



Child Care Resource and Referral Program Requirements

OF INTEREST TO

Office of Early Learning (OEL), Early Learning Coalitions (ELCs, Coalition), and Coalition's contracted service providers.

PURPOSE

To identify the Child Care Resource and Referral (CCR&R) Program requirements.

REFERENCES

- Rule 6M-9.300, Florida Administrative Code (FAC)
- Sections(s) 1002.84(3) and 1002.92, Florida Statutes (F.S.)
- Child Care and Development Fund Plan (CCDF) Florida State Plan
- Office of Early Learning (OEL) Grant Agreement

OVERVIEW

Child Care Resource and Referral (CCR&R) serves as the "front door" to all services offered through a coalition or the coalition's contracted service provider. In accordance with Rule 6M-9.300, Florida Administrative Code (FAC); sections(s) 1002.84(3) and 1002.92, Florida Statutes (F.S.); Child Care and Development Fund Plan (CCDF) Florida State Plan; and the Office of Early Learning (OEL) Grant Agreement; early learning coalitions and/or their contracted service provider must offer families assistance with locating child care and information that will help families make an informed decision, as well as consumer education and community resources as appropriate.

CCR&R services shall be locally administered, coordinated and overseen by CCR&R entities as established in accordance with ss. 1002.84(3) and 1002.92, F.S. In order to protect the confidentiality rights of parents and to guarantee high quality CCR&R services in accordance with ss. 1002.84(3) and 1002.92, F.S., the coalition shall guarantee that all CCR&R staff complete a CCR&R Specialist Evaluation within the first four months of training as a CCR&R specialist. The coalition shall also guarantee that CCR&R coordinators and designated trainers successfully complete the CCR&R specialist and coordinator evaluations within four months of employment as a coordinator or designated trainer.

All ELC-designated coordinators or other CCR&R staff shall participate in CCR&R conference calls and webinar trainings as scheduled. Additionally, CCR&R staff designated by the coalition shall attend OEL-conducted CCR&R regional or statewide training as coalition funds permit.

A coalition shall follow the minimum standards required to guide the coalition in delivering CCR&R services to a family. The CCR&R Program Requirements document serves as a resource to the coalitions for implementation of the CCR&R program at the local level. The CCR&R Program Requirements address performance expectations, such as customer service criteria, staff training and certification, consumer services and information and database maintenance. It also addresses the

expectation of each CCR&R specialist to explain various types of legally operating early learning and school-age child care providers.

Complete documents of the CCDF Florida State Plan and the OEL Grant Agreement are located at <http://www.floridaearlylearning.com/> and/or OEL's SharePoint.

Rule 6M-9.300, (FAC), Child Care Resource and Referral and Consumer Education

(1) The Office of Early Learning, Child Care Resource and Referral (CCR&R) state network, shall ensure delivery of CCR&R services as defined in the Child Care Development Block Grant of 2014, Title 45 Part 98 Code of Federal Regulations, and section 1002.92, Florida Statutes (F.S.).

(2) Definitions.

(a) "Business hours" refers to the hours during which a CCR&R organization has staff available to provide services to customers via telephone, through email or in person.

(b) "Child care listing" refers to the customized list of child care providers that best meet a family's needs generated from the single statewide information system.

(c) "CCR&R organization" refers to any early learning coalition or other contracted entity providing CCR&R services to customers pursuant to section 1002.92, F.S.

(d) "Community resources" refers to financial assistance programs that a family may be eligible for, including School Readiness, Voluntary Prekindergarten, Temporary Assistance for Needy Families (TANF), Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Special supplemental nutrition program for women, infants, and children (WIC), Head Start and Early Head Start, as well as any organization or service that a family may qualify for that will support the family's financial independence, assist with developmental concerns and help fill an unmet need.

(e) "Community outreach" refers to activities in the CCR&R service area that increase awareness of CCR&R services, this can include involvement in community events, establishing community partnerships, displaying program materials in public spaces, and marketing activities.

(f) "Consumer education" refers to information and resources that assist an individual or family in making informed decisions regarding quality child care.

(g) "Differential fee" refers to a child care fee charged by a provider to a parent who participates in the School Readiness Program or any other subsidized child care assistance program that is in addition to the parent copayment set by the early learning coalition.

(h) "Family engagement" refers to the systematic inclusion of families as partners in their child's development, learning and wellness, enabled by positive relationships between families and staff in coalitions and early learning programs.

(i) "Legally operating provider" refers to any child care, early learning or school-age provider that is either licensed, registered, or has a qualifying exemption from licensure from the Florida Department of Children and Families, including before-school and after-school programs, summer recreation and summer day camp programs, and recreational facilities.

(j) "Quality child care" refers to child care programs that maintain a degree of excellence, going above and beyond minimum standards for health and safety and training, and maintain a high level of positive teacher-child interactions, promoting the health and well-being of all children physically,

socially, emotionally and developmentally.

(k) “Registration fee” refers to a fee charged by a provider to a parent for enrollment of a child into a child care program.

(l) “Service area” refers to the county or multicounty region served by the CCR&R organization.

(m) “Standard business hours” refers to operating hours between 8:00 a.m. and 5:00 p.m., Monday through Friday.

(n) “Single statewide information system” refers to the statewide early learning data system used to capture and provide critical information to early learning coalitions, parents, partners and providers.

(3) Child Care Resource and Referral (CCR&R) Services.

CCR&R services shall be locally administered, coordinated, and overseen by early learning coalitions in accordance with section 1002.92, F.S. Early learning coalitions or their contracted CCR&R organizations shall:

(a) Offer CCR&R services including child care listings, consumer education, and information regarding community resources, as identified in paragraph (7), below, to each family applying for or requesting CCR&R, School Readiness or Voluntary Prekindergarten Education Program services, without regard to age, level of income or individual circumstances.

(b) Provide CCR&R services without cost to the family applying for or requesting services within two (2) business days of the request.

(c) Attempt to contact and respond to families requesting services in an emergency situation within four (4) business hours of becoming aware of the request. Emergency situations may include:

1. Closure of a child care or early learning provider with less than forty-eight (48) hours of notice;
2. Declaration of a state of emergency by local, state, or federal officials that affects families and providers within the CCR&R organization’s service area; and,
3. Family emergencies including the death or hospitalization of a parent or guardian, a change in custody of a child with less than forty-eight (48) hours of notice, or a change in employment or employment status with less than forty-eight (48) hours of notice.

(d) Notwithstanding paragraphs (3)(b) and (c) of this rule, the CCR&R organization is not required to provide services in emergency situations if the CCR&R organization is unable to operate as a result of a state of emergency as declared by local, state, or federal officials.

(4) Accessibility of Information and Services.

(a) Each CCR&R organization shall provide the Office of Early Learning with an annual accessibility report no later than the last business day in August, identifying how CCR&R services are made accessible to families within its service area, including families who have limited access to telephone services, internet services, or transportation. The report shall also outline the CCR&R organization’s plan for family engagement and community outreach. The CCR&R organization shall coordinate with other community entities in order to expand the accessibility of services.

