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Florida's Early Childhood
Integrated Data System

Annual Sunshine Portal Progress Report

FISCAL YEAR 2024-2025

EARLY CHILDHOOD POLICY RESEARCH GROUP (ECPRG)

University of Florida Anita Zucker Center for Excellence in Early Childhood Studies

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Early Childhood Policy Research Group (ECPRG)



This work is the result of the Early Childhood Policy Research Group; a collaborative team housed at the University of Florida Anita Zucker Center for Excellence in Early Childhood Studies that consists of the following partnership organizations and individuals.

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Introduction

This document serves as the annual report on the research activities and findings derived from the activities for the Sunshine State Early Childhood Information Portal Project (DEL Contract Number 24-L05). The activities and accomplishments that are described in this report were completed between July 1, 2024, and May 16, 2025.

Key Personnel

Senior Research Scientist – Herman T. Knopf, Ph.D. – Dr. Knopf serves as Principal Investigator (PI) on this project and oversees the data processing, needs assessment update, analysis, reporting, and personnel for this project.

Professor and Chair – Elizabeth Shenkman, Ph.D. – Dr. Shenkman serves as Co-Principal Investigator and assists the PI with management of personnel and data at the UF Department of Health Outcomes & Biomedical Informatics (HOBİ).

Research Coordinator – Dévonja Daley – Mrs. Daley assists the PI with coordination of personnel, deliverables, data sharing agreements (DSAs), incoming data from partner agencies, and meetings, and she interfaces with colleagues within/without the University of Florida.

Data Scientist – Phillip Sherlock, Ph.D. – Dr. Sherlock serves as a Co-Principal Investigator and leads the development and implementation of machine learning and other advanced statistical methodologies for the analysis of administrative data.

Data Scientist/Data Custodian – Jiawei Li – Mr. Li serves as the data custodian for this project and leads the data linkage and curation process for data imported into the Early Childhood Data Repository.

Postdoctoral Associate – Jing Huang, Ph.D. – Dr. Huang assists the PI with data analysis and reporting. Specifically, Dr. Huang is focused on project research activities related to childcare access, provider durability, and quality measurement.

Other Personnel

Data Management Consultant – Robert Chapman – Mr. Chapman assists with data curation and the implementation of advanced statistical analyses of administrative data.

Research Assistant Professor – Maxwell Mansolf, Ph.D. – Dr. Mansolf assists with the development and implementation of advanced statistical analyses, primarily in machine learning research methodology, using administrative data.

Data Management Analyst – Siyu Wang – Ms. Wang assists with the acquisition and management of data sources from the Florida Department of Health and other health-related agencies.

Data Scientist – Yanning Wang – Mrs. Wang prepares the limited data sets for analysis and leads the development of the web-based interactive reporting system to visualize the results of analyses conducted as part of the ongoing needs assessment.

IT Architect – Erik Schmidt – Mr. Schmidt serves as the IT Architect for the project. He assists with software and computer services related to data use, processing, and analyses.

Policy Consultant – Maya Schreiber Gould – Mrs. Gould assists with reviewing policy research, qualitative research design, and integrating research findings with policy implications.

Co-Investigator – Yujie Hu, Ph.D. – Dr. Hu works with the analytic team at the Anita Zucker Center to develop and implement geospatial analyses to help inform statewide and local understanding of the spatiotemporal influences on access, participation and outcomes of systems that support young children and their families.

Data Sharing Agreements and Data Acquisition

The Early Childhood Policy Research Group (ECPRG) has executed data sharing agreements (DSAs) with state and federal agencies that represent key contributors to the Early Childhood Mixed-Delivery System. These agencies include the Florida Department of Children and Families (DCF), the Florida Department of Education (DOE)/Division of Early Learning (DEL), the Florida Department of Health (DOH), and the University of South Florida (USF). Please see Table 1 for the complete list of executed DSAs and data received by the ECPRG.

Ongoing Data Sharing Agreement Negotiations

Agency for Health Care Administration

The team is in communication with the Florida Agency for Health Care Administration (AHCA) to re-establish an executed DSA that covers Medicaid. While the agency has expressed support, the ECPRG is in continued negotiation with the agency to agree to the specific terms and appropriate use of the data to be used. It is important to note that the data are housed with the UF Department of Health Outcomes & Biomedical Informatics (HOBIM), and the DSA, once executed, will grant permission to the ECPRG to use that data for this project's purpose.

Florida Healthy Kids Corporation

Since 2023, the ECPRG has been in ongoing communication with the Florida Healthy Kids Corporation (FHKC) to support the acquisition of data that will support a more comprehensive report of the needs and supports of the study population, specifically related to accessing health care services. At the time of this report, the FHKC is drafting a Business Associate Agreement and UF is drafting a DSA.

Florida Education and Training Placement Information Program (FETPIP)

The ECPRG has consistently communicated with the Department of Education to help facilitate the necessary DSA, which would enable access to training, employment, and wage information of families engaged with the Florida Department of Education. The ECPRG has intended to use the FETPIP data to measure economic mobility among households participating in state-funded economic self-sufficiency programs. Unfortunately, the ECPRG was informed in early January 2024 that the negotiations between the Department of Education and the Florida Department of Commerce had stopped without securing the DSA. In an effort to acquire the data necessary to conduct research related to the economic impacts of social support services on family and child wellbeing, the ECPRG leadership has been working with a Principal Advisor at the Federal Reserve Bank of Atlanta to help establish a direct line of communication with the appropriate Florida Department of Commerce data gatekeeper. If this avenue does not lead to the desired access to economic mobility data, the ECPRG will convene a working meeting with DEL personnel to determine the feasibility of continued pursuit of data to be used to inform economic impacts of social service participation.



Table 1. Data Sharing Agreement Status Table

Agency/Data Transferred	Status	Date of Expiration	Dates of Coverage	Frequency of Data Transfer	Data Intake Information
DCF – SNAP/TCA	Fully Executed	1/24/2026	2012-Sept. 2022 (with data updates through 2025 when data becomes available)	Annually	Last Data Transfer: February 2025
DOE	Fully Executed	6/30/2028	As available: VPK & SR (Child-Level)-VPK Application Fields and SR Application Fields; FLKRS; BEESS – IDEA Part B; Title IX: HEP; SR & VPK-Child Eligibility & Enrollment, Contracted Provider; Teachers and Workforce	Monthly	Last Data Transfer: December 2024
DOH – Children’s Medical Services	Fully Executed	6/30/2028	2014-2024	Annually	Last Data Transfer: March 2025
DOH – Early Steps	Fully Executed	6/30/2028	2011-2027	Annually	Last Data Transfer: August 2023
DOH – Vital Stats	Fully Executed	8/27/2026	2011-2027	Annually	Last Data Transfer: August 2024
USF – HIPPY	Fully Executed	1/28/2027	2014-June 2024	Annually	Last Data Transfer: September 2024

These DSAs allow the ECPRG access to datasets relating to the following programs: Florida School Readiness (SR), Voluntary Prekindergarten Education Program (VPK), Supplemental Nutrition Assistance Program (SNAP), Temporary Cash Assistance (TCA), IDEA Part B/BEES (Students with Disabilities [SWD]), Homeless Education Program, Bureau of Vital Statistics, Home Instruction for Parents of Preschool Youngsters (HIPPY), and Children’s Medical Services Title XXI (CMS 21). Appendix 1 (**deliverable component 3.7.3**) includes data codebooks that describe all variables included in the analyses.

Rules, Policies, and Events Affecting Data

During this fiscal year, the state has begun implementing the VPK accountability system, which has increased the interest of Early Learning Coalitions (ELCs) in reviewing data visualizations and research results to continue to improve access and effectiveness of their programming. No other rules, policies, or events have impacted the data included in analyses.



Research Projects

Aligned with the project plan guiding the ECPRG research activities for the current fiscal year, five (5) primary investigations will be completed to support data and evidence-informed decision-making by the Division of Early Learning and other stakeholders. The progress toward completing the research activities funded through this contract is described in Table 2.

