL 32025
(P) 386-752-9770
(F) 386-752-9786

ELC of Florida's Heartland (Charlotte, DeSoto, Hardee, Highlands)
Anne Bouhebent
abouhebent@elcfh.org
2886 Tamiami Trail, Suite 1
Port Charlotte, FL 33952
(P) 941-255-1650
(F) 941-255-5856

ELC of Hillsborough
David McGerald
dmcgerald@elchc.org
1002 E. Palm Ave.
Tampa, FL 33605
(P) 813-202-1000
(F) 813-204-1711
ELC of IRMO (Indian River, Martin, Okeechobee)
**Jacki Jackson**
jjackson@elcirmo.org
10 SE Central Parkway, Suite 200
Stuart, FL 34994
(P) 772-223-3833
(F) 772-220-1229

ELC of Lake
**Lesha Buchbinder**
lbuchbinder@elclc.org
1300 Citizens Blvd., Suite 206
Leesburg, FL 34748
(P) 352-435-0566
(F) 352-435-0235

ELC of Manatee
**Paul Sharff**
psharff@elc-manatee.org
3526 9th St. West, Suite 200
Bradenton, FL 34205
(P) 941-757-2900 Ext. 101
(F) 941-747-4528

ELC of Marion
**Roseann Fricks**
rfricks@elc-marion.org
3304 SE Lake Weir Ave., Ste 2
Ocala, FL 34471
(P) 352-369-2315
(F) 352-369-2475

ELC of Miami-Dade/Monroe
**Evelio C. Torres**
etorres@elemdm.org
2555 Ponce de Leon Blvd. (5th floor)
Coral Gables, FL 33134
(P) 305-646-7220
(F) 305-447-1563

ELC of Nature Coast (Citrus, Dixie, Gilchrist, Levy, Sumter)
**Sonya Bosanko**
sbosanko@elc-naturecoast.org
1564 North Meadowcrest Blvd.
Crystal River, FL 34429
(P) 352-563-9939
(F) 352-563-5933
ELC of North Florida (Baker, Bradford, Clay, Nassau, Putnam, St. Johns)
Dawn Bell
dbell@elcnorthflorida.org
2450 Old Moultrie Road, Ste. 103
St. Augustine, FL 32086
(P) 904-342-2267
(F) 904-342-2268

ELC of Northwest Florida (Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Washington)
Lynne Eldridge
lynne.eldridge@elcnwflorida.org
703 West 15th Street, Suite A
Panama City, FL 32401
(P) 850-747-5400 x. 101
(F) 850-747-5450

ELC of Okaloosa/Walton
Gloria Mayo
gmayo@elc-ow.org
2018 Lewis Turner Blvd., Suite C
Ft. Walton Beach, FL 32547
(P) 850-833-3627
(F) 850-833-3632

ELC of Orange
Karen Willis
karen@elcoc.org
P.O. Box 540387
Orlando, FL 32854
(P) 407-841-6607 x.106
(F) 407-749-0282

ELC of Osceola
Susan Sunka
ssunka@elcosceola.org
1631 E. Vine St., Suite E
Kissimmee, FL 34744
(P) 407-933-5353
(F) 407-933-5012

ELC of Palm Beach
Warren Eldridge
warren.eldridge@elcpalmbeach.org
2300 High Ridge Road, Suite 115
Boynton Beach, FL 33426
(P) 561-214-8000
(F) 561-214-7440
ELC of Pasco/Hernando
Jim Farrelly
j.farrelly@phelc.org
15506 County Line Road, Suite 103
Spring Hill, FL 34610
(P) 727-233-8291
(F) 727-857-0151

ELC of Pinellas
Lindsay Carson
LCarson@elcpinellas.net
5735 Rio Vista Drive
Clearwater, FL 33760
(P) 727-545-7535
(F) 727-548-1509

ELC of Polk
Gilbert Rincon
GilbertRincon@elcpolk.org
115 South Missouri Ave., Ste 501
Lakeland, FL 33815-4602
(P) 863-733-9064, Ext. 218
(F) 863-733-9079

Redlands Christian Migrant Association
Barbara Mainster
barbara@rcma.org
RCMA
402 West Main Street
Immokalee, FL 34141
(P) 239-658-3560
(F) 239-658-3571

ELC of Santa Rosa
Melissa Stuckey
Stuckey@elcsantarosa.org
6555 Caroline Street
Milton, Florida 32570
(P) 850-983-5313
(F) 850-983-5312

ELC of Sarasota
Janet Kahn
jkahn@earlylearningcoalitionsarasota.org
1750 17th Street, Unit K-1
Sarasota, FL 34234
(P) 941-954-4830
(F) 941-954-4831
ELC of Seminole
Jennifer Grant Lessne
jgrant@seminoleearlylearning.org
239 Rinehart Rd.
Lake Mary, FL 32746
(P) 407-871-1104
(F) 407-871-1100

ELC of Southwest Florida (Collier, Glades, Hendry, Lee)
Susan Block
susan.block@elcofswfl.org
2675 Winkler Avenue, Ste. 300
Ft. Myers, FL 33901
(P) 239-935-6165
(F) 239-935-6181

ELC of St. Lucie
Anthony "Tony" Loupe
loupet01@elcslc.org
804 South 6th Street
Ft. Pierce, Fl 34950
(P) 772-595-6424
(F) 772-595-6081

If known, identify the estimated amount of private donated funds the Lead Agency will receive: $18,800,000

☑ State expenditures for pre-k programs to meet the CCDF Matching Funds requirement. If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): 30%

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

The Office of Early Learning and early learning coalitions coordinate services to ensure prekindergarten programs meet the needs of working parents by:

- Assisting parents through the child care resource and referral process;
- Providing School Readiness wrap-around care (as funding is available) to qualified clients concurrently enrolled in the Voluntary Prekindergarten (VPK) Education program;
- Maximizing resources to serve more children and families; and
- Encouraging parents to register for the VPK Education program in addition to other programs and thereby maximizing available resources appropriately.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: $26,000,000
Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

The Office of Early Learning and early learning coalitions coordinate the state’s VPK and child care services to expand the availability of child care so that:

- Child care programs are eligible to receive VPK funding;
- School Readiness wrap-around care may be provided for qualified clients concurrently enrolled in VPK programs;
- Parents and providers are made aware of the availability of programs;
- The needs of working parents continue to be met; and
- The level of effort in full day/full year child care service is increased.

☑️ State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,

☑️ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): 20%

If percentage is more than 10% of the MOE requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

The Office of Early Learning and early learning coalitions coordinate its VPK and child care services to expand the availability of child care so that:

- Child care programs are eligible to receive VPK funding;
- School Readiness wrap-around care may be provided for qualified clients concurrently enrolled in VPK programs;
- Parents and providers are made aware of the availability of programs;
- Providers receive standards and assistance with accreditation or licensure of programs;
- The needs of working parents continue to be met; and
- The level of effort in full day/full year child care service is increased.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: $6,600,000

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

- Assisting parents through the child care referral process;
- Providing School Readiness wrap-around care (as funding is available) to qualified clients concurrently enrolled in the Voluntary Prekindergarten (VPK) Education program;
- Maximizing resources to serve more children and families; and
- Encouraging parents to register for the VPK Education program in addition to other programs and thereby maximizing available resources appropriately.

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2014 - 2015.

Note: Funding estimate is limited to FY 2014.
In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency’s overall goal of improving the quality of child care for low-income children.

<table>
<thead>
<tr>
<th>Estimated Amount of CCDF Quality Funds For FY 2014</th>
<th>Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)</th>
<th>Purpose</th>
<th>Projected Impact and Anticipated Results (if possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant/Toddler Targeted Funds $5,822,079</td>
<td>Child Progress Initiative – Establish a statewide system for child screening, including training, materials and a web-based data management system. <strong>Gold Seal Quality Care Program Rate Differential for Infants/Toddlers:</strong> Coalitions may negotiate the payment of a rate differential or stipend, which may not exceed more than 20 percent of an early learning coalition’s reimbursement rate, to School Readiness providers who have achieved a Florida “Gold Seal Quality Care” designation through accreditation. <strong>Early Learning Quality Activities for Infants and Toddlers:</strong> Awarding grants to school readiness program providers to assist them in meeting applicable state requirements for child care performance standards, implementing developmentally appropriate curricula, providing literacy supports, and providing professional development. Providing training and technical assistance for school readiness program providers, staff, and parents on standards, child screenings, child assessments, developmentally appropriate curricula, character development, teacher-child interactions, age-appropriate discipline practices, health and safety, nutrition, first aid, the recognition of communicable diseases, and child abuse detection and prevention. Activities also include expenditures of the program</td>
<td>Provide a statewide comprehensive child screening initiative and a targeted child assessment initiative. Increase availability of high quality infant/toddler providers. Create quality community and provider supports for infant and toddler care. Creates community and provider supports.</td>
<td>This will result in developmental screening of all School Readiness children and referral for further assessment and services as appropriate; promotion of curricula tied to ongoing child assessment to inform classroom practices; and targeted supports to implement child assessment processes in a sample of School Readiness programs. This will result in more choices of high quality infant/toddler providers available for school readiness children. This will increase the ability for parents to receive child care information and access high-quality learning environments.</td>
</tr>
<tr>
<td>Estimated Amount of CCDF Quality Funds For FY 2014</td>
<td>Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)</td>
<td>Purpose</td>
<td>Projected Impact and Anticipated Results (if possible)</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>School-Age/Child Care Resource and Referral Targeted Funds</td>
<td>Regional CCR&amp;R Services: Provide information including but not limited to consumer education resources, contact information to community supports, unbiased referral to access early learning programs, and customized reports for families seeking programs with children with special needs, and are provided regardless of a family’s income and/or individual circumstances. Regional offices maintain databases of legally operating child care providers and update the information annually. CCR&amp;R services are provided by training CCR&amp;R Specialists and are available for all children, birth through twelve (12) including unborn children and children aged thirteen (13) through eighteen (18) who are physically or mentally incapable of self-care or are under court supervision.</td>
<td>To help all families make an informed choice about the early learning program for their child(ren) and to offer community resources to help families with other services needed for their family.</td>
<td>Families through the state have access to a locally operated location in each service area for CCR&amp;R services that offer services a minimum of 40 hours a week, via phone, appointment, and walk-in basis. This results in increased availability of CCR&amp;R services to all families, including but not limited to, those applying for or on a wait list for School Readiness services, families in need of community resources, families with a child who has a suspected or diagnosed special need or disability, and families that are able to pay full price for an early learning program for their child(ren).</td>
</tr>
<tr>
<td>Quality Expansion Targeted Funds</td>
<td>Program Assessment Initiative: Create, support, and sustain a statewide provider assessment system. Including training, materials and system to consolidate the results. Child Care Licensing: Support the direct and indirect costs of the continuation of child care licensing and training functions as authorized in Chapter 402, Florida Statutes Activities may also include other Early Learning Quality activities described below.</td>
<td>Provides and supports a statewide system for screening children participating in the School Readiness Program. The results of the screening provide information to generate a referral for children who may require additional screening, assessment and/or supports. Ensure that children are well cared for in a safe, healthy, positive and educational environment by trained, qualified child care staff. To ensure the health, safety and well-being of children in care through on-site monitoring, oversight, and training.</td>
<td>This will support the efforts of early childhood programs and coalitions to use these results to inform program improvement and identify areas of need for professional development. Ensure healthy and safe environments; well-trained qualified staff; and an understanding of regulations and child development. Increase in the number of high quality child care arrangements and greater compliance</td>
</tr>
<tr>
<td>Quality Funds (not including Targeted)</td>
<td>Professional Development Initiative: Provide a web-based</td>
<td>Provides statewide collaboration with the early work force by expanding</td>
<td>This will increase competencies of the work force by expanding</td>
</tr>
<tr>
<td>Estimated Amount of CCDF Quality Funds For FY 2014</td>
<td>Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)</td>
<td>Purpose</td>
<td>Projected Impact and Anticipated Results (if possible)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>
| $22,941,255                                      | early learning classroom support system subscription service and related training to support Florida’s providers, early learning coalitions and Head Start/Early Head grantees.  
Warm-Line: Statewide and regional toll-free Warm-Line to provide assistance and consultation to child care facilities and family day care homes regarding health, developmental, disability, and special needs issues of the children they are serving, particularly children with disabilities and other special needs. Including developmental and health screening.  
Early Learning Quality Activities: Awarding grants to school readiness program providers to assist them in meeting applicable state requirements for child care performance standards, implementing developmentally appropriate curricula and related classroom resources that support curricula, providing literacy supports, and providing professional development. | learning coalitions and the Department of Children and Family’s Training Management System to expand the availability of high quality training and create a coordinated statewide career advancement system for child care professions.  
Provide resources and support to child care providers serving families with children who have special needs and/or child care providers serving children with special and/or suspected special needs.  
Create community and provider quality support.  
Increase availability of high quality providers. | the availability of high quality professional development while providing support for career advancement. The Core Competencies, to the extent appropriate, will be infused into existing training requirements, and additional training modules and protocols will also be developed.  
This will assist providers and parents in making modifications in the classrooms that helps children with special needs become engaged and stay involved in classroom activities, which allows them the opportunity to learn new skills and participate with peers.  
This will increase the ability of parents to receive child care information and access high-quality learning environments. |
| Quality Funds (not including Targeted Funds)(continued) | Providing training and technical assistance for school readiness program providers, staff, and parents on standards, child screenings, child assessments, developmentally appropriate curricula, character development, teacher-child interactions, age-appropriate discipline practices, health and safety, nutrition, first aid, the recognition of communicable diseases, and child abuse detection and prevention.  
Gold Seal Quality Care Program Rate Differential: Coalitions may negotiate the payment of a rate differential or stipend, which may not exceed more than 20 percent of an early learning coalition’s | Results in more choices of high quality providers available for school readiness children. |
<table>
<thead>
<tr>
<th>Estimated Amount of CCDF Quality Funds For FY 2014</th>
<th>Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)</th>
<th>Purpose</th>
<th>Projected Impact and Anticipated Results (if possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>reimbursement rate, to School Readiness providers who have achieved a Florida “Gold Seal Quality Care” designation through accreditation. Activities related to the Child Progress Initiative, Program Assessment Initiative, Child Care Licensing and the Statewide CCR&amp;R Network are also supported with the 4% minimum quality funds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

Note: This question is to obtain information on whether the Lead Agency retains decision making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities.

Does the State maintain decisions at the State level, or are funds distributed to locals that have some decisions on how funds are spent?

☐ No, the Lead Agency will not distribute any quality funds directly to local entities
☐ Yes, all quality funds will be distributed to local entities
☒ Yes, the Lead Agency will distribute a portion of quality funds directly to local entities. Estimated amount or percentage to be distributed to localities $29,746,500
☐ Other. Describe. _____

1.3. CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and overseer the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, as well as address program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.
1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place. The description of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Office of Early Learning (OEL)-Related Strategies

– Fiscal Management Practices
See below

– Internal Control Processes
See below

– Annual Risk Assessments

OEL has established an annual methodology for assigning risk to all grant funds disbursed by in-house staff as well as to OEL sub-recipients. This process allows OEL to focus on areas of highest risk and to help ensure the most effective use of monitoring resources and to achieve the following objectives:

– Provide coverage for contracted federal and state funds for all programs;
– Identify the fiscal and programmatic areas that represent the highest degrees of risk; and
– Identify any “red flags” and/or serious problems as quickly as possible.

A preliminary risk assessment is performed prior to the beginning of the fiscal year to establish projected monitoring tasks and sample sizes. All test results are summarized and shared with OEL management so any recommendations can be timely implemented. For more details about OEL sub-recipient risk assessments, please see CCDF Plan Section 1.3.2.

– Annual Monitoring of Internal Activities

OEL has a wide variety of grants and sub-recipient/vendor agreements. Funds are primarily disbursed using the following methods:

– Grants to Early Learning Coalitions*
– OEL Sub-Agreements*
– Interagency Agreements
– OEL Purchase Orders

*For more details, please see CCDF Plan Section 1.3.2.

A comprehensive annual monitoring plan is prepared by OEL staff to document the proposed and actual oversight/monitoring processes applied to these OEL activities. This plan enhances OEL’s ability to focus on high-risk operating areas and to allow for the best possible use of staff resources. Tasks routinely included as part of OEL’s annual internal monitoring activities include, but may not be limited to, the following:

– Evaluate annual risk assessment results
– Determine items selected for annual monitoring
– Complete approved/scoped annual monitoring tasks
– Prepare summarized report of annual monitoring results for OEL management
– Prepare summarized preventive/corrective action plan for OEL management
– Follow-up on approved corrective actions with other OEL staff
– OEL Sub-recipient-related Strategies
– Annual Risk Assessments

For more details, please see CCDF Plan Section 1.3.2.

– Internal Control Surveys
For more details, please see CCDF Plan Section 1.3.2.

– Quarterly Fiscal Desk Reviews
For more details, please see CCDF Plan Section 1.3.2.

– Accountability Reviews (Programmatic Monitoring)
For more details, please see CCDF Plan Section 1.3.2.

1.3.2 Describe the processes the Lead Agency will use to monitor all sub-recipients.

Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements (98.11 (a) (3))

**Definition:** A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient** and **vendor**.

The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

**General Description**

The Office of Early Learning (OEL) administers early learning programs through grant awards with 30 or fewer local early learning coalitions (ELCs) that are registered not-for-profit 501(c)(3) organizations that are statutorily tasked with implementing early learning programs within their local service areas, and the Redlands Christian Migrant Association, a non-profit statewide entity that serves the unique populations of migrant, seasonal and former farm worker families. OEL also oversees contracts with several additional organizations for the delivery of other aligned early learning program services and activities. Some services are also provided by other state agencies and coordinated with OEL.

**Oversight of Services & Activities**

The Office of Early Learning fulfills its monitoring responsibilities for OEL sub-recipients through several mechanisms. Each ELC is responsible for submitting a coalition school readiness (SR) service delivery plan for review/approval by the Office. ELC SR plans must include the ELC’s operations, minimum number of children to be served by care level, procedures for implementing a single point of entry and a uniform waiting list, eligibility and enrollment processes, parent access and parental choice, sliding fee scale (and policies on applying the waiver or reduction of fees), use of pre-assessment and post-assessments as applicable, provider payment rates, a detailed description of quality activities and services, a detailed budget, a detailed accounting, policies and procedures for procurement, maintenance of tangible personal property, maintenance of records, information technology, and disbursement controls, a description of the procedures for monitoring CCDF [school readiness] program providers (including a parental complaint process), and documentation that the ELC has solicited and considered comments regarding its proposed program plan from the local community. Each ELC must update its SR plan at least biennially and more frequent revisions are required if needed. OEL has a formal SR plan amendment process in place for submission, review and approval of SR plan changes.

For RCMA, an annual services contract is executed that outlines the service delivery plan for SR program activities. These tasks are incorporated into the RCMA scoped contract deliverables. This approach is also applied to other services contracts as they occur.
– Annual Risk Assessments

A preliminary risk assessment is performed at the beginning of the fiscal year by OEL’s Program Integrity Unit to establish proposed monitoring priorities, testing tasks and sample sizes. During the planning phase for the fiscal and programmatic monitoring tasks, a final risk assessment is performed using information provided by each as part of the planning/data gathering process for annual monitoring visits. Example risk factors considered during this process include, but may not be limited to, the following:

- Trends in Expenditure of Funds in Identified Categories
- Findings from other Oversight agencies or OEL-related Special Reviews
- Trends in Data in Identified Programmatic Areas
- Total funds awarded
- Special Projects or other grant funding
- Entity Operations (deficits, changes in operating model, etc.)
- Timeliness/Accuracy of Reporting or Required Filings
- Level of Independent Audit Coverage
- Issues noted by the Independent Audit
- Repeat Monitoring Findings
- Prior Year Findings/Observations
- Personnel Turnover
- Internal Control Environment
- Adherence to Program Operational and Eligibility Requirements

Individual scores are compiled for each ELC to reach a composite risk score. That score is compared to pre-set ranges to determine each entity’s overall risk level (low, medium, high). This score is used to identify the number and type of sample items selected for testing.

– Internal Control Surveys

Each early learning coalition and material OEL sub-recipient is responsible for completing an annual internal control questionnaire. The completed questionnaire is submitted to and reviewed by OEL Program Integrity staff and used as part of the annual financial monitoring process by the Office’s contracted monitors.

– Quarterly Fiscal Desk Reviews

Quarterly Fiscal Desk Reviews are also conducted by OEL’s Financial Administration and Budget Services Unit on selected coalition expenditures to determine the allowability of reimbursed expenditures as a compliment to the monthly invoice submission process and annual financial monitoring activities. These desk reviews select a limited number of sample items from administrative, quality and other non-direct service expenditures.

– Programmatic Monitoring

OEL’s Program Integrity Unit includes an Accountability section (AS) that conducts ongoing programmatic reviews for each early learning coalition and RCMA. This review process addresses compliance with the School Readiness and Voluntary Prekindergarten programs. This is completed with a two-phase approach:

1. Biennial Accountability Review – AS staff conduct an onsite or desk review of each coalition which includes Governance, Operations, Educational Service Delivery, Child Care Resource and Referral, Data Security, and Data Accuracy (which includes data edit reports related to eligibility and standard billing group codes). When onsite, OEL staff also conduct a provider focus group forum to receive input from local providers and the community.
2. Eligibility Review – AS staff will conduct these tests on an annual basis for all ELCs and RCMA. Tests will include a random sample of SR and VPK eligibility files and SR and VPK payment validation files.
3. Quarterly Data Edit Report Review – Office staff review edit reports related to eligibility and standard billing group codes. Potential errors are identified and shared with the affected coalitions so any needed corrections can be made.

4. Training – Office staff conduct periodic training sessions related to eligibility issues. The AS has developed standard statewide eligibility monitoring guides for coalitions to use when monitoring their sub-recipients (if applicable). Validation of each coalition’s sub-recipient monitoring results is completed during the coalition accountability review. In addition to validating a coalition’s sub-recipient monitoring results for SR and VPK eligibility, the AS has developed monitoring tools to evaluate compliance in the areas of governance, operations, educational service delivery, child care resource and referral, data security, and data accuracy. For coalitions (and RCMA) who provide SR and VPK services directly, the AS uses these monitoring tools to evaluate directly evaluate compliance in the areas of governance, operations, educational service delivery, child care resource and referral, data security, data accuracy, SR and VPK child eligibility, SR and VPK provider payment validation, and VPK provider eligibility. Monitoring activities for all coalitions (and RCMA) include corrective action plan acceptance and technical assistance as it relates to each coalition’s (and RCMA) programmatic monitoring review.

– Financial Monitoring

OEL’s Program Integrity Unit includes the Financial Management Systems Assurance Section (FMSAS) which is responsible for various financial monitoring tasks of OEL sub-recipients, including the early learning coalitions. OEL contracts for financial monitoring services with a qualified CPA firm licensed to practice within the State of Florida. The CPA firm conducts the annual financial compliance onsite monitoring visits under the direction of OEL staff.

Current financial monitoring tasks are detailed in OEL’s financial monitoring tools and include the following categories (as applicable) for OEL sub-recipients:

– Preventive/Correction Action Plan Implementation
– Financial Management Systems
– Internal Control Environment
– Cash and Revenue Management
– OEL Statewide Information System Reporting and Reconciliation
– Prepaid Program Items
– Cost Allocation and Disbursement Testing
– Travel
– Purchasing
– Contracting
– Sub-recipient Monitoring
– Separate monitoring tools have been provided for selected sub-recipients (statewide contracts, universities, etc.).

Other annual FMSAS monitoring tasks include, but may not be limited to: review of annual audit reports; notice to sub-recipients of monitoring findings; receipt of resulting preventive/corrective action plans; analysis of all preventive/corrective action plans to ensure timely review; revisions (as needed) and final approval of these plans; and preparation of periodic progress reports as requested by OEL management.

Quarterly Trainings

Training – Program Integrity staff from AS and FMSAS conduct training sessions (for coalition and RCMA staff) related to fiscal, program, and eligibility issues on a quarterly basis. The training topics are derived from fiscal and programmatic monitoring observations; individual requests from coalitions; and updates to federal and state regulations.
1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below.

Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to areas identified through the Error Rate Review process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Identify Program Violations</th>
<th>Identify Administrative Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run system reports that flag errors (include types)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Review of attendance or billing records</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Audit provider records</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Conduct quality control or quality assurance reviews</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conduct supervisory staff reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct data mining to identify trends</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Train staff on policy and/or audits</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other. Describe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For any option the Lead Agency checked in the chart above other than none, please describe

The Office of Early Learning has a comprehensive monitoring program and specific strategies which capture program violations and administrative error related to improper payments for early learning coalitions and their contractors. At the state level, the Office of Early Learning has implemented the following measures:

1. Data Quality Initiative aimed at the standardization of data, and data processing procedures. Through this initiative, staff is proactive in identifying data anomalies and improves the consistency and accuracy of current data exception and edit checks currently in the system.
2. Coalitions are provided reports to review of School Readiness data for anomalies including, but not limited to, hours of service, duplicate participants, income thresholds, and provider over-payments.
3. The Office of Early Learning staff focuses on fraud prevention through trainings and an automated fraud referral database. Staff review the sufficiency of fraud referrals prior to submission to the Department of Financial Services for investigation.
4. Annual Eligibility monitoring reviews and Quarterly Data Edit Report reviews.
5. Annual Financial monitoring reviews.
7. Comprehensive fraud procedures are being developed by OEL in conjunction with the early learning coalitions, to ensure consistency in the fraud referral process.
8. Quarterly data matches are being conducted to compare families that received Unemployment Compensation to the families that received School Readiness services to ensure that the income was reported accurately to OEL and to recover any disallowed cost if needed.

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity: N/A

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error?

Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. The Lead Agency has the flexibility to recover...
misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).

<table>
<thead>
<tr>
<th>Strategy</th>
<th>UPV</th>
<th>IPV and/or Fraud</th>
<th>Administrative Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount $0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recover through repayment plans</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reduce payments in subsequent months</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recover through State/Territory tax intercepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recover through other means. Describe ______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a unit to investigate and collect improper payments. Describe composition of unit OEL’s Office of Inspector General consists of the Inspector General, Accreditation Manager, and an Internal Auditor Investigator.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other. Describe ______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For any option the Lead Agency checked in the chart above other than none, please describe

For improper payments that are caused by unintentional program violations (UPVs) or administrative error, OEL does not have an improper payment minimum threshold. OEL coordinates (via information system data reconciliation) with the state agency responsible for welfare transition programs (WTP) as well as with local early learning coalitions and contractors (via program monitoring and information system data reconciliation) to identify improper payments that may be due to UPVs, administrative error, or intentional program violations (IPV).

Recovery of improper payments that are caused by UPVs or administrative errors is typically done at the local early learning coalition level and then forwarded to OEL, if applicable.

For IPVs, s. 1002.84(17), F.S., requires OEL to implement an anti-fraud plan to address the detection, reporting and prevention of overpayment, abuse and fraud relating to the provision of and payment for school readiness program and the Voluntary Prekindergarten program. Section 1002.91(8), F.S., also requires the local early learning coalitions to adopt an anti-fraud plan, to be approved by OEL, that addresses the items previously mentioned above.

Section 1002.91(2)&(3), F.S., further requires that in order to recover state, federal, and local matching funds, the office shall investigate early learning coalitions, recipients, and providers of the school readiness program and the Voluntary Prekindergarten Education Program to determine possible fraud or overpayment. If by its own inquiries, or as a result of a complaint, the office has reason to believe that a person, coalition, or provider has engaged in, or is engaging in, a fraudulent act, it shall investigate and determine whether any overpayment has occurred due to the fraudulent act. During the investigation, the office may examine all records, including electronic benefits transfer records, and make inquiry of all persons who may have knowledge as to any irregularity incidental to the disbursement of public moneys or other items or benefits authorizations to recipients. Based on the results of the investigation, the office may, in its discretion, refer the investigation to the Department of Financial Services for criminal investigation or refer the matter to the applicable coalition. Any suspected criminal violation identified by the office must be referred to the Department of Financial Services for criminal investigation.
At the local level, via anti-fraud plans, early learning coalitions, their contractors, and RCMA are responsible for prevention, reduction, identification and reporting and initial processing of IPVs. When suspected fraud has occurred, a referral is entered into the online OEL Fraud Referral System. The OEL Office of Inspector General staff validates the referral within 24 hours of entry into the fraud referral system. The referral is then submitted to the Florida Department of Financial Services (DFS) for further investigation.

If DFS investigates and believes that the case can be criminally prosecuted, DFS refers the case to the appropriate State Attorney’s Office for criminal prosecution. If criminal prosecution is successful, restitution is ordered by the court and payments are sent to the Office of Early Learning. The Office of Early Learning tracks the disposition of fraud cases, restitution orders, and receipt of restitution payments. Families that qualify for financial assistance must sign a Rights and Responsibilities form that aligns with Rule 6M-4.203, F.A.C., explaining their obligation to report changes in their income, family size and employment within ten calendar days of the change. In most cases, eligibility specialists identify families that have failed to report these changes during the redetermination process. When ineligible families receive services that results in overpayment and fraud is suspected, the eligibility specialist submits a referral to the OEL Fraud Referral System.

1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

- [ ] None
- [ ] Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified
- [x] Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified

Pursuant to s. 1002.91(4), F.S., an early learning coalition may suspend or terminate a provider from participation in the school readiness program or the Voluntary Prekindergarten Education Program when it has reasonable cause to believe that the provider has committed fraud. If suspended, the provider shall remain suspended until the completion of any investigation by the office, the Department of Financial Services, or any other state or federal agency, and any subsequent prosecution or other legal proceeding.

Additionally, s. 1002.91(5), F.S., states that if a school readiness program provider or a Voluntary Prekindergarten Education Program provider, or an owner, officer, or director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., or is acting as the beneficial owner for someone who has been convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., the early learning coalition shall refrain from contracting with, or using the services of, that provider for a period of 5 years. In addition, the coalition shall refrain from contracting with, or using the services of, any provider that shares an officer or director with a provider that is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., for a period of 5 years.

Section 1002.91(8), F.S., also requires the local early learning coalitions to adopt an anti-fraud plan, to be approved by OEL, that includes appropriate due process provisions for suspending or terminating child care program providers due to program violations.
Parents and providers suspected of fraudulent activities are referred to the Office of Inspector General for staff to validate the referral within 24 hours of entry into the fraud referral system. If warranted, the referral is then submitted to the Florida Department of Financial Services (DFS) for further investigation. If there is enough evidence to support legal action then restitution and or criminal penalties could be imposed which may include removal from the school readiness program. For parents that fail to report changes within ten calendar days, their services may be terminated requiring them to reapply or be placed on the waiting list.

1.3.6. Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the Error Rate Review should mark □ N/A here.

<table>
<thead>
<tr>
<th>Activities identified in ACF-402</th>
<th>Cause/Type of Error (if known)</th>
<th>Actions Taken or Planned</th>
<th>Completion Date (Actual or planned) (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training on the following: the School Readiness Eligibility Review Program guide, verifying proper documentation for determining School Readiness eligibility, including steps to verifying social security income, countable income and non-countable income.</td>
<td>Lack of Documentation</td>
<td>Training was conducted on the School Readiness Eligibility Review Program guide, including the steps to verifying countable and non-countable income. Targeted on-going eligibility monitoring reviews are being conducted annually.</td>
<td>Training was conducted in May 2012 and in November 2012. Additional training will be conducted in 2013. Targeted school Readiness eligibility reviews will be conducted annually instead of biennially. Technical assistance will be provided to the coalitions and RCMA as needed based on the results of the monitoring conducted.</td>
</tr>
<tr>
<td>Provide information to the coalitions on the use of the approved payment rate schedule and sliding copayment fee schedule.</td>
<td>Incorrect fee schedule used to determine eligibility.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.4. Consultation in the Development of the CCDF Plan

Lead Agencies are required to consult with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

Definition: Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

1.4.1. Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).

<table>
<thead>
<tr>
<th>Agency/Entity</th>
<th>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Representatives of general purpose local government (required)</td>
<td>Representatives of the following groups were invited to participate in a workgroup to provide input on the development of the 2014-2015 Child Care and Development Fund State Plan, though not all attended: Florida Children's Council Florida Community College Early Childhood Educators Network Leon County Public School District Representative Workgroup members met once and ensured that the plan reflected coordination and collaboration across all entities and agencies involved in early learning services.</td>
</tr>
</tbody>
</table>

For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.

<table>
<thead>
<tr>
<th>Agency/Entity</th>
<th>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</td>
<td>Florida Department of Education (FDOE)</td>
</tr>
<tr>
<td>☑ State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</td>
<td>Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT)</td>
</tr>
<tr>
<td>☑ State/Territory agency responsible for licensing (if separate from the Lead Agency)</td>
<td>Florida Department of Children and Families (DCF)</td>
</tr>
<tr>
<td>☑ State/Territory agency with the Head Start Collaboration grant</td>
<td>Florida Head Start State Collaboration Office (HSSCO)</td>
</tr>
<tr>
<td>☑ Statewide Advisory Council authorized by the Head Start Act</td>
<td>Florida Office of Early Learning (OEL)</td>
</tr>
<tr>
<td>☑ Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services</td>
<td>The Association of Early Learning Coalitions (AELC) Redlands Christian Migrant Association (RCMA)</td>
</tr>
<tr>
<td>Agency/Entity</td>
<td>Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>X State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)</td>
<td>Florida Department of Health (DOH)</td>
</tr>
<tr>
<td>X State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</td>
<td>University of South Florida, Home Instruction for Parents of Pre-School Youngsters (HIPPY)</td>
</tr>
<tr>
<td>X State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children’s emotional and mental health)</td>
<td>DOH</td>
</tr>
<tr>
<td>X State/Territory agency responsible for child welfare</td>
<td>Florida Governor’s Office of Adoption and Child Protection through the Florida Child Abuse Prevention and Permanency Plan DCF</td>
</tr>
<tr>
<td>X State/Territory liaison for military child care programs or other military child care representatives</td>
<td>Military Child Care Liaison (MCCL) Initiative funded by the Department of Defense (DoD)</td>
</tr>
<tr>
<td>X State/Territory agency responsible for employment services/workforce development</td>
<td>Florida Department of Economic Opportunity (DEO)</td>
</tr>
<tr>
<td>X State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)</td>
<td>DCF</td>
</tr>
<tr>
<td>X Indian Tribes/Tribal Organizations</td>
<td>Miccosukee Tribe of Indians of Florida</td>
</tr>
<tr>
<td>□ N/A: No such entities exist within the boundaries of the State</td>
<td></td>
</tr>
<tr>
<td>□ Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</td>
<td>The Children’s Forum, Inc.</td>
</tr>
<tr>
<td>X Provider groups, associations or labor organizations</td>
<td>Child Development Education Alliance (CDEA)</td>
</tr>
<tr>
<td></td>
<td>Florida Association for the Education of Young Children (FLAEC)</td>
</tr>
<tr>
<td></td>
<td>Florida Association for Child Care Management (FACCM)</td>
</tr>
<tr>
<td></td>
<td>Florida Family Child Care Home Association (FFCCHA)</td>
</tr>
<tr>
<td></td>
<td>Florida Head Start Association (FHSA)</td>
</tr>
<tr>
<td></td>
<td>Florida Association of Christian Colleges and Schools</td>
</tr>
<tr>
<td></td>
<td>Florida Association for District School Superintendents</td>
</tr>
<tr>
<td>□ Parent groups or organizations</td>
<td></td>
</tr>
<tr>
<td>□ Local community organizations and institutions (child care resource and referral, Red Cross)</td>
<td></td>
</tr>
<tr>
<td>□ Other</td>
<td>Alliance for Early Care &amp; Education (AECE)</td>
</tr>
</tbody>
</table>
1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(e))

At a minimum, the description should include:

a) Date(s) of notice of public hearing: May 1, 2013
   Reminder - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing?
   A public notice was published in the Florida Administrative Register and posted on the Office of Early Learning’s website

c) Date(s) of public hearing(s): May 22, 2013
   Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).

d) Hearing site(s): Lottery Building, 250 Marriott Drive, Tallahassee, FL 32301

e) How was the content of the Plan made available to the public in advance of the public hearing(s)?
   The Plan was posted on the Office of Early Learning’s website

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan?
   As part of the public hearing the Office of Early Learning requested the services of a court reporter to capture all comments made by the public so the Office would have a record of the proceedings for consideration or incorporation into the final 2014-2015 Child Care Development Fund Plan.

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing.

For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

A conference call line was made available during the public hearing so the Office of Early Learning could facilitate statewide participation.

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to coordinate with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

Definition - Coordination involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

Note: Descriptions of how governments are organized for each State are provided at census.gov.
1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

<table>
<thead>
<tr>
<th>Agency/Entity (check all that apply)</th>
<th>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</th>
<th>Describe results expected from the coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Representatives of general purpose local government&lt;br&gt;This may include, but is not limited to: representatives from counties and municipalities, local education representatives, or local public health agencies.</td>
<td>Children’s Services Councils (CSC) are special taxing districts created specifically to fund children’s services in the county where it exists. Chapter 125, F.S., governs the creation and operation of a CSC. Florida is the only state in the nation to have a law that enables local communities to create a special taxing district for the purpose of investing in children’s services. In such instances where a CSC has been created, its executive director or chair is a member of the early learning coalition board. In addition, local county commissions appoint one member to the early learning coalition board. In addition, local county commissions appoint one member to the early learning coalition board. Furthermore, local match is often provided by these local government entities.</td>
<td>Blended funding and access to more training and technical assistance resources across agencies.</td>
</tr>
<tr>
<td>Agency/Entity</td>
<td>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</td>
<td>Describe results expected from the coordination</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>✗ State/Territory agency responsible for public education (required)</td>
<td>On July 1, 2013, OEL was integrated into the Florida Department of Education. Early learning coalition board representation includes the district school superintendent and the local community college president or their designee(s). Early learning coalitions and RCMA work with local school districts and community colleges within their areas to provide supports or direct services for the School Readiness and Voluntary Prekindergarten (VPK). Education programs. Coordination efforts with the Florida Department of Education also includes: Development of Early Learning Standards: Birth to Five. Development and adoption by the State Board of Education of Voluntary Prekindergarten Education Standards for children enrolled in VPK programs; and administration of accountability requirements for the Voluntary Prekindergarten Education program through the development and implementation of the Florida Kindergarten Readiness Screener (FLKRS).</td>
<td>Access to more training and technical assistance resources across agencies and increased availability of child care provider services.</td>
</tr>
<tr>
<td>✗ Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</td>
<td>Increased availability of full-day/full-year services through the alignment of eligibility policies, and access to more training and technical assistance across agencies.</td>
<td></td>
</tr>
</tbody>
</table>

Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
<table>
<thead>
<tr>
<th>Agency/Entity (check all that apply)</th>
<th>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</th>
<th>Describe results expected from the coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ State/Territory agency responsible for public health (required)</td>
<td>The Office of Early Learning coordinates with the Florida Department of Health (DOH) for KidCare (state children’s health insurance program), early intervention services through Children’s Medical Services, Early Steps, and the Child Care Food Program. Some early learning coalitions contract with local county health departments to enhance the quality of services to families. A county health department director or designee serves on each early learning coalition board.</td>
<td>Access to more training and technical assistance resources across agencies.</td>
</tr>
<tr>
<td>❖ State/Territory agency responsible for employment services/workforce development (required)</td>
<td>Collaboration between the early learning coalitions and the state’s 24 regional workforce development boards has continued at the state and local levels. At the local level, the regional workforce board executive directors are required board members of the early learning coalitions. In several early learning coalitions, some administrative staff and early learning personnel, including child care resource and referral staff and service providers may be housed within the regional workforce offices and one-stop career centers which gives customers the opportunity to address their employment and child care needs at the same time, at one location. Several early learning coalitions include workforce staff at their monthly coordination or partners meeting to share information and new policies and procedures. Similarly, some early learning personnel serve on workforce boards or committees that ensure child care is considered when workforce policies are developed. Provisions for child care remain a critical service for workforce development activities through Workforce Florida, Inc., and its administrative arm, the Department of Economic Opportunity.</td>
<td>Aligned eligibility policies, and access to more training and technical assistance resources shared across agencies.</td>
</tr>
</tbody>
</table>
### Agency/Entity (check all that apply)

#### Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services

#### Describe results expected from the coordination

**Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.**

<table>
<thead>
<tr>
<th>Agency/Entity</th>
<th>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</th>
<th>Describe results expected from the coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) including local human service agencies (required)</strong></td>
<td>The Department of Economic Opportunity coordinates efforts to implement TANF employment and training work requirements with the Department of Children and Families (DCF) for TANF recipient eligibility requirements in several ways including coordination of services and resources, funding coordination and availability of services at One-Stop Centers. DCF is responsible for the administration of TANF eligibility and child care licensing and background screenings; OEL coordinates child care placements for TANF recipients to help ensure that TANF requirements are met. Both regional workforce board executive directors and DCF’s circuit administrators are represented on the early learning coalition boards.</td>
<td>Aligned eligibility policies, and access to more training and technical assistance resources shared across agencies.</td>
</tr>
<tr>
<td><strong>Indian Tribes/Tribal Organizations (required)</strong></td>
<td>The Office of Early Learning has attempted to contact the tribal organizations within Florida. At this time there are no coordination activities taking place due to the inability to make contact with the appropriate persons. The Office of Early Learning will utilize resources provided to us by the Child Care Technical Assistance Network to continue pursuing opportunities for coordination.</td>
<td>Increased supply of full-day/full-year services, aligned eligibility policies, blended funding, and access to more training and technical assistance resources shared across agencies.</td>
</tr>
<tr>
<td>N/A: No such entities exist within the boundaries of the State</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery

<table>
<thead>
<tr>
<th>Agency/Entity</th>
<th>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</th>
<th>Describe results expected from the coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State/Territory agency with the Head Start Collaboration grant</strong></td>
<td>Successful collaborations between Head Start, Early Head Start, and Migrant and Seasonal Head Start grantees and the Office of Early Learning have expanded opportunities for additional children to receive Head Start comprehensive services (as described in 45 CFR Parts 98 and 99, Section 98.12). Utilizing</td>
<td>Increased the supply of full-day/full-year services, aligned eligibility policies, blended funding, and access to more training and technical assistance resources shared across agencies.</td>
</tr>
<tr>
<td>Agency/Entity (check all that apply)</td>
<td>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</td>
<td>Describe results expected from the coordination</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>☑️ State/Territory agency responsible for Race to the Top – Early Learning Challenge (RTT-ELC)</td>
<td>a variety of service delivery models, and maximizing the funds, Head Start and local early learning coalitions are able to provide more families with more comprehensive services, thus better meeting the needs of working families throughout the state. Head Start grantees agencies may also participate in Florida’s Voluntary Prekindergarten Education program and currently provide VPK services to nearly 10,000 Head Start four year old children. Each early learning coalition board has a representative member from Head Start. As a provision of the Revised Head Start Act of 2007, Head Start grantees are required to develop agreements with their early learning coalitions for enhanced communication, service delivery and data collection purposes. At the state level, the Head Start State Collaboration Office is housed within the Office of Early Learning and works closely together on policies.</td>
<td>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</td>
</tr>
<tr>
<td>☑️ State/Territory agency responsible for programs for children with special needs</td>
<td>The Office of Early Learning coordinates efforts with state agencies that oversee implementation of the Individuals with Disabilities Education Act (IDEA). The Florida Department of Health (DOH) oversees Part C, Early Steps Program, and the Florida Department of Education oversees Part B, Pre-kindergarten Programs for Children with Disabilities. The Office of Early Learning maintains a statewide toll-free Warm Line for the purpose of providing assistance and consultation to</td>
<td>Aligned eligibility policies and access to more training and technical assistance resources across agencies.</td>
</tr>
<tr>
<td>☑️ State/Territory agency responsible for programs for children with special needs</td>
<td>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool),</td>
<td></td>
</tr>
</tbody>
</table>

CCDF Plan Effective Date: October 1, 2013
Amended Effective: _____
<table>
<thead>
<tr>
<th>Agency/Entity (check all that apply)</th>
<th>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</th>
<th>Describe results expected from the coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>or other State/Territory agencies that support children with special needs</td>
<td>child care personnel about health, developmental, disability, and special needs issues. Early learning coalitions collaborate with comparable local service providers. Many utilize Inclusion Specialists (employed by the early learning coalition or other service providers) to promote increased awareness of early childhood inclusion issues and provide training and technical assistance regarding the needs of children with disabilities. Local Inclusion Specialists work with child care personnel on issues such as typical and atypical development; environmental adaptations; social and emotional needs of children, managing challenging behaviors; and strategies to help children derive maximum benefit from the child care experience. In addition, a representative of programs serving children with disabilities serves as a member of each early learning coalition board. The Florida Expanding Opportunities Workgroup for early childhood inclusion is a cross-agency initiative promoting inclusive options for young children with disabilities and their families, representing the Florida Department of Education, The Children’s Forum, the Office of Early Learning, the Florida Department of Health, Children’s Medical Services Early Steps, the Florida Head Start State Collaboration Office, parent organizations, the Florida Developmental Disabilities Council, institutions of higher education, family members, and representatives from community programs. This group has established a strategic plan to expand opportunities to children with special needs through greater collaboration at the state and local levels. This team is currently enlarging the development of the website “Count Me In” to increase the number of resources available to child care providers and parents supporting inclusive practices for special needs children ages birth to five.</td>
<td>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</td>
</tr>
</tbody>
</table>

☐ State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant
<table>
<thead>
<tr>
<th>Agency/Entity (check all that apply)</th>
<th>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</th>
<th>Describe results expected from the coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ State/Territory agency responsible for child welfare</td>
<td>The Office of Early Learning coordinates with the DCF Family Safety Office to ensure at-risk children have access to high-quality care and promote child safety.</td>
<td>Aligned eligibility priorities and policies.</td>
</tr>
<tr>
<td>☑ State/Territory liaison for military child care programs or other military child care representatives</td>
<td>The Military Child Care Liaison is an employee of Child Care Aware of America® and funded through a grant from the Department of Defense. Florida is one of 13 states participating in the DoD funded Military Child Care Liaison (MCCL) Initiative. The Lead Agency will coordinate efforts in the planning and development of priorities and quality initiatives of mutual interest.</td>
<td>Increased awareness of the child care families of guard and reserve personnel. Opportunities to contribute to the quality of child care in the communities that serve guard and reserve families.</td>
</tr>
<tr>
<td>☑ Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</td>
<td>OEL will engage in a structured dialogue with state national experts and other state teams to assess their current state technical assistance system on four levels (early learning programs, technical assistance professionals, supervisor/sponsoring agencies, and finally the state level). Teams will be supported by BUILD to create an implementation plan to establish a more effective and efficient technical assistance system that can promote high quality early care and learning programs and achieve better outcomes for children. *Building from the statewide TA Competencies adopted statewide in Florida, develop a cross-sector shared vision and approach for delivering technical assistance to early childhood programs that is measurable, consistent (where appropriate) and flexible (where appropriate), and meets individual program needs in ways that result in measurable children’s outcomes. *Develop tools, professional development supports, and a community of practice for technical assistance for providers to build skills, knowledge and relationships to enhance their technical assistance practice. *Evaluate and refine the impact of the new TA on the impact of technical assistance. *Provide professional development, resources and other supports to expand the implementation of the TA model statewide.</td>
<td></td>
</tr>
<tr>
<td>☑ Local community organizations (child care resource and referral, Red Cross)</td>
<td>The Office of Early Learning coordinates with 30 or fewer early learning coalitions and Department of Health and Department of Children and Families to ensure the child care needs of parents are met by: Assisting parents through the referral process</td>
<td>Child care referrals, community resources and health care services shared across agencies, to enrich the lives of families in Florida.</td>
</tr>
</tbody>
</table>
Describe results expected from the coordination
Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.

<table>
<thead>
<tr>
<th>Agency/Entity (check all that apply)</th>
<th>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</th>
<th>Describe results expected from the coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensuring parental choice for all parents/custodians</td>
<td>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</td>
</tr>
<tr>
<td></td>
<td>Sharing community resources with families as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training local entities to deliver quality services to all families</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maximizing resources to serve more families/children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborating with the Department of Health to provide access to health care for families and children as needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborating with the Department of Children and Families to provide access to food stamps, cash assistance and other resources, as needed</td>
<td></td>
</tr>
</tbody>
</table>

☐ Provider groups, associations or labor organizations

☐ Parent groups or organizations

☐ Other

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan?
Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

☒ Yes. If yes,

1. Provide the name of the entity responsible for the coordination plan(s): Florida Children and Youth Cabinet
2. Describe the age groups addressed by the plan(s): Birth to eighteen
3. Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):
   ☐ Yes
   ☒ No
4. Provide a web address for the plan(s), if available: Not available
   ☐ No
1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs? (658D(b)(1)(D), §98.14(a)(1))

Check which entity(ies), if any, the State/Territory has chosen to designate.

☒ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency _____

The Florida Children and Youth Cabinet works to ensure all state agencies and programs that touch the lives of children and youth (birth to eighteen) work in a coordinated and comprehensive fashion, with an emphasis on providing a continuum of services that benefit children through programs supporting successful transition to a safe, healthy, and self-sufficient adulthood. In October 2012, leaders from the Cabinet signed an interagency agreement related to children and youth who are served by multiple agencies. The agreement established local, regional and state teams for the purpose of reviewing specific cases to ensure the state agencies and offices involved promote a continuity of care and coordination for the children and youth, and stability for the families.