(b) Each CCR&R organization shall maintain a website and at least one other form of outreach and awareness within its service area that describes the services offered. The home page of the website for the early learning coalition and the contracted CCR&R organization, if applicable, shall clearly display

CCR&R and family services contact information, as well as provider services contact information, including phone numbers, hours of operation and a brief description of services available for families and providers.

(5) Location and Hours of Service.

(a) At least one physical location for CCR&R services shall be available in each CCR&R organization's service area.

(b) Each CCR&R organization shall have staff members available to provide CCR&R services via telephone, email and in person for a minimum of forty (40) hours each week during the organization's set business hours.

(c) If the CCR&R organization is closed at any time during standard business hours, the CCR&R organization shall provide a message on their family services line with its hours of operation and contact information for an alternative organization that can assist families during emergency situations, such as those outlined in paragraph (3)(d), above.

(d) CCR&R organizations shall be permitted to reduce the number of weekly hours of in-person and telephone availability by a maximum of eight (8) hours for each local, state, or federal holiday and each business day during which a local, state, or federal emergency is declared that makes the CCR&R organization unable to operate.

(6) Customized Child Care Listings.

(a) CCR&R services, including listings, may be offered in person, via telephone or using other electronic means.

(b) Child care listings shall be generated using the single statewide information system maintained by the Office of Early Learning.

(c) CCR&R organizations shall provide or send each family requesting services a list of legally operating child care providers in their service area within two (2) business days and in the format requested by the family. Each list shall be customized according to information provided by the family requesting services, or at a minimum, by entering the following information:

1. Location;
2. Days/time care is needed;
3. Child's date of birth;
4. Type of early learning program or provider, if requested;
5. Child's special need, if applicable;
6. Family's primary language, if not English;
7. Reason for care; and
8. Other services offered by providers, as requested by the family.

(d) Child care listings shall include a minimum of six (6) providers matching the criteria identified by the family requesting services unless fewer than six (6) providers match the criteria. Listings shall also include contact information for the CCR&R organization if additional listings or resources are needed by the family.

(e) The following consumer education information shall be included with each customized provider

listing:

1. How to access each provider’s licensing status, required health and safety standards, recent inspection reports and history of violations, as applicable.
2. How to access information regarding voluntary quality standards met by the provider, such as accreditation, Gold Seal, program assessment, child assessment, or participation in local quality initiatives.
3. Information on how to submit a complaint through the child care licensing agency.
4. Contact information for the state and local child care provider licensing agencies.

(f) Additional consumer education and community resources, as identified in subsection (7), shall be included with each customized listing, unless declined by the family.

(7) Consumer Education and Community Resources.

(a) CCR&R organizations shall offer information regarding and access to consumer education and community resources to all families applying for or requesting CCR&R services, unless declined by the family.

(b) Consumer education shall include:

1. Information and resources that enable parents to recognize quality indicators and to make informed choices on quality child care;
2. Information on the full range of child care provider types available, whether licensed or license-exempt, such as family child care homes, centers, before or after school programs, public or nonpublic schools, faith-based, and recreational facilities;
3. Child care licensing and inspection requirements for each type of provider;
4. Health and safety requirements, including background screening and disqualifying offenses;
5. Research and best practices regarding children’s social-emotional, physical and cognitive development, developmentally appropriate practices and meaningful parent and family engagement;
6. State policies regarding the social emotional behavioral health of children; and
7. Information on where parents can receive a developmental screening for their child(ren).

(c) Each CCR&R organization shall maintain a current directory or access to community resources, which shall include:

1. Community services for each county within the CCR&R organization’s service area;
2. Federal and state financial assistance programs;
3. Federal, state and local partners, including state agencies and social services organizations;
4. Child healthcare;
5. Child welfare and abuse;
6. Services for children with special needs or developmental disabilities, such as developmental screenings or assessments;
7. Resources provided by the Office of Early Learning or identified through collaboration with other entities; and
8. Other resources as needed and appropriate to the specific needs of the individual family.

(8) Provider Updates.

(a) Each CCR&R organization shall ensure that provider information for each legally operating child care, early learning or school-age provider, and each provider receiving state or federal funds within the CCR&R organization's service area, is updated and approved between January 1 and May 31 of each calendar year in the single statewide information system maintained by the Office of Early Learning.

(b) Provider information for providers with an active contract to provide School Readiness services or the Voluntary Prekindergarten Education program must be updated prior to contract renewal.

(c) At a minimum, the CCR&R organization shall ensure that the following information is updated for each provider:

1. Contact information;
2. Gold Seal or accreditation status;
3. Quality rating, if available;
4. Program schedule;
5. Ages served;
6. Group sizes and ratios;
7. Enrollment information;
8. Private pay rates charged;
9. Registration fees charged, if applicable;
10. Differential fees charged, if applicable;
11. Environment;
12. Special services offered;
13. Languages other than English spoken fluently by the provider's staff;
14. Transportation; and,
15. Meal options.

(d) Notwithstanding paragraphs (8)(a) and (8)(b), above, the CCR&R organization shall ensure provider information updated outside of the provider update time period is approved within fifteen (15) calendar days of being submitted by the provider into the statewide information system.

(e) Legally operating providers shall be included in the provider update process upon request by the provider.

(9) Technical Assistance.

(a) The CCR&R organization shall provide technical assistance to existing and potential providers, as requested. Technical assistance may include information and resources regarding:

1. Early learning program types and available services;
2. Health and safety requirements;
3. Available training and professional development opportunities;
4. Effective business practices to help providers maximize their ability to serve children and families; and

5. Initiating new child care services, including how to access information regarding zoning and local child care ordinances, program and budget development, becoming a licensed provider, and other resources as needed and appropriate to assist the provider.

(10) Staff Training Requirements.

(a) The CCR&R organization shall ensure all CCR&R staff, including staff in blended positions who provide CCR&R services, are trained in customer service, consumer education, community resources, financial assistance programs for families, and available types of child care and early learning providers and programs, specific to their service area, and have successfully completed the CCR&R specialist evaluation within four (4) months of employment as a CCR&R specialist.

(b) Each CCR&R organization must have a designated CCR&R coordinator. The designated CCR&R coordinator must successfully complete the CCR&R specialist and coordinator evaluations within four (4) months of employment as the CCR&R designated coordinator.

(11) Early learning coalitions and CCR&R organizations are prohibited from charging a provider or other organization a fee for identifying the provider or other organization through the single statewide information system.

Rulemaking Authority 1002.92 FS. Law Implemented 1002.92 FS. History–New 8-10-09, Formerly 60BB-9.300, Amended 9-1-15, 10-21-18.

Child Care and Development Fund (CCDF) Plan

The CCDF Plan describes the CCDF program to be administered by the State/Territory for the period [10/1/2018 – 9/30/2021](#). 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.

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

Lead Agencies are required to describe how the state or territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the federal, state/territory, and local levels for children in the programs listed below. This includes programs for the benefit of Indian children, infants and toddlers, children with disabilities, children experiencing homelessness, and children in foster care (98.14(a)(1)).