Table 2. Status Updates on All Research Deliverables and Alignment with Timeline for Completion to Include Research Methods, Preliminary Results, and Data Visualizations

Research Activity	Status
Economic Self Sufficiency Analysis	This is dependent on data acquisition. At the time of this report, the ECPRG has made no progress on this research activity because the team is awaiting the data.
Access to early child care and education services <ul style="list-style-type: none"> • FLICCA 5.1 • FLIPA • Childcare Provider Business Survival Analysis • Developing the Sunshine Portal Embedded Community Needs Assessment 	The FLICCA 5.1 was launched on January 6, 2025, and the FLIPA was launched on April 23, 2025.
Understanding the Determinants of Parent Enrollment in Florida's Voluntary Prekindergarten Education Program and Florida's School Readiness Program <ul style="list-style-type: none"> • Study of Florida SR and Florida VPK Family Enrollment Decisions 	The ECPRG submitted the update report in November 2024 for the DEL's approval. Additionally, the ECPRG developed a recommended follow-up protocol for ELCs to use in their support of families endeavoring to enroll in SR and/or VPK services.
Children's academic outcomes associated with early child care and education system participation	The ECPRG finalized the brief, and the team is preparing the final analyses .
Early child care and education workforce dashboard and analyses <ul style="list-style-type: none"> • Informal Pathway – Early Childhood Educator and Coaching Competencies • Childcare Teacher Survival Analysis 	<p>The ECPRG has developed draft Early Childhood Educator Competencies, Coaching Competencies, and other supportive auxiliary tools to support the implementation of the Early Childhood Educator Informal Pathway.</p> <p>The ECPRG has identified key indicators to be included in the dashboard. Communication with the DCF and the DEL began in the first quarter of 2025 to identify the steps necessary to clean available data, resulting in credible displays.</p>

Florida Index of Child Care Access (FLICCA 5.1)

The Florida Index of Child Care Access (FLICCA) measures childcare access for low-income families with children from birth to age five who are enrolled in Florida's SR program. The new version, FLICCA 5.1, made several notable improvements compared to the previous version, FLICCA 5.0, as outlined below.

- FLICCA 5.1 now includes the Fiscal Year 2023-2024, bringing the total to five Fiscal Years. The dashboard visualized data for May 2024, which is the month that experienced the highest SR enrollment during Fiscal Year 2023-2024.
- An additional Classroom Assessment Scoring System (CLASS) score threshold of 4.5, (on a 7-point scale) has been introduced, resulting in four CLASS threshold options to distinguish between high-quality (HQ) and not high-quality (NHQ) providers. This decision is based on feedback and suggestions from ELCs and personnel from the Florida DOE/DEL during our recent statewide listening tour.
- A more refined method for excluding providers who do not serve children aged birth to five was implemented. DCF providers not matched to DEL providers were marked as “Is School Age Only = Yes” or assigned a “Program SubType” belonging to the following categories (*SA = School Age*):
 - After School Program
 - National Membership | SA Only
 - Non-Public School | SA Only
 - Open Access | SA Only
 - Public School | SA Only
 - School Age Only
 - Sixth Grade and Above | SA Only
 - Tutorial | Instructional | SA Only

Providers meeting any of these criteria were excluded from the analysis and visualizations.

- Charter schools (i.e., ProviderTypeCode=CHPS) were excluded from the calculations. Although this adjustment resulted in a loss of 30 (individual-child) enrollments in May 2024, it alleviated the uncertainty and unreliability stemming from missing or excessively large capacity values and the lack of CLASS scores, which would otherwise fall under low quality.

After implementing the above improvements, 5,978 open-status DEL providers (with 108,400 enrollments) were still present in May 2024 and displayed on the interactive dashboard map. Visit the [FLICCA 5.1 page](#) to explore the tool.

Florida Index of Preschool Access (FLIPA)

Building on the FLICCA tool, the ECPRG has created the initial version of the Florida Index of Preschool Access (FLIPA). This tool aims to assess preschool access for families with children enrolled in the Florida VPK. The current version pertains to Fiscal Year 2023-2024, incorporating essential data inputs such as classroom capacity, classroom VPK CLASS scores, and VPK monthly enrollment.

The index calculation aligns with the methodology used for the [FLICCA](#), but it is applied at the classroom level. The FLIPA includes two key indices: *Infrastructure and Percentage of High-Quality (HQ) VPK Enrollment*. To define high-quality VPK classrooms, the FLIPA offers four CLASS score thresholds for users to select from: 4, 4.5, 5, and 6. Due to the limited number of home-based VPK providers in Florida and concerns regarding the privacy of residential addresses, these providers were excluded from the report. Additionally, only VPK classrooms with known capacity were included in the FLIPA calculation. As a result, a total of 67 classrooms (321 enrollments) were excluded from the FLIPA calculation. The final dataset included 141,352 VPK enrollments nested in 11,297 VPK classrooms within 6,101 providers.

To avoid unnecessary redundancy in visualizations, we displayed the data for January 2024, as it was the month with the highest VPK enrollment. In addition to the FLIPA map view, we provide five charts that illustrate subgroup differences within coalitions: Enrollment by Provider Type (*Center-based vs. Public school*), VPK Utilization Rates (*Center-based vs. Public school*), Classrooms by Quality Level (*CLASS score <4, 4-5, 5-6, and 6+*), Enrollment by Quality Level (*CLASS score <4, 4-5, 5-6, and 6+*), and Participation Rates by county. Visit the [FLIPA page](#) to explore the tool that launched on April 23, 2025.

Childcare Provider Business Survival Analysis

The proposed survival analysis will examine the longevity and sustainability of childcare businesses in Florida, identifying critical factors that influence their persistence or closure over time. By analyzing variables such as geographic location, business model, capacity, tuition rates, staff-to-child ratios, quality rating, and participation in public funding streams, this study will reveal patterns in business sustainability and pinpoint which elements most strongly predict organizational resilience. This research addresses the pressing concern of business instability that disrupts families' access to consistent care, affects community economic development, and impacts the overall early childhood infrastructure throughout the state.

Findings from this analysis will equip Florida policymakers with evidence-based insights to craft targeted policies that strengthen the childcare business ecosystem. The research will illuminate whether specific business characteristics, regional factors, or funding mechanisms significantly impact longevity, allowing for more nuanced approaches to supporting childcare providers. Whether the data suggests the need for enhanced business training, adjusted subsidy rates, streamlined regulatory processes, or targeted financial supports for vulnerable business models, these insights will enable more strategic investment of resources to stabilize this crucial sector. Ultimately, this research will help ensure Florida families have reliable access to quality childcare options that support workforce participation and child development across the state.



Developing the Sunshine Portal Embedded Community Needs Assessment

The Community Needs Assessment initiative seeks to revolutionize community needs assessment processes for ELCs by leveraging sophisticated data integration and analytics. By automating the collection and synthesis of diverse datasets—including the Early Childhood Integrated Data System (ECIDS), Census and American Community Survey (ACS) data, the FLICCA, the FLIPA, and Household Percentage of Income (HPI) metrics—coalitions will receive standardized, comprehensive analyses that illuminate the true landscape of early childhood education in their communities. This approach eliminates redundant data collection efforts while ensuring consistency in methodology across regions, allowing for meaningful comparisons while maintaining sensitivity to local contexts. The cornerstone of this initiative is the implementation of the ECPRG’s advanced analytical tools, which transform raw data into actionable intelligence. Each automated assessment will not only diagnose current challenges in SR and VPK program quality, accessibility, and affordability but will also incorporate targeted guidance for coalition leaders to develop data-informed action plans. By embedding explicit instructions for translating findings into strategic initiatives, these assessments bridge the gap between data analysis and practical implementation, empowering coalitions to allocate resources efficiently and design interventions that precisely address their community’s unique early childhood education needs.

Study of Florida School Readiness (SR) and Florida Voluntary Prekindergarten Education Program (VPK) Family Enrollment Decisions

The initiative currently in progress with ELC stakeholders seeks to transform follow-up procedures for eligible but unenrolled families in Florida’s SR and VPK programs. By refining outreach strategies and implementing systematic data collection on enrollment barriers, this effort will generate comprehensive insights into why eligible families opt out of these valuable early education opportunities. The process improvements concentrate on creating consistent, family-centered communication protocols that balance persistence with sensitivity to diverse family situations, while identifying decision factors that can inform program adaptations and policy refinements at the state level.