In addition, a statewide Early Learning Advisory Council, whose purpose is to submit recommendations to the Department of Education and the Office of Early Learning on early learning policies throughout the state, exists within the Lead Agency in accordance with statute with representation from public and private entities. The Council includes a chair who is appointed by the Governor, a member appointed by the President of the Senate, and a member appointed by the Speaker of the House of Representatives. The chair of each of the Early Learning Coalition Boards also serves on the Council. All Early Learning Advisory Council meetings are open to the public, provide opportunities for public comment, and are noticed in accordance with s. 286.011, F.S.

☒ State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency _____

In 2009, the U.S. Department of Health & Human Services, Administration for Children and Families made available grant funds to support states in efforts to form State Advisory Councils on Early Childhood Education and Care as required by the 2007 Head Start Reauthorization. Each State Advisory Council on Early Childhood Education and Care is designated by the governor to facilitate the development or enhancement of high-quality systems of early childhood education and care, which are designed to improve school preparedness for children age birth to five. Part of the federal vision for the councils is for each to play a key role in advancing the goal of integrated services to young children and families across all programs and organizations/departments.

The federal Head Start State Advisory Council grant was awarded to the Office of Early Learning, formerly the Agency for Workforce Innovation, as the fiscal agent on September 29, 2010. Per the requirements of the grant, the Office of Early Learning is using funds to implement a number of enhancements to Florida’s early learning system spanning the eight requirements as described in section 642B of the Reauthorization Act. The requirements are to:

1. Conduct periodic statewide needs assessments on the quality and availability of early childhood education and development programs and services from birth to school entry;
2. Identify opportunities for, and barriers to, collaboration and coordination;
3. Develop recommendations on increasing participation in child care and early education programs, including outreach to underrepresented and special populations;
4. Develop recommendations on the development of a unified data collection system for public early childhood development programs and services;
5. Develop recommendations on statewide professional development and career advancement plans for early childhood educations;
6. Assess the capacity and effectiveness of institutes of higher education supporting the development of early childhood educators;
7. Make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate; and
8. Facilitate the development or enhancement of high-quality systems of early childhood education and care designed to improve school readiness through one or more of the following activities:
   • Promoting school preparedness of children from birth through school entry
   • Supporting professional development, recruitment, and retention initiatives for early childhood educators
   • Enhancing existing early childhood education and development programs and services
   • Carrying out other activities consistent with the state's plan and application.

The purpose of the State Advisory Councils is to lead the development of a high-quality, comprehensive system of early childhood education for children ages birth to five that ensures statewide coordination and collaboration among the wide array of early childhood education programs and services in the state, including Head Start, child care, and prekindergarten. Through partnerships across agencies and organizations that work on behalf of young children and their families, the goal of the State Advisory Council is that at the end of three years, Florida will have a stronger, more responsive, and more integrated early childhood system. Children and families will receive more coordinated, responsive services, and funding will support these priorities. To support Florida and other states in meeting established goals, the Administration for Children and Families (ACF) solicited applications to carry out the activities of the State Advisory Councils. The funding opportunity was a non-competitive, collaborative, three-year grant to assist states in establishing an Advisory Council and to initiate creative infrastructure improvement projects.

☐ Local Coordination/Council
   If yes, describe entity, age groups and the role of the Lead Agency ______
☐ Other.
   Describe ______
☐ None

1.5.4. Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))
   ☑ Yes. If yes, describe these activities or planned activities, including the tangible results expected from the public-private partnership ______

Florida’s Early Learning Advisory Council, also referred to as ELAC, is an advisory board made up of Governor appointed early learning coalition chairs which provides recommendations to the Department of Education and Lead Agency for the improvement of child care programs. The council submits recommendations on such matters as the administration of the Voluntary Prekindergarten (VPK) Education Program, Florida’s School Readiness Program, and the Child Care Resource and Referral Program (CCR&R).

The Florida Child Care Executive Partnership (CCEP) program is a public/private partnership program that helps employers meet the needs of working parents. It operates under the statutory authority of Section 1002.94, Florida Statutes, which provides the board and participating partners staff support through OEL. The early learning coalitions are responsible for seeking local business partnerships and securing commitments from businesses, non-profit organizations and government entities. In order to request CCEP funds, each early learning coalition must submit a CCEP funding application annually listing the secured partnerships and the corresponding monetary commitment. Through this program, federal and state funding is “matched” with contributions from local governments, charitable foundations and private businesses on a dollar-for-dollar basis to provide child care services to participating families. During FY 2012-2013 the Legislature appropriated $15 million to use as match for donations from business, non-profit agencies and public entities was contributed to match private business contributions or general community purchasing pools. This $15 million is used as match
to draw down federal dollars and expands child care services, significantly increasing the number of children served.

Local Level Public-Private Collaborations

Statutorily, early learning activities are implemented at the local level. Thus, most public-private partnerships are formed and realized in local communities. The Office of Early Learning encourages and monitors these efforts.

The early learning program is administered by the Lead Agency through 30 or fewer local early learning coalitions which are all not-for-profit organizations that coordinate service delivery efforts. Each early learning coalition has a board that must have at least 15, but not more than 30, members. The law requires that the board of each early learning coalition include the following members:

- Governor appointed chair and two other members who must meet the same qualifications as private sector business members;
- A Department of Children and Family Services circuit administrator or his or her designee who is authorized to make decisions on behalf of the department;
- A district superintendent of schools or his or her designee who is authorized to make decisions on behalf of the district;
- A regional workforce board executive director or his or her designee;
- A county health department director or his or her designee;
- A children’s services council or juvenile welfare board chair or executive director, if applicable;
- An agency head of a local licensing agency as defined in s. 402.302, where applicable;
- A president of a community college or his or her designee;
- One member appointed by a board of county commissioners or the governing board of a municipality;
- A central agency administrator, where applicable;
- A Head Start director;
- A representative of private for-profit child care providers, including private for-profit family day care homes;
- A representative of faith-based child care providers; and
- A representative of programs for children with disabilities under the federal Individuals with Disabilities Education Act.

Including the members appointed by the Governor, more than one-third of the members of each early learning coalition must be private-sector business members.

One benefit from local early learning coalitions including members representing local public and private entities is that the coalitions are more easily able to raise and attract private funds to enhance the quality of care.

Other Examples and Results of Public-Private Collaborations at the Local Level

Under Florida law, county governments are empowered to create children’s services councils which are special taxing districts that empower local voters to levy ad valorem taxes (e.g., property taxes) earmarked for children’s services. There are eleven children’s services councils across the state of Florida. Eight are independent special taxing districts and the remaining three are dependent upon local governmental entities for funding. Children’s services councils are successful public-private partnerships that enable local communities to address many service needs of children and their families in local communities. Early learning coalitions and RCMA work collaboratively with the children’s services councils where they exist, and this collaboration results in the infusion of local funds which are used to expand local early learning coalition services and efforts.

Early learning coalitions have partnered with numerous public and private entities to enhance service delivery. A few examples include:
− The Child Care Florida WAGE$® Program provides salary supplements to early learning providers in participating early learning coalition service areas based on their education and continuity of employment.
− Collaborative partnerships with community-based care organizations (local child welfare service coordinators) to provide specialized services to foster families and children in protective services.
− Coordination with local civic organizations to provide books and reading opportunities for young children.
− Partnerships with civic organizations and local governments to enhance play and learning opportunities for young children and their families at local parks.

At the local level, early learning coalitions make funding decisions, administer the program, manage contributions and conduct eligibility determinations for families who wish to participate in the program.

☐ No.

1.6. Child Care Emergency Preparedness and Response Plan
It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-01) located on the Office of Child Care website.

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

☐ Planning. Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.
☒ Developed. A plan has been developed as of [July 1, 2013] and put into operation as of [July 1, 2013], if available. Provide a web address for this plan, if available: Website under construction.
☐ Other. Describe:

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan.
Check which elements, if any, the Lead Agency includes in the plan.

☒ Planning for continuation of services to CCDF families
☒ Coordination with other State/Territory agencies and key partners
☐ Emergency preparedness regulatory requirements for child care providers
☐ Provision of temporary child care services after a disaster
☐ Restoring or rebuilding child care facilities and infrastructure after a disaster
☐ None
PART 2
CCDF SUBSIDY PROGRAM ADMINISTRATION

This section focuses on the child care assistance program. Lead Agencies are asked to describe their efforts to inform parents about the CCDF subsidy program and application policies and procedures, eligibility criteria, sliding fee scale, payment rate policies and procedures, and how Lead Agencies ensure continuity of care and parental choice of high quality settings for families.

2.1. Administration of the Program
The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level?
Identify the level at which the following CCDF program rules and policies are established.

☐ Eligibility rules and policies (e.g., income limits) are set by the:
   ☑ State/Territory
   ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set ______
   ☐ Other. Describe: ______

☐ Sliding fee scale is set by the:
   ☑ State/Territory
   ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set ______

The 30 or fewer early learning coalitions and Redlands Christian Migrant Association (RCMA) establish their individual local sliding fee scale. The sliding fee scale will include full-time and part-time parent copayment rates and any sibling discounts. The sliding fee scales are updated each year based on the Federal Poverty Guidelines. The fee scales are approved by the Office of Early Learning.

☐ Other. Describe: ______

☐ Payment rates are set by the:
   ☑ State/Territory
   ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set ______

The 30 or fewer early learning coalitions and RCMA establish child care provider payment rates for their service delivery areas, taking into consideration the average market rate. The rates are approved by the Office of Early Learning.

☐ Other. Describe: ______
2.1.2. How is the CCDF program operated in your State/Territory?

In the table below, identify which agency(ies) performs these CCDF services and activities.

<table>
<thead>
<tr>
<th>Implementation of CCDF Services/Activities</th>
<th>Agency (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who determines eligibility?</td>
<td>☒ CCDF Lead Agency</td>
</tr>
<tr>
<td></td>
<td>☑ TANF agency</td>
</tr>
<tr>
<td></td>
<td>☑ Other State/Territory agency. Describe.</td>
</tr>
<tr>
<td></td>
<td>Florida Department of Children and Families Office of Child Welfare; Department of Economic Opportunity (DEO)</td>
</tr>
<tr>
<td></td>
<td>☑ Local government agencies such as county welfare or social services departments</td>
</tr>
<tr>
<td></td>
<td>☑ Child care resource and referral agencies</td>
</tr>
<tr>
<td></td>
<td>☑ Community-based organizations</td>
</tr>
<tr>
<td></td>
<td>☑ Other. Describe.</td>
</tr>
<tr>
<td></td>
<td>30 or fewer early learning coalitions and RCMA</td>
</tr>
</tbody>
</table>

Staff from the following agencies determine eligibility for TANF (Temporary Cash Assistance (TCA) Child Care and Transitional Child Care (TCC)): TANF Regional Workforce Boards or their designated agent (for work requirements); The Florida Department of Children and Families (DCF) Office of Child Welfare for TANF eligibility. The client is provided a child care authorization based on participation in TANF. DCF also provides child care referrals for families with children who are determined “at risk” as defined in s. 1002.81(1), F.S. The 30 or fewer early learning coalitions and RCMA determine eligibility for families based on the referrals and for all other non-referral based families.

Who assists parents in locating child care (consumer education)?

<table>
<thead>
<tr>
<th></th>
<th>☒ CCDF Lead Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ TANF agency</td>
</tr>
<tr>
<td></td>
<td>☑ Other State/Territory agency. Describe.</td>
</tr>
<tr>
<td></td>
<td>Florida Department of Children and Families</td>
</tr>
<tr>
<td></td>
<td>☑ Local government agencies such as county welfare or social services departments</td>
</tr>
<tr>
<td></td>
<td>☑ Child care resource and referral agencies</td>
</tr>
<tr>
<td></td>
<td>☑ Community-based organizations</td>
</tr>
<tr>
<td></td>
<td>☑ Other. Describe.</td>
</tr>
<tr>
<td></td>
<td>30 or fewer early learning coalitions; RCMA; Head Start Agencies; DEO; and Florida Central Directory.</td>
</tr>
</tbody>
</table>

Who issues payments?

<table>
<thead>
<tr>
<th></th>
<th>☒ CCDF Lead Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ TANF agency</td>
</tr>
<tr>
<td></td>
<td>☑ Other State/Territory agency. Describe.</td>
</tr>
<tr>
<td></td>
<td>☑ Local government agencies such as county welfare or social services departments</td>
</tr>
<tr>
<td></td>
<td>☑ Child care resource and referral agencies</td>
</tr>
<tr>
<td></td>
<td>☑ Community-based organizations</td>
</tr>
<tr>
<td></td>
<td>☑ Other. Describe.</td>
</tr>
<tr>
<td></td>
<td>30 or fewer early learning coalitions and RCMA.</td>
</tr>
</tbody>
</table>

Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc):

Payments for child care services are issued to providers and are distributed electronically (EFT) or by check by the early learning coalitions and RCMA.

Other. List and describe: _______
2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). Note - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a))

Check all agencies and strategies that will be used in your State/Territory.

- [ ] CCDF Lead Agency
- [ ] TANF offices
- [ ] Other government offices
- [ ] Child care resource and referral agencies
- [ ] Contractors
- [ ] Community-based organizations
- [ ] Public schools
- [ ] Internet (provide website): www.floridaearlylearning.com; www.myflorida.com/childcare
- [ ] Promotional materials
- [ ] Community outreach meetings, workshops or other in-person meetings
- [ ] Radio and/or television
- [ ] Print media
- [ ] Other. Describe: Local Head Start agencies, Child Care Aware, early learning coalitions, RCMA, and the Florida Central Directory.

2.2.2. How can parents apply for CCDF services?

Check all application methods that your State/Territory has chosen to implement.

- [ ] In person interview or orientation
- [ ] By mail
- [ ] By Phone/Fax
- [ ] Through the Internet (provide website) https://spe.schoolreadiness.org/pe
- [ ] By Email
- [ ] Through a State/Territory Agency
- [ ] Through an organization contracted by the State/Territory
- [ ] Other. Describe: ______

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers in their communities.

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices(658E(c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

The Child Care Resource and Referral (CCR&R) serves all parents seeking early learning services in Florida free of charge. Trained staff provide consumer education on quality indicators for early learning to inform...
families on how to recognize quality early learning programs. CCR&R specialists also provide referrals to early learning programs, and information and referrals to other local community resources.

The CCR&R State Network serves two fundamental purposes: (1) to help parents identify and select quality early learning programs that best meet their children’s needs and (2) to provide technical assistance that addresses and improves the quality, availability, and affordability of child care. This is accomplished through the provision of information and resources about quality early learning options and work/family solutions to families, child care professionals, and government entities.

Each CCR&R program maintains a database of all legally operating child care providers in its service area. The CCR&R database contains licensed, license-exempt, faith-based, registered family child care homes, and non-traditional child care providers, which includes summer camps, afterschool programs and Boys and Girls Clubs. This database is the data source for families searching for child care arrangements, and the data also support local businesses by serving as advertisement for child care services.

Additionally, each family who contacts CCR&R for information is provided a non-biased listing of child care providers that meet that family’s individual need, suggestions on how the family can proceed with its search for a child care provider, website information for the state licensing database, and an invitation to call back if further assistance is needed. Parents are also provided with electronic or printed items created by the Lead Agency to assist parents in their search for quality care.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

In the absence of a statewide, Quality Rating Improvement System in Florida, the Lead Agency has established policies, through the promulgation of administrative rules, in the areas of child performance standards, developmental screening, and curriculum. The implementation of these policies will build an infrastructure for our programs so that our approach to increasing quality services is sustained over time and develop statewide consistency in developmentally appropriate practices and approaches. Coupled with an expansion of training available statewide, the quality of our programs in rural, suburban, urban, and low-income communities will improve.

The rule pertaining to Developmental Screening is creating a consistent approach for the developmental screening of children aged six weeks to the age of kindergarten eligibility in the School Readiness program in Florida. This project includes criteria that screening tools must meet, related training for providers, and an online data management system which assists with data and reporting management.

The rule pertaining to curricula requires early learning providers to utilize a developmentally appropriate curriculum and character development program that meets the benchmarks outlined in the child performance standards for children birth to five years old.

The goal of these rules are to ensure that early learning providers in Florida receive the support needed to organize and provide high quality child care experiences. Additionally, at the local level, early learning coalitions may choose to use funds in capacity building initiatives. There are a variety of capacity building activities proposed, including grants to support outreach and recruitment services for family child care home providers; professional development; minor remodeling and repair of early learning facilities designed to assure that providers meet state and local child care standards, including applicable health and safety requirements; accreditation support programs; literacy resource grants; educational scholarships; and quality improvement services.
Additionally, the Lead Agency is working with early learning coalitions to introduce The Classroom Assessment Scoring System™ (CLASS™) statewide to early learning teachers who want to become more effective in their classroom interactions. CLASS™ is an observation based program assessment instrument that measures teacher-child interactions in three broad domains: emotional support, classroom organization and instructional support. It describes multiple dimensions of teaching that are linked to student achievement and social development. Adoption of a statewide, systematized program assessment approach will ensure that Florida’s school readiness programs are properly assessed and that areas in need of technical assistance are identified. OEL has chosen to contract with the Contractor to provide CLASS™ observer training, train the trainer training, in-depth CLASS™ assessment training with access to the CLASS video library for coaches, and observer calibration services. CLASS™ coaches will be used throughout the state to provide technical assistance to school readiness teachers in need of improving CLASS™ assessment scores. School readiness programs can request a program assessment to inform continuous improvement. The Lead Agency is also collaborating with the state Head Start Training and Technical Assistance Early Childhood Education provider and the Head Start State Collaboration Office on this initiative.

Florida law allows early learning coalitions and RCMA to reimburse providers at higher rates (up to 20% of the approved reimbursement rate) if the provider has received a Gold Seal Quality Care designation as determined by DCF pursuant to s. 402.281, F.S.

2.2.5. Describe how the Lead Agency promotes access to the CCDF subsidy program? Check the strategies implemented by your State/Territory.

- Provide access to program office/workers such as:
  - Providing extended office hours
  - Accepting applications at multiple office locations
  - Providing a toll-free number for clients
  - Email/online communication
  - Other. Describe: _____

- Using a simplified eligibility determination process such as:
  - Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
  - Developing a single application for multiple programs
  - Developing web-based and/or phone-based application procedures
  - Coordinating eligibility policies across programs. List the program names _____
  - Streamlining verification procedures, such as linking to other program data systems
  - Providing information multi-lingually
  - Including temporary periods of unemployment in eligibility criteria (job search, seasonal unemployment). Length of time _____.(Note: this period of unemployment should be included in the Lead Agency’s definition of working, or job training/educational program at 2.3.3).
  - Other. Describe: _____

- Other. Describe:
  Florida Statute allows families to remain eligible for CCDF funding and not be placed on a wait list for 60 days after the parent with whom the child resides becomes unemployed.
  - None

2.2.6. Describe the Lead Agency’s policies to promote continuity of care for children and stability for families.

Check the strategies, if any, that your State/Territory has chosen to implement.
Provide CCDF assistance during periods of job search. Length of time
Job search activities are an allowable work activity for TANF recipients. Additionally, Florida Statute
also permits families to maintain eligibility during a 60 day break in employment.
Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if
they experience an increase in income but still remain below 85% of State median income (SMI)
Synchronize review date across programs. List programs: ______
Longer eligibility re-determination periods (e.g., 1 year). Describe
Section 1002.87(6), F.S., requires that at a minimum, child eligibility must be redetermined annually.
Redetermination must also be conducted twice per year for an additional 50 percent of a coalition's
enrollment through a statistically valid random sampling. A coalition must document the reason why a child is no longer eligible for the school readiness program according to the standard codes prescribed
by the office.
Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head
Start and pre-k programs. Describe ______
Extend periods of eligibility for school-age children under age 13 to cover the school year. Describe
Minimize reporting requirements for changes in family’s circumstances that do not impact families’
eligibility, such as changes in income below a certain threshold or change in employment
Individualized case management to help families find and keep stable child care arrangements.
Each early learning coalition provides CCR&R services to families. These include early learning quality
indicators, referrals to child care providers that meet the needs of the child and other resources that meet
the needs of the family available in the local community. The Lead Agency also is party to an
interagency agreement (sponsored by Florida’s Children and Youth Cabinet) that coordinates services
and supports for children to develop local and statewide resources for children being served by multiple
state agencies.
Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for
children who turn 13 years of age during the middle of a program year
Other. Describe In October 2012, OEL, along with other child-serving agencies that are a part of the
Florida Children and Youth Cabinet, signed an interagency agreement related to children and youth who
are served by multiple agencies. The agreement established local, regional and state teams for the
purpose of reviewing specific cases to ensure the state agencies involved promote a continuity of care
and coordination for the children and youth, and stability for the families. OEL has staff representation
on the local, regional and state teams.
None

2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English
proficiency?
Check the strategies, if any, that your State/Territory has chosen to implement.
Application in other languages (application document, brochures, provider notices)
Informational materials in non-English languages
Training and technical assistance in non-English languages
Website in non-English languages
Lead Agency accepts applications at local community-based locations
Bilingual caseworkers or translators available
Outreach Worker
Other: The Lead Agency contracts with RCMA to provide services to children of a largely
Hispanic (English Language Learners) population who work in the agriculture industry.
None
If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered Spanish, Haitian-Creole, Russian (in a few communities), and several indigenous languages. For indigenous languages that are not written, some ELC’s and RCMA locate translators to interpret information for parents and other family members. Where needed, family outreach, trainings, and materials (e.g., CCR&R packets) target non-English language print and media outlets and are offered in multiple languages. Child screening and assessment information is provided in Spanish and English in many areas of the state.

2.2.8. How will the Lead Agency overcome language barriers with providers?
Check the strategies, if any, that your State/Territory has chosen to implement.

- [x] Informational materials in non-English languages
- [ ] Training and technical assistance in non-English languages
- [ ] CCDF health and safety requirements in non-English languages
- [ ] Provider contracts or agreements in non-English languages
- [x] Website in non-English languages
- [x] Bilingual caseworkers or translators available
- [x] Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- [x] Other: Some ELC’s and RCMA translate educational training material, provider contracts, and information and other literature for providers. Translators and/or bi-lingual staff are available to conduct monitoring and classroom observations and to interpret the results. ELC’s and RCMA encourage non-English speaking providers to attend ESOL classes.
- [ ] None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered Spanish, Haitian-Creole

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))
Check the strategies that will be implemented by your State/Territory. Attach a copy of your parent application for the child care subsidy program(s) as Attachment 2.2.9 or provide a web address, if available
https://spe.schoolreadiness.org/pe; Income worksheet for Eligibility and Parent

Reminder – Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes. (ACYF-PI-CC-98-08) States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing in loco parentis, or other household members have not provided information regarding their immigration status.