1.4.1 Describe how the Lead Agency coordinates the provision of child care services with the following programs to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services that meet the needs of working families (658E(c)(2)(O); 98.12(a); 98.14(a)).

This list includes agencies or programs required by law or rule, along with a list of optional partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services.

Include in the descriptions the goals of this coordination, such as:

- extending the day or year of services for families;
- smoothing transitions for children between programs or as they age into school;

- enhancing and aligning the quality of services for infants and toddlers through school age children;
- linking comprehensive services to children in child care or school-age settings; or
- developing the supply of quality care for vulnerable populations (as defined by the Lead Agency) in child care and out-of-school time setting

Check the agencies or programs the Lead Agency will coordinate with and describe all that apply.

(REQUIRED) Child care resource and referral agencies, child care consumer education organizations, and providers of early childhood education training and professional development. Describe the coordination goals and process: The CCR&R State Network office, housed within OEL, contracts and coordinates with 30 early learning coalitions throughout the state to offer families and providers comprehensive child care resource and referral services at the local level, including consumer education, provider listings, information on financial and community resources, and provider training and technical assistance. State network staff develop and provide local CCR&R agencies with consumer education resources to educate parents and providers on best practices in child development and early childhood care and education. This coordination links comprehensive services to children in child care settings.

1.7 Coordination with Local or Regional Child Care Resource and Referral Systems

Lead Agencies may use CCDF funds to establish or support a system of local or regional child care resource and referral (CCR&R) organizations that is coordinated, to the extent determined by the state/territory, by a statewide public or private non-profit, community-based or regionally based, lead child care resource and referral organization (such as a statewide CCR&R network) (658E(c)(3)(B)(iii); 98.52).

- If Lead Agencies use CCDF funds for local CCR&R organizations, the local or regional CCR&R organizations supported by those funds must, at the direction of the Lead Agency, provide parents in the State with consumer education information concerning the full range of child care options (including faith-based and community-based child care providers), analyzed by provider, including child care provided during non-traditional hours and through emergency child care centers, in their area.
- To the extent practicable, work directly with families who receive assistance to offer the families support and assistance to make an informed decision about which child care providers they will use to ensure that the families are enrolling their children in the most appropriate child care setting that suits their needs and one that is of high quality (as determined by the Lead Agency).
- Collect data and provide information on the coordination of services and supports, including services under Part B, Section 619 and Part C of the Individuals with Disabilities Education Act;
- Collect data and provide information on the supply of and demand for child care services in areas of the state and submit the information to the State;
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care providers, to increase the supply and quality of child care services in the state and, as appropriate, coordinate their activities with the activities of the state Lead Agency and local agencies that administer funds made available through CCDF (98.52(b)).

Nothing in the statute or rule prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute or rule.

Note: Use 1.7.1 to address if a state/territory funds a CCR&R organization, what services are provided and how it is structured and use section 7.6.1 to address the indicators of progress met by CCR&R organizations if they are funded by quality set-aside funds.

1.7.1 Does the Lead Agency fund local or regional CCR&R organizations?

No. The state/territory does not fund a CCR&R organization(s) and has no plans to establish one.

Yes. The state/territory funds a CCR&R organization(s). If yes, describe the following:

a) What services are provided through the CCR&R organization? Services include providing child care listings and information about consumer education, financial assistance programs, information on programs for children with special needs and community resources to families. Network staff develop written materials, brochures and guidance documents and offer technical assistance and training designed to support parents and providers.

b) How are CCR&R services organized, include how many agencies, if there is a statewide network and if the system is coordinated? The OEL houses the CCR&R State Network and contracts with 30 early learning coalitions to provide CCR&R services locally in each of Florida's 67 counties. Each coalition is responsible for administering CCR&R services to families in its service area. CCR&R services are provided by trained specialists and available to all families regardless of income or individual circumstances. The Florida CCR&R state-level Network works closely with early learning coalitions and local CCR&R offices statewide.

2 Promote Family Engagement through Outreach and Consumer Education

Lead Agencies are required to support the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A key purpose of the CCDBG Act is to “promote involvement by parents and family members in the development of their children in child care settings” (658A(b)). Lead Agencies have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care consumer education websites.

The target audience for the consumer education information includes three groups: parents receiving CCDF assistance, the general public, and when appropriate, child care providers. In this section, Lead Agencies will address how information is made available to families to assist them in accessing high-quality child care and how information is shared on other financial assistance programs or supports for which a family might be eligible. In addition, Lead Agencies will certify that information on developmental screenings is provided and will describe how research and best practices concerning children’s development, including their social-emotional development, is shared.

In this section, Lead Agencies will delineate the consumer and provider education information related to child care, as well as other services, including developmental screenings, which is made available to parents, providers, and the general public and the ways that it is made available. This section also covers the parental complaint process and the consumer education website that has been developed by the Lead Agency. Finally, this section addresses the consumer statement that is provided to parents supported with CCDF funds.

2.1 Outreach to Families with Limited English Proficiency and Persons with Disabilities

The Lead Agency is required to describe how it provides outreach and services to eligible families with limited English proficiency and persons with disabilities and to facilitate the participation of child care providers with limited English proficiency and disabilities in the CCDF program (98.16(dd)). Lead Agencies are required to develop policies and procedures to clearly communicate program information, such as requirements, consumer education information, and eligibility information, to families and child care providers of all backgrounds (81 FR 67456).

2.1.1 Check the strategies the Lead Agency or partners utilize to provide outreach and services to eligible families for whom English is not their first language. Check all that apply.

- Application in other languages (application document, brochures, provider notices)
- Informational materials in non-English languages
- Website in non-English languages
- Lead Agency accepts applications at local community-based locations
- Bilingual caseworkers or translators available
- Bilingual outreach workers
- Partnerships with community-based organizations
- Other. Describe:

2.1.2 Check the strategies the Lead Agency or partners utilize to provide outreach and services to eligible families with a person(s) with a disability. Check all that apply.

- Applications and public informational materials available in Braille and other communication formats for access by individuals with disabilities
- Websites that are accessible (e.g., Section 508 of the Rehabilitation Act)
- Caseworkers with specialized training/experience in working with individuals with disabilities
- Ensuring accessibility of environments and activities for all children
- Partnerships with state and local programs and associations focused on disability related topics and issues
- Partnerships with parent associations, support groups, and parent-to-parent support groups, including the Individuals with Disabilities Education Act (IDEA) federally funded Parent Training and Information Centers
- Partnerships with state and local IDEA Part B, Section 619 and Part C providers and agencies
- Availability and/or access to specialized services (e.g., mental health, behavioral specialists, therapists) to address the needs of all children
- Other. Describe:

2.3.9 The consumer education website should include contact information on referrals to local child care resource and referral organizations. How does the Lead Agency provide referrals to local CCR&R agencies through the consumer education website? Describe and include a website link to this information: The Department of Children and Families (DCF) child care website serves as the primary

consumer education website for the state of Florida. Their webpage links to OEL's webpage where local CCR&R contact information for each of the early learning coalitions is made available. Additionally, DCF's webpage links to a map directory of early learning coalitions hosted on OEL's webpage that links parents and families directly with their local early learning coalition for CCR&R services. <http://www.myflfamilies.com/service-programs/childcare/contacts>, <http://www.floridaearlylearning.com/ccrr.aspx> and <http://www.floridaearlylearning.com/family-resources/find-quality-child-care/locate-your-earlylearning-coalition>

2.3.10 The consumer education website should include information on how parents can contact the Lead Agency, or its designee, or other programs that can help the parent understand information included on the website. Describe and include a website link to this information: DCF's webpage for child care licensing contacts includes a map highlighting the local licensing regions as well as hyperlinks to each region's staff and their contact information. DCF's website offers links to pages regarding consumer education materials, such as brochures, fact sheets and reports for parents to reference. DCF's child care licensing webpage also links to OEL's webpage where local CCR&R contact information for each of the early learning coalitions is made available. Additionally, DCF's webpage links to a map directory of early learning coalitions hosted on OEL's web page that links parents and families directly with their local early learning coalition for CCR&R services. <http://www.myflfamilies.com/service-programs/childcare/contacts>

2.3.11 Provide the website link to the Lead Agency's consumer education website. Note: An amendment is required if this website changes. <http://www.myflfamilies.com/service-programs/child-care> and www.floridaearlylearning.com

2.3.12 Other. Identify and describe the components that are still pending per the instructions on CCDF Plan Response Options for Areas where Implementation is Still in Progress in the Introduction. N/A

2.4 Additional Consumer and Provider Education

Lead Agencies are required to certify that they will collect and disseminate information about the full diversity of child care services to promote parental choice to parents of eligible children, the general public, and where applicable, child care providers. In addition to the consumer education website, the consumer education information can be provided through CCR&R organizations or through direct conversations with eligibility case workers and child care providers. Outreach and counseling can also be effectively provided via information sessions or intake processes for families (658E(c)(2)(E); 98.15(b)(4); 98.33(b)).

In questions 2.4.1 through 2.4.5, certify by describing:

2.4.1 How the Lead Agency shares information with eligible parents, the general public, and where applicable, child care providers about the availability of child care services provided through CCDF and other programs for which the family may be eligible, such as state preK, as well as the availability of

financial assistance to obtain child care services. At a minimum, describe what is provided (e.g., such methods as written materials, the website, and direct communications) and how information is tailored for these audiences. The OEL and early learning coalitions offer information on child care services, the Voluntary Pre-kindergarten program, financial assistance for child care, and information on other resources and assistance for families on their websites through brochures, flyers and other printed materials. Early learning coalitions have outreach events and programs to offer assistance and information on locating and paying for quality child care. The local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer resources and referrals to other human services programs. All families and providers can receive this information via phone, internet and in-person. However, local coalitions and CCR&Rs actively give providers information on these resources at community meetings, provider meetings, provider trainings and technical assistance meetings.

2.4.2 The partnerships formed to make information about the availability of child care services available to families. OEL partners with other state agencies, TANF offices, child care resource and referral agencies, community-based organizations, local public schools, faith-based child care organizations and local Head Start, Early Head Start and Migrant and Seasonal Head Start agencies to inform parents, providers and the general public about the quality of child care services available in Florida. The Department of Children and Families, Child Care Aware, early learning coalitions, RCMA, Help Me Grow Florida, 2-1-1 organizations, local public schools and Florida Early Steps (Florida Department of Health) refer families to the local CCR&R programs for information on child care services. OEL also collaborates with the state Head Start Training and Technical Assistance Early Childhood Education provider and the Head Start State Collaboration Office on these initiatives.

2.4.3 How the Lead Agency provides the required information about the following programs and benefits to the parents of eligible children, the general public, and where applicable, providers. In the description include, at a minimum, what information is provided, how the information is provided, and how the information is tailored to a variety of audiences and include any partners who assist in providing this information.

Temporary Assistance for Needy Families program: Local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer resources and referrals to other human services programs. All eligible families can receive this information via phone, Internet and in-person during the eligibility interview process. CCR&R specialists provide families with resources, information about and access to programs such as the TANF program. The OEL also includes contact information for the TANF program in the community resources flyer.

Head Start and Early Head Start programs: Local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer resources and referrals to other human services programs. All eligible families can receive this information via phone, Internet and in-person during the eligibility interview process. CCR&R specialists provide families with resources, information about and access to programs such as Early Head Start and Head Start programs. The OEL also includes contact information for Early Head Start and Head Start programs in the community resources flyer.

Low Income Home Energy Assistance Program (LIHEAP): Local CCR&R organizations are required by rule 6M-9.300, FAC, to offer other resources and referrals to other human services programs. All

eligible families can receive this information via phone, Internet and in-person during the eligibility interview process. CCR&R specialists provide families with resources, information about and access to programs such as the LIHEAP program. The OEL also includes contact information for the LIHEAP program in the community resources flyer.

Supplemental Nutrition Assistance Programs (SNAP) Program: Local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer resources and referrals to other human services programs. All eligible families can receive this information via phone, Internet and in-person during the eligibility interview process. CCR&R specialists provide families with resources, information about and access to programs such as the SNAP program. The OEL also includes contact information for the SNAP program in the community resources flyer.

Women, Infants, and Children Program (WIC) program: Local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer resources and referrals to other human services programs. All eligible families can receive this information via phone, Internet and in-person during the eligibility interview process. CCR&R specialists provide families with resources, information about and access to programs such as the WIC program. The OEL also includes contact information for the WIC program in the community resources flyer.

Child and Adult Care Food Program (CACFP): Local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer resources and referrals to other human services programs. All eligible families can receive this information via phone, Internet and in-person during the eligibility interview process. CCR&R specialists provide families with resources, information about and access to programs such as the CACFP program, along with other food programs, such as local food banks. OEL also includes contact information for the CACFP program in the community resources flyer.

Medicaid and Children's Health Insurance Program (CHIP): Local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer resources and referrals to other human services programs. All eligible families can receive this information via phone, Internet and in-person during the eligibility interview process. CCR&R specialists provide families with resources, information about and access to programs such as the Medicaid program. OEL also includes contact information for the Medicaid program in the community resources flyer.

Programs carried out under IDEA Part B, Section 619 and Part C: Local CCR&R organizations are required by Rule 6M-9.300, FAC, to offer services to all families and providers via phone, internet and in-person. CCR&R specialists provide families with resources, information about and access to programs such as the Individuals with Disabilities Education Act. Additionally, local coalitions and CCR&Rs actively give providers information on these resources at community meetings, provider meetings, provider trainings and technical assistance meetings. Information is also shared on OEL's and local CCR&R websites. CCR&R specialists supply providers with resources and information regarding access to programs such as the IDEA program. The OEL also includes contact information for the IDEA program in the community resources flyer which is distributed to providers annually via the DCF quarterly provider mail out, or as updated. The OEL provides information on the American's with Disabilities Act and inclusive childcare in our Family Guide for Selecting Quality Early Learning Programs.