This enhanced follow-up system (see Appendix 2) will provide policymakers with unprecedented visibility into enrollment gaps, allowing for more targeted interventions to increase program utilization rates. The data collected will reveal whether families’ decisions stem from logistical challenges (e.g., transportation or scheduling conflicts), information gaps, alternative preferences, or program design limitations. These insights will enable evidence-based modifications to program structures, eligibility requirements, outreach messaging, and support systems. By understanding and addressing the specific barriers that prevent eligible families from accessing these state-funded opportunities, Florida can maximize the return on its early learning investments and ensure more children receive the developmental benefits these programs are designed to provide.

Children's Academic Outcomes Associated with Early Child Care and Education System Participation

The ECPRG has developed an interactive website to allow stakeholders to explore the contexts in which children enrolled in VPK are exhibiting differences in initial Florida Assessment of Student Thinking (FAST) scores and growth on that same measure. This website features executive summaries about the most salient patterns of difference associated with initial FAST scores and academic growth across Florida. Interactive data dashboards, which include visualizations of findings from machine learning analyses, will allow stakeholders to explore patterns of FAST scores and their growth. This will support ELCs in investigating subgroups of children defined by patterns of child and family contexts, including demographics, birth outcomes, disability status, and numerous other indicators. Coalition-specific results provide ELCs with the necessary evidence to determine strategies that attend to the needs of their students. The predictive insights contained in the data dashboard will help identify and deploy interventions accordingly. Below is an overview of the [Understanding Academic Performance & Growth Patterns in VPK tool](#).

Orientation to the Children's Academic Outcomes Website

At the top of the website, a brief narrative summarizes the goals of the project and our data sources, followed by a link to the *VPK Dashboard*.

The *Study Overview* describes the scientific framework for our research, which utilizes machine learning and artificial intelligence to understand the complex factors related to early learning.

Key Domains lists the key domains that were the most predictive of initial FAST scores and FAST growth during VPK.

Key Findings summarizes other broad findings from our investigation.

Machine Learning Framework gets deep into the details of our analytical approach. Starting from the bottom of the “hamburger” and moving upward, we identified the most globally important predictors, then used those to identify subpopulations in the VPK data set as a function of these predictors and finally identified relationships between FAST scores and all available predictors within those subgroups. This multi-phased approach lets us gain the most information possible from our data.

Methodology provides deeper details on the specifics of our data: how FAST and CLASS scores were treated, constructing our analytic sample, and more methodological details. Importantly, the fourth tab defines *Monthly Growth Units (MGUs)*: the ratio of subgroup growth to average growth, such that $MGU > 1$ indicates better-than-average growth and $MGU < 1$ indicates less-than-average growth.

The last section, *Monthly Growth Units (MGUs) in terms of*, provides details on the most salient numeric findings of our machine learning investigation. The *VPK Dashboard* has far more detailed findings than can be summarized in a few slides, but this gives a broad snapshot of the strongest relationships of our predictors with FAST scores across the entire analysis.

Informal Pathway – Early Childhood Educator and Coaching Competencies

The DEL commissioned the ECPRG to develop recommendations for an informal pathway for the early learning and before-and after-school workforce. The final recommendations were submitted on August 15, 2024, and included an informal pathway framework, implementation recommendations, cost analysis, and timelines.

To ensure the DEL has the necessary resources and capacity to launch the proposed framework, the ECPRG has continued to support this project. Guided by the [Final Informal Pathway and Implementation Plan](#), our team has completed the following activities and research with engagement and input from the Informal Pathway Statewide Advisory Committee and DEL:

Serve as advisors and offer technical assistance to the DEL and DCF to support their efforts to implement informal pathway recommendations

Utilizing insights from our work in year one (e.g., focus groups, statewide advisory committee conversations, and research on other systems), the ECPRG facilitated regular conversations with the DEL and DCF leadership to refine the recommendations and developed resources informed by best practices in Florida and other states to move forward the informal pathway work.

Statewide Advisory Committee/Planning Committee

During year one, the ECPRG established a Statewide Advisory Committee to help determine recommendations for implementing the Informal Pathway. Collectively, the ECPRG and DEL identified and recruited members, scheduled meetings, developed presentations and resources, and engaged in research-related activities. During year two, the ECPRG established a Planning Committee. The tasks of the planning committee consisted of reviewing and revising Florida's Early Learning Professional Competencies (for early childhood educators and coaches), reviewing research on Registry creation, Center creation, and revising the [45+ hour Introductory Training](#). Additionally, the ECPRG provided input and feedback on necessary timelines and needs for the Informal Pathway implementation. This Planning Committee met three times and is scheduled to meet again in July (see Appendix 3).

- January 29, 2025 (*in person*)
- February 27, 2025 (*virtual*)
- April 24, 2025 (*virtual*)
- July 15, 2025 (*in person*)

Develop Florida's Early Learning Professional Competencies (Educator and Coach)

The ECPRG led the review and revision of Florida's Competencies for early learning roles, including professionals working with children from birth through age 5 and early learning coaches. Through partnership with the Planning Committee, this work will serve as the foundation for implementing quality standards for all state-approved training and aligning with K-12 educational standards as appropriate.

Our process for creating *Florida's Early Learning Professional Competencies for Educators* included:

- Creating initial *Job Descriptions* that provide clear articulation of each educator's designated role, responsibilities, knowledge and requirements to streamline and align educator roles, and create a foundational framework for professional competency and capacity;
- Developing a competency framework that reflected the state of Florida's priorities and values, and aligns with the Florida Early Learning and Developmental Standards (FELDS), Child Development Associate (CDA)/Staff Credential categories, and CLASS dimensions;
- Creating auxiliary documents to support the implementation of the professional competencies, including crosswalks of competencies with Florida frameworks to show alignment; and *Competencies in Action* documents to provide realistic, observable example actions for each educator role in learning settings; and

Our process for creating *Florida's Early Learning Professional Competencies for Coaches* included:

- Conducting an early learning instructional coaching research review;
- Reviewing and revising current coaching competencies to align with contemporary research around key features of effective coaching models and provide a guiding framework for the knowledge, skills, and dispositions a coach would need to positively impact outcomes for the educators they coach;
- Facilitating an extensive review of coaching competency drafts with Florida's organizational coaching experts (UF Lastinger Center, Teachstone, Inc., and UF Anita Zucker Center for Excellence in Early Childhood Studies) and DEL to solicit feedback; and
- Facilitating an extensive, iterative review of coaching competencies with the Planning Committee to provide feedback for a final coaching competency draft.

Research around Data System Features and Functions/Registry

The ECPRG facilitated research on other states' data systems and structures to provide a blueprint of possible options for Florida's Registry, including meetings with state agencies in Ohio, South Carolina, and New York. Additionally, our team met with Florida agencies, including The Children's Trust of Miami, Early Learning Coalition of Miami-Dade/Monroe, and the Early Learning Coalition of Palm Beach County, Inc., to understand systems that are currently operating successfully in Florida and could be expanded or adopted statewide. The ECPRG is prepared to share key system functionality recommendations and essential data collection fields when the time comes to procure the data system.

Childcare Teacher Survival Analysis

The childcare teacher survival analysis aims to identify key factors influencing the retention of early childhood educators by examining the relationship between community, employer, and teacher characteristics and the longevity of early childhood educators in both the field and at specific employment sites. By analyzing demographic information, education credentials, total years in early childhood education, and tenure with current employers, this study will reveal patterns of workforce stability and highlight the factors that most strongly predict educator persistence. Such data-driven insights are crucial for addressing the persistent challenge of high turnover rates that disrupt learning environments, undermine program quality, and negatively impact provider financial viability.

Results from this analysis will provide state policymakers with actionable intelligence to design targeted interventions that improve workforce stability. Rather than implementing generic retention strategies, this research will enable the development of differentiated approaches based on identified risk factors for departure. Whether the data suggests strengthening professional learning pathways, adjusting compensation structures, or creating tailored supports for specific demographic groups, these findings will enable more efficient resource allocation and policy solutions to stabilize this essential workforce upon which families, communities, and economic development depend.

Supporting DEL & Other Stakeholders

As a part of the Sunshine Portal Project, the ECPRG supports stakeholders in understanding research projects and provides ad-hoc consultation to the DEL. The ECPRG met with stakeholders across the state and the U.S. to support their understanding of the Sunshine Portal. Below please find a listing and descriptions of these events.