<table>
<thead>
<tr>
<th>The Lead Agency requires documentation of:</th>
<th>Describe how the Lead Agency documents and verifies applicant information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x] Applicant identity</td>
<td>The applicant must meet the definition of a parent consistent with regulatory requirements. Federal guidelines stipulate case confidentiality, which is also defined in s. 1002.97, F.S. The case worker ensures that case confidentiality is maintained by speaking only to a household member with an established relationship to the child.</td>
</tr>
<tr>
<td>The Lead Agency requires documentation of:</td>
<td>Describe how the Lead Agency documents and verifies applicant information:</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>To establish the relationship to the child, the parent should present an acceptable form of verification to establish identity. This may include a copy of the child’s birth certificate; if the parent’s name does not appear on the birth certificate of the child, then a court order, or some other legal document that substantiates the adult’s relationship to the child(ren) should be provided. Valid child care referrals, a government-issued ID, or employment or student ID can also be used to establish relationship to the child. The Lead Agency does not recognize preferred source documentation to meet these criteria. All documentation listed above is acceptable. A copy must be maintained in the case record.</td>
</tr>
<tr>
<td></td>
<td>If the document does not have a photo included, then two forms of ID showing the parent’s name should be obtained such as Social Security card, pay stubs, employment record, an insurance card, or other documentation secured throughout the eligibility determination process. If none of the above documents can be made available, a third party attestation may be used to establish identity and parental relationship. This document must include a fraud disclaimer, describe the individual and the relationship to the child, and include a brief explanation as to how the individual knows this information. If this option is used, the early learning coalition must also collect an attestation from the parent stating his/her legal relationship to the child, and that the parent understands he/she is making the attestation under the penalty of perjury, which is a first degree misdemeanor, punishable by a definite term of imprisonment, not exceeding one year and/or a fine not exceeding $1,000 pursuant to s. 837.012, or 775.082, or 775.083, F.S. The case narration must explain why alternative sources were not available and the efforts made to obtain such documentation.</td>
</tr>
<tr>
<td></td>
<td>Unacceptable types of identification include:</td>
</tr>
<tr>
<td></td>
<td>• A photo ID made at a flea market,</td>
</tr>
<tr>
<td></td>
<td>• Any type of form generated by the parent/guardian and not issued by a third party source (e.g. an application completed by the parent/guardian for another type of service),</td>
</tr>
<tr>
<td></td>
<td>• One World Government IDs.</td>
</tr>
<tr>
<td>❏ Household composition</td>
<td>The family unit composition is determined by the application for School Readiness and the School Readiness Income Worksheet for Eligibility and Parent Copayments (Form OEL-SR 100). Documentation may also include a supplemental form that describes additional family members and relationships.</td>
</tr>
<tr>
<td>❏ Applicant’s relationship to the child</td>
<td>After the applicant has established his/her identity by providing acceptable documentation, these same documents are also used to establish the applicant’s relationship to the child. Please refer to the description in the “Applicant identity” box.</td>
</tr>
<tr>
<td>❏ Child’s information for determining eligibility (e.g., identity, age, etc.)</td>
<td>Birth certificates are the most commonly used method to verify the age of the School Readiness child. The following are recommended documents to be used to establish the age of the child:</td>
</tr>
<tr>
<td></td>
<td>• An original or certified copy of the child’s birth record filed according to law with the appropriate public officer;</td>
</tr>
<tr>
<td></td>
<td>• An original or certified copy of the child’s certificate of baptism or other religious record of the child’s birth, accompanied by an affidavit stating that the certificate is true and correct, sworn to or affirmed by the child’s parent;</td>
</tr>
<tr>
<td></td>
<td>• An insurance policy on the child’s life which has been in force for at least two years;</td>
</tr>
<tr>
<td></td>
<td>• A passport or certificate of the child’s arrival in the United States;</td>
</tr>
<tr>
<td></td>
<td>• An immunization record signed by a public health officer or licensed practicing physician;</td>
</tr>
<tr>
<td></td>
<td>• Florida SHOTS documentation;</td>
</tr>
<tr>
<td></td>
<td>• A valid military dependent identification card;</td>
</tr>
<tr>
<td></td>
<td>• Government issued identification card;</td>
</tr>
<tr>
<td></td>
<td>• Official court documents; or</td>
</tr>
<tr>
<td></td>
<td>• If a child’s parent is unable to submit any of the supporting documentation listed above, the early learning coalition and RCMA shall document the child’s age based on an affidavit sworn to or affirmed by the child’s parent. The affidavit must be accompanied by a certificate of age, signed by a public health officer or by a licensed practicing physician, which states...</td>
</tr>
</tbody>
</table>
### The Lead Agency requires documentation of:

<table>
<thead>
<tr>
<th>Describe how the Lead Agency documents and verifies applicant information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>that the physician has examined the child and believes that the age shown in the affidavit is true and correct.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work, Job Training or Educational Program</th>
</tr>
</thead>
</table>
| Employment Income: Applicants are asked to submit six weeks of current and consecutive paystubs. If an applicant cannot produce a sufficient number of paystubs, the applicant’s employer is asked to complete an income verification form that details hours worked per week and rate of pay. If the applicant produces neither of the above, then the eligibility specialist contacts the applicant’s employer directly.  

Self-Employment Income Documentation: The most commonly accepted form of documentation is IRS Tax Schedule C from the most recent year if reflective of current earnings. The income from Schedule C (corporate documents, if incorporated) should be used and averaged over the number of months of employment. If not reflective of current earnings for the household, older than six months or applicant/recipient has not been self-employed long enough to have filed income tax, then a Profit/Loss statement is requested from the household. If questionable, additional receipt and expense documentation is requested.  

Job Training: For applicants who are involved in a job training program, a TANF child care referral serves as verification. If the gross income of the applicant is not notated on the child care referral, the applicant must then submit six weeks of current paystubs to the early learning coalition.  

School Registration Records: For Educational Programs, a current document completed by an official of the school or institution showing the number of classroom hours and any lab hours, date the semester/training period starts, and the date it ends on appropriate stationery from the school/institution or training program which may contain an official seal. |

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
</table>
| The following documents are collected to verify income:  

- Six weeks of current and consecutive pay stubs, using gross income (before any deductions including pretax deductions). When paid biweekly, three current and consecutive pay periods are requested. For semi-monthly or monthly pay periods, two months of pay periods are requested, or  
- An income verification form signed by the employer. Hours worked times rate of pay is then used to calculate earnings, or  
- A signed contract for employment.  
- If none of the above sources are available, direct contact is made with the employer to discuss the applicant’s employment income, which is used to arrive at an income projection that is representative of future earnings. Also recorded is any information provided by the employer, such as projected hours of employment, amount per hour, date the employee started, and date of the first pay. |

Child Support Enforcement Records:  

The Lead Agency prefers verification from child support enforcement or a Clerk of the Court website showing gross amount paid to the household on behalf of the child and the period over which it is paid.  

Alternatively, a written statement from the absent parent indicating the amount(s) the absent parent paid over the last six weeks, including the dates payments were made. Copies of checks and/or canceled checks can accompany written statements or be submitted in lieu of written documents.  

A court order can be used if it was recently issued. However, if the court order has been established for a period of time, and the custodial parent indicates that the court order does not reflect current payments, then proof is requested of the last six weeks (two months if paid monthly) of payment and the income is averaged.  

If, for any reason, the first two sources are not available, an attestation from the parent stating the amount of child support received or not received under the penalty of perjury is acceptable. |
The Lead Agency requires documentation of:

<table>
<thead>
<tr>
<th>Describe how the Lead Agency documents and verifies applicant information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Sources of Unearned Income:</td>
</tr>
<tr>
<td>An award letter or verification statement may be used to document other sources of unearned income.</td>
</tr>
</tbody>
</table>

☐ Other. Describe ______

---

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

- ☑️ Time limit for making eligibility determinations. Describe length of time
  10 days for TANF and at-risk child care referrals
- ☑️ Track and monitor the eligibility determination process
- ☐ Other. Describe ______
- ☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.2.1. through 2.2.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

- ☑️ Yes. If yes, describe: Yes, in some instances the process and policies are different for families receiving TANF. Verification of the families work activity is verified on a referral form from the WTP program and is based on the program’s work requirements. The TANF income may also be verified by the information on the referral (or attached to the referral) or may be verified with documentation from the Florida Department of Children and Families. The applicant’s relationship to the child may also be verified by utilizing the information on the referral form. The child’s information for determining eligibility, such as the child’s citizenship status, may also be determined by utilizing the referral form. These processes assist in eliminating duplication of work and responsibilities.
- ☐ No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. NOTE: The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

   State/Territory TANF Agency
   Florida Department of Children and Families

b) Provide the following definitions established by the TANF agency.

- "appropriate child care":
   - 
   - 
   - 
   - 
   - 
   - 

---

CCDF Plan Effective Date: October 1, 2013
Amended Effective: _____
The care, protection and supervision of a child that supplements parental care; enrichment and healthy supervision for the child in accordance with his or her individual needs. Such care should increase the child’s chances of achieving future educational success and becoming a productive member of society.

- "reasonable distance":
  Reasonable distance depends on the geographic area and availability of public transportation. The case manager discusses and determines mileage and/or time needed for travel to and from the job site with the participant.

- "unsuitability of informal child care":
  The Florida Abuse Hotline Information System records check must be completed on all informal child care providers who receive funding to provide child care services through the subsidized child care program. If any individual in the household has a report with “some indication” or “verified findings” of abuse, the early learning coalition analyzes the clearance form to determine whether the proposed provider will receive compensation from public funds. The coalition or their subcontracted provider notifies the parent of the decision by letter, and the parent has the opportunity to select an alternate care provider.

- "affordable child care arrangements":
  Annually, the Child Care Resource and Referral Network surveys all legally operating child care providers to obtain program and rate information. Biennially, the Office of Early Learning uses the rate information to determine the prevailing market rate by age category and provider type at the county-level level. Coalitions use the prevailing market rate to set the maximum reimbursement rates for their service area.

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- In writing
- Verbally
- Other: ____

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State’s median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

  - residing with – living with a parent, legal guardian, or other adult relative caretaker in the same home.
  - in loco parentis – a person who acts in place of a parent, assuming care and custody of a child by a formal or informal agreement with the child’s parent.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from zero (0) weeks to 12 years (may not equal or exceed age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))
c) c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☐ Yes, and the upper age is (may not equal or exceed age 19)
☒ No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define “working” for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder – Lead Agencies have the flexibility to include any work-related activities in its definition of working including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))

**working** – Participating in educational or work activities a minimum of 20 hours per week for a single-parent family, 40 hours per week for a two-parent family, or a two-parent family in which one of the parents with whom the child resides is exempt from work requirements due to age or disability, as determined and documented by a physician licensed under Florida Statutes, and one parent is employed or engaged in eligible work or education activities at least 20 hours per week, a one or two-parent family in which the parent(s) are exempt from work requirements due to age or disability as determined and documented by a physician licensed under Florida Statutes. Work activities applicable to the Welfare Transition participants (WTP) could include employment, non-subsidized employment; subsidized private sector employment, on the job training, subsidized public sector employment, community service work experience, job search, job readiness assistance; and/or vocational education or training designed to prepare the participant for employment and/or other prescribed activities as approved by Welfare Transition program. Work activities for non WTP clients includes employment or educational activities described in 2.3.3(b). If participation in work activities is suspended due to unemployment, a participant can remain eligible for services for up to 60 days. Some TANF recipients may have work requirements/activities that are not subject to the 20 hour per week minimum.

b) b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☒ Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

**attending job training or educational program** – Attendance in a job training or education program for transitional TANF clients who receive CCDF funded child care is required. These clients must follow Federal work participation requirements of 120 hours per month at a minimum. This requirement is monitored by the Florida Department of Economic Opportunity through regional Workforce Development Boards or their contracted providers. Authorizations, updated authorizations, or termination notices are sent to the community child care coordinating agency by Workforce Development staff or their contract providers as families comply or fail to comply with participation standards.

Families may also qualify for child care assistance if they are in school and training the equivalent of 20 hours or more per week. This is normally defined as full-time by the educational institution with recognition of class time, study time, reasonable travel times and lab times. An official of the school or
institutions must complete documentation showing the applicable number of classroom hours, any lab hours, date the semester/training period starts, and the date it ends. Online courses are an allowable form of education or training activities as long as appropriate documentation is submitted.

☐ No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes. If yes, how does the Lead Agency define “protective services” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note – If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

protective services – For the purposes of eligibility, protective services participants are defined as “at-risk” in s. 1002.81(1), F.S. "At-risk child" means:

(a) A child from a family under investigation by the Department of Children and Families or a designated sheriff's office for child abuse, neglect, abandonment, or exploitation.
(b) A child who is in a diversion program provided by the Department of Children and Families or its contracted provider and who is from a family that is actively participating and complying in department-prescribed activities, including education, health services, or work.
(c) A child from a family that is under supervision by the Department of Children and Families or a contracted service provider for abuse, neglect, abandonment, or exploitation.
(d) A child placed in court-ordered, long-term custody or under the guardianship of a relative or nonrelative after termination of supervision by the Department of Children and Families or its contracted provider.
(e) A child in the custody of a parent who is a victim of domestic violence residing in a certified domestic violence center.
(f) A child in the custody of a parent who is considered homeless as verified by a Department of Children and Families certified lead agency.

☐ No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

☐ No.

2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define “income” for the purposes of eligibility? Provide the Lead Agency’s definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

Income – “Family income” means the combined gross income, whether earned or unearned, that is derived from any source by all family or household members who are 18 years of age or older who are currently residing together in the same dwelling unit. The term does not include income earned by a
currently enrolled high school student who, since attaining the age of 18 years, or a student with a disability who, since attaining the age of 22 years, has not terminated school enrollment or received a high school diploma, high school equivalency diploma, special diploma, or certificate of high school completion. (s. 1002.81(8), F.S.)

b) Which of the following sources of income, if any, will the Lead Agency exclude or deduct from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude or deduct, if any.

- Adoption subsidies
- Foster care payments
- Alimony received or paid
- Child support received
- Child support paid
- Federal nutrition programs
- Federal tax credits
- State/Territory tax credits
- Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- Medical expenses or health insurance related expenses
- Military housing or other allotment/bonuses
- Scholarships, education loans, grants, income from work study
- Social Security Income
- Supplemental Security Income (SSI)
- Veteran’s benefits
- Unemployment Insurance
- Temporary Assistance for Needy Families (TANF)
- Worker Compensation
- Other types of income not listed above

- Alimony and child support paid out of home
- Disaster relief or other forms of temporary assistance of families in natural disaster areas
- Earned income of a child who is 18 and is enrolled as a full time student in a secondary school or its equivalent
- Earned income tax credits or dependent care credits
- Economic Stimulus Payment
- Income of foster parents and court ordered relative and non-relative caregivers-these individuals are not considered a part of the child’s family unit
- Independent living grant
- Lump sum settlement
- Money borrowed with an established repayment plan
- One time only gifts
- Sale of personal assets
- Volunteers in Service to America (VISTA) Payments
- Supplemental Security Income (SSI) is excluded for children only
- State and Territory tax credits
- None

- Children under age 18
Children age 18 and over – still attending school
Teens parents
Unrelated members of household
All members of household except for parents/legal guardians
Other

Currently enrolled high school student who, since attaining the age of 18 years, or a student with a disability who, since attaining the age of 22 years, has not terminated school enrollment or received a high school diploma, high school equivalency diploma, special diploma, or certificate of high school completion, s. 1002.81(8), F.S.
Foster parents and court ordered relative and non-relative caregivers (as these individuals are not considered a part of the child’s family unit).
Note: Teen parents living with their parents are considered a separate household, therefore as checked above their income is not included in their parents household.

d) Provide the CCDF income eligibility limits in the table below. Complete columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2013 poverty guidelines are available at hhs.gov.

<table>
<thead>
<tr>
<th>(a) Family Size</th>
<th>(b) 100% of State Median Income (SMI)</th>
<th>(c) 85% of State Median Income (SMI) ($/month)</th>
<th>(d) Income Level if lower than 85% SMI</th>
<th>(e) SMI Income Level if lower than 85% SMI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2848.21</td>
<td>2420.98</td>
<td>1436.25</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>3724.59</td>
<td>3165.90</td>
<td>1938.75</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>4600.96</td>
<td>3910.82</td>
<td>2441.25</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>5477.33</td>
<td>4655.73</td>
<td>2943.75</td>
<td>54</td>
</tr>
<tr>
<td>5</td>
<td>7230.08</td>
<td>6145.57</td>
<td>3446.25</td>
<td>48</td>
</tr>
</tbody>
</table>

e) Will the Lead Agency have “tiered eligibility” (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

Yes. If yes, provide the requested information from the table in 2.3.5d and describe below:
150% of the Federal Poverty Guidelines is used to determine the eligibility of most new applicants; these figures are reflected in column (c). However, families may remain eligible for financial assistance up to 200% of the Federal Poverty Guidelines. Families entering the program through a referral from the TANF program or as a participant in the Child Care Executive Partnership may enter the program with income. Above 150% of the Federal Poverty Guidelines (and below 200% of the Federal Poverty Guidelines), Rule 6M-4.203, F.A.C., and ss. 1002.81(7), 1002.87, F.S.
Protective Services families are not subject to income requirements, Rule 6M-4.201, F.A.C.

Note: This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.
Redetermination based on 200% FPL

<table>
<thead>
<tr>
<th>Family Size</th>
<th>(a) 100% of State Median Income (SMI)/$/month</th>
<th>(b) 85% of State Median Income</th>
<th>(c) Income Level if lower than 85% SMI: $/month</th>
<th>(d) Income Level if lower than 85% SMI: % of SMI [divide (c) by (a), multiply by 100]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2848.21</td>
<td>2420.98</td>
<td>1915.00</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>3724.59</td>
<td>3165.90</td>
<td>2585.00</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>4600.96</td>
<td>3910.82</td>
<td>3255.00</td>
<td>71</td>
</tr>
<tr>
<td>4</td>
<td>5477.33</td>
<td>4655.73</td>
<td>3925.00</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>7230.08</td>
<td>6145.57</td>
<td>4595.00</td>
<td>64</td>
</tr>
</tbody>
</table>

f) SMI Year 2012 and SMI Source LIHEAP

g) These eligibility limits in column (c) became or will become effective on: 2012

2.3.6. Eligibility Re-determination

a) Does the State/Territory follow OCC’s 12 month re-determination recommendation? (See Program Instruction on Continuity of Care)

☐ Yes  ☒ No. If no, what is the re-determination period in place for most families?
☐ 6 months  ☐ 24 months  ☐ Other. Describe ______  ☒ Length of eligibility varies by county or other jurisdiction. Describe At a minimum, redetermination must be conducted at least annually, however, the length of the redetermination period may be less than annual depending the coalition’s local operating procedure, Rule 6M-4.209, F.A.C. Protective services client’s redetermination must occur every 6 months in accordance with Rule 6M-4.201, F.A.C. Protective Services referrals are typically for a 6 month period, Rule 6M-4.201(1)(b), F.A.C. Families under protective investigations may receive referrals for a 60 day period and may be renewed for 60 day increments not to exceed 6 months. The Welfare Transition Program participants that are receiving cash assistant receive a referral for 6 months.

b) Does the Lead Agency coordinate or align re-determination periods with other programs?

☒ Yes. If yes, check programs that the Lead Agency aligns eligibility periods with and describe the re-determination period for each.

☐ Head Start and/or Early Head Start Programs. Re-determination period ______
☐ Prekindergarten programs. Re-determination period ______
☐ TANF. Re-determination period ______
☐ SNAP. Re-determination period ______
☐ Medicaid. Re-determination period ______
☐ SCHIP. Re-determination period ______
☒ Other. Describe
Families under protective investigations may receive childcare referrals for a 60 day period and is based on the requirements of the investigation period in accordance with Rule 65C-29.003(5)(c)(9).

☐ No.
c) Describe under what circumstances, if any, a family’s eligibility would be reviewed prior to re-redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes.

The parent of a child enrolled in the school readiness program must notify the coalition or its designee within 10 days after any change in employment, income, or family size. Upon notification by the parent, the child's eligibility must be reevaluated, s. 1002.87(4), F.S.

d) Describe any action(s) the State/Territory would take in response to any change in a family’s eligibility circumstances prior to re-determination

The Early Learning Coalition or RCMA will review the families changes to determine if the families are still eligible for School Readiness services, s.1002.87(4), F.S.

e) Describe how these policies are implemented in a family-friendly manner that promotes access and continuity of care for children. (See Information Memorandum on Continuity of Care for examples).

The manner in which the services are provided vary and are based on the local coalition's operating procedures. Families may report changes by mail, email or by faxing the information to report the change in most instances, instead of completing a face to face interview with the coalition or RCMA. If a family is ineligible for School Readiness services, Child Resource and Referral services are made available.

f) Does the Lead Agency use a simplified process at re-determination?

☒ Yes. If yes, describe

Some coalitions complete mail-in redeterminations instead of completing a face to face appointment to simplify the process for the families. In some instances, families only have to provide documentation on information that has changed during redeterminations.

☐ No.

2.3.7. Waiting Lists

Describe the Lead Agency’s waiting list status. Select ONE of these options.

☐ Lead Agency currently does not have a waiting list and:

☐ All eligible families who apply will be served under State/Territory eligibility rules

☐ Not all eligible families who apply will be served under State/Territory eligibility rules

☐ Lead Agency has an active waiting list for:

☐ Any eligible family who applies when they cannot be served at the time of application

☐ Only certain eligible families. Describe those families: ______

☒ Waiting lists are a county/local decision. Describe

Each early learning coalition is required to establish a uniform waiting list to track eligible children waiting for enrollment. The Office has adopted waiting list rules for preliminary screening for eligibility, placement on the waiting list, methodology, removal from the list and validation of names which the early learning coalition and RCMA must follow (Rule 6M-4.300, F.A.C.). Families in receipt of TANF and subject to federal work requirements and protective services clients (at-risk) that are considered a priority group, may not be placed on a waiting list; they should be served when the referral is received.

☐ Other. Describe ______
2.3.8. Appeal Process for Eligibility Determinations
Describe the process for families to appeal eligibility determinations

Each early learning coalition and RCMA develops local appeal procedures. The Early Learning Coalition submits their appeals procedure as a part of its School Readiness Plan. (SR Plan section 1.10.1.)

2.4. Sliding Fee Scale and Family Contribution
The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.
Will the attached sliding fee scale be used in all parts of the State/Territory?
- [ ] Yes. Effective Date _____
- [x] No. If no, attach other sliding fee scales and their effective date(s) as Attachment 2.4.1a, 2.4.1b, etc.

2.4.2. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B))
Check only one option.
- [ ] State Median Income, Year: _____
- [x] Federal Poverty Level, Year: 2013
- [ ] Income source and year varies by geographic region. Describe income source and year: _____
- [ ] Other. Describe income source and year: _____

2.4.3. How will the family’s contribution be calculated and to whom will it be applied?
Check all that the Lead Agency has chosen to use. (§98.42(b))
- [x] Fee is a dollar amount and
  - [ ] Fee is per child with the same fee for each child
  - [x] Fee is per child and discounted fee for two or more children
  - [ ] Fee is per child up to a maximum per family
  - [ ] No additional fee charged after certain number of children
  - [ ] Fee is per family

- [ ] Fee is a percent of income and
  - [ ] Fee is per child with the same percentage applied for each child
  - [ ] Fee is per child and discounted percentage applied for two or more children
  - [ ] No additional percentage applied charged after certain number of children
  - [ ] Fee is per family

- [x] Contribution schedule varies by geographic area. Describe:
The Office of Early Learning (OEL) requires early learning coalitions and Redlands Christian Migrant Association (RCMA) to develop sliding fee scales based on the most current release of the Federal Poverty Guidelines. This information is provided in each coalition’s School Readiness (SR) Plan or the RCMA contract and subject to approval by OEL.
- [ ] Other. Describe _____
If the Lead Agency checked more than one of the options above, describe

The Office of Early Learning develops and provides a sliding fee scale model for the coalitions to use at the local level. The models are created for fees using a dollar amount basis and not for percentages. The fee scale model also requires the coalition to explain how sibling discounts are applied if offered by the coalition. Some coalitions do not offer sibling discounts.

2.4.4. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☒ Yes, and describe those additional factors:
Early learning coalitions and RCMA have the authority to develop procedures regarding fee scale implementation with approval by the Office of Early Learning. Rule 6M-4.400(3), F.A.C., provides additional instruction regarding the establishment of an early coalition’s sliding fee scale, stating that an “early learning coalition’s sliding fee scale must be set at a level that provides low-income families equal access to the care available to families whose income is high enough not to qualify for financial assistance for School Readiness services.” Furthermore, the same rule states that “the co-payment for the family of an “economically disadvantaged child”, as defined by Florida Statutes, should not exceed 10 percent of the family’s income, regardless of the number of children in care. If the coalition’s proposed sliding fee scale does exceed 10 percent of family income, the coalition must provide justification of how the sliding fee scale meets the federal requirement that the co-payment be affordable, prior to approval of the proposed sliding fee scale by the Office of Early Learning.” Additionally, OEL’s contract with RCMA allows RCMA to establish a sliding fee scale in accordance with the preceding provisions.
☐ No.

2.4.5. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)).

Select ONE of these options.

Reminder – Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of “protective services” (as defined in 2.3.4.a).

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
☐ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: $_____
☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:
As defined in s. 1002.84(8), F.S, early learning coalitions and RCMA are required to establish a parent sliding fee scale that requires a parent copayment to participate in the school readiness program. Providers are required to collect the parent's copayment. A coalition may, on a case-by-case basis, waive the copayment for an at-risk child or temporarily waive the copayment for a child whose family experiences a natural disaster or an event that limits the parent's ability to pay, such as incarceration, placement in residential treatment, or becoming homeless, or an emergency situation such as a household fire or burglary, or while the parent is participating in parenting classes. A parent may not transfer school readiness program services to another school readiness program provider until the parent has submitted documentation from the current school readiness program provider to the early learning coalition stating that the parent has satisfactorily fulfilled the copayment obligation.
2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44)

Lead Agencies have the discretion to define children with special needs and children in families with very low incomes. Lead Agencies are not limited in defining children with special needs to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of children with special needs.