2.4.4 Describe how the Lead Agency makes available to parents, providers, and the general public information on research and best practices concerning children's development, including physical

health and development, particularly healthy eating and physical activity. Information about successful parent and family engagement should also be shared. At a minimum, include what information is provided, how the information is provided, and how the information is tailored to a variety of audiences and include any partners in providing this information.

Consumer education resources and information on research and best practices in early childhood development, social and emotional development, behavioral health, developmental screenings, meaningful parent and family engagement, and physical and mental health and development, including healthy eating and physical activity are made available to parents, providers and the general public. This information is disseminated through the OEL's, early learning coalitions' and RCMA's websites, parent workshops, newsletters, brochures, parent and provider guides, Facebook pages, Pinterest boards and Twitter. Printed materials regarding the above-mentioned research and information topics are made available to parents, providers and the public through the local early learning coalitions and are available for download on their websites and the OEL's website. Upon request, these materials are also mailed to parents, providers or others requesting them. Some of these resources include "A Parent's Guide to Child Care," the "Quality Checklist for Evaluating Early Learning Programs", "Child Care Compass", "Family Engagement Toolkits" for early learning coalitions, providers and families, and a variety of other parent and provider guides, brochures and flyers. The OEL provides a monthly newsletter for families, Parents' Pages, with articles on these topics. This newsletter is available for early learning coalitions and child care providers to use as well. Additionally, information regarding the above-listed topics is provided during direct communication with parents, providers and the general public - for example, during eligibility interviews or calls for resource and referral services, community events, and meetings with providers or parents. To help parents and providers know what children should understand and be able to do as they grow from birth to 5, Florida adopted the revised Florida Early Learning and Developmental Standards: Birth to Five in 2017. The standards address the domains of Physical Development, Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Social Studies and Creative Expression Through the Arts. Parents and providers can read, search or download a printable version of the standards on OEL's website (<http://flvpkonline.org/standardsresource/resources.html>) and use them to plan experiences and activities for their children. The website has resources and information specifically for providers and families. The standards have valuable information and tips for supporting children's development in the first five years. Many early learning coalitions provide workshops and newsletters for parents and providers on these topics and have videos available onsite or online for them to view. The OEL makes resources available on all of the topics listed to all of the early learning coalitions, the Head Start Collaboration Office and RCMA through newsletters, the CCR&R Dropbox, the OEL's website and SharePoint.

2.4.5 Describe how information on the Lead Agency's policies regarding the social-emotional and behavioral issues and early childhood mental health of young children, including positive behavioral intervention and support models based on research and best practices for those from birth to school age, are shared with families, providers, and the general public. At a minimum, include what information is provided, how the information is provided, and how information is tailored to a variety of audiences and include any partners in providing this information. Parents: Resources are available as print materials such as newsletters and brochures or flyers, online resources, and social media such as Facebook, Pinterest and Twitter. Print materials are distributed at workshops for parents and parent

meetings, workshops for providers, community events and through partners. Information and materials as well as referrals for support from other agencies are offered through the CCR&R specialists. Florida's Early Learning and Developmental Standards for children: Birth to 5 is available on OEL's website (<http://flvpkonline.org/standardsresource/resources.html>) for parents, providers and the public. Resources through 211 call centers and Help Me Grow are intended to provide linkages for children's social-emotional, behavioral and other developmental needs. Early learning coalitions also have an inclusion specialist onsite to offer information and support on social-emotional development and behavioral health to parents. Providers: Resources are available as print materials, online resources, and social media such as Facebook, Pinterest and Twitter. Information and support for social-emotional development and behavioral health is included in workshops for providers and provider meetings. The OEL provides newsletters and a bi-monthly New Resources for CCR&R which includes information for providers on resources for socialemotional and behavioral health. Training and technical assistance are available through the OEL, DCF, early learning coalitions/RCMA program staff and the University of Florida through Early Learning Florida. Florida's Early Learning and Developmental Standards for children: Birth to 5 is available on the OEL's website for providers (<http://flvpkonline.org/standardsresource/resources.html>) and includes resources and activities specifically for providers on social-emotional development and behavioral health. The state has a toll-free number to provide assistance and consultation about including children with disabilities and special health care needs. The Warm Line is available to any early care and education provider requesting information relating to the disability and special health care needs of children. Each early learning coalition provides warm line services for child care providers on strategies to support inclusive practices, including positive behavioral support, curriculum, child development, health, environmental adaptations, laws and regulations (e.g., The Americans with Disabilities Act). The Florida Association of Infant Mental Health provides discounted memberships for child care providers and offers websites, trainings and conferences about infant mental health (www.FAIMH.org). Many of the children's services councils offer early childhood mental health consultation to child care providers and a variety of infant mental health training, aligned with IMH competencies, for child care providers. Florida's LAUNCH grant has provided training on early childhood mental health consultation. The First 1000 Days joint conference brings together for training early learning coalitions, Part C, the Florida Association of Infant Mental Health (FAIMH), Maternal Infant Early Childhood Home Visiting Program (MIECHV), Healthy Start and child advocates, including the Infant Mental Health track. Public: Resources are available as print materials, online resources, and social media such as Facebook, Pinterest and Twitter. There are workshops for parents and parent meetings open to the public as well as newsletters and information on children's social and emotional development distributed through other state agencies, the court system, and non-profit agencies. The early learning coalitions provide resources and information on children's social and emotional development, behavioral issues and early childhood mental health at community events. Florida's Early Learning and Developmental Standards for children: Birth to 5 is available on the OEL's website for the general public (<http://flvpkonline.org/standardsresource/resources.html>).

2.5 Procedures for Providing Information on Developmental Screenings

Lead Agencies are required to provide information on developmental screenings, including information on resources and services that the State can deploy, such as the use of the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under title XIX of the Social Security Act and developmental screening services available under IDEA Part B, Section

619 and Part C, in conducting those developmental screenings and in providing referrals to services for children who receive subsidies. Lead Agencies must also include a description of how a family or child care provider can use these resources and services to obtain developmental screenings for children who receive subsidies and who might be at risk of cognitive or other developmental delays, which can include social, emotional, physical, or linguistic delays (658E(c)(2)(E)(ii)). Lead Agencies are required to provide this information to eligible families during CCDF intake and to child care providers through training and education (98.33(c)).

2.5.1 Certify by describing:

- How the Lead Agency collects and disseminates information on existing resources and services available for conducting developmental screenings to CCDF parents, the general public, and where applicable, child care providers (98.15(b)(3)). Consumer education resources and information about research and best practices in early childhood development, social and emotional behavioral health, developmental screenings, meaningful parent and family engagement, and physical and mental health and development including healthy eating and physical activity are made available to parents, providers and the general public. This information is disseminated through the OEL, early learning coalitions and RCMA websites, parent workshops, newsletters, brochures, parent and provider guides, Facebook pages, Pinterest boards and Twitter. Additionally, information regarding these topics is provided during direct communications with parents, providers and the public, for example during eligibility interviews or calls for Child Care Resource and Referral services. Additionally, if the parent permits, each child enrolled in the School Readiness Program is screened with a developmental screener. The results of this screening are made available to parents. If a screening indicates any areas of concern, the coalition must follow up with continued supports for accessing other resources and services. If needed, the coalition facilitates the referral process with the parent(s). Additionally, if there is a Help Me Grow affiliate in the area, the family is connected to assist with the completion of the referral process. If a child needs access to additional services, the state's Warm Line may be accessed to connect children, families and providers to these services. Follow-up from a Warm Line call may include, but are not limited to, information about community resources and services, additional screenings, observations, and trainings.