DEL Routine meetings:

Meeting agendas for these meetings are attached as Appendix 4. Please note that the September meeting agenda indicated that the next meeting would be October 10th. That date was later changed to October 17th.

- July 11, 2024
- August 8, 2024
- September 12, 2024
- October 17, 2024
- November 14, 2024
- December 12, 2024
- January 9, 2025
- February 13, 2025

- March 13, 2025
- April 10, 2025
- May 8, 2025

Consultation Events:

- August 19, 2024 and November 7, 2024: Dr. Knopf met with Sheila Kumar to discuss the FLICCA to help her answer childcare access questions relating to low-income families living in Collier County.
- October 28 – October 30, 2024: Dr. Knopf visited the Buffett Early Childhood Institute in Omaha, Nebraska, to visit Linda Smith and nationally recognized researchers and economists to discuss the economics of childcare.
- November 8, 2024: Dr. Knopf and Dévonja Daley met with the Association of Early Learning Coalitions (AELC) and several ELCs to discuss ways to better understand the needs and preferences of families' decisions regarding VPK participation.
- February 3, March 12, and March 31, 2025: Dr. Knopf and Mrs. Daley met again with the AELC and several ELCs to continue the conversation regarding VPK participation and began discussing SR participation.
- March 4, 2025: Dr. Knopf and Mrs. Daley met with the ELC of Duval to receive feedback on the ECPRG's proposed VPK/SR Follow-up Call Process.
- March 11, 2025: Dr. Knopf and Mrs. Daley met with the ELC of Flagler and Volusia, and the ELC of Lake County to gather feedback about the FLIPA's functionality and design.
- April 17, 2025: Dr. Knopf attended the AELC/DEL meeting in Tallahassee to share updates on ongoing research projects and forthcoming tools and resources to support local and state policymaking.
- April 21, 2025: Dr. Knopf and Mrs. Daley met with DEL to discuss how the Enhanced Field System Modernization (EFS Mod) can be updated to improve data collection.

Additional Training on the FLICCA:

The AELC proposed that the ECPRG conduct in-person workshops throughout the state to help explain the Sunshine Portal to ELCs who wanted to familiarize themselves with the FLICCA to inform their local planning. The purpose of these workshops was to help them learn how to use the tool so that they can make changes, as needed, at the local level and help inform their decision-making. The ECPRG and the AELC conducted these regional workshops in August 2024. The Division of Early Learning attended some of these workshops.



Table 3. The FLICCA Regional Workshops

Date	Region (total # of ELCs)	Number Attended
August 14, 2024	Region 5: ELC of Indian River, Martin & Okeechobee Counties, ELC of St. Lucie County, ELC of Southwest Florida, Inc., ELC of Miami-Dade/Monroe, ELC of Palm Beach County, Inc., ELC of Broward County, Inc. (6)	20
August 20, 2024	Region 3: ELC of Pasco and Hernando Counties, Inc., ELC of Hillsborough County, ELC of Polk County, ELC of Pinellas County, Inc., ELC of Manatee County, ELC of Sarasota County, ELC of Florida's Heartland, Inc. (7)	18
August 21, 2024	Region 4: ELC of Flagler and Volusia, ELC of Lake County, ELC of Orange County, ELC of Seminole, ELC of Brevard County, The ELC of Osceola County (6)	19
August 27, 2024	Region 1: ELC of Escambia County, ELC of Santa Rosa County, ELC of the Emerald Coast, ELC of Northwest Florida, Inc., ELC of the Big Bend Region, Inc. (5)	20
August 28, 2024	Region 2: ELC of Florida's Gateway, Inc., ELC of the Nature Coast, ELC of Alachua County, ELC of Marion County, Inc., ELC of North Florida, ELC of Duval (6)	13
	TOTAL	90



3.8.9 Provide a complete plan for the connection of the ECIDS with the Florida Department of Education Longitudinal Data System. This plan will include strategies to be used, necessary data-sharing agreements, the timeline for implementation, and procedures to test the integrity of the connection and linkage results.

To link the VPK enrollee with the students in the Florida Education Longitudinal Data System for the Sunshine Portal project, we will implement a multi-step linkage methodology. We will first standardize the personal identifiers used for linkages, such as first and last name, middle initial, gender, date of birth, and social security number (if any). Table 4 shows the pre-processing of these identifiers to standardize the data for linkage.

Table 4. Data Cleaning and Standardization

Identifier	Standardization	Acceptable Values
First/Last Name	Convert to upper case. Remove all punctuation. Remove all digits. Replace consecutive spaces with a single space. Remove leading and ending spaces.	Not null
Date of Birth	Convert to 'YYYYMMDD'.	Birth Year: >=1900 &&<=2018 Birth Month: [1,12] Birth Day: [1,31]
Social Security Number (SSN)	SSN with 3-2-4 format will have the '-' removed and stored as a 9-character string.	Length must be 9. Numbers with all zeroes in any of the 3-2-4-digit groups are invalid. Numbers 000, 666, or 900-999 in the 3-digit group are invalid.
Gender/Sex	Convert to upper case. Convert Female to F, Male to M, and all else to U.	

After the data standardization, the agency-assigned ID will be checked by the identifier combinations to determine if it can uniquely identify a child/student. If not, an entity ID will be generated based on the identifier combinations (first and last name, middle initial, date of birth, gender, and SSN). As this entity ID is unique only within the dataset, we will combine it with the dataset name to make it unique across the datasets. A table for each dataset will be created from the unique combination of children’s first name, last name, middle initial, date of birth, gender, SSN, entity ID, and dataset name. Then these tables will be used as the input of the linkage steps.

We will adapt the methods proposed by the Agency for Healthcare Research and Quality (AHRQ) for deduplication and linkage. This method consists of multiple steps of deterministic matches using different criteria in each step. A deterministic match requires that both the value and the order of all the characters (either digits or letters) in a field are identical. In the first step, two records must match on SSN and one of the following:

1. First and last name
2. Last name, month of birth, and gender
3. First name, month of birth, and gender

If the SSN is missing or does not match, or two records fail to meet the first step, a second step is used, which is that two records must match on last name, first name, month of birth, gender, and one of the following:

1. Seven to eight digits of the SSN
2. Two or more of the following: year of birth, day of birth, middle initial

Based on the linkage, we will assign a unique child ID to each identified match and create a crosswalk table including child ID, entity ID, and dataset name. The algorithm creates linkages across datasets and duplicates the children's identifiers originally assigned by the agency.



Appendix 1: The Sunshine Portal Data Dictionary

Data Dictionary

Sunshine State Early
Childhood Information
Portal

DCF's SNAP and TCA

Data Field Name	Data Dictionary Description
YYYYMM	BenefitMnth
CHILD_pin	ChildPin

DOE/DEL's FAST/STAR

Data Field Name	Data Dictionary Description
COMPLETED_DATE	Date the assessment was completed. Date and time is reported as UTC (Coordinated Universal Time); this is the time standard commonly used across the world.
ASSESSMENT_NUMBER	A count of the student's completed Star Early Literacy assessments (1st test of the year will show 1, 2nd test will show 2 and so on).
SCALED_SCORE	Standard error of measurement (SEM) for the Scaled Score.

DOE/DEL's Individualized Education Program – IDEA Part B

Data Field Name	Data Dictionary Description
except_primary	A code to identify the primary exceptionality for student enrolled in or eligible for enrollment in the public schools of a district who requires special instruction or related services to take full advantage of or respond to educational programs and opportunities because of a physical, mental, emotional, social or learning exceptionality. Primary indicates that exceptionality which most affects the student's ability to learn.