<table>
<thead>
<tr>
<th>How will the Lead Agency prioritize CCDF services for:</th>
<th>Eligibility Priority (Check only one)</th>
<th>Is there a time limit on the eligibility priority or guarantee?</th>
<th>Other Priority Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with special needs</td>
<td>☐ Priority over other CCDF-eligible families</td>
<td>☒ Yes. The time limit is: As long as the family and child remain eligible up to, but not exceeding 200% of the Federal Poverty Guidelines</td>
<td>☐ Different eligibility thresholds. Describe ____</td>
</tr>
<tr>
<td>Provide the Lead Agency definition of Children with Special Needs Children, ages 3 to admission to kindergarten, who have been determined eligible as students with disabilities in accordance with State Board of Education Rules, Chapter 6A-6, or are eligible clients of the Agency for Persons with Disabilities. Local school districts have Individual Education Plans (IEPs) or Family Support Plans developed for these children, which would assist with determination. Both plans are required through Individuals with Disabilities Education Act (IDEA, Part C and B). Children enrolled in the Protective Services eligibility category, who have been identified as having mild to moderate emotional problems as certified by a licensed psychiatrist, psychologist or licensed mental health professional and for whom child care is part of an overall treatment program.</td>
<td>☐ Same priority as other CCDF-eligible families</td>
<td>☐ No</td>
<td>☒ Higher rates for providers caring for children with special needs requiring additional care</td>
</tr>
<tr>
<td>☒ Guaranteed subsidy eligibility</td>
<td>☒ Other. Describe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listed as the 8th priority for SR services pursuant to s. 1002.87(1)(h), F. S.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCDF Plan Effective Date: October 1, 2013
Amended Effective: _____
### How will the Lead Agency prioritize CCDF services for:

<table>
<thead>
<tr>
<th>Eligibility Priority (Check only one)</th>
<th>Is there a time limit on the eligibility priority or guarantee?</th>
<th>Other Priority Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority over other CCDF-eligible families</td>
<td>☑ Yes. The time limit is: As long as the family and child remain eligible up to, but not exceeding 200% of the Federal Poverty Guidelines</td>
<td>☐ Different eligibility thresholds. Describe ______</td>
</tr>
<tr>
<td>Same priority as other CCDF-eligible families</td>
<td>☐ No</td>
<td>☐ Waiving co-payments for families with incomes at or below the Federal Poverty Level</td>
</tr>
<tr>
<td>Guaranteed subsidy eligibility</td>
<td>☐</td>
<td>☐ Other. Describe Co-payments may be waived on a case-by-case basis as described in 2.4.6</td>
</tr>
<tr>
<td>☐ Other. Describe Listed as the 3rd priority for school readiness services pursuant to s. 1002.87(1)(f), F.S., for children younger than 13 years of age</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

**Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- ☑ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
- ☐ Waive fees (co-payments) for some or all TANF families who are below poverty level
- ☑ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- ☐ Other: ______

### 2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

**Reminder** – Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

**Term(s) – Definition(s)**

Describe:

The Florida Legislature sets priorities for serving CCDF-eligible children. Pursuant to s. 1002.87, F.S., the school readiness program is established for children in the following priorities:

(a) A child younger than 13 years of age from a family that includes a parent who is receiving temporary cash assistance under chapter 414, F.S., and is subject to federal work requirements;

(b) An at-risk child younger than 9 years of age;

CCDF Plan Effective Date: October 1, 2013
Amended Effective: _____
(c) A child from birth to kindergarten entry who is from a working family that is economically disadvantaged, and may include eligible siblings;

(d) A child of a parent who transitions from the work program into employment as described in s. 445.032, F.S., from birth to kindergarten entry;

(e) An at-risk child who is at least 9 years of age but younger than 13 years of age.

(f) A child who is younger than 13 years of age from a working family that is economically disadvantaged;

(g) A child of a parent who transitions from the work program into employment as described in s. 445.032, F.S., who is younger than 13 years of age;

(h) a child who has special needs, has been determined eligible as a student with a disability, has a current individual education plan with a Florida school district, and is not younger than 3 years of age to kindergarten entry;

(i) A child who otherwise meets one of the eligibility criteria in paragraphs (a)-(d) but who is also enrolled concurrently in the federal Head Start Program and the Voluntary Prekindergarten Education Program.

2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate. (658E(c)(2)(A), §98.15(a)).

2.6.1. Child Care Certificates

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

☐ Before parent has selected a provider
☒ After parent has selected a provider
☐ Other. Describe ______

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

☐ Certificate form provides information about choice of providers
☒ Certificate is not linked to a specific provider so parents can choose provider of choice
☐ Consumer education materials (flyers, forms, brochures)
☐ Referral to child care resource and referral agencies
☐ Verbal communication at the time of application
☐ Public Services Announcement
☐ Agency Website: www.floridaearlypharning.com
☐ Community outreach meetings, workshops, other in person activities
☐ Multiple points of communication throughout the eligibility and renew process
☐ Other. Describe ______

c) What information is included on the child care certificate? Attach a copy of the child care certificate as Attachment 2.6.1. (658E(c)(2)(A)(iii))

☒ Authorized provider(s)
☒ Authorized payment rate(s)
☒ Authorized hours
Co-payment amount
Authorization period
Other. Describe

The Certificate of Enrollment1 (Child Care Certificate) provides notification to the provider that the early learning coalition or RCMA has determined the child eligible and to expect the child for enrollment.

In lieu of a completed child care certificate, the information may be captured across the following forms:

- The client’s Rights and Responsibilities/Terms and Conditions1 is signed by the parent indicating that the parent is aware of his/her rights to parental choice and his/her responsibilities to pay the assessed parent fee.
- The Enrollment/Attendance Certification is signed by the provider and submitted to the early learning coalition or RCMA as a method to request payment.

1Form names and format may vary by coalition/RCMA; however, all forms reflect the child care certificate’s statutorily required information.

d) What is the estimated proportion of services that will be available for child care services through certificates? 100%

2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). Note: Do not check “yes” if every provider is simply required to sign an agreement in order to be paid in the certificate program.

☐ Yes. If yes, describe the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: ______

☒ No. If no, skip to 2.6.3.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

☐ Increase the supply of specific types of care

☐ Programs to serve children with special needs
☐ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
☐ Programs to serve infant/toddler
☐ School-age programs
☐ Center-based providers
☐ Family child care providers
☐ Group-home providers
☐ Programs that serve specific geographic areas

☐ Urban
☐ Rural

☐ Other. Describe ______

☐ Support programs in providing higher quality services
☐ Support programs in providing comprehensive services
☐ Serve underserved families. Specify: ______
☐ Other. Describe ______
c) Are child care services provided through grants or contracts offered throughout the State/Territory?  
(658E(a), §98.16(g)(3))

☐ Yes.  
☐ No, and identify the localities (political subdivisions) and services that are not offered: ______

d) How are payment rates for child care services provided through grants/contracts determined? ______

e) What is the estimated proportion of direct services that will be available for child care services through 
grants/contracts? ______

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording 
parents unlimited access to their children whenever their children are in the care of a provider who 
receives CCDF funds? (658E(c)(2)(B), §98.31)

Check the strategies that will be implemented by your State/Territory.

☒ Signed declaration 
☒ Parent Application 
☒ Parent Orientation 
☒ Provider Agreement 
☒ Provider Orientation 
☒ Other. Describe: 
  Custodial parent or guardian access to children while in the care of any legally operating provider, 
whether receiving or not receiving financial assistance through the Child Care and Development Fund, 
is an enforceable requirement of ss. 402.305, 402.313, and 402.3131, F. S.; Chapters 65C-20 and 65C-
22, F.A.C.; each grant award with early learning coalitions, and the contract with RCMA.

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child’s own home) but may 
limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv))

Will the Lead Agency limit the use of in-home care in any way?

☐ No 
☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits 
the Lead Agency will establish.

☐ Restricted based on minimum number of children in the care of the provider to meet minimum 
  wage law or Fair Labor Standards Act 
☐ Restricted based on provider meeting a minimum age requirement 
☐ Restricted based on hours of care (certain number of hours, non-traditional work hours) 
☐ Restricted to care by relatives 
☐ Restricted to care for children with special needs or medical condition 
☐ Restricted to in-home providers that meet some basic health and safety requirements 
☐ Other. Describe 
  Early learning coalitions ensure a Level 1 Screening and a Child Abuse and Neglect Screening are 
  completed for these providers. Informal child care providers (which include in-home child care 
  providers) are restricted to providing care to only the children of one family. Informal child care 
  rates are established at no more than one-half the appropriate legally operating family child care 
  home rate per child. Informal providers must complete an annual health and safety checklist, which 
is submitted to the early learning coalition. Informal providers are also required to have either 
liability insurance or maintain a homeowner’s insurance policy that provides a minimum of 
$100,000 of coverage per occurrence and a minimum of $300,000 general aggregate coverage. 
For children who are under the custody of the Department of Children and Families, license exempt 
child care, including Informal child care providers may only be authorized by waiver/variance when
no licensed child care homes or facilities are available within close proximity to work or home.

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

Florida Department of Children and Families (DCF) investigates and documents complaints of licensing violations in child care facilities, large family child care homes, and family child care homes as they are received. Complaints and findings are maintained as part of the child care provider’s permanent licensing file, and substantiated complaints are posted at www.myflorida.com/childcare. Files are public record. Parents are encouraged to visit the website to review the provider’s inspection history for the last two years to assist when making decisions about quality child care services for their children. Complaints of abuse and neglect are referred to DCF’s Florida Abuse Hotline.

The Child Care Resource and Referral Network also has policies and procedures for maintaining records of substantiated parental complaints. All complaints are recorded on an approved form and retained in a complaint file for a minimum of five years. Abuse/neglect complaints must be reported within the hour to the Florida Abuse Hotline and the licensing authority.

The Office of Early Learning requires early learning coalitions to develop grievance procedures that address parental complaints. This information is provided in each coalition’s Early Learning Coalition Plan or the RCMA contract and subject to approval by the Office of Early Learning.

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

2.7.1 Attach a copy of your payment rates as Attachment 2.7.1.

Will the attached payment rates be used in all parts of the State/Territory?

☐ Yes. Effective Date: ______
☒ No. If no, attach other payment rates and their effective date(s) as Attachment 2.7.1a, 2.7.1b, etc.

2.7.2. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

☐ Policy on length of time for making payments. Describe length of time ______
☒ Track and monitor the payment process
☒ Other. Describe

On a monthly basis, the early learning coalitions, RCMA, and other contractors request a reimbursement of funds for child care services through an invoice to the OEL Financial Administration and Budget Services Unit. OEL has an internal policy which requires that a complete and accurate invoice will be processed within 48 hours. Exceptions may be made during holidays.

☐ None

2.7.3. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2011). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02 for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 08/2013.
b) Provide a summary of the results of the survey. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

OEL requires each Early Learning Coalition to annually update information on all providers in the Child Care Resource & Referral system. The early learning coalitions survey all providers in their communities to collect provider demographic, program, and rate information. This information is updated in the state/s information system. OEL provides reports for coalitions to use to verify the information. Once the information is verified the office creates a data subset of providers to include in the market rate calculation based on provider type groups and rate categories.

The market rate is reported as a full time and part time weekly rate. annual, monthly, daily, and hourly rates are converted to full time weekly rates for inclusion in the calculation. Part time rates are reported as part time weekly rates. A rate is excluded from the calculation if it is less than $50 for full time, $25 for part time or more than $300 dollars for full or part time weekly care.

OEL calculates the 75th percentile using the market rate data subset described above. The market rate report includes rate information by coalition, county, age group, and provider type. The Market Rate Survey is distributed to the early learning coalitions to analyze current provider payment rates and determine is payment rates should be updated.

The response rate for the 2013 Market Rate Survey was 99.49%, which included 14, 10 of the 14,172 active providers in the CCR&R system.

<table>
<thead>
<tr>
<th>Provider Update Response Rate 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Active Providers in CCR&amp;R</td>
</tr>
<tr>
<td>Total Number of Updated Providers</td>
</tr>
<tr>
<td>Provider Update Completion Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provider Types Used in Market Rate Calculation 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Provider Types Included in Market Rate Calculation</td>
</tr>
<tr>
<td>Total Number of Providers with an Included Rate Type</td>
</tr>
<tr>
<td>Percent of Providers in Rate Calculation</td>
</tr>
</tbody>
</table>

2.7.4 Describe the payment rate ceilings in relation to the current MRS using the tables below.

Because of the flexibility that Lead Agencies have in setting payment rate ceilings, the following tables have been developed to simplify Lead Agency reporting on how their payment rate ceilings compare to their most recent MRS. These tables are not meant to collect comprehensive payment rate ceilings within a State/Territory and ACF recognizes that Lead Agencies are not required to set their payment rate ceilings at the 75th percentile. These tables allow Lead Agencies to use a common metric – the 75th percentile – as a reference point against which the Lead Agency can report their percentiles for three selected age groups in two geographic areas for licensed child care centers and licensed family child care homes.

In table 2.7.4a and 2.7.4b, highest rate area refers to the State or Territory’s area or geographic region with the highest maximum payment rate ceiling for child care centers (2.7.4a) and the lowest maximum payment rate ceiling for child care centers (2.7.4b). Identify the highest rate area in the box provided. In column (a), provide the full-time monthly rate at the 75th percentile from the most recent MRS, even if the most recent MRS is not used to set rates. In column (b), provide the maximum monthly payment rate ceiling from your CCDF payment rate table. Complete column (c) ONLY IF the percentile for the monthly maximum payment rate ceiling is lower than the 75th percentile of the most recent MRS.
**Note** - Report the “base” maximum reimbursement rate ceiling, not including any rate add-ons or tiered reimbursements. For example, if maximum reimbursement rate ceilings are tiered based on level of quality (e.g., accreditation, or rating within a quality rating system such as gold, silver and bronze), report the rates for the lowest level in the tables below (e.g., bronze), **only** if there is no lower “base” rate paid for child care services by providers **not** participating in the quality rating system.

If your State/Territory has hourly, daily and/or weekly maximum payment rate ceiling, Lead Agencies can use the following assumptions to calculate monthly maximum payment rate ceiling for column (b) – 9 hours a day, 5 days per week, 4.33 weeks per month.

OCC recognizes that States and Territories use a wide variety of age ranges and categories in setting payment rate ceilings. In these charts, report rates for the following ages only – 11 months, 59 months, and 84 months of age – regardless of what that age category may be called in your State/Territory.

<table>
<thead>
<tr>
<th>2.7.4a – Highest Rate Area (Centers)</th>
<th>(a) Monthly Payment Rate at the 75th percentile from the most recent MRS</th>
<th>(b) Monthly Maximum Payment Rate Ceiling</th>
<th>(c) Percentile if lower than 75th percentile of most recent survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Licensed Center Infants (11 months)</td>
<td>$970.71</td>
<td>$623.13</td>
<td>0.0%</td>
</tr>
<tr>
<td>Full-Time Licensed Center Preschool (59 months)</td>
<td>$757.25</td>
<td>$439.18</td>
<td>4.9%</td>
</tr>
<tr>
<td>Full-Time Licensed Center School-Age (84 months)</td>
<td>$650.00</td>
<td>$430.30</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.7.4b – Lowest Rate Area (Centers)</th>
<th>(a) Monthly Payment Rate at the 75th percentile of the most recent MRS</th>
<th>(b) Monthly Maximum Payment Rate Ceiling</th>
<th>(c) Percentile if lower than 75th percentile of most recent survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Licensed Center Infants (11 months)</td>
<td>$541.67</td>
<td>$481.00</td>
<td>33.3%</td>
</tr>
<tr>
<td>Full-Time Licensed Center Preschool (59 months)</td>
<td>$433.33</td>
<td>$346.67</td>
<td>0.0%</td>
</tr>
<tr>
<td>Full-Time Licensed Center School-Age (84 months)</td>
<td>$395.42</td>
<td>$333.67</td>
<td>54.0%</td>
</tr>
</tbody>
</table>

In table 2.7.4c and 2.7.4d, highest rate area refers to the State or Territory’s area or geographic region with the highest maximum payment rate ceiling for family child care homes (2.7.4c) and the lowest maximum payment rate ceiling for family child care homes (2.7.4d). Identify the lowest rate area in the box provided. In column (a), provide the full-time monthly rate at the 75th percentile from the most recent MRS, even if the most recent MRS is not used to set rates. In column (b), provide the maximum monthly payment rate ceiling from your CCDF payment rate table. Complete column (c) **ONLY** IF the percentile for the monthly maximum payment rate ceiling is lower than the 75th percentile of the most recent MRS.

**Note** - Report the “base” maximum reimbursement rate ceilings, not including any rate add-ons or tiered reimbursement. For example, if maximum reimbursement rate ceilings are tiered based on level of quality (e.g., accreditation, or rating within a quality rating system such as gold, silver and bronze), report the rates for the lowest level in the tables below (e.g., bronze), **only** if there is no lower “base” rate paid for child care services by providers **not** participating in the quality rating system.
If your State/Territory has hourly, daily and/or weekly maximum payment rate ceiling, Lead Agencies can use the following assumptions to calculate monthly maximum payment rate ceiling for column (b) – 9 hours a day, 5 days per week, 4.33 weeks per month.

OCC recognizes that States and Territories use a wide variety of age ranges and categories in setting payment rate ceilings. In these charts, report rates for the following ages only – 11 months, 59 months, and 84 months of age – regardless of what that age category may be called in your State/Territory.

<table>
<thead>
<tr>
<th>2.7.4c – Highest Rate Area (FCC)</th>
<th>(a) Monthly Payment Rate at the 75th percentile of the most recent MRS</th>
<th>(b) Monthly Maximum Payment Rate Ceiling</th>
<th>(c) Percentile if lower than 75th percentile of most recent survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Licensed FCC Infants (11 months)</td>
<td>$736.67</td>
<td>$597.57</td>
<td>9%</td>
</tr>
<tr>
<td>Full-Time Licensed FCC Preschool (59 months)</td>
<td>$650.00</td>
<td>$452.62</td>
<td>6.8%</td>
</tr>
<tr>
<td>Full-Time Licensed FCC School-Age (84 months)</td>
<td>$541.67</td>
<td>$385.67</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.7.4d – Lowest Rate Area (FCC)</th>
<th>(a) Monthly Payment Rate at the 75th percentile of the most recent MRS</th>
<th>(b) Monthly Maximum Payment Rate Ceiling</th>
<th>(c) Percentile if lower than 75th percentile of most recent survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Licensed FCC Infants (11 months)</td>
<td>$541.67</td>
<td>$481.00</td>
<td>1.3%</td>
</tr>
<tr>
<td>Full-Time Licensed FCC Preschool (59 months)</td>
<td>$541.67</td>
<td>$433.33</td>
<td>0.0%</td>
</tr>
<tr>
<td>Full-Time Licensed FCC School-Age (84 months)</td>
<td>$498.33</td>
<td>$355.33</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2.7.5. How are payment rate ceilings for license-exempt providers set?

a) Describe how license-exempt center payment rates are set:

The Office of Early Learning monitors the number and types of providers through its single statewide data system to ensure that there are eligible child care providers. While the Office and early learning coalitions consider the market rate when increasing provider payment rates, they must also take into consideration the number of eligible children on the waiting list.

Each Coalition has a full-day rate and a part-day rate for each of the four age groups (infants, toddlers, preschool, and school-age) in each of the three regulated facilities (licensed child care centers, licensed child care homes, and registered child care homes), license-exempt facilities, and relative provider facility types.

The current Market Rate Survey provides an analysis of the market rates calculated at the 75th percentile.

Early learning coalitions are required by Florida law (s. 1002.84(16), F.S.) to develop a payment schedule that encompasses all programs funded by that early learning coalition. The payment schedule must consider the relevant market rate, include the projected number of children to be served, and be submitted to the Office of Early Learning for approval, as needed.

b) Describe how license-exempt family child care home payment rates are set: See above

c) Describe how license-exempt group family child care home payment rates are set: N/A

d) Describe how in-home care payment rates are set:
Payment rates for informal providers shall be reimbursed at not more than 50 percent of the rate adopted for a family day care home. (s. 1002.84(16), F.S.).

2.7.6 Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies?

Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

☐ Differential rate for nontraditional hours. Describe ______
☒ Differential rate for children with special needs as defined by the State/Territory. Describe

The amount of subsidy shall be consistent with the rates for special needs child care established by DCF. A special needs rate may be negotiated up to 20 percent above the licensed center infant payment rate, however, the special needs rates may not exceed the private pay rate for licensed center infant care. This rate differential is locally determined and helps ensure that providers who accept children with special needs are able to make the appropriate modifications necessary to meet each child’s unique circumstances.

☒ Differential rate for infants and toddlers. Describe

Early learning coalitions and RCMA assure quality of care for infants and toddlers based on the needs of their local communities, including the payment of a Gold Seal rate differential (see additional information on this program below) for infants and toddlers.

☐ Differential rate for school-age programs. Describe ______
☒ Differential rate for higher quality as defined by the State/Territory. Describe

In 1998, the Florida Legislature established the Gold Seal Quality Care program to acknowledge child care facilities and family day care homes that are accredited by nationally recognized agencies based on the applicable accrediting standards of the National Association for the Education of Young Children (NAEYC), the National Association of Family Child Care, and the National Early Childhood Program Accreditation Commission. In addition, the legislature has provided in its General Appropriations Act that early learning coalitions may negotiate the payment of a rate differential or stipend, which may not exceed more than 20 percent of an early learning coalition’s reimbursement rate, to School Readiness providers who have achieved a Florida “Gold Seal Quality Care” designation through accreditation.

☐ Other differential rate. Describe ______
☐ None.

Reminder - CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families’ provision of equal access (i.e., minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency…

☒ Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate
☐ Pays for provider fees (e.g., registration, meals, and supplies). Describe
☐ Policies vary across region, counties and or geographic areas. Describe ______
☐ Other. Describe ______
2.7.8 What specific policies and practices does the Lead Agency have regarding the following:

a) Number of absent days allowed. Describe

In accordance with Rule 6M-4.500(2), F.A.C., reimbursement shall be authorized for no more than three (3) absences per calendar month per child except in the event of extraordinary circumstances in which case the coalition or its designee shall provide written approval for payment based on written documentation provided by the parent justifying the excessive absence for up to an additional seven (7) days.

b) Paying based on enrollment. Describe

Providers are required to submit completed enrollment and attendance certification forms, on a monthly basis, to their early learning coalition to receive reimbursement for school readiness participants. The forms are pre-printed with the names of children who are on file as being enrolled with the provider. Rule 6M-4.502(1), F.A.C., requires that daily attendance documentation shall be maintained by each school readiness provider. At a minimum, this documentation shall include a “sign in/sign out” process, as approved by the coalition, maintained at the provider site to validate the attendance data.

c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly). Describe

N/A. School Readiness providers are paid on a monthly reimbursement basis.

d) Using electronic tools (automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe

45 C.F.R. § 74.22(a) requires that payment methods minimize the time elapsing between the transfer of funds from the U.S. Treasury and the disbursement of payments by OEL, a coalition, or other subrecipient. Coalitions are required to fully implement the electronic funds transfer (EFT) system for efficient and timely payment processing, see section 411.01(7)(e), F.S. In order to ensure timely payment is received, a coalition which is changing financial institutions or merging with another coalition should:

- Submit a letter from the new financial institution and a Direct Deposit Form (Form DFS-A1-26E) to the Department of Financial Services. The Direct Deposit Form is available online through the following website: http://www.myfloridacfo.com/aadir/direct_deposit_web/Vendors.htm. After the website is accessed, choose the “Form” button on the Vendors webpage.
- Ensure that the first 17 characters of the coalition’s “name” as provided to the Direct Deposit Unit and My Florida Marketplace are identical. If the coalition is registered with both offices and this information does not match, an EFT cannot be processed and a warrant is issued instead.
2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1))

When a parent is notified that his/her child is eligible for child care services and funding is available, he/she is provided information about choosing any legally operating, eligible child care provider in any one of the following categories:

- licensed child care centers
- license-exempt child care centers (including faith-based centers and public and non-public schools)
- large licensed family child care homes
- licensed family child care homes
- registered family child care homes
- informal and relative caregivers

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2))

The Office of Early Learning administers the program through local early learning coalitions. Each early learning coalition must establish payment rates subject to approval by the Office, that ensure eligible children have equal access to comparable child care services available for children who do not receive School Readiness funds. The Office of Early Learning observes the federal Department of Health and Human Services general principle that federal CCDF funds may not pay more for services than are charged to the general public for the same services.

The Office of Early Learning distributes the market-rate survey to all early learning coalitions every two years. “Average market rate” means the biennially determined average of the market rate by program care level and provider type in a predetermined geographic market (s. 1002.81 (3), F.S.). The market rate schedule shall be considered by an early learning coalition in the adoption of a payment schedule. The payment schedule must take into consideration the average market rate, include the projected number of children to be served, and be submitted for approval by the office. Informal child care arrangements shall be reimbursed at not more than 50 percent of the rate adopted for a family day care home (s. 1002.895(3) and (4), F.S.).

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3))

According to 6M-4.400(3), F.A.C., “A coalition’s sliding fee scale must be set at a level that provides low-income families equal access to the care available to families whose income is high enough not to qualify for financial assistance for school readiness services. To that end, the co-payment for the family of an “economically disadvantaged child”, as defined by Section 1002.81(7), F.S., should not exceed 10 percent of the family’s income, regardless of the number of children in care. If the coalition’s proposed sliding fee scale does exceed 10 percent of family income, the coalition must provide justification of how the sliding fee scale meets the federal requirement that the co-payment be affordable prior to approval of the proposed sliding fee scale by the Office of Early Learning.”