2.6 Consumer Statement for Parents Receiving CCDF Funds

Lead Agencies must provide CCDF parents with a consumer statement in hard copy or electronically (such as referral to a consumer education website) that contains specific information about the child care provider they select. This information about the child care provider selected by the parent includes health and safety requirements met by the provider, any licensing or regulatory requirements met by the provider, the date the provider was last inspected, any history of violations of these requirements, and any voluntary quality standards met by the provider. It must also describe how CCDF subsidies are designed to promote equal access, how to submit a complaint through a hotline, and how to contact local resource and referral agencies or other community-based supports that assist parents in finding and enrolling in quality child care (98.33(d)). Please note that if the consumer

statement is provided electronically, Lead Agencies should consider how to ensure that the statement is accessible to parents and that parents have a way to contact someone to address questions they have.

2.6.1 Certify by describing:

- How the Lead Agency provides parents receiving CCDF funds with a consumer statement. The local early learning coalitions provide a consumer statement, in cover letter form, to each eligible parent enrolling in the School Readiness Program upon parent selection of a provider. B.
- What is included in the statement, including when the consumer statement is provided to families. The cover letter provided to each parent contains a link to the consumer education website and information on how parents can access specific information about their selected providers, including but not limited to: the provider’s inspection reports, including the last date of inspection; history of health and safety violations; information on how the parent can submit a complaint about a provider to the local Department of Children and Families’ child care licensing/regulation office and a link to the health and safety requirements for school readiness providers. The cover letter also includes information on whether the provider participates in any state or local voluntary quality improvement system or program, a description of how CCDF funds promote equal access to high-quality child care, and information on how the parent can contact their local Child Care Resource and Referral agency to access community-based supports.
- Provide a link to a sample consumer statement or a description if a link is not available. The cover letter provided to each parent contains a link to the consumer education website and information on how parents can access specific information about their selected providers, including but not limited to: the provider’s inspection reports, including the last date of inspection; history of health and safety violations; information on how the parent can submit a complaint about a provider to the local Department of Children and Families’ child care licensing/regulation office and a link to the health and safety requirements for school readiness providers. The cover letter also includes information on whether the provider participates in any state or local voluntary quality improvement system or program, a description of how CCDF funds promote equal access to high-quality child care, and information on how the parent can contact their local Child Care Resource and Referral agency to access community-based supports.

4.1 Parental Choice in Relation to Certificates, Grants, or Contracts

The parent(s) of each eligible child who receive(s) or is offered financial assistance for child care services has the option of either receiving a child care certificate or, if available, enrolling his or her child with a provider that has a grant or contract for providing child care services (658E(c)(2)(A); 98.30(a)). Even if a parent chooses to enroll his or her child with a provider who has a grant or contract, the parent will select the provider, to the extent practicable. If a parent chooses to use a certificate, the Lead Agency shall provide information to the parent on the range of provider options,

including care by sectarian providers and relatives. Lead Agencies must require providers chosen by families to meet health and safety standards and has the option to require higher standards of quality. Lead agencies are reminded that any policies and procedures should not restrict parental access to any type of care or provider (e.g. center care, home care, in-home care, for-profit provider, non-profit provider or faith-based provider, etc.) (98.15 (a)(5)).

4.1.1 Describe the child care certificate, including when it is issued to parents (before or after the parent has selected a provider) and what information is included on the certificate (98.16 (q)). Upon determination of eligibility, a parent shall be given a payment certificate to submit to an eligible child care provider to enroll the child in its school readiness program. The payment certificate shall at a minimum include the child(ren) for whom a coalition authorized child care, the provider the family selected, signatures of both the beneficiary and school readiness provider representative, the assessed parent copayment for each eligible child, the authorized hours of care and the authorized begin and end dates for school readiness services.

4.1.2 Describe how the parent is informed that the child certificate allows the option to choose from a variety of child care categories, such as private, not-for-profit, faith-based providers; centers; FCC homes; or in-home providers (658E(c)(2)(A)(i); 658P(2); 658Q). Check all that apply.

- Certificate that provides information about the choice of providers
- Certificate that provides information about the quality of providers
- Certificate not linked to a specific provider, so parents can choose any provider
- Consumer education materials on choosing child care
- Referral to child care resource and referral agencies
- Co-located resource and referral in eligibility offices
- Verbal communication at the time of the application
- Community outreach, workshops, or other in-person activities
- Other. Describe: Certificates may identify the provider if the parent has selected a provider at the time the certificate is issued.

4.2 Assessing Market Rates and Child Care Costs

Lead Agencies have the option to conduct a statistically valid and reliable (1) market rate survey (MRS) reflecting variations in the price to parents of child care services by geographic area, type of provider, and age of child and/or (2) an alternative methodology, such as a cost estimation model (658E(c)(4)(B)). A cost estimation model estimates the cost of care by incorporating both data and assumptions to model what expected costs would be incurred by child care providers and parents under different cost scenarios. Another approach would be a cost study that collects cost data at the facility or program level to measure the costs (or inputs used) to deliver child care services. The MRS or alternative methodology

4.2.3 Describe how the market rate survey is statistically valid and reliable. To be considered valid and reliable, the MRS must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variations, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data, such as child care resource and referral data, if they are representative of the market. If an alternative methodology, such as cost modeling, is used, demonstrate that the methodology used reliable methods. The 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 business profile, services offered and rate information. This information is updated in the state's information system. OEL provides three reports for coalitions to use to verify the information. One is a list of providers that have yet to be updated in the system. Another is a summary-level status report, which displays the number and percent of providers that have completed the survey. The last report displays the number and percent of providers that have reported out-of-bound rates. OEL also follows-up routinely with coalition staff on the status of their provider survey update results.

After the coalition has verified the information, OEL creates a data subset of all providers that have responded 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 for full or part-time weekly care.

The OEL calculates the 75th percentile using the market rate data subset described above. The market rate report includes rate information by the 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 if payment rates should be updated. must be developed and conducted no earlier than 2 years before the date of submission of the Plan.