DOE/DEL's VPK & SR

Data Field Name	Data Dictionary Description
VPK CHILD ELIGIBILITY AND ENROLLMENT DATA FILE	
HomeZipCode	Parent Zip Code
ChildPersonID	Unique Child ID
Child_Age	<i>Description Not Provided</i>
TotalHoursPaid	Hours Paid
SR CHILD ELIGIBILITY AND ENROLLMENT DATA FILE	
ProvDiffRateFlag	Charge Differential or Not
ChildPersonID	Unique Child ID
ProviderPrivateRate	Provider Private Payment Rate
ServicePeriodMonth	Month Services Provided
ServicePeriodYear	Year Services Provided
TotalDaysPaid	Total Days Paid Within a Month
UnitOfCareCode	Unit of Care (e.g., FT, PT)
BillingGroupCode	See 'School Readiness Billing Groups' below.
EligibilityCode	Eligibility is a subdivision of the Billing Group. See 'School Readiness Billing Groups' below.
CareLevelTypeCode	See 'Care Level Codes' below.
DailyCoPayFee	Daily Copay Amount

AnnualIncome	Annual Income		
ParentCountyID	Parent County Identifiers		
PaymentReportPeriodMonth	The Payment Month		
PaymentReportPeriodYear	The Payment Year		
HouseholdID	Household Identifier		
SCHOOL READINESS BILLING GROUPS			
Billing Group	Eligibility Code	Eligibility Title	Definition
ARRA	AR27	SR Income Eligible ARRA	Use the ARRA AR27 when transferring clients from BG8 27. The coalition does not need to transfer clients from ARRA to AR27 if the client has already been assigned the ARRA eligibility. Services provided to a family in which the parents with whom the child resides are each employed or engaged in eligible education activities (unless exempt from work requirements due to age or disability as documented by a licensed physician) a minimum of 20 hours per week. If a coalition receives a variance from the definition of “working family” under rule 60BB-4.100(22), F.A.C, the participant’s eligibility shall be determined in accordance with the terms of the variance. The family income shall not exceed 150% of the FPL to enter the program and shall not exceed 200% to continue to receive financial assistance. In two-parent families, each parent must individually meet the employment/education

			<p>/ training criteria (unless exempt from work requirements due to age or disability as documented by a licensed physician). This includes a case when the parent(s) or legal guardian places a child with a relative, permanently or on a short term basis, and is not receiving temporary cash assistance and income eligibility is based on the child's income and the guardian's income (<i>s. 411.201(6), F.S. and Rule 6M-4.203, F.A.C., Public Law 111-5, American Recovery and Reinvestment Act of 2009</i>).</p>
ARRA	AR31	SR Income Eligible ARRA	<p>Use ARRA AR31 when transferring clients from BG8 31. The coalition does not need to transfer clients from ARRA to AR31 if the client has already been assigned the ARRA eligibility. Services provided to a family in which the parents with whom the child resides are each employed or engaged in eligible education activities (unless exempt from work requirements due to age or disability as documented by a licensed physician) a minimum of 20 hours per week. If a coalition receives a variance from the definition of "working family" under rule 60BB-4.100(22), F.A.C, the participant's</p>

			<p>eligibility shall be determined in accordance with the terms of the variance.</p> <p>The family income shall be between 151% of the FPL to enter the program and shall not exceed 200% to continue to receive financial assistance. A client with a family income that exceeds 150% of the FPL should be transferred to the appropriate billing group/eligibility code. In two-parent families, each parent must individually meet the employment/education / training criteria (unless exempt from work requirements due to age or disability as documented by a licensed physician). This includes a case when the parent(s) or legal guardian places a child with a relative, permanently or on a short term basis, and is not receiving temporary cash assistance and income eligibility is based on the child's income and the guardian's income.</p> <p>The use of the Eligibility Code is optional; it may be used in lieu of the ARRA Eligibility Code for those ELC's that would prefer to transfer clients from BG 31 to ARRA AR31 to maintain the continuity for eligibility codes. (s.</p>
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			<i>411.201(6), F.S. and Rule 6M-4.203, F.A.C., Public Law 111-5, American Recovery and Reinvestment Act of 2009).</i>
ARRA	ARRA	SR Income Eligible ARRA	<p>Services provided to a family in which the parents with whom the child resides are each employed or engaged in eligible education activities (unless exempt from work requirements due to age or disability as documented by a licensed physician) a minimum of 20 hours per week. If a coalition receives a variance from the definition of "working family" under rule 60BB-4.100(22), F.A.C, the participant's eligibility shall be determined in accordance with the terms of the variance.</p> <p>The family income shall not exceed 150% of the FPL to enter the program and shall not exceed 200% to continue to receive financial assistance. If an existing client transfers from another SR billing group, the family income may exceed 150% of the FPL but may not exceed 200%. In two-parent families, each parent must individually meet the employment/education / training criteria (unless exempt from work requirements due to age or disability as documented by a</p>

			<p>licensed physician). This includes a case when the parent(s) or legal guardian places a child with a relative, permanently or on a short term basis, and is not receiving temporary cash assistance and income eligibility is based on the child's income and the guardian's income.</p> <p>The use of the Eligibility Code is optional; it may be used in lieu of the ARRA Eligibility Code for those ELC's that would prefer to transfer clients from BG 27 to ARRA AR27 to maintain the continuity for eligibility codes. (s. 411.201(6), F.S. and Rule 6M-4.203, F.A.C., Public Law 111-5, American Recovery and Reinvestment Act of 2009).</p>
ARRA	UNEM	SR Unemployment ARRA	<p>Services provided to a family either 1) receiving Florida unemployment compensation (UC) benefits or for a family 2) applying to receive UC benefits. 1) Families currently receiving UC benefits must demonstrate evidence of UC benefit receipt and that family income is at or below 150 percent of the FPL. If an existing client transfers from another SR billing group, the family income may exceed 150% of the FPL but may not exceed 200%. A family</p>

			<p>maintains in this category for a maximum of six months as long as the family continues to receive UC benefits, complies with the requirements of the UC program, and family income remains below 200% FPL. 2) A UC applicant's family shall be determined eligible for an initial period of 30 days under this eligibility category if the family demonstrates evidence of UC benefit application and that family income is at or below 150% of the FPL. A UC applicant's family will maintain SR eligibility subject to demonstrating evidence of a pending appeal or evidence of UC benefit receipt. If a child is eligible to receive SR services under any other eligibility category, the coalition shall offer the child services under the alternative eligibility category (Rule 6M-ER09-2 F.A.C.).</p>
BG1	11	At Risk In Home	<p>Description: Child care for a child from a family that is receiving in-home protective services and is under supervision by DCF/contracted provider for abuse, neglect, abandonment and/or exploitation.</p> <p>Applicable Purpose for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p>

			<p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from DCF or contracted community-based provider</p> <p>Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Countable Income: If available, count earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR, §§ Part(s) 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(1)(c) & 1002.87 (1)(b)(e), F.S.;</p>
BG1	13	At Risk Foster Care	<p>Description: Child care for a child in foster care protective services under supervision by DCF/contracted</p>

			<p>provider for abuse, neglect, abandonment, or exploitation.</p> <p>Applicable Purpose for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from DCF or contracted community-based provider</p> <p>Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee.</p> <p>Household Size: Related child(ren) on the Child Care Authorization Form only</p> <p>Countable Income: If available, count child(ren)'s income only</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR §§§ 98.20(a)(1)(ii), 98.44, 98.50 ; CCDF State Plan, Part 2.5; Sections 1002.81(1)(c), and 1002.87 (1)(b)(e), F.S.,</p>
BG1	11D	At Risk Diversion	<p>Description: Child care for a child who is in a diversion program provided by DCF/contractor and who is from a family that is actively participating and complying in DCF-prescribed activities.</p> <p>Applicable Purpose for Care: Child</p>

			<p>Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from DCF or contracted community-based provider</p> <p>Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Countable Income: If available, count earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR, §98.20(a)(1)(ii), 98.44, 98.50; CCDF Part 2.5; Sections 1002.81(1)(b) and 1002.87(1)(b)(e), F.S.;</p>
BG1	14R	At Risk Out of Home	<p>Description: Child care for a child placed in court-ordered</p>

			<p>custody of a relative/non-relative by DCF/contracted provider and receiving out-of-home protective services.</p> <p>Applicable Purpose for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization: Yes -- from DCF or contracted community-based provider</p> <p>Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee.</p> <p>Household Size: Related child(ren) on the Child Care Authorization only</p> <p>Countable Income: If available, count child(ren)'s income only</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR §§§98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(1)(d), and 1002.87(1)(b)(e), F.S.;</p>
BG1	FAM	Family Supports	<p>Description: Child care for a child from a family that is in the custody of a parent who is a victim of domestic violence and who is residing in a certified domestic violence center.</p> <p>Applicable Purpose</p>