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access, including how the quality of child care providers is taken into account when setting rates and whether any other methodologies (e.g., cost estimation models) are used in setting payment rates
2.8 Goals for the next Biennium

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the Lead Agency’s goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices).

**Note** – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

<table>
<thead>
<tr>
<th>Goal 1 - Increase the availability of information to families (consumer education) to help parents make informed choices about child care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2 - Conduct a comprehensive review of existing state policies and procedures and revise, as appropriate, to promote consistency and continuity of services and increase efficiency at the state and local levels.</td>
</tr>
<tr>
<td>Goal 3 - Continue to enhance the Statewide Information System which is used to administer CCDF services and create efficiencies for parents and providers.</td>
</tr>
</tbody>
</table>
PART 3
HEALTH AND SAFETY AND QUALITY IMPROVEMENT ACTIVITIES

In this section, Lead Agencies are asked to describe their goals and plans for implementation of child care quality improvement activities. Under the Child Care and Development Block Grant Act, Lead Agencies have significant responsibility for ensuring the health and safety of children in child care through the State/Territory’s child care licensing system and establishing health and safety standards for children who receive CCDF funds. Health and safety is the foundation of quality, but is not adequate to ensure that programs and staff are competent in supporting all areas of child development and promoting school success.

Quality investments and support systems to promote continuous quality improvement of both programs and the staff who work in them are a core element of CCDF. Lead Agencies have been reporting on their efforts to support program quality improvement and professional development since their initial Plans in 1999. This section allows Lead Agencies to continue to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized around a template of four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies over the past decade:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

For each component, Lead Agencies are asked to conduct a three-step process. First, in this section, Lead Agencies will conduct a self-assessment of their programs by responding to the questions in Part 3 that describe the current status of their efforts, using common practices and best practices to list characteristics that build off those that have been reported in previous plans. Second, Lead Agencies then are asked to identify goals for making progress during the FY 2014-2015 biennium and describe their data, performance measure and evaluation capacity for each component. Third, Lead Agencies will report progress on their goals using the Quality Performance Report which is included and described in Appendix 1. The QPR will not be submitted until December 31, 2014.

Based on information reported in past plans, it is expected that the Lead Agency will describe in these first two steps how they will continue to make systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality improvement elements should be fully implemented and integrated. Each State/Territory is expected to fall on a continuum of progress as a result of these first two steps. Lead Agency’s individual progress will be reported using the Quality Performance Report.

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need
not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

**Definition:** Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing as defined by the State/Territory. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) (658E(c)(2)(F), §98.41).

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

☐ Yes.
☒ No. Please identify the State or local (if applicable) entity/agency responsible for licensing.

The Florida Department of Children and Families (DCF) Child Care Services Program Office is responsible for child care licensing.

b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory.

Pursuant to section 402.26, F.S., the legislative intent is that the Department of Children and Families, Office of Child Care Regulation and Background Screening, is to ensure that children are well cared for in a safe, healthy, positive, and educational environment by trained, qualified child care staff in licensed child care arrangements. Florida law identifies those child care establishments that must be licensed. State licensure standards address health, sanitation, safety, and adequate physical surroundings; health and nutrition; and child development needs of children in child care. The Department of Children and Families’ Office of Child Care Regulation and Background Screening is statutorily responsible for administering child care licensing and training in 62 of the state’s 67 counties. State law also provides that county governments with licensing standards that meet or exceed state minimum standards may designate a local licensing agency to license child care facilities in their county. Currently, five counties have local licensing and inspection programs. In the remaining counties, the Department of Children and...
Families’ Office of Child Care Regulation and Background Screening performs child care regulatory and compliance activities for licensed child care arrangements.

The Office of Early Learning, in cooperation with the early learning coalitions, coordinates with the Department of Children and Families, Office of Child Care Regulation and Background to avoid duplicating interagency activities, health and safety monitoring, and acquiring and composing data pertaining to child care training and credentialing.

Child Care providers must sign a provider contract with the coalition to serve school readiness children. In the contract it states that the child care provider must provide the basic health and safety requirements set forth by DCF of its premises and facilities and compliance with requirements for age-appropriate immunizations of children enrolled in the school readiness program.

c) Do the State/Territory’s licensing requirements serve as the CCDF health and safety requirements?

<table>
<thead>
<tr>
<th>CCDF Category of Care</th>
<th>CCDF Definition (§98.2)</th>
<th>Which providers in your State/Territory are subject to licensing under this CCDF category?</th>
<th>Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center-Based Child Care</td>
<td>Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.</td>
<td>Describe which types of center-based settings are subject to licensing in your State/Territory: Child care center or arrangement which providers care for more than five children unrelated to the operator which receives a payment, fee, or grant for any of the children receiving care.</td>
<td>Describe which types of center-based settings are exempt from licensing in your State/Territory: School-based centers meeting certain criteria, centers operated by religious organizations, and summer camps. For example, some jurisdictions exempt school-based centers, centers...</td>
</tr>
</tbody>
</table>

Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.
<table>
<thead>
<tr>
<th>CCDF Category of Care</th>
<th>CCDF Definition (§98.2)</th>
<th>Which providers in your State/Territory are subject to licensing under this CCDF category?</th>
<th>Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Home Child Care</td>
<td>Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work.</td>
<td>Describe which types of group homes are subject to licensing ______</td>
<td>Describe which types of group homes are exempt from licensing ______</td>
</tr>
<tr>
<td>Family Child Care</td>
<td>Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work. Reminder - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</td>
<td>Describe which types of family child care home providers are subject to licensing: Family day care homes shall be licensed if existing county licensing ordinance or if the board of county commissioners passes a resolution that the family day care homes must be licensed. Other family day care homes may choose to be licensed. Current, there are 15 counties in Florida that require family day care homes to be licensed.</td>
<td>Describe which types of family child care home providers are exempt from licensing: Informal and Registered Family day care home providers are not subject to licensure.</td>
</tr>
<tr>
<td>In-Home Care</td>
<td>In-home child care provider is defined as an individual who provides child care services in the child’s own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.</td>
<td>☒ N/A. Check if in-home care is not subject to licensing in your State/Territory. Describe which in-home providers are subject to licensing ______</td>
<td>Describe which types of in-home child care providers are exempt from licensing ______</td>
</tr>
</tbody>
</table>

**Note:** In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the [NRCKid’s website](http://example.com) to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's. ☐

e) Indicate whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

For each indicator, check all requirements for licensing that apply, if any.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Center-Based Child Care</th>
<th>Group Home Child Care</th>
<th>Family Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the licensing requirements include child: staff ratios and group sizes? If yes, provide the ratio for age specified.</td>
<td>Yes, Child: staff ratio requirement Infant ratio (11 months): 4:1 Toddler ratio (35 months): under 2 – 6:1, under 3 – 11:1 Preschool ratio (59 months): under 4 – 15:1, under 5 – 20:1</td>
<td>Yes, Child: staff ratio requirement Infant ratio (11 months): Toddler ratio (35 months): Preschool ratio (59 months): No ratio requirements.</td>
<td>Yes, Child: staff ratio requirement. List ratio requirement by age group: A maximum of four children from birth through 12 months of age; or a maximum of three children from birth to 12 months of age, and other children, for a maximum total of six children; or a maximum of six preschool children if they are older than 12 months. A maximum of 10 children if no more than 5 are preschool age and of those 5, no more than 2 are under twelve months.</td>
</tr>
<tr>
<td>Do the licensing requirements identify specific educational credentials for child care directors?</td>
<td>High school/GED Child Development Associate (CDA) State/ Territory Credential Associate’s degree Bachelor’s degree No credential required for licensing Other: All child care facilities must have a director with a credential prior to opening.</td>
<td>High school/GED Child Development Associate (CDA) State/ Territory Credential Associate’s degree Bachelor’s degree No credential required for licensing Other:</td>
<td>High school/GED Child Development Associate (CDA) State/ Territory Credential Associate’s degree Bachelor’s degree No credential required for licensing Other: Family day care homes no education or credential requirement for the operator. For Large Family Child Care Homes the operator must have a staff credential.</td>
</tr>
</tbody>
</table>

CCDF Plan Effective Date: October 1, 2013
Amended Effective: _____
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Center-Based Child Care</th>
<th>Group Home Child Care</th>
<th>Family Child Care</th>
<th>In-Home Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the licensing requirements identify specific educational credentials for child care teachers?</td>
<td>☐ High school/GED  ☐ Child Development Associate (CDA)  ☐ State/ Territory Credential  ☐ Associate’s degree  ☐ Bachelor’s degree  ☐ No credential required for licensing  ☐ Other: For every 20 children enrolled in a child care facility one of the child care personnel in the facility must have a staff credential.</td>
<td>☐ High school/GED  ☐ Child Development Associate (CDA)  ☐ State/ Territory Credential  ☐ Associate’s degree  ☐ Bachelor’s degree  ☐ No credential required for licensing  ☐ Other:</td>
<td>☐ High school/GED  ☐ Child Development Associate (CDA)  ☐ State/ Territory Credential  ☐ Associate’s degree  ☐ Bachelor’s degree  ☐ No credential required for licensing  ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?</td>
<td>☐ At least 30 training hours required in first year  ☐ At least 24 training hours per year after first year  ☐ No training requirement  ☐ Other: Child care personnel must complete the mandated 40 hours of training plus 5 hours of early literacy and complete 10 hours of annual inservice training after completion of the mandated training; 4.5 CEUs every 5 years for renewal of Director Credential.</td>
<td>☐ At least 30 training hours required in first year  ☐ At least 24 training hours per year after first year  ☐ No training requirement  ☐ Other:</td>
<td>☐ At least 30 training hours required in first year  ☐ At least 24 training hours per year after first year  ☐ No training requirement  ☐ Other:</td>
<td></td>
</tr>
<tr>
<td>f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?</td>
<td>☐ Yes. Describe _______  ☐ No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3.1.2 Enforcement of Licensing Requirements**

Each Lead Agency is required to provide a detailed description of the State/Territory’s licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory’s policies for effective enforcement of the licensing requirements using questions 3.1.2a through 3.1.2e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.
a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- Yes. If “Yes” please refer to the chart below and check all that apply.
- No

<table>
<thead>
<tr>
<th>CCDF Categories of Care</th>
<th>Frequency of Routine Announced Visits</th>
<th>Frequency of Routine Unannounced Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center-Based Child Care</td>
<td>☑ Once a Year</td>
<td>☑ Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ More than Once a Year</td>
<td>☑ More than Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ Once Every Two Years</td>
<td>☑ Once Every Two Years</td>
</tr>
<tr>
<td></td>
<td>☑ Other. Describe</td>
<td>☑ Other. Describe</td>
</tr>
<tr>
<td>Group Home Child Care</td>
<td>☑ Once a Year</td>
<td>☑ Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ More than Once a Year</td>
<td>☑ More than Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ Once Every Two Years</td>
<td>☑ Once Every Two Years</td>
</tr>
<tr>
<td></td>
<td>☑ Other. Describe</td>
<td>☑ Other. Describe</td>
</tr>
<tr>
<td>Family Child Care Home</td>
<td>☑ Once a Year</td>
<td>☑ Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ More than Once a Year</td>
<td>☑ More than Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ Once Every Two Years</td>
<td>☑ Once Every Two Years</td>
</tr>
<tr>
<td></td>
<td>☑ Other. Describe</td>
<td>☑ Other. Describe</td>
</tr>
<tr>
<td>In-Home Child Care</td>
<td>☑ Once a Year</td>
<td>☑ Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ More than Once a Year</td>
<td>☑ More than Once a Year</td>
</tr>
<tr>
<td></td>
<td>☑ Once Every Two Years</td>
<td>☑ Once Every Two Years</td>
</tr>
<tr>
<td></td>
<td>☑ Other. Describe</td>
<td>☑ Other. Describe</td>
</tr>
</tbody>
</table>

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the “Describe” box.

- Yes. If “Yes” please refer to the chart below and check all that apply.
- No

<table>
<thead>
<tr>
<th>Licensing Procedures</th>
<th>Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.</td>
<td>☑ Yes. Describe _____</td>
</tr>
<tr>
<td>☑ No.</td>
<td>☑ Other. Describe _____</td>
</tr>
<tr>
<td>The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.</td>
<td>☑ An on-site inspection is conducted.</td>
</tr>
<tr>
<td>☑ Programs self-certify. Describe _____</td>
<td></td>
</tr>
<tr>
<td>☑ No procedures in place.</td>
<td>☑ Other. Describe _____</td>
</tr>
<tr>
<td>Licensing staff has procedures in place to address violations found in an inspection.</td>
<td>☑ Providers are required to submit plans to correct violations cited during inspections.</td>
</tr>
<tr>
<td>☑ Licensing staff approve the plans of correction submitted by providers.</td>
<td></td>
</tr>
<tr>
<td>☑ Licensing staff verify correction of violation.</td>
<td></td>
</tr>
<tr>
<td>☑ Licensing staff provide technical assistance regarding how to comply with a regulation.</td>
<td></td>
</tr>
<tr>
<td>☑ No procedures in place.</td>
<td>☑ Other. Describe _____</td>
</tr>
</tbody>
</table>

CCDF Plan Effective Date: October 1, 2013
Amended Effective: _____
Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.

<table>
<thead>
<tr>
<th>Licensing Procedures</th>
<th>Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.</th>
</tr>
</thead>
</table>
| Licensing staff has procedures in place to issue a sanction to a noncompliant facility. | ☒ Provisional or probationary license  
|                                                                                       | ☒ License revocation or non-renewal  
|                                                                                       | ☒ Injunctions through court  
|                                                                                       | ☒ Emergency or immediate closure not through court action  
|                                                                                       | ☒ Fines for regulatory violations  
|                                                                                       | ☐ No procedures in place.  
|                                                                                       | ☐ Other. Describe ______ |
| The State/Territory has procedures in place to respond to illegally operating child care facilities. | ☒ Cease and desist action  
|                                                                                       | ☒ Injunction  
|                                                                                       | ☒ Emergency or immediate closure not through court action  
|                                                                                       | ☒ Fines  
|                                                                                       | ☐ No procedures in place.  
|                                                                                       | ☐ Other. Describe ______ |
| The State/Territory has procedures in place for providers to appeal licensing enforcement actions. | ☒ Yes. Describe An individual has the right to request hearing within 21 days of notification of an enforcement action being taken.  
|                                                                                       | ☐ No.  
|                                                                                       | ☐ Other. Describe ______ |

c) Does your State/Territory use background checks as a way to effectively enforce the licensing requirements?

☒ Yes. If “Yes” please refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency.

☐ No

<table>
<thead>
<tr>
<th>CCDF Categories of Care</th>
<th>Types of Background Check</th>
<th>Frequency</th>
<th>Who is Subject to Background Checks?</th>
</tr>
</thead>
</table>
| ☒ Center-Based Child Care | ☒ Child Abuse Registry  
|                          | ☒ State/Territory Criminal Background  
|                          | ☒ Check if State/Territory background check includes fingerprints  
|                          | ☒ FBI Criminal Background (e.g., fingerprint)  
|                          | ☒ Sex Offender Registry  | ☒ Initial Entrance into the System  
|                          |                           | ☒ Checks Conducted Annually  
|                          |                           | ☒ Other. Describe  
|                          |                           | For State/Territory Background Check: Rescreening conducted every 5 years or if a break in service of 90 days or more has occurred.  
|                          |                           | Florida will become part of the Caretaker Clearinghouse that will retain and run fingerprints nightly for all child care personnel and will notify the appropriate agency of any arrests or disqualifying actions.  
|                          |                           | ☒ Other. Describe  
|                          |                           | For FBI Criminal Background Check: Rescreening conducted every 5 years or if a break in service of 90 days or more has occurred.  
|                          |                           | ☒ Director  
|                          |                           | ☒ Teaching staff  
|                          |                           | ☒ Non-teaching staff  
|                          |                           | ☒ Volunteers  
|                          |                           | ☒ Other Owners, operators, and Household members  

Florida will become part of the Caretaker Clearinghouse that will retain and run fingerprints nightly for all child care personnel and will notify the appropriate agency of any arrests or disqualifying actions.
<table>
<thead>
<tr>
<th>CCDF Categories of Care</th>
<th>Types of Background Check</th>
<th>Frequency</th>
<th>Who is Subject to Background Checks?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Group Child Care Homes</td>
<td>☑ Child Abuse Registry</td>
<td>☑ Initial Entrance into the System</td>
<td>☑ Provider</td>
</tr>
<tr>
<td>☑ State/Territory Criminal Background</td>
<td>☑ Checks Conducted Annually</td>
<td>☑ Non-provider residents of the home</td>
<td></td>
</tr>
<tr>
<td>☑ Check if the State/Territory background check includes fingerprints</td>
<td>☑ Other. Describe ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ FBI Criminal Background (e.g., fingerprint)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Sex Offender Registry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ☑ Family Child Care Homes | ☑ Child Abuse Registry | ☑ Initial Entrance into the System | ☑ Provider |
| ☑ State/Territory Criminal Background | ☑ Checks Conducted Annually | ☑ Non-provider residents of the home |
| ☑ Check if the State/Territory background check includes fingerprints | ☑ Other. Describe | Operator, substitute, employee, volunteer and any adult household members. Juvenile household members are subject to a juvenile delinquency check. |
| ☑ FBI Criminal Background (e.g., fingerprint) | | | |
| ☑ Sex Offender Registry | | | |

| ☑ In-Home Child Care Providers | ☑ Child Abuse Registry | ☑ Initial Entrance into the System | ☑ Provider |
| ☑ State/Territory Criminal Background | ☑ Checks Conducted Annually | ☑ Non-provider residents of the home |
| ☑ Check if the State/Territory background check includes fingerprints | ☑ Other. Describe ____ | | |
| ☑ FBI Criminal Background (e.g., fingerprint) | | | |
| ☑ Sex Offender Registry | | | |

| ☑ Initial Entrance into the System | ☑ Checks Conducted Annually | ☑ Other. Describe ____ |
| ☑ Initial Entrance into the System | ☑ Checks Conducted Annually | ☑ Other. Describe ____ |
| ☑ Initial Entrance into the System | ☑ Checks Conducted Annually | ☑ Other. Describe ____ |

---

d) Please provide a brief overview of the State/Territory’s process for conducting background checks for child care. In this brief overview, include the following:

d -1) The cost associated with each type of background check conducted $38.20 - $75.00

d-2) Who pays for background checks Employee or employer

d-3) What types of violations would make providers ineligible for CCDF? Describe
Each early learning coalition may terminate a School Readiness Provider Agreement based on continuous health and safety violations as outlined in the early learning coalitions Provider Agreement terms and conditions which is approved by the Office of Early Learning.

d-4) The process for providers to appeal the Lead Agency’s decision based on the background check findings. Describe
If an individual has a disqualifying offense based on a review of state and national criminal history records and it has been three years since the completion of all sanctions for felony charges, the

CCDF Plan Effective Date: October 1, 2013
Amended Effective: ____
individual may request an exemption through the Department. The individual will present evidence of rehabilitation to the Department. There is a review and recommendation at the local level to grant or deny the exemption and it is made to the Secretary of the Department. The Secretary of the Department reviews the recommendations and decides if to grant or not grant the exemption. If granted the individual is issued an exemption letter stating he or she may work in child care.

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? Describe N/A (658E(c)(2)(E), §98.40(a)(2))

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other “search tools,” about child care program licensing status and compliance records?

☑ Yes. Describe
The Department of Children and Families maintains a website, www.myflorida.com/childcare which allows the public to search for and view inspections, demographic and program information, enforcement actions and the licensing status of providers.

☐ No

3.1.3. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

☒ Check if the Lead Agency certifies that there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))

a) Describe the Lead Agency’s health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.

<table>
<thead>
<tr>
<th>The Lead Agency requires:</th>
<th>Center-based child care providers</th>
<th>Family child care home providers</th>
<th>Group home child care providers</th>
<th>In-home child care providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Physical exam or health statement for providers</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Physical exam or health statement for children</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Tuberculosis check for providers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Tuberculosis check for children</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Provider immunizations</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Child immunizations</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Hand-washing policy for providers and children</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Diapering policy and procedures</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
The Lead Agency requires:

<table>
<thead>
<tr>
<th>Provider Type</th>
<th>Center-based child care providers</th>
<th>Family child care home providers</th>
<th>Group home child care providers</th>
<th>In-home child care providers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Providers to submit a self-certification or complete health and safety checklist</strong></td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements</strong></td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Other. Describe _____</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

b) Describe the Lead Agency’s health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.

<table>
<thead>
<tr>
<th>The Lead Agency requires:</th>
<th>Center-based child care providers</th>
<th>Family child care home providers</th>
<th>Group home child care providers</th>
<th>In-home child care providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Fire inspection</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Building inspection</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Health inspection</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Inaccessibility of toxic substances policy</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Safe sleep policy</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Tobacco exposure reduction</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Transportation policy</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Providers to submit a self-certification or complete health and safety checklist</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☒ Other. Describe: Level 1 Background Screening and a Child Abuse and Neglect Screening Maintain general liability insurance or homeowner’s liability insurance providing a minimum of $100,000 per occurrence and $300,000 general aggregate coverage. Encouraged to complete and display the Health and Safety Checklist.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>
c) Describe the Lead Agency’s health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3)).

**Note:** While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). “On-going” would be some type of routine occurrence (e.g., maintain qualifications each year).

<table>
<thead>
<tr>
<th>Health and safety training requirements</th>
<th>Pre-Service</th>
<th>On-Going</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Care Centers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CPR</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Medication Administration Policies and Practices</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poison Prevention and Safety</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Shaken Baby Syndrome and abusive head trauma prevention</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Age appropriate nutrition, feeding, including support for breastfeeding</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Physical Activities</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recognition and mandatory reporting of suspected child abuse and neglect</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Emergency preparedness and planning response procedures</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Management of common childhood illnesses, including food intolerances and allergies</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Transportation and child passenger safety (if applicable)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Supervision of children</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Behavior management</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other. Describe</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Home Child Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CPR</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Medication Administration Policies and Practices</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poison Prevention and Safety</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Shaken Baby Syndrome and abusive head trauma prevention</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Age appropriate nutrition, feeding, including support for breastfeeding</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Physical Activities</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recognition and mandatory reporting of suspected child abuse and neglect</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Emergency preparedness and planning response procedures</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Management of common childhood illnesses, including food intolerances and allergies</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Transportation and child passenger safety (if applicable)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Supervision of children</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Behavior management</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other. Describe</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Child Care Providers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CPR</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Medication Administration Policies and Practices</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Poison Prevention and Safety</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

CCDF Plan Effective Date: October 1, 2013
Amended Effective: ____
<table>
<thead>
<tr>
<th>Health and safety training requirements</th>
<th>Pre-Service</th>
<th>On-Going</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Shaken Baby Syndrome and abusive head trauma prevention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Age appropriate nutrition, feeding, including support for breastfeeding</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Physical Activities</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Recognition and mandatory reporting of suspected child abuse and neglect</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Emergency preparedness and planning response procedures</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Management of common childhood illnesses, including food intolerances and allergies</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Transportation and child passenger safety (if applicable)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Supervision of children</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Behavior management</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other. Describe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In-Home Child Care Providers**

- First Aid
- CPR
- Medication Administration Policies and Practices
- Poison Prevention and Safety
- Safe Sleep Practices including Sudden Infant Death Syndrome (SIDS) Prevention
- Shaken Baby Syndrome and abusive head trauma prevention
- Age appropriate nutrition, feeding, including support for breastfeeding
- Physical Activities
- Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods
- Recognition and mandatory reporting of suspected child abuse and neglect
- Emergency preparedness and planning response procedures
- Management of common childhood illnesses, including food intolerances and allergies
- Transportation and child passenger safety (if applicable)
- Caring for children with special health care needs, mental health needs, and developmental disabilities in compliance with the Americans with Disabilities (ADA) Act
- Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services.
- Supervision of children
- Behavior management
- Other. Describe

**6-Hour Family Child Care Home Rules and Regulations Course**

This course is designed to give child care providers an overview of the state and local rules and regulations that govern registered and licensed family day care homes and large family child care homes. In addition to the Florida Statutes and Florida Administrative Code, the course includes information about the Americans with Disabilities Act, being a child care professional and key business practices for operators.

**d)** CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency’s requirements for relative providers? (§98.41(A)(ii)(A))

- All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- Relative providers are subject to certain requirements. Describe the different requirements Provide basic health and safety of its premises and comply with requirements for age-appropriate immunizations of children enrolled in the school readiness program (s. 1002.88(1)(c), F.S.).
e) Provide a web address for the State/Territory’s health and safety requirements, if available: http://www.myflfamilies.com/service-programs/child-care/laws-and-requirements

3.1.4 Effective enforcement of the CCDF health and safety requirements.
For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements.

a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced) Unannounced inspections a minimum of three inspections annually.

b) Describe whether the Lead Agency uses background checks Prior to employment, child care personnel must complete and pass a level 2 background screening check pursuant to Chapter 435, Florida Statute. A level 2 screening consists of a federal and state criminal history check.

c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

Yes. If yes, what documentation, if any, is required? Describe Registered family day care home providers complete a health and safety checklist.