7.1 Quality Activities Needs Assessment for Child Care Services

7.1.1 Lead Agencies must invest in quality activities based on an assessment of the state/territory's needs to carry out those activities. Lead Agencies have the flexibility to design an assessment of their quality activities that best meet their needs, including how often they do the assessment. Describe your state/territory assessment process, including the frequency of assessment (658G(a)(1); 98.53(a)). The OEL facilitates multiple assessments to identify needs for quality improvement. The first, is the Child Care Access Index. This is a collaborative project with the University of Florida to identify if there is access to care, access to quality care, and whether parents are choosing quality care. This, in turn, allows the OEL to design the specific types of technical assistance or quality support needed for each area of the state. This assessment is in process. Additionally, the OEL evaluates current quality improvement investments such as the Early Learning Performance Funding Project. Through a collaboration with the University of Florida, this project has been evaluated annually to address gaps in quality improvement. Finally, the OEL does annual focus groups to identify strengths and gaps in the

quality of early care and education in the State (see 7.1.2). The gaps are shaped into priorities for quality improvement in the upcoming fiscal year.

7.4 Quality Rating and Improvement System (QRIS)

Lead Agencies may respond in this section based on other systems of quality improvement, even if not called a QRIS, as long as the other quality improvement system contains the elements of a QRIS. 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

7.4.1 Does your state/territory have a quality rating and improvement system or other system of quality improvement?

- No, but the state/territory is in the QRIS development phase. If no, skip to 7.5.1.
- No, the state/territory has no plans for QRIS development. If no, skip to 7.5.1.
- Yes, the state/territory has a QRIS operating statewide or territory-wide. Describe how the QRIS is administered (e.g., statewide or locally or through CCR&R entities) and any partners and provide a link, if available. The OEL operates a statewide system of quality improvement which offers tiered differentials in addition to their regular subsidy payment, based on their level of quality. Some early learning coalitions use local or CCDF funds to incentive additional quality improvement requirements. The funding of the state quality improvement system will serve as additional incentive for any local QRIS. The OEL is currently working with the coalitions to align local quality indicators with the state's system. The link to the OEL's quality improvement system is http://www.floridaearlylearning.com/school_readiness/early_learning_performance_funding_project.aspx.

7.4.6 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures. For the last four years OEL invested in an evaluation of these efforts with the University of Florida (FY 2017-2018 is the last year). The overall measures are:

Quantitative:

- CLASS score growth

- Child outcome growth
- Teacher knowledge increase
- Accreditation impact on quality improvement

Qualitative:

- Teacher skill implementation
- Teacher awareness
- Overall teacher experience

OEL will continue to use these indicators to guide the system structures and supports.

7.6 Child Care Resource and Referral

A Lead Agency may expend funds to establish or expand a statewide system of child care resource and referral services (98.53(a)(5)). It can be coordinated, to the extent determined appropriate by the Lead Agency, by a statewide public or private non-profit, community-based, or regionally based lead child care resource and referral organization (658E(c)(3)(B)(iii)). This effort may include activities done by local or regional child care and resource referral agencies, as discussed in section 1.7.

7.6.1 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures. See 7.1.1 and 7.4.6. Additionally, 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. Another way this is accomplished is 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 within its service area. The CCR&R database contains licensed, license-exempt, faith-based, registered family child care homes, Head Start, Early Head Start and Migrant and Seasonal Head Start, and other non-traditional child care providers, which includes summer camps, afterschool programs and membership organizations, such as Boys and Girls Clubs. This database is the primary data source for families searching for child care arrangements and provides parents with information about providers that participate in a quality improvement program. The data also supports local businesses by serving as advertisement for child care service providers. Each family who contacts CCR&R for information is offered a listing of child care providers that meet that family's individual needs, suggestions on how the family can proceed with their search for a child care provider, access to state child care licensing information, as well as inspection reports, and an invitation to call back if further assistance is needed. Families are also provided with access to electronic or printed consumer education to assist in their search for quality care. The CCR&R State Network tracks the number of referrals/provider listings provided to families, which include specific information regarding providers that participate in state or local quality improvement systems. Additionally, the OEL supports the quality improvement of providers through our state quality

improvement system and initiatives (see section 7.8 for a detailed description of each).

Office of Early Learning Grant Agreement

The State of Florida Office of Early Learning Grant Agreement (the agreement) is between the state of Florida, Department of Education, Office of Early Learning and each early learning coalition. The Grant Agreement is updated annually. Please access SharePoint to review the 2019-2020 Grant Agreement. See sections B.4, B.5 and C.3 for CCR&R requirements.

CCR&R Evaluations, Forms, Procedures and Reports

CCR&R Specialist Evaluation

All CCR&R specialists, including staff with blended responsibilities (CCR&R/SR/VPK/SPE/Inclusion), who provide CCR&R referrals, community resources and/or consumer education, must pass the CCR&R Specialist Evaluation, using the most recent OEL approved format, prior to completion of their fourth month of training as a CCR&R specialist. Evaluations are submitted to OEL's CCR&R State Network for review. All evaluation result letters and certificates will be mailed to the CCR&R coordinator.

- The CCR&R Specialist certificate is will remain valid while the staff member maintains employment and/or work responsibilities in CCR&R.
- Any CCR&R specialist with more than a 2-year break in employment and/or work responsibilities in CCR&R is encouraged to re-take the CCR&R Specialist Evaluation.
- CCR&R Specialists who do not achieve certification must repeat the orientation/training and evaluation process within 90 calendar days from the date of the result letter.

CCR&R Specialist Evaluation Instructions

- The CCR&R Specialist Evaluation is located on classmarker.com. To begin the evaluation, please click here – <https://www.classmarker.com/online-test/start/?quiz=v6q575adea5342b2>
 - If clicking the link does not work, try copying and pasting it into your web browser.
 - If it is your first time starting the evaluation, click on “start new test.”
- You will be required to register as a user by providing your email address and creating a password. This will allow you to save the evaluation and return to it to finish at a later time/date if needed.
- After you submit your evaluation, you will be able to see any questions that were answered incorrectly. The essay/scenario questions must be graded by OEL. You will be contacted via email with your final score once the grading is completed. Please forward your final score to your local CCR&R Coordinator and save your results email for your records.

Evaluation information and test taking tips

- To receive certification, you must receive at least a 75% on the evaluation. Certificates will be mailed to the CCR&R Coordinator.
- Before taking the evaluation, make sure you are in an environment where you will not be disturbed.

- All evaluation questions were developed from the CCR&R Reference Guide.
- The evaluation consists of 42 total questions. The types of questions will include true/false, multiple choice, multiple answer, fill in the blank and essay/scenario questions.
- The evaluation does not have a time limit.
- You must answer all questions before submitting your evaluation.
- Your answers are saved as you submit each one, not at the end of the evaluation. This means you will not lose any work.
- Avoid using the browser back button as this will not work. To go back, use the “Previous” button which will be under your Questions.
- To avoid being logged out-
 - Stay connected to the internet during the evaluation.
 - Do not click away from the evaluation until you have submitted your answers.

Troubleshooting

- ClassMarker is an online system, so you need internet access and we recommend using a modern web browser:
 - Internet Explorer 6+
 - Firefox 2.0+
 - Safari 3+
 - Opera 10.6+
 - Chrome 8+

If your evaluation page freezes, you can always click refresh on your web browser and the Evaluation will again load on the same question/s you were on.