			<p>for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from a DCF-Certified Domestic Violence Center</p> <p>Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Countable Income: If available, count earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR §§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(1)(e), and 1002.87 (1)(b)(e), F.S.;</p>
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BG1	HOME	At Risk Homeless	<p>Description: Child care for a child from a family that is in the custody of a parent/guardian who is homeless as verified by a DCF designated-lead agency on homelessness and is participating with a DCF designated-lead agency's continuum of care services plan for homeless families.</p> <p>Applicable Purpose for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from a DCF-Designated Lead Agency on homelessness</p> <p>Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Countable Income: If available, count earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled</p>
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			<p>high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR, §§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(1)(f) and 1002.87(1)(b)(e), F.S.;</p>
BG1	IN	Protective Invest In Home	<p>Description: Child care for a child from a family who has been referred for investigation by DCF/contracted provider for abuse, neglect, abandonment and/or exploitation. Child remains in the home with the alleged perpetrator.</p> <p>Applicable Purpose for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization: Yes -- from DCF or contracted community-based provider</p> <p>Countable Income: If available, count all earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18</p>

			<p>years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit and authorized eligibility by the referring agency.</p> <p>Income Eligible: Eligibility not dependent on income, but if available should be used to calculate parent fee.</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR §§§98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(1)(a) & 1002.87 (1)(b)(e), F.S.; 65C-29.003(9), F.A.C.</p>
BG1	OUT	Protect Invest Out Home	<p>Description: Child care for a child from a family who has been referred for investigation by DCF/contracted provider for abuse, neglect, abandonment and/or exploitation. Child has been removed from the alleged perpetrator's home where the investigation is being conducted.</p> <p>Applicable Purpose for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13</p>

			<p>years</p> <p>Child Care</p> <p>Authorization: Yes -- from DCF or contracted community-based provider</p> <p>Countable Income: If available, count child(ren)'s income only</p> <p>Household Size: Related child(ren) on the Child Care Authorization only</p> <p>Income Eligible: Eligibility not dependent on income, but if available should be used to calculate parent fee.</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR, §§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(1)(a) & 1002.87 (1)(b)(e), F.S.;, 65C-29.003(9), F.A.C.</p>
BG1RC	RC2	<p>SR Respite Care Protective Services</p> <p>PRIORITY CATEGORY #2</p>	<p>Services provided to alleviate a crisis (acute situation that places a child at risk because of parental or guardian emergency need for respite, lack of resources, special needs of the child, or extenuating circumstances beyond the family's control that require short term assistance to increase family stability and decrease risk potential) or to provide child care services in a hospital-based, mildly ill child care program as described in the CCDF State Plan. The family must be in an open</p>

			<p>protective services case to receive respite services. Respite child care alleviates a crisis in the family and avoids out of home placement, while assuring the safety of the child is maintained. Respite care is limited to no more than 30 days per child in any fiscal year and may be provided for up to 24 hours per day. On a case by case basis, this may also include services provided to a family affected by a natural disaster to ensure a child's safety and protection. Such services would include child care (<i>Rule 60BB-4.201, F.A.C.; Rule 60BB-4.202, F.A.C.; CCDF State Plan Appendix 2; and s. 411.01(6), F.S.</i>).</p>
BG3	21	SR Welfare Transition (Temporary cash assistance (TCA)) (WT)(Formerly WAGES) Not Working PRIORITY CATEGORY #1	Services provided to a TANF recipient who receives temporary cash assistance (TCA), is not working, and is involved in job preparation activities. A referral authorizes child care for periods of job search, education, and training plus reasonable travel time. In two parent families, both parents must meet the participation criteria (<i>Rule 60BB-4.202, F.A.C. and s. 411.01(6)(a)2, F.S.</i>).
BG3	28A	TANF Child Only	Description: Child care for a child who is recipient of temporary cash assistance as a TANF "child only case"

			<p>who has been placed with a relative permanently or on a short-term basis. Must have documentation from the DCF showing TANF amount with the recipient's name. Guardian(s) must meet the purpose for care requirements.</p> <p>Applicable Purpose for Care: Employment (EM), Education & Training (ET), Both Employment and Training and/or Education (TT) or Disability (DI)</p> <p>Work Requirements: Guardian(s) must be working or engaged in eligible education/training activities at least 20 hours per week or may be exempt from work requirements due to age or disability, as determined and documented by a physician licensed under chapter 458 or chapter 459, F.S.</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: No (verification of TANF child only payment needed)</p> <p>Countable Income: Child(ren) income only</p> <p>Household Size: Child(ren) only</p> <p>Income Eligible: Yes - child's income at or below 150 percent of FPL for entry into program, at or below 200 percent of the FPL</p>
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			for continued eligibility. Authorization Period: 12 months or less Reference: 45 CFR §§§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(7) & 1002.87(1)(c)(f), F.S.;
BG3	28B	SR WT (Formerly WAGES) Refugee Not Working PRIORITY CATEGORY #1	Services provided to an eligible refugee, asylee, Cuban/Haitian entrant and parolee, Amerasian, Iraqi and Afghan special immigrant, USDHHS- certified victim of a severe form of human trafficking, or a resident alien who was admitted to the U.S. under one of the above categories, who is a TANF recipient receiving TCA, with a documented referral for child care by a refugee program funded employment services (education and training) provider (<i>Rule 6M4.202, F.A.C.; section 208 of the Immigration and Nationality Act (INA); Amerasian Homecoming Act, Section 584 of the Foreign Operations, Export Financing and Related Programs Appropriations Act of 1988 (P.L. 100-202), as amended; P.L. 106- 386, Victims of Trafficking and Violence Protection Act of 2000; and section 101(1)(27) of the Immigration and Nationality Act (INA)</i>).
BG3	TCAN	TCA Not Working	Description: Child care for a child from a family that includes a

			<p>parent (including an eligible TANF refugee), who is receiving temporary cash assistance (TCA) under chapter 414 F.S., and subject to the federal work requirements, who is not working but is involved in activities assigned by the referring agency. In two parent families, both parents must have a purpose for care as documented on the Child Care Authorization Form.</p> <p>Applicable Purpose for Care: Education & Training (ET), Job Search (JS) or Work Activity (WA)</p> <p>Work Requirements: Based on the federal work requirements activity assigned by the referring agency.</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from Welfare Transition Program/local workforce board</p> <p>Income Eligible: Yes - - at or below 185 percent of Federal Poverty Level (Determined by DCF)</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are included in the TANF assistance group.</p> <p>Countable Income: Countable unearned income from all</p>
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			<p>household members who are included in the TANF assistance group. Employment income should not exist for this category. Exclude income earned by children including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Authorization Period: Based on Child Care Authorization Form - maximum is six months.</p> <p>Reference: 45 CFR §§98.44, 98.50; CCDF State Plan, Part 2.5; Section 1002.87(1)(a), F.S.; Rule 6M-4.200(2)(b), F.A.C.</p>
BG3AP	APP	TCA Applicant	<p>Description: Temporary child care for a child from a family that is economically disadvantaged who has applied for TCA, including an up-front diversion payment in order to seek employment.</p> <p>Applicable Purpose for Care: Employment (EM), Education & Training (ET), Employment and Education and/or Training (TT), Job Search (JS) or Work Activity (WA)</p> <p>Work Requirements: Based on the federal work requirements activity assigned by the referring agency.</p> <p>Child Age Requirements: Birth</p>

			<p>to younger than 13 years.</p> <p>Child Care Authorization Form: Yes -- Welfare Transition Program/local workforce board</p> <p>Countable Income: Earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Income Eligible: Yes- - at or below 150 percent of FPL for entry into program, at or below 200 percent of the FPL for continued eligibility.</p> <p>Authorization Period: One 30-day period.</p> <p>Reference: 45 CFR. §§§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(7) & 1002.87(1)(c)(f), F.S.; Section 1002.89, F.S.</p>
BG3R	RCG	At Risk RCG	<p>Description: Child care for a child who is a recipient of the Relative Caregiver payment and determined to be a court ordered</p>