No

d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements The Department of Children and Families implemented a progressive enforcement module for the different levels of violations. The progressive enforcement can begin with a warning and escalate to revocation of a provider’s registration or license to operate.

Yes. Check if the Lead Agency certifies that procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))

3.1.5. Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs?
Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities.

Yes. Describe In November 2012, the Office of Early Learning promulgated Rule 6M-4.270, F.A.C., establishing a unified approach for child developmental screening and individualized supports as an integral part of school readiness. This rule is intended to standardize developmental screening processes in School Readiness programs throughout Florida by July 1, 2013.

No

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

Yes. Describe Five “Train-the-Trainer” sessions were provided around the state covering Ages & Stages Questionnaires®, Third Edition (ASQ-3™) and Ages & Stages Questionnaires®: Social-Emotional (ASQ: SE). All coalitions are able to utilize the online system for ASQ-3 for data management and support for screening activities and reports.

No

Other. Describe _____
b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☑ Yes. Describe If a child’s screening results indicates the need for a referral, the coalition staff or the child care provider shares with the parent the areas of screening which are of concern and contact information for the local agency that has the referral service. When providing a referral for a child, the coalition staff or child care provider must offer to the parent if they would like them (the coalition staff or child care provider) to make the initial contact with the referral agency on their behalf.

☐ No

☐ Other. Describe ______

c) Does the State/Territory use developmental screening and referral tools?

☐ Yes. If Yes, provide the name of the tool(s) ______

☐ No

☐ Other. Describe

The state allows for each early learning coalition to select an instrument (or instruments) which meet the criteria established in the rule. Most coalitions have chosen to use the instrument Ages & Stages Questionnaires®, Third Edition (ASQ-3™) for child screening. Some are using ASQ-3 alone and some are using both ASQ-3 and Ages & Stages Questionnaires®: Social-Emotional (ASQ: SE). The ASQ-3 meets the criteria per rule and therefore may be used. Coalitions are not limited to using this screening tool. ASQ: SE is seen as a supplemental screening instrument and its use is permitted when used in conjunction with another screening instrument that meets the criteria per rule. For example, ASQ: SE may be used in conjunction with the BDI-2 screener. Any other instrument(s) that meet the requirements per rule may be used for child developmental screening.

3.1.6 Data & Performance Measures on Licensing and Health and Safety Compliance –

What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on licensing and health and safety. Indicate if the Lead Agency or another agency has access to data on:

☑ Number of licensed programs. Describe (optional) 10,265 Child Care Facilities, Licensed Family Day Care Homes and Large Family Child Care Homes

☑ Numbers of programs operating that are legally exempt from licensing. Describe (optional) 476 religious exempt providers

☑ Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional) ______

☑ Number of injuries in child care as defined by the State/Territory. Describe (optional) ______

☑ Number of fatalities in child care as defined by the State/Territory. Describe (optional) ______

☑ Number of monitoring visits received by programs. Describe (optional) For the period of July 2011 through February 8, 2013, approximately 44,350 inspections have been conducted in licensed family child care programs.
Caseload of licensing staff. Describe (optional) 87 (eighty-seven) licensed child care families, family day care home and large family child care homes.
Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional) None
Other. Describe ______

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements? None
c) **Evaluation.** What, if any, are the State/Territory’s plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. None

### 3.1.7 Goals for the next Biennium –

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the Lead Agency’s goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

**Note** – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

| Goal 1 | Incorporate food hygiene into rules and regulations, strengthen rules on child safety during disasters including children with special needs as well as reunification; raise minimum educational levels for child care personnel. |
| Goal 2 | Join partnership of multiple state agencies for the sharing of background screening results through the Clearing House database. |
| Goal 3 | Incorporate Gold Seal Accrediting Agencies Standards to ensure higher quality of child care. |
| Goal 4 | Inventory Summer Camp program statewide and create voluntary listing of these programs. |
| Goal 5 | Develop a health and safety checklist to be completed by license exempt providers. |

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in budget materials submitted to Congress and other documents. Please see the **CCDF performance measures**. A number of these performance measures rely on information reported in the State and Territorial Plans as a data source. We have added a ruler icon in Section 3.2 through 3.4 in order to identify the specific questions used in the performance measures. When
answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.

### 3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term early learning guidelines (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required to develop such guidelines or implement them in a specified manner.

#### 3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

- [ ] Birth-to-three
- [ ] Three-to-five
- [ ] Five years and older
- [ ] None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible: www.flbt5.com

Which State/Territory agency is the lead for the early learning guidelines?

The Florida Office of Early Learning is responsible for the development of early learning guidelines for children in CCDF-funded programs. The Department of Education is responsible for the development of the Voluntary Prekindergarten early learning guidelines for four year-olds.

#### 3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development?

Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

<table>
<thead>
<tr>
<th>Domains</th>
<th>Birth-to-Three ELGs</th>
<th>Three-to-Five ELGs</th>
<th>Five and Older ELGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical development and health</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Social and emotional development</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Approaches to learning</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Logic and reasoning (e.g., problem-solving)</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Language development</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Literacy knowledge and skills</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Mathematics knowledge and skills</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Science knowledge and skills</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Creative arts expression (e.g., music, art, drama)</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>Social studies knowledge and skills</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>English language development (for dual language learners)</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>List any domains not covered in the above N/A</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Other. Describe N/A</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
3.2.3 To whom are the early learning guidelines disseminated and in what manner?
Check all audiences and methods that your State/Territory has chosen to use in the chart below.

<table>
<thead>
<tr>
<th>Parents in the child care subsidy system</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents using child care more broadly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practitioners in child care centers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providers in family child care homes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practitioners in Head Start</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practitioners in Early Head Start</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practitioners in public Pre-K program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practitioners in elementary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. List Directors of VPK Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?
Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- [ ] To define the content of training required to meet licensing requirements
- [ ] To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- [ ] To define the content of training required for the career lattice or professional credential
- [ ] To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- [ ] To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- [x] To develop State-/Territory–approved curricula
- [ ] Other. List ______
- [ ] None.

3.2.5 Are voluntary early learning guidelines and development standards aligned with into other parts of the child care system?
Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- [x] Cross-walked to align with Head Start Child Development and Early Learning Framework
- [ ] Cross-walked to align with K-12 content standards
- [x] Cross-walked to align with State/Territory pre-K standards
- [ ] Cross-walked with accreditation standards
- [ ] Other. List ______
- [ ] None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.
In this section, assessment is framed with two distinct purposes/tools – 1) ongoing assessment of children’s progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted within pre-kindergarten and/or at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).
In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children’s progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☐ Yes. Describe

a-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children’s needs?

☐ Yes. Describe _____
☐ No
☐ Other. Describe

a-2) If yes, is information on child’s progress reported to parents?

☐ Yes. Describe _____
☐ No
☐ Other. Describe

☐ No
☒ Other. Describe Early Learning programs may conduct age-appropriate assessments of children participating in the School Readiness Program and the Voluntary Prekindergarten Program.

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children within pre-kindergarten and/or as they enter kindergarten?

☒ Yes. Describe

The Florida Department of Education is responsible for the administration of the Florida Kindergarten Readiness Screener (FLKRS), a screener, which is aligned to the Florida Early Learning and Developmental Standards for Four Year Olds, to all public school kindergarten students within the first 30 days of school. All children who participated in Florida’s VPK program are required to participate in FLKRS in kindergarten. The results of the screener used to (1) determine a child’s readiness for kindergarten and to inform instruction for kindergarten, (2) determine the kindergarten readiness rate for private and public school providers of VPK programs and (3) to identify low performing providers who must participate in an improvement process.

b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☒ Yes. Describe

The Department of Education has identified two measures that comprise the FLKRS. These measures are representative of the domains of the State’s Early Learning Guidelines.

☐ No
☐ Other. Describe _____

b-2) If yes, are the tools used on all children or samples of children?

☐ All children. Describe _____
☐ Samples of children. Describe _____
☒ Other. Describe

All children who attend public school kindergarten participate in the screening. Children who attended the VPK program the prior year and attend kindergarten at a private school are also required to participate.
b-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☐ Yes. Describe ______
☐ No
☒ Other. Describe

Private and public providers of the VPK program that are identified as a low performing provider based on the results of the FLKRS are required to participate in an approved improvement process.

☐ No
☐ Other. Describe ______

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☐ Yes. Describe ______
☒ No
☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines –

What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children’s attainment of the early learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on voluntary early learning guidelines. Indicate if the Lead Agency or another agency has access to data on:

☒ Number/percentage of child care providers trained on ELG’s for preschool aged children. Describe (optional)

The Office of Early Learning is working with early learning coalitions to collect data on trainings administered, number of attendees, and other anecdotal information collected locally. OEL maintains a record of the data collected for analysis and planning. OEL is also working towards a coordinated system of professional development that will be available through DCF’s training management system.

☒ Number/percentage of child care providers trained on ELG’s for infants and toddlers. Describe (optional)

The Office of Early Learning is working with early learning coalitions to collect data on trainings administered, number of attendees, and other anecdotal information collected locally. OEL maintains a record of the data collected for analysis and planning. OEL is also working towards a coordinated system of professional development that will be available through the DCF’s training management system.

☐ Number of programs using ELG’s in planning for their work. Describe (optional) ______

☐ Number of parents trained on or served in family support programs that use ELG’s. Describe (optional) ______

☐ Other. Describe ______

☐ None
b) **Performance measurement.** What, if any, are the Lead Agency’s performance measures related to dissemination and implementation of the early learning guidelines?

The Florida Early Learning and Developmental Standards website [www.flbt5.com](http://www.flbt5.com) is available to the public and promoted by early learning coalition for early learning providers. The number of visitors to the website is collected.

c) **Evaluation.** What are the State/Territory’s plans, if any, for evaluation related to early learning guidelines and the progress of children in child care? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Evaluation of children in School Readiness programs will focus on child progress made during program participation and level of kindergarten readiness. An evaluation plan includes assessing a sample of three and four year old program participants to determine contributors to positive gains among children. Variables at the child level, classroom level, and program will be examined.

### 3.2.8 Goals for the next Biennium –

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency’s goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>The Office of Early Learning will identify curricula and age-appropriate assessments aligned with the early learning guidelines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>The Office will increase the availability of high quality training on child performance standards, assessments, and developmentally appropriate practices to improve the quality of child care services.</td>
</tr>
</tbody>
</table>

### 3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

Many States have chosen to use targeted quality funds and other resources to develop a systematic framework for evaluating, improving, and communicating the level of quality in early childhood programs (i.e. QRIS). States and Territories will provide a self-assessment on current program quality improvement activities by responding to questions in this section and then describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to a Quality Rating and Improvement System (QRIS) framework. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality
3. Financial incentives and supports
4. Quality assurance and monitoring
5. Outreach and consumer education

While not all States and Territories have developed or implemented a formal QRIS, all are pursuing quality improvement strategies that can be described within this framework (based upon previous CCDF Plans). Using this framework to organize this section allows States/Territories to report on their quality improvement activities systematically whether they have a QRIS or not. Over time, States and Territories are encouraged to work on linking their quality improvement initiatives and strategies across all of these elements, culminating in
a comprehensive Quality Rating and Improvement System with adequate support for providers to attain higher levels of quality and transparency for parents and the community regarding the quality of child care.

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

The Office of Early Learning (OEL) serves as the lead agency overseeing the early learning system, including statewide administration of the School Readiness program as well as activities and services to improve the quality and availability of child care. OEL partners with 30 non-governmental entities (early learning coalitions and Redlands Christian Migrant Association (RCMA)) who administer these programs at the local level and with other state agencies who deliver complimentary services as part of the statewide early learning system. A representative of a local Head Start grantee is a required member of each early learning coalition. Participation in planning program quality activities by Head Start grantees varies according to their individual engagement with their early learning coalition.

3.3.1 Element 1 – Program Standards

Definition – For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory’s have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- Ratios and group size
- Health, nutrition and safety
- Learning environment and curriculum
- Staff/Provider qualifications and professional development
- Teacher/providers-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Community relationships
- Administration and management
- Developmental screenings
- Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- Cultural competence
- Other. Describe _____
- None. If checked, skip to 3.3.2.

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- Children with special needs as defined by your State/Territory
- Infants and toddlers
- School-age children
- Children who are dual language learners
- None
d) How do your State/Territory’s quality standards link to State/Territory licensing requirements? Check any links between your State/Territory’s quality standards and licensing requirements.

☐ Licensing is a pre-requisite for participation
☐ Licensing is the first tier of the quality levels
☐ State/Territory license is a “rated” license.
☐ Other. Describe ______
☒ Not linked.

e) Do your State/Territory’s quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory’s quality standards and other standards.

☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
☐ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
☐ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
☐ Other. Describe ______
☒ None

3.3.2 Element 2 – Supports to Programs to Improve Quality

Definition – For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, skip to 3.3.3.

<table>
<thead>
<tr>
<th>Types and Purposes of Support</th>
<th>Information or Written Materials</th>
<th>Training</th>
<th>On-Site Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Attaining and maintaining licensing compliance</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>☒ Attaining and maintaining quality improvement standards beyond licensing</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>☒ Attaining and maintaining accreditation</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>☒ Providing targeted technical assistance in specialized content areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and safety</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Infant/toddler care</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>School-age care</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Inclusion</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Teaching dual language learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business management practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. Describe ______</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ None. Skip to 3.3.3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Methods used to customize quality improvement supports to the needs of individual programs include:

- Program improvement plans
- Technical assistance on the use of program assessment tools
- Other. Describe _____

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- Yes. Describe _____
- No
- Other. Describe _____

3.3.3 Element 3 – Financial Incentives and Supports

Definition – For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, skip to 3.3.4.

<table>
<thead>
<tr>
<th>Types of Financial Incentives and Supports for Programs</th>
<th>Child Care Centers</th>
<th>Child Care Homes</th>
<th>License-Exempt Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants to programs to meet or maintain licensing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants to programs to meet QRIS or similar quality level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-time awards or bonuses on completion of quality standard attainment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiered reimbursement tied to quality for children receiving subsidy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going, periodic grants or stipends tied to improving/maintaining quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax credits tied to meeting program quality standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. Describe Each early learning coalition establishes their own Financial Incentives and supports which may include types identified above as part of its Early Learning Coalition Plan which are subject to approval by OEL.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None. Skip to 3.3.4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3.4 Element 4 - Quality Assurance and Monitoring

Definition – For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. If none, skip to 3.3.5.

<table>
<thead>
<tr>
<th>Types of Program Quality Assessment Tools</th>
<th>Child Care Centers</th>
<th>Child Care Homes</th>
<th>License-Exempt Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. _____</td>
<td>Infant/Toddler</td>
<td>Preschool</td>
<td>School-Age</td>
</tr>
</tbody>
</table>

CCDF Plan Effective Date: October 1, 2013
Amended Effective: _____
<table>
<thead>
<tr>
<th>Classroom Assessment Scoring System (CLASS)</th>
<th>☑</th>
<th>N/A</th>
<th>☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, including frequency of assessments. OEL is providing statewide training on all aspects CLASS including Observer and Train the Trainer training for Pre-K and Toddler, MMCI training, and on-line subscriptions for early learning providers.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Describe, including frequency of assessments.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Describe, including frequency of assessments.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. Describe</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None. Skip to 3.3.5.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- ☐ Include QRIS or other quality reviews as part of licensing enforcement
- ☐ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Other. Describe
- ☑ None

3.3.5 Element 5 - Outreach and Consumer Education

**Definition** – For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) ☑ Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

- ☑ Yes. If yes, how is it used?
- ☑ Resource and referral/consumer education services use with parents seeking care
- ☑ Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
- ☑ Searchable database on the web
- ☑ Voluntarily, visibly posted in programs
- ☑ Mandatory to post visibly in programs
- ☑ Used in marketing and public awareness campaigns
- ☑ Other. Describe For the state of Florida, QRIS is not a statewide requirement; however there are several coalitions who have a QRIS locally. The selections made above relate to the coalition activity at the local level. Since there are no mandated data collection standards for these activities, measuring the data from a statewide perspective may be challenging.
- ☑ No. If no, skip to 3.3.6.
b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

☐ Print  
☐ Radio  
☐ Television  
☒ Web  
☐ Telephone  
☐ Social Marketing  
☐ Other. Describe ______  
☐ None

c) Describe any targeted outreach for culturally and linguistically diverse families.

OEL’s Statewide Child Care Resource and Referral Office as well as the Child Care Resource and Referral offices managed by the 30 or fewer early learning coalitions make translation services available for families requiring information about child care services.

3.3.6. Quality Rating and Improvement System (QRIS)

a) Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5, does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

☐ Participation is voluntary for ______  
☐ Participation is mandatory for ______

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

☐ No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☐ State/Territory is in the development phase  
☐ State/Territory has no plans for development

☒ Other. Describe Florida does not have a statewide QRIS. Locally, 14 early learning coalitions operate or are piloting Voluntary QRIS programs. Participation in local QRIS programs is determined by the individual early learning coalition.

b) If yes to 3.3.6a, CHECK the types of providers eligible to participate in the QRIS:

☐ Child care centers  
☐ Group child care homes  
☐ Family child care homes  
☐ In-home child care  
☐ License exempt providers  
☐ Early Head Start programs  
☐ Head Start programs  
☐ Pre-kindergarten programs
3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above, please describe N/A

3.3.8 Data & Performance Measures on Program Quality –
What data elements, if any, does the State/Territory currently have access to related to the quality of programs? What, if any, does the State/Territory use for performance measures on program quality improvement? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:

- Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe (optional) Early learning coalitions that maintain a local QRIS have access to this data. Data on the number of providers that are gold seal accredited is available at the state level.
- Number of programs that move program quality levels annually (up or down). Describe (optional)

- Program scores on program assessment instruments. List instruments: _____ Describe (optional)

- Classroom scores on program assessment instruments. List instruments: _____ Describe (optional)

- Qualifications for teachers or caregivers within each program. Describe (optional) _____

- Number/Percentage of children receiving CCDF assistance in licensed care. Describe (optional)
  The total number of children served by licensed center: 163,764 - 93.1%
  Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory

- Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe (optional)

- Other. Describe _____

b) Performance measurement. What, if any, are the Lead Agency’s performance measures on program quality?

None

c) Evaluation. What, if any, are the State/Territory’s plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

During 2012-2013 and 2013-2014, OEL will be providing statewide training on the use of the Classroom Assessment Scoring System (CLASS). Once these activities have been completed, OEL will monitor and evaluate implementation of CLASS.
In 2013-2014, OEL will collaborate with the Department of Education to produce data related to the kindergarten readiness of children participating in CCDF-funded programs.

3.3.9 Goals for the next Biennium –
In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory’s goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

Goal 1 – The Office of Early Learning will identify common elements in the existing local QRIS systems and review their impact on child outcomes and improved provider programs.

3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)
Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

1. Core Knowledge and Competencies
2. Career Pathways (or Career Lattice)
3. Professional Development Capacity
4. Access to Professional Development
5. Compensation, Benefits and Workforce Conditions
   a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

   Office of Early Learning, 30 or fewer Early Learning Coalitions, The Children’s Forum (T.E.A.C.H.® and WAGE$®)

3.4.1 Workforce Element 1 - Core Knowledge and Competencies
Definition – For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

   a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?
      ☑ Yes
      ☐ No, the State/Territory has not developed core knowledge and competencies. Skip to question 3.4.2.
      ☐ Other. Describe ______
      If yes, insert web addresses, where possible:
b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- Child growth, development and learning
- Health, nutrition, and safety
- Learning environment and curriculum
- Interactions with children
- Family and community relationships
- Professionalism and leadership
- Observation and assessment
- Program planning and management
- Diversity
- Other. Describe ______
- None

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- To define the content of training required to meet licensing requirements
- To define the content of training required for program quality improvement standards (as reported in section 3.3)
- To define the content of training required for the career lattice or credential
- To correspond to the early learning guidelines
- To define curriculum and degree requirements at institutions of higher education
- Other. Describe ______
- None

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- Cross-walked with the Child Development Associate (CDA) competencies
- Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)
- Cross-walked with apprenticeship competencies
- Other. Describe
- Cross-walked to Florida Bachelor’s degrees leading to Teacher Certification in Birth-to-Four and Pre-K to Grade 3.
- None

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

- Staff working directly with children in centers, including aides, assistants, teachers, master teachers.
  Describe

Core competencies for practitioners address teachers, aides and support staff working directly with children in early learning settings including center-based programs. The Florida Core Competencies for Early Care and Education Practitioners is a set of knowledge and skill standards that define what early care and education practitioners that work directly with children should know and be able to do in order to facilitate child growth and development and partner effectively with families. The core competencies include expectations across a continuum of training, education, and experience, ranging from the entry-
level practitioner to practitioners with degrees, certifications, and extensive experience, including children with and without disabilities. The identification of a core body of knowledge, defining the content knowledge expectations for those working in the profession, is a crucial and foundational component to the development and implementation of a professional development system in Florida. The Competencies are available in downloadable pdf documents at http://www.floridaearlylearning.com/OEL_SysDev_CoreCompetencies.html.

- Providers working directly with children in family child care homes, including aides and assistants. Describe

Core competencies for practitioners address teachers, aides and support staff working directly with children in early learning settings including center- based programs. The Florida Core Competencies for Early Care and Education Practitioners is a set of knowledge and skill standards that define what early care and education practitioners that work directly with children should know and be able to do in order to facilitate child growth and development and partner effectively with families. The core competencies include expectations across a continuum of training, education, and experience, ranging from the entry-level practitioner to practitioners with degrees, certifications, and extensive experience, including children with and without disabilities. The identification of a core body of knowledge, defining the content knowledge expectations for those working in the profession, is a crucial and foundational component to the development and implementation of a professional development system in Florida. The Competencies are available in downloadable pdf documents at http://www.floridaearlylearning.com/OEL_SysDev_CoreCompetencies.html.

- Administrators in centers (including educational coordinators, directors). Describe

Florida Core Competencies for Directors in Early Childhood are organized around six core knowledge areas and the Florida Core Competencies for Afterschool Programs are organized around ten core knowledge areas. All of the competencies are relevant for continuing professional development as a director in this field; however individual programs may not require a director to use all of the competencies. Acquiring knowledge about the core competencies can promote growth and development both for the director and for the organization. The Competencies are available in downloadable pdf documents at http://www.floridaearlylearning.com/OEL_SysDev_CoreCompetencies.html.

- Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe

The Early Care and Education field includes many different roles and job opportunities, and the provision of technical assistance is one of the important roles in supporting quality services for young children. Technical Assistance Specialists provide a variety of supports and must have specific capabilities that are garnered through a combination of education, training, practical experience, and skills. Technical assistance is the provision of targeted and individualized support by a professional(s) to develop or strengthen processes, application, or implementation of services by the technical assistance recipient. The recipient may be an individual or a group, and the levels, intensity, and duration of technical assistance varies depending on need, response, and resources. The recipient may be an individual or a group, and the levels, intensity, and duration of technical assistance varies depending on need, response, and resources. The Florida Core Competencies for Early Care and Education Technical Assistance Specialists are available in downloadable pdf documents at http://www.floridaearlylearning.com/OEL_SysDev_CoreCompetencies.html.

- Education and training staff (such as trainers, CCR&R staff, faculty). Describe
The Trainer Competencies and Training Standards for Early Care and Education ensures that professional development trainings address these competencies through quality instruction that focuses on the needs of the early child care and education workforce and the goals of programs. The Trainer Competencies are behaviors that trainers need to demonstrate while delivering the knowledge and skills necessary to ensure workplace outcomes. The Training Standards are the elements that need to be incorporated into training design in order to create successful and respectful learning environments for participants. These components support a trainer-training approval system that serves to ensure that early childhood practitioners are provided with high quality training experiences as they pursue their professional development goals.

☐ Other. Describe ____
☐ None

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

☐ Birth-to-three
☐ Three-to-five
☒ Five and older
☒ Other. Describe

In coordination with the Expanding Opportunities project, Florida has developed Targeted Competencies to support Inclusion.

☐ None

3.4.2 Workforce Element 2 - Career Pathways

**Definition** – For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) ☒ Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☐ Yes. Describe ____
☒ No, the State/Territory has not developed a career pathway. Skip to question 3.4.3.

Insert web addresses, where possible:

b) Check for which roles, if any, the career pathways include qualifications, specializations or credentials.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe ____
☐ Providers working directly with children in family child care homes, including aides and assistants. Describe ____
☐ Administrators in centers (including educational coordinators, directors). Describe ____
☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe ____
☐ Education and training staff (such as trainers, CCR&R staff, faculty). Describe ____
☐ Other. Describe ____
☐ None
c) Does the career pathways (or lattice) include specializations or credentials, if any, for working with any of the following children?