- **Note:** If you have written any long answers on the frozen page, **make a copy** of these answer/s first so you do not lose them.
- If your computer or web browser has a problem or they are closed, using the same web browser, re-open your Web browser go to the Start Link for the evaluation and you will be taken back to the last question you were on, where you will be able to resume your evaluation.
- I have saved my Evaluation but how do I resume it?
 - To resume your Evaluation, go back to the Evaluations' Start Link and select the Resume option to login and finish your evaluation.
- I have forgotten my password!
 - Use the Forgot password link and follow the instructions. Remember: Check your Spam folder for the reset password email just in case!
- If you need additional assistance, please contact the CCR&R state network office at CCRRevals@oel.myflorida.com or 1-866-357-3239.

CCR&R Coordinator Evaluation

All CCR&R coordinators and designated trainers must achieve coordinator certification by completing the CCR&R Coordinator Evaluation, using the most recent OEL approved format, within four months of

assuming their position. The CCR&R Coordinator Evaluation consists of completing the CCR&R Specialist Evaluation and Coordinator Evaluation. Completed evaluations will be submitted to the OEL CCR&R State Network for review.

CCR&R Coordinator Evaluation Instructions

- The CCR&R Coordinator Evaluation is located on classmarker.com. To begin the evaluation, please click here – <https://www.classmarker.com/online-test/start/?quiz=k4r5c61de7181682>
- If clicking the link does not work, try copying and pasting it into your web browser.
- If it is your first time starting the evaluation, click on “start new test.”
- You will be required to register as a user by providing your email address and creating a password. This will allow you to save the evaluation and return to it to finish at a later time/date if needed.
- After you submit your evaluation, you will be able to see any questions that were answered incorrectly. The essay/scenario questions must be graded by OEL. You will be contacted via email with your final score once the grading is completed. Please ensure your results email is saved locally in your coalition’s or subcontractor’s file(s). Coordinator Evaluation information and test taking tips
- To receive certification, you must receive at least an 80% on the evaluation. Certificates will be mailed to the CCR&R Coordinator.
- Before taking the evaluation, make sure you are in an environment where you will not be disturbed.
- All evaluation questions were developed from the CCR&R Coordinator Reference Guide this includes resources and attachments included in the guide.
- The evaluation consists of 25 total questions. The types of questions will include true/false, multiple choice, multiple answer, fill in the blank and essay/scenario questions.
- The evaluation does not have a time limit.
- You must answer all questions before submitting your evaluation.
- Your answers are saved as you submit each one, not at the end of the evaluation. This means you will not lose any work.
- Avoid using the browser back button, as this will not work. To go back, use the “Previous” button which will be under your questions.
- To avoid being logged out -
- Stay connected to the internet during the evaluation.
- Do not click away from the evaluation until you have submitted your answers.

Troubleshooting

- ClassMarker is an online system, so you need internet access and we recommend using a modern web browser:
 - Internet explorer 6+
 - FireFox 2.0+
 - Safari 3+

- Opera 10.6+
- Chrome 8+
- If your evaluation page freezes, you can always click refresh on your web browser and the evaluation will again load on the same question/s you were on.
- Note: If you have written any long answers on the frozen page, make a copy of these answer/s first so you do not lose them.
- If your computer or web browser has a problem or they are closed, using the same web browser, re-open your Web browser go to the Start Link for the evaluation and you will be taken back to the last question you were on, where you will be able to resume your evaluation.
- I have saved my evaluation but how do I resume it? To resume your evaluation, go back to the Evaluations' Start Link and select the Resume option to login and finish your evaluation.
- I have forgotten my password. Use the Forgot password link and follow the instructions. Remember: Check your Spam folder for the reset password email just in case.

CCR&R Quality Assurance Assessments

CCR&R coordinator and/or designated supervisor is encouraged to use the most recent OEL approved CCR&R Quality Assurance Assessment form to observe each CCR&R specialist, (including blended staff) conducting a complete family interview and generating child care referrals at least once per fiscal year. Save locally on file for monitoring review.

CCR&R ELC Staff List

Coalition will submit an CCR&R ELC Staff List, using the most recent OEL approved form, to the OEL CCR&R State Network by August 31 of each fiscal year. The ELC shall notify OEL of changes of the designated CCR&R coordinator within five (5) working days of the change by updating a new CCR&R ELC Staff List, and submitting in writing to the CCR&R State Network manager. Review the staff list monthly to ensure all staff changes are reflected and all staff providing CCR&R services are included. List all staff that provide CCR&R services, including staff in training, those with blended positions and staff conducting CCR&R provider updates, regardless of funding source.

CCR&R Child Care Listings and Requests for Other Information

A CCR&R Family Intake Form must be completed in EFS Mod (Coalition Portal) for all customers (i.e., parent/guardian or family) who need child care listings, financial assistance, community resources and consumer education.

The coalition will use the most recent guidance provided by OEL on entering customer data into the Coalition Portal. When a customer requests information or services other than child care listings, a CCR&R Family Intake Form must also be completed, and the CCR&R staff must use the applicable reason for case note (i.e., financial assistance, community resources, consumer education and miscellaneous). This data entry is required for reporting purposes and crediting the actual work completed by CCR&R staff.

- The purpose for this data entry is to record "requests for other information" when the customer is not requesting child care listings.

- It is expected that all CCR&R specialists offer customers financial assistance options, community resources, consumer education, in addition to offering child care listings, each time they contact the coalition, as this is a requirement of CCR&R.
- If the customer calls back requesting additional information (i.e., additional child care listings or other information), the CCR&R specialist must search the customer's existing record via the CCR&R Family Intake List, make any needed updates and select the applicable reason for case note.

Coalitions are encouraged to record their assistance to all other customers (i.e., providers, coalitions, community agencies, etc.) outside of the Coalition Portal, until this feature is available in EFS Mod or instructed otherwise.

CCR&R Annual Provider Updates

Each CCR&R organization shall ensure that provider information for each legally operating child care, early learning or school-age provider, and each provider receiving state or federal funds within the CCR&R organization's service area, is updated and approved between January 1 and May 31 of each calendar year in the single statewide information system maintained by the Office of Early Learning. The provider update process must follow the most recent provider update guidance provided by OEL and captured in the EFS Mod user guides located on SharePoint.

CCR&R Accessibility Report and CCR&R Organizations Plan for Family Engagement and Community Outreach

Each CCR&R organization shall provide OEL with an annual report identifying how CCR&R services are made accessible to individuals within its service area, including availability for individuals who have limited access to telephone services, internet services and/or transportation. Additionally, the report shall also outline the CCR&R organization's plan for family engagement and community outreach. The report is due the last business day in August for each fiscal year.

EFFECTIVE DATE

Issuance of this guidance represents approval by OEL management of the indicated procedures and related administrative forms. These procedures will be effective as of the date of this guidance.

HISTORY

Issued September 1, 2014. Reissued September 1, 2015. Revised and reissued September 1, 2016. Revised and reissued July 1, 2017. Revised and reissued July 1, 2019.

Please direct questions and comments to Office of Early Learning at (850) 717-8500 or oel.questions@oel.myflorida.com