			<p>dependent by a Florida court and placed in a relative's home by the DCF/contracted provider.</p> <p>Applicable Purpose for Care: Child Protection (CP)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization: No -- verification of current RCG payment is required</p> <p>Countable Income: If available, count child(ren)'s income only</p> <p>Household Size: Related child(ren) only</p> <p>Income Eligible: Eligibility not dependent on income, but if available use to calculate parent fee.</p> <p>Authorization Period: 12 months or less</p> <p>Reference: 45 CFR, §§§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(1)(d) & 1002.87 (1)(b)(e), F.S.</p>
BG3T	21T	SR WT (Formerly WAGES) Diversion Program PRIORITY CATEGORY #1	Referrals from the local workforce boards for temporary child care for a parent who has applied for cash assistance and temporary child care services to seek employment and has opted to receive diversion payment in lieu of ongoing cash assistance. Child care for up-front diversion

			should be provided for up to 30 days from the date the up-front diversion process officially started (<i>Rule 6M-4.202, F.A.C., s. 411.01(6), F.S., (s. 414.017, F.S., and Rule 65A-4.212, F.A.C.)</i>).
BG3W	21W	SR WT (Formerly WAGES) Working PRIORITY CATEGORY #1	Services provided to a TCA recipient, based on a documented referral, who is employed, or employed and involved in job preparation activities. Child care shall be available during the hours of employment and/or work activities plus reasonable travel time. In two parent families, both parents must meet the participation criteria (<i>Rule 6M-4.202, F.A.C. and s. 411.01(6), F.S.</i>).
BG3W	28BW	SR WT (formerly WAGES) Refugee Working PRIORITY CATEGORY #1	Services provided to an eligible refugee, asylee, Cuban/Haitian entrant and parolee, Amerasian, Iraqi and Afghan special immigrant, USDHHS-certified victim of a severe form of human trafficking, or a resident alien who was admitted to the U.S. under one of the above categories, based on a documented referral, who is a working TANF recipient receiving TCA and has been referred for child care by a refugee program funded employment services provider (<i>Rule 6M-4.202, F.A.C. and s. 208 of the Immigration and Nationality Act (INA)</i>).

BG3W	TCAW	TCA Working	<p>Description: Child care for a child from a family that includes a parent (including an eligible TANF refugee), who is employed and receiving temporary cash assistance under chapter 414 F.S., and subject to the federal work requirements. In two parent families, both parents must have a purpose for care as documented on the Child Care Authorization Form.</p> <p>Applicable Purpose for Care: Employment (EM), Both Employment and Training and/or Education (TT)</p> <p>Work Requirements: Based on the federal work requirements activity assigned by the referring agency.</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from Welfare Transition Program/local workforce board</p> <p>Income Eligible: Yes - - at or below 185 percent of FPL (Determined by DCF)</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are included in the TANF assistance group.</p> <p>Countable Income: Earned and countable unearned income from all household members</p>
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			<p>who are included in the TANF assistance group. Exclude income earned by children including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Authorization Period: Based on Child Care Authorization Form - maximum is six months.</p> <p>Reference: 45 CFR §§98.44, 98.50; CCDF State Plan Part 2.5; Section 1002.87(1)(a), F.S.; Rule 6M-4.200(2)(b), F.A.C.</p>
BG5	23B	SR TCC Working	<p>Services provided to a family with earned income who has lost their eligibility for TCA because of excess earned income, new or increased child support, loss of time limits (with earned income), or who "opts not to receive" TCA. Continued eligibility is for up to a total of 24 consecutive months from the first month of Temporary Child Care (TCC) eligibility as determined by Workforce Development, regardless of when temporary cash assistance is canceled. A documented referral establishes the time frames for authorized child care. Total family income may not exceed 200% of FPL (Rule 60BB-4.202, F.A.C.).</p>

BG5	23C	SR TCC/Working Combined with Education (TEd)	<p>Services provided to a family with earned income who has lost their eligibility for TCA because of excess earned income, new or increased child support, loss of time limits (with earned income), or who "opts not to receive" TCA, and who is obtaining education or training to improve job skills in order to <u>maintain or improve</u> employment. Must meet full TCC requirements and need additional child care to cover educational needs. Continued eligibility is for up to a total of 24 consecutive months from the first month of Temporary Child Care (TCC) eligibility as determined by Workforce Development, regardless of when temporary cash assistance is canceled. A documented referral establishes the time frames for authorized child care. Income may not exceed 200% of FPL (<i>s. 411.01(6), F.S., and Rule 60BB-4.202, F.A.C.</i>).</p>
BG5	23D	SR TCC Working through Diversion	<p>Services provided to a family who meets up-front diversion criteria. Continued eligibility for up to a total of 24 consecutive months from the first month of TCC eligibility as determined by a documented referral from Workforce</p>

			Development. A documented referral establishes the time frames for authorized child care. Income may not exceed 200% of FPL. The coalition should use this OCA to provide services to an individual who was determined eligible for but opted not to receive temporary cash assistance (<i>s. 414.017, F.S., and Rule 65A-4.212, F.A.C.</i>).
BG5	TCC	Transitional Child Care	<p>Description: Child care for a child from a family that includes a parent or parents who transitions from a workforce program into employment as described in Section 445.032, F.S. In two parent families, both parents must have a purpose for care as documented on the Child Care Authorization Form.</p> <p>Applicable Purpose for Care: Employment (EM), Both Employment and Training and/or Education (TT).</p> <p>Work Requirements: Employment or Both Employment and Education and/or Training based on documented Child Care Authorization Form.</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- Welfare Transition</p>

			<p>Program/local workforce board</p> <p>Countable Income: Earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Income Eligible: Yes - - at or below 200 percent of FPL for initial entry and continued eligibility.</p> <p>Authorization Period: 12 months or less.</p> <p>Reference: 45 CFR §§§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Section 1002.81(7) & 1002.87(1)(d), F.S.;</p>
BG7	25	SR Migrant Farm Work	<p>Services provided to a family in which the parents with whom a child resides are migrant farm workers as defined in Rule 60BB-4.100(16), F.A.C., and are employed for at least 20 hours per week. If a coalition receives a variance from the definition of "working family" under rule 60BB-4.100(22), F.A.C.,</p>

			the participant's eligibility shall be determined in accordance with the terms of the variance. The income shall not exceed 150% of the Federal Poverty Level (FPL) to enter the program and shall not exceed 200% to continue to receive financial assistance (<i>Rule 6M-4.203, F.A.C.; and s. 411.01(6), F.S.</i>). See 97CFO for referral based migrant clients.
BG8	26	SR Teen Parent	Services provided to a child of teenage (under 18 years of age) parent(s) who are employed a minimum of 20 hours per week or who are enrolled in a high school diploma or GED program who are not involved in a Department of Education Drop Out Prevention program or a Workforce Development teen parent program. The teen parent may also be attending other job training. The definition of a teenage parent includes a person who is pregnant, who is the legal or alleged father of an unborn child, or who is the parent of the child. Income of the teenage parent shall not exceed 200% of the FPL (<i>s. 411.01(6), F.S. and Rule 6M-4.202, F.A.C.</i>).
BG8	27	SR Income Eligible ≤ 150%	Services provided to a family in which the parents with whom the

			<p>child resides are each employed or engaged in eligible education activities (unless exempt from work requirements due to age or disability as documented by a licensed physician) a minimum of 20 hours per week. If a coalition receives a variance from the definition of "working family" under rule 60BB-4.100(22), F.A.C, the participant's eligibility shall be determined in accordance with the terms of the variance.</p> <p>The family income shall not exceed 150% of the Federal Poverty Level (FPL) to enter the program and shall not exceed 200% to continue to receive financial assistance; however, a client with a family income that exceeds 150% of the FPL should be transferred to the appropriate billing group/eligibility code. In two-parent families, each parent must individually meet the employment/eligible education activity criteria (unless exempt from work requirements due to age or disability as documented by a licensed physician).</p> <p>This category includes cases when the child has been placed with relatives or non-relatives by the</p>
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			parent(s) or legal guardian, permanently or on a short-term basis, and is not receiving temporary cash assistance, and income eligibility is based on the child's income and the guardian's income (non-TANF "Child Only" cases) (<i>s. 411.01(6), F.S., and Rule 6M-4.203, F.A.C.</i>).
BG8	29	SR SSI and/or SSA Disability	<p>Services provided to a family in which:</p> <ul style="list-style-type: none"> • A parent(s)/guardian(s) receives SSI, SSA disability benefits (not survivor's benefits), or 100% VA disability (not partial disability), the family is income eligible, and the parent(s)/guardian(s) in the home has/have an established purpose(s) for care. <p>NOTE: If a parent in the home is in receipt of SSA disability benefits, then all dependents in the home should also be in receipt of benefits under the disabled parent's claim number and should be explored for such benefits. All of the preceding listed income is countable income in the total family income; or</p> <ul style="list-style-type: none"> • A child is in receipt of SSI (child's SSI income is not included in the family's total gross income calculation), the family is income eligible, and the parent(s)/guardian(s) in the home has/have

			<p>an established purpose(s) for care. NOTE: In certain instances, it may be more beneficial to a family in which a child receives this income to be considered a household of one and to exclude this income. However, if doing so would create an adverse impact on other children in the household, then the child receiving SSI can remain as part of the full household and this income type still be excluded.</p> <p>If both parents are in the home, only one shall be required to be an SSI/SSA disability benefits/100% VA disability recipient; however, both parents must meet the purpose for care requirement. The purpose of the child care shall be to enable employment of the parent/relative, and/or to assist the parent in caring for the child because of the parent's/relative's disability as documented by a physician's statement. If the disability claimed is permanent, only one disability eligibility is required. Note: A child in receipt of SSA (under a non-residential disabled parent whose family is income eligible and whose custodial parent(s)/guardian(s) in the home has/have</p>
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			an established purpose(s) for care is better served under either BG8-27 or BG8-31. If, however, the same child is placed on a referral, then the child is to be served under the appropriate referral billing group. (Rule 6M-4.100(22)(a-d), F.A.C. and CCDF 3.3.2.)
BG8	30	SR Native American	Services provided to a child whose parents are members of federally recognized Native American tribes and who need child care in order to obtain or maintain employment or eligible education activities a minimum of 20 hours per week. If a coalition receives a variance from the definition of "working family" under rule 6M-4.100(22), F.A.C, the participant's eligibility shall be determined in accordance with the terms of the variance. Income shall not exceed 150% to enter the program and shall not exceed 200% of FPL to continue to receive financial assistance (45 CFR Part 98.20).
BG8	31	SR Income Eligible 151% - 200%	Services provided to a family in which the parent/guardian with whom the child resides are each employed or engaged in eligible education activities (unless exempt from work requirements due to age or disability as

			<p>documented by a licensed physician) a minimum of 20 hours per week. If a coalition receives a variance from the definition of "working family" under rule 60BB-4.100(22), F.A.C, the participant's eligibility shall be determined in accordance with the terms of the variance.</p> <p>The family income must be between 151% and 200% of the FPL for this eligibility category. Clients should only be placed in this category upon redetermination from a prior eligibility category or from the TCA or TCC categories. In two-parent families, each parent must individually meet the employment/eligible education activity criteria (unless exempt from work requirements due to age or disability as documented by a licensed physician). This category includes cases when the parent(s) or legal guardian has placed the child with relatives or non-relatives, permanently or on a short-term basis, and is not receiving temporary cash assistance. Income eligibility would include the total family earned and unearned income (<i>s. 411.201(6), F.S.,</i></p>
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			<i>and Rule 6M-4.203, F.A.C.).</i>
BG8	33	SR Adoption Subsidy	<p>Services provided to a child receiving adoption subsidy payments from the Federal Title IV_E program under the Social Security Act, or a state program. Adoption assistance subsidy provides financial assistance to families based on the child's special needs at the time of the adoptive placement. These benefits are paid to the child and may include a monthly adoption assistance payment and/or Medicaid Card. This income must be verified before it can be excluded. For cases that contain these incomes, the child receiving these income types can be considered a Head of Household of one and have these income sources excluded. However, if doing so creates an adverse impact on other children in the household, then the children can remain as part of the full household under an applicable billing group and still have these incomes sources excluded. (CCDF State Plan Section 3.3.2.). Use this Billing Group only when the child(ren) is considered Head of Household. If more than one child in the household receives the adoption subsidy,</p>

			<p>the household size is determined by the number of children in the household receiving the subsidy. Although the child may be Head of Household, the parent/guardian with whom the child resides must be employed or engaged in eligible education activities (unless exempt from work requirements due to age or disability as documented by a licensed physician) a minimum of 20 hours per week. each parent/guardian must have a Purpose for Care. Income must be less than 150% of the federal poverty level for initial eligibility.</p>
BG8	ECON	Economically Disadvantage	<p>Description: Child care for a child from a family that is economically disadvantaged including, but not limited to, a working migratory family that is economically disadvantaged as defined by 34 CFR s. 200.81(d) or (f) or an agricultural worker who is employed by more than one agricultural employer during the course of a year, and whose income varies according to weather conditions and market stability.</p> <p>Applicable Purpose for Care: Employment (EM), Education & Training (ET), Both Employment and Training and/or</p>

			<p>Education (TT), Migrant Employed (ME) or Disability (DI)</p> <p>Work Requirements: In a one parent family, the parent must be employed at least 20 hours per week or engaged in eligible educational activities unless exempt from work requirements due to age or disability. In two parent families, both parents must be working a combined total of 40 hours per week or engaged in eligible education activities unless exempt from work requirements due to age or disability. Parent(s) with whom the child resides can be exempt from work requirements due to age or disability, as determined and documented by a physician licensed under chapter 458 or chapter 459, F.S.</p> <p>Child Age Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: No</p> <p>Countable Income: Earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a</p>
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			<p>disability who has attained 22 years.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Income Eligible: Yes- - at or below 150 percent of FPL for entry into program, at or below 85 percent SMI for continued eligibility; if 85 percent of State Median Income (SMI) is less than 150 percent of FPL, 85 percent SMI is the income threshold for eligibility. A graduated phase-out may be implemented at the end of the 12-month eligibility period if income is greater than 150 percent of FPL but less than 85 percent of SMI.</p> <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR. §§§ 98.20(a)(1)(ii), 98.44, 98.50; CCDF State Plan, Part 2.5; Sections 1002.81(7) & 1002.87(1)(c)(f), F.S.;</p>
BG8HS	HS	SR Working Poor/HS Criteria – Local Coalition Option	<p>The Head Start Program focuses on low income children and provides an educational program that emphasizes nutrition, health, and social sciences and encourages strong parent involvement. Services in this category must be in an approved coalition plan (<i>Rule 6M-4.203, F.A.C. and s. 411.01(6),</i></p>

			F.S.). Allocations to this OCA require Agency approval.
BG8LC	LC	SR 411 – Local Coalition Option	Eligibility requirements must comply with s. 411.01, F.S. A coalition must describe this eligibility initiative in the coalition's plan and the Agency must approve prior to the coalition incurring any expenditures (<i>Rule 6M-4.203, F.A.C. and s. 411.01(6), F.S.</i>). Allocations to this OCA require Agency approval.
BG8NW	NW	SR Single Parent Not Working/ Child at Risk of School Failure	Services provided to a one parent family with whom the child resides where the parent is not employed or engaged in education activities a minimum of 20 hours per week and where the child is determined to be at risk of school failure. The family income must not be higher than 150% of the FPL to enter the program and shall not exceed 200% to continue to receive financial assistance (<i>Rule 6M-4.203, F.A.C. and s. 411.01(6), F.S.</i>). Allocations to this OCA require Agency approval.
BG8OP	OPW	SR Two Parents/One Parent Not Working/ Child at Risk of School Failure	Services provided to a two parent/guardian family with whom the child resides where only one parent is employed or engaged in eligible education activities a minimum of 20 hours per week and where the child has been determined to be at risk of school failure.

			<p>If a coalition receives a variance from the definition of “working family” under rule 60BB-4.100(22), F.A.C, the participant’s eligibility shall be determined in accordance with the terms of the variance.</p> <p>See OCA Attachment 3, Eligibility Determination Factors for a Child at Risk of Future School Failure for additional information. The attachment is available on the OEL website: Early Learning>For Coalitions>Coalition Resources>OCA Working Definitions. The family income shall not exceed 150% of the FPL to enter the program and shall not exceed 200% to continue to receive financial assistance (Rule 6M-4.203, F.A.C. and s. 411.01 (5)(d)4.j.(6), F.S.).</p>
BGCSD	CSED	Contracted Slots Econ Dis	