- Infants and toddlers
- Preschoolers
- School-age children
- Dual language learners
- Children with disabilities, children with developmental delays, and children with other special needs
- Other. Describe ______
- None

d) In what ways, if any, is the career pathway (or lattice) used?

- Voluntary guide and planning resource
- Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
- Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
- Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
- Required placement for participation in scholarship and/or other incentive and support programs
- Required placement for participation in the QRIS or other quality improvement system
- Other. Describe ______
- None

e) Are individuals’ qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

- Yes. If yes, describe ______
- No

3.4.3 Workforce Element 3 – Professional Development Capacity

Definition – For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Early childhood includes infants, toddlers and preschoolers.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

- Yes. If yes, describe An informal assessment of the associate degree programs offered in Florida has been done as part of a research project focused on strengthening articulation. A formal evaluation of higher learning capacity and the emerging professional development system is in the beginning stages as part of the State Early Childhood Advisory Council work.
- No
b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

[ ] Yes. If yes, describe ______
[ ] No

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

[ ] Standards set by the institution
[ ] Standards set by the State/Territory higher education board
[ ] Standards set by program accreditors
[ ] Standards set by State/Territory departments of education
[ ] Standards set by national teacher preparation accrediting agencies
[ ] Other. Describe ______
[ ] None

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

[ ] Training approval process. Describe

The Office of Early Learning offers trainings modules that have been designed in the Outcomes Driven Training (ODT) model. ODT is a design strategy that intentionally moves participants from classroom participation to workplace implementation utilizing the PACES format. The PACES format consists of a five steps of Previewing, Activation, Content, Exercises and Summary for each intended learning outcome. All Office of Early Learning trainings must outline a Goal Sheet containing the Child Standards related to the training, the Core Competencies/Key Elements/Level, as well as workplace outcomes and training objectives.

[ ] Trainer approval process. Describe

The Office of Early Learning (OEL) requires that all OEL approved trainings are presented by only certified ‘Outcomes Driven Training’ Trainers. ODT is an 18-hour training module for early education instructors who want to present OEL training modules. ODT is offered by ODT Facilitators who have attended a 42 hour facilitators’ course.

[ ] Training and/or technical assistance evaluations. Describe

All Office of Early Learning Training Modules require that a Gains Survey and Training Evaluation are completed by all participants.

[ ] Other. Describe ______
[ ] None

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

[ ] Yes. If yes, describe

Articulation agreements are in place regionally and across select institutions only. Primarily, articulation agreements are in place to facilitate transition from the associate degree program within community colleges to the bachelor degree program within colleges and universities.
f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☒ Yes. If yes, describe

Select institutions have created articulation agreements and have plans to translate training into higher education credit. Additionally, some community colleges and state colleges articulate informal training leading to the National CDA, (Florida) Early Childhood Professional Certificate, and Florida Child Care Professional Certificate into college credit.

☐ No

3.4.4 Workforce Element 4 – Access to Professional Development

Definition – For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) ☒ Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?
☑ Child care
☑ Head Start/Early Head Start
☑ Pre-Kindergarten
☑ Public schools
☑ Early intervention/special education
☐ Other. Describe ______
☐ No

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes. If yes, describe

The Office of Early Learning encourages statewide professional development for early childhood practitioners through statewide offerings of the Core Competencies, Core Competency Training Modules, Early Learning and Developmental Standards Training Modules, T.E.A.C.H.® and WAGE$® (financial assistance), and partner agency trainings (online and in-person) offered by Early Learning Coalitions, Department of Children & Families, Provider Associations, Head Start/Early Head Start. Beginning in 2013-2014, OEL will expand its trainings via the Department of Children and Families’ Training Management System and begin implementation of a statewide registry.

☐ No

Insert web addresses, where possible: ______

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☒ Scholarships. Describe
T.E.A.C.H.® and WAGE$® provide scholarships for early care educators and center directors to work toward credentials and degrees in early education and related fields. T.E.A.C.H.® is funded by the Office of Early Learning (OEL) and is a 3-way partnership between the caregiver, the sponsoring child care center, and T.E.A.C.H.® Additionally, local Early Learning Coalitions offer scholarships to practitioners to attend trainings and educational activities.

☒ Free training and education. Describe

Standardized training modules (STMs) supporting the core competencies for early learning and after-school, the Birth-Five Early Learning and Development Standards, and Pyramid Module/Positive Behavioral Supports are offered free to the Early Learning Coalitions for use in their local professional development/training services. OEL also offers free CLASS™ (Classroom Assessment Scoring System) trainings to Early Learning Coalitions, Head Start/Early Head Start and provider associations throughout Florida (current – June 2014). These trainings include: CLASS Pre-K Observation Training, CLASS Pre-K Train-the-Trainer Training, CLASS Toddler Observation Training, CLASS Toddler Train-the-Trainer Training, MMCI/Making the Most of Classroom Interactions, Online Intro to CLASS and Online Looking At Classrooms (Pre-K & Toddler).

☐ Grants. Describe
☐ Loans. Describe
☐ Loan forgiveness programs. Describe
☐ Substitute pools. Describe
☐ Release time. Describe
☐ Other. Describe
☐ None

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?
☐ Yes. If yes, describe
☒ No

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?
☒ Yes. If yes, describe

The Office of Early Learning (OEL) hosts an Infant/Toddler Network and an Inclusion Network. Each of the two Networks are hosted by an OEL Network Coordinator and consist of specialists from each of the 30 or fewer Early Learning Coalitions (ELC) statewide. Monthly meetings are conducted within each Network to provide Network specific updates and training information.

The State Infant/Toddler Network Coordinator participates in cross-agency and interdisciplinary workgroups to support and expand infant/toddler care. The coordinator also works with state and national expert to improve infant/toddler initiatives in Florida.

The State Inclusion Coordinator oversees OEL efforts to support inclusive child care statewide. This coordinator also participates in cross-agency and interdisciplinary workgroups to expand high quality inclusive opportunities for children with disabilities and their families through collaborative partnerships, information, policies, and enhancement of technical assistance and training.

OEL’s 30 or fewer Early Learning Coalitions have developed individualized training and education plans for their local provider community. Varying technical assistance models exist across the state and operate in accordance with local early learning coalition quality initiatives. The Core Competencies for
Technical Assistance Specialists support mentors, coaches, consultants and other specialists serving in this capacity.

☐ No

3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions

Definition – For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

☐ Yes. If yes, describe ____

☒ No

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☒ Yes. If yes, describe

The Child Care Florida WAGE$® Program provides salary supplements to early learning providers in participating early learning coalition service areas based on their education and continuity of employment. Local early learning coalitions support improved compensation for early learning providers through initiatives such as stipends and reimbursement rates.

☐ No

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☐ Yes. If yes, describe ____

☒ No

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes. If yes, describe ____

☒ No

3.4.6 Data & Performance Measures on the Child Care Workforce –

What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

☐ Data on the size of the child care workforce. Describe (optional) ____
☐ Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional) ______
☐ Records of individual teachers or caregivers and their qualifications. Describe (optional) ______
☐ Retention rates. Describe (optional) ______
☐ Records of individual professional development specialists and their qualifications. Describe (optional) ______
☐ Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional) ______
☒ Number of scholarships awarded. Describe (optional)

Annual reports of the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Scholarship Program provides data reflecting the number of T.E.A.C.H.® scholarships awarded statewide.

☐ Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional) ______
☐ Number of credentials and degrees conferred annually. Describe (optional) ______
☐ Data on T/TA completion or attrition rates. Describe (optional) ______
☐ Data on degree completion or attrition rates. Describe (optional) ______
☐ Other. Describe ______
☐ None

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition—For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☐ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe ______
☐ Providers working directly with children in family child care homes, including aides and assistants. Describe ______
☐ Administrators in centers (including educational coordinators, directors). Describe ______
☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe ______
☐ Education and training staff (such as trainers, CCR&R staff, faculty). Describe ______
☐ Other. Describe ______
☐ None

b-2) Does the workforce data system apply to:

☐ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?
☐ all practitioners working in programs that receive public funds to serve children birth to age 13?
c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems? N/A

d) **Evaluation.** What, if any, are the State/Territory’s plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. N/A

### 3.4.7 Goals for the next Biennium –

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the State/Territory’s goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

**Note** – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Increase the availability of high quality training on child performance standards, assessments, and developmentally appropriate practices to improve the quality of child care services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2</td>
<td>Collaborate with other agencies, as appropriate, to create a coordinated system of professional development (registry).</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Increase the availability of information to families (consumer education) to help parents make informed choices about child care.</td>
</tr>
</tbody>
</table>
Lead Agencies are required to request approval from Administration for Children and Families (ACF) whenever a “substantial” change in the Lead Agency’s approved CCDF plan occurs. Please refer to the ACF Program Instruction regarding CCDF Plan amendments for more information.

Plan amendments must be submitted to ACF within 60 days of the effective date of the change. Under the regulation, the plan amendment must be approved no later than the 90th day following the date on which the amendment is received by ACF unless the Lead Agency and ACF mutually agree in writing to extend the period. (§98.18 (b)).

ACF encourages Lead Agencies to contact the Child Care program staff in the appropriate ACF Regional Office to discuss any proposed amendment as early as possible.

Instructions for Submitting Amendments:

Complete the first 3 columns of the Amendment Log and send a copy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.

ACF will complete column 4 and returns a photocopy of the Log to the grantee following its review and approval of the amendment. The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

<table>
<thead>
<tr>
<th>Section Amended</th>
<th>Effective/ Proposed Effective Date</th>
<th>Date Submitted to ACF</th>
<th>Date Approved by ACF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section Amended</td>
<td>Effective/ Proposed Effective Date</td>
<td>Date Submitted to ACF</td>
<td>Date Approved by ACF</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This annual report will be submitted to ACF no later than December 31, 2014 and will reflect the period October 1, 2013 through September 30, 2014. Lead Agencies will leave this report blank when the Plan is initially submitted.

In this report, Lead Agencies are asked about the State/Territory’s progress in meetings its goals as reported in the FY 2014-2015 CCDF Plan, and provide available data on the results of those activities. At a minimum, Lead Agencies are expected to respond to the first question in each section of the Quality Performance Report (QPR) which asks for their progress toward meeting their goal(s) articulated in Part 2 and Part 3 of the CCDF Plan for this Biennium.

Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. A Describe box is provided for each question for Lead Agencies to provide descriptive context for data reported and narrative updates in each data section, including any plans for reporting data in the future, if actual data is not currently available or if specific questions are not applicable. Lead Agencies may use data collected by other agencies and entities (e.g., CCR&R agencies or other contractors) as appropriate. The term Lead Agency is used in questions when the data relate to a CCDF-specific activity, otherwise the term State/Territory is used when another entity may be responsible or involved with an activity (e.g., licensing).

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State’s and Territory’s progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State’s and Territory’s annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability

This report collects progress on the five goals identified in Part 2 and Part 3 of the Child Care and Development Fund (CCDF) Plan for FY2014-2015 along with key data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2014-2015:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

**Ensuring the Health and Safety of Children (Component #1)**

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2014.

**A1.1 Progress on Overall Goals**

Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.1.7, please report your progress using the chart below.
You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

<table>
<thead>
<tr>
<th>Goals Described in FY 2014-2015 CCDF Plan</th>
<th>Describe Progress – Include Examples and Numeric Targets where Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care. ______

A1.2 Key Data

OCC is collecting this information as one part of our overall effort to better understand States/Territories’ activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here and that some data requested may be collected by another agency or entity other than the Lead Agency. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. For example, the number of programs with licensing violations will be affected by how stringent the licensing standards are. States with more stringent standards may be more likely to report more violations than those with less stringent licensing standards. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A1.2.1 Number of Programs

a) How many licensed center-based programs operated in the State/Territory as of September 30, 2014?
   
   □ N/A
   
   Describe: ______

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2014?

   □ N/A
   
   Describe: ______

c) Does the State/Territory have data on the number of programs operating in the State/Territory that are legally exempt from licensing? At a minimum, the Lead Agency should provide the number of legally exempt providers serving children receiving CCDF.

   □ Yes. If yes, include the number of programs as of September 30, 2014 and describe _____ (Use the Describe Box to provide the universe of programs on which the number is based)
   
   □ No. Describe: ______
A1.2.2 Number and Frequency of Monitoring Visits

For licensed programs, a monitoring visit is an onsite visit by department personnel to a licensed child care program with the goal of ensuring compliance with licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint is lodged. For legally exempt providers, a monitoring visit is an onsite visit to a child care program with the goal of ensuring compliance with health and safety standards as defined by CCDF and required for receipt of CCDF funds. Use the Describe box to provide your State/Territory monitoring visit requirement.

a) How many licensed center-based programs received at least one monitoring visit between October 1, 2013 and September 30, 2014? ______

   a-1) Of those programs visited, how many were unannounced? ______
   a-2) Of those programs visited, how many were triggered by a complaint or identified risk? ______
   a-3) What percentage of required visits for licensed center-based program were completed?

   □ N/A
   Describe: _____

b) How many licensed family child care programs received at least one monitoring visit between October 1, 2013 and September 30, 2014? ______

   b-1) Of those programs visited, how many were unannounced? ______
   b-2) Of those programs visited, how many were triggered by a complaint or identified risk? ______
   b-3) What percentage of required visits for licensed family child care programs were completed?

   □ N/A
   Describe: _____

c) How many legally exempt providers receiving CCDF received at least one monitoring visit between October 1, 2013 and September 30, 2014? Of those,

   c-1) Of those programs visited, how many were unannounced? ______
   c-2) Of those programs visited, how many were triggered by a complaint or identified risk? ______
   c-3) What percentage of required visits for legally exempt providers were completed?

   □ N/A
   Describe: _____

A1.2.3 Number of Licensing Suspensions, Licensing Revocations and Terminations from CCDF

Suspension of license includes any enforcement action that requires the temporary suspension of child care services because of licensing violations. Revocation of license includes termination or non-renewal of licensure and any other enforcement action that requires the closure of a program because of licensing violations.
A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? 

☐ N/A  
Describe: _____

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? 

Please provide your definition of injuries in the Describe box and indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

☐ N/A  
Describe: _____

A1.2.7 How many fatalities occurred in child care or as the result of a child care accident or injury as of the end of the last year? 

Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

☐ N/A  
Describe: 

**Establishing Early Learning Guidelines (Component #2)**

**A2.1 Progress on Overall Goals**

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?  

☐ Yes. Describe _____  
☐ No

A2.1.2 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.2.8, please report your progress. 

You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG’s, Aligned the ELG’s with Head Start Child
Development and Early Learning Framework). If applicable, describe any barriers to implementing your planned goals.

<table>
<thead>
<tr>
<th>Goals Described in FY 2014-2015 CCDF Plan</th>
<th>Describe Progress – Include Examples and Numeric Targets where Possible</th>
</tr>
</thead>
</table>

### A2.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

#### A2.2.1a How many individuals were trained on early learning guidelines (ELG’s) or standards over the last fiscal year?

Responses to this question should be consistent with information provided in question 3.2.3 in the CCDF Plan.

<table>
<thead>
<tr>
<th>Provider Categories</th>
<th>Birth to Three ELG’s</th>
<th>Three-to-Five ELG’s</th>
<th>Five and Older ELG’s</th>
<th>N/A</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many teachers/practitioners in center-based programs were trained on ELG’s over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>☐</td>
<td>____</td>
</tr>
<tr>
<td>How many family child care providers were trained on ELG’s over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>☐</td>
<td>____</td>
</tr>
<tr>
<td>How many legally exempt providers were trained on ELG’s over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>☐</td>
<td>____</td>
</tr>
</tbody>
</table>

#### A2.2.1b How many children are served in programs implementing the ELG’s?

Refer to question 3.2.4 in the CCDF Plan for examples of how ELG’s can be implemented in programs. Program capacity can be used as an estimate of children served.
Provider Categories | Birth to Three ELG’s | Three-to-Five ELG’s | Five and Older ELG’s | N/A | Describe |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children are served in center-based programs implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>☐</td>
<td>____</td>
</tr>
<tr>
<td>How many children are served in family child care program implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>☐</td>
<td>____</td>
</tr>
<tr>
<td>How many children are served in legally exempt programs implementing the ELG’s? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)</td>
<td>____</td>
<td>____</td>
<td>____</td>
<td>☐</td>
<td>____</td>
</tr>
</tbody>
</table>

**Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)**

**A3.1 Progress on Overall Goals**

A3.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.3.9, please report your progress.

You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

<table>
<thead>
<tr>
<th>Goals Described in FY 2014-2015 CCDF Plan</th>
<th>Describe Progress – Include Examples and Numeric Targets where Possible</th>
</tr>
</thead>
</table>

**A3.2 Key Data**

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

**A3.2.1 Number of Program Receiving Targeted Technical Assistance**

Targeted technical assistance is technical assistance (coaching, mentoring and consultation) that is designed to address a particular domain/area of quality. Responses in this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on targeted technical assistance to programs (rather than practitioners) that is intended for moving programs to higher levels of quality.
a) How many programs received targeted technical assistance during the last fiscal year (October 1, 2013 through September 30, 2014)?

☐ N/A
Describe: 

b) If possible, report the number of programs who received targeted technical assistance in the following areas:

- Health and safety
- Infant and toddler care
- School-age care
- Inclusion
- Teaching dual language learners
- Understanding developmental screenings and/or observational assessment tools for program improvement purposes
- Mental health
- Business management practices

☐ N/A
Describe: 

A3.2.2 Number of Programs Receiving Financial Supports

Responses to this question should be consistent with responses provided in question 3.3.3 of the CCDF Plan. Financial supports must be intended to reward, improve, or sustain quality. They can include grants, cash, reimbursements, gift cards, or purchases made to benefit a program. This includes tiered reimbursements for CCDF subsidies. One-time grants, awards, or bonuses include any kind of financial support that a program can receive only once. On-going or periodic quality stipends include any kind of financial support intended to reward, improve, or sustain quality that a program can receive more than once.

a) How many programs received one-time, grants, awards or bonuses?

- Child Care Centers
  ☐ N/A
  Describe: 

- Family Child Care Homes
  ☐ N/A
  Describe: 

b) How many programs received on-going or periodic quality stipends?

- Child Care Centers
  ☐ N/A
  Describe: 

- Family Child Care Homes
  ☐ N/A
  Describe: 

A3.2.3 Number of Eligible Programs for State/Territory QRIS or Other Quality Improvement System

a) What is the total number of eligible child care centers for QRIS OR Other Quality Improvement System?

☐ N/A
Describe: 

CCDF Plan Effective Date: October 1, 2013
Amended Effective: ______
b) What is the total number of eligible family child care homes for QRIS ______ OR Other Quality Improvement System? ______
   □ N/A
   Describe: ______

c) What is the total number of eligible license-exempt providers for QRIS ______ OR Other Quality Improvement System? ______
   □ N/A
   Describe: ______

A3.2.4 Number and Percentage of Programs Participating in State/Territory QRIS or Other Quality Improvement System

   a) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of child care center programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

   Number of Child Care Centers Participating in QRIS ______ OR Other Quality Improvement System ______
   Percentage of Child Care Centers Participating in QRIS ______ OR Other Quality Improvement System ______
   □ N/A
   Describe: ______

   b) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of family child care programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

   Number of Family Child Care Homes QRIS ______ OR Other Quality Improvement System ______
   Percentage of Family Child Care Homes QRIS ______ OR Other Quality Improvement System ______
   □ N/A
   Describe: ______

   c) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of license-exempt programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

   Number of License-Exempt Providers QRIS ______ OR Other Quality Improvement System ______
   Percentage of License-Exempt Providers QRIS ______ OR Other Quality Improvement System ______
   □ N/A
   Describe: ______

A3.2.5. Number of Programs at Each Level of Quality

For each type of care, provide the total number of quality levels and the number of programs at that level of the total number of participating as reported in A3.2.4. Describe metric if other than QRIS, such as accreditation.

<table>
<thead>
<tr>
<th></th>
<th>Number of levels of quality</th>
<th>Number of programs at each level</th>
<th>N/A</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Centers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Child Care Homes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>License-Exempt Providers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### A3.2.6 Number of Programs Who Moved Up or Down within QRIS

If quality threshold is something other than QRIS, describe the metric used, such as accreditation. These numbers ARE NOT expected to total the number of participating programs in the QRIS as reported in A3.2.4.

<table>
<thead>
<tr>
<th></th>
<th>How many programs moved up within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?</th>
<th>How many programs moved down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?</th>
<th>N/A</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Centers</td>
<td>____</td>
<td>____</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Family Child Care Homes</td>
<td>____</td>
<td>____</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>License-Exempt Providers</td>
<td>____</td>
<td>____</td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

### A3.2.7 Number of CCDF Subsidized Children Served in Programs Participating in the State/Territory Quality Improvement System

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

- a) What percentage of CCDF children were served in participating programs during the last fiscal year?
  
- b) What percentage of CCDF children were served in high quality care as defined by the State/Territory?
  
  Provide the definition of high quality care in the Describe box. This may include assessment scores, accreditation, or other metric, if no QRIS.

  □ N/A
  Describe: ____

### Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

### A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency’s CCDF Plan at Section 3.4.7, please report your progress.

You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

<table>
<thead>
<tr>
<th>Goals Described in FY 2014-2015 CCDF Plan</th>
<th>Describe Progress – Include Examples and Numeric Targets where Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A4.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory’s policy context and priorities and standards will play a role in the way that quality improvement...
activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A4.2.1 Number of Teachers/Caregivers and Qualification Levels

a) What is the total number of child care center teachers in the State/Territory as of September 30, 2014?
   □ N/A
   Describe: _____

b) What is the total number of family child care providers in the State/Territory as of September 30, 2014?
   □ N/A
   Describe: _____

c) What is the number of center teachers and family child care providers by qualification level as of the end of the last fiscal year? Count only the highest level of education attained.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Child Care Center Teachers</th>
<th>Family Child Care Providers</th>
<th>N/A</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development Associate (CDA)</td>
<td>_____</td>
<td>_____</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>State/Territory Credential</td>
<td>_____</td>
<td>_____</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>_____</td>
<td>_____</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>_____</td>
<td>_____</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Graduate/Advanced degree</td>
<td>_____</td>
<td>_____</td>
<td></td>
<td>_____</td>
</tr>
</tbody>
</table>

A4.2.2 Number of Individuals Included in State/Territory’s Professional Development Registry during Last Fiscal Year (October 1, 2013 through September 30, 2014)

Teachers in child care centers
Family child care home providers
License-exempt providers
□ N/A
Describe:

A4.2.3 Number of Individuals Receiving Credit-Based Training and/or Education as defined by State/Territory during the last fiscal year

Teachers in child care centers _____
Family child care home providers _____
License-exempt providers _____
□ N/A
Describe: _____

A4.2.4 Number of Credentials and Degrees Awarded during Last Fiscal Year

If possible, list the type of credential or degree and in what type of setting the practitioner worked.
A4.2.5 Number of Individuals Receiving Technical Assistance during Last Fiscal Year

Describe any data you track on coaching, mentoring, or other specialist consultation. If possible, include in what type of setting the practitioner worked. Responses to this question should be consistent with information provided in question 3.4.4e of the CCDF Plan.

<table>
<thead>
<tr>
<th>Setting</th>
<th>List Type of Technical Assistance and Provide Number</th>
<th>N/A</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in child care centers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family child care home providers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>License-exempt providers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A4.2.6 Type of Financial Supports Provided and Number of Teachers/Providers Receiving as of End of Last Fiscal Year?

- Scholarships. How many teachers/providers received? _____
- Reimbursement for Training Expenses. How many teachers/providers received? _____
- Loans. How many teachers/providers received? _____
- Wage supplements. How many teachers/providers received? _____
- Other. Describe _____
- N/A

Describe: _____

Building Subsidy Systems that Increase Access to High Quality Care

In this section, Lead Agencies provide progress on their subsidy administration goals over the past year as of September 30, 2014.

A5.1 Progress on Overall Goals

Based on the goals described in the Lead Agency’s CCDF Plan at Section 2.8, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., established copayment policies that sustain income and sustain quality, or established eligibility policies that promote continuity of care). If applicable, describe any barriers to implementing your planned goals.

<table>
<thead>
<tr>
<th>Goals Described in FY 2014-2015 CCDF Plan</th>
<th>Describe Progress – Include Examples and Numeric Targets where Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2

CCDF PROGRAM ASSURANCES AND CERTIFICATION

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

1. upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))

2. the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))

3. in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))

4. the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))

5. with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))

6. that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))

7. that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

1. it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

2. it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

3. it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))

4. it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))

5. there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))

6. procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))

7. payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))
CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. Assurance of compliance with Title VI of the Civil Rights Act of 1964
2. Certification regarding debarment
3. Definitions for use with certification of debarment
4. HHS certification regarding drug-free workplace requirements
5. Certification of Compliance with the Pro-Children Act of 1994
6. Certification regarding lobbying

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If the there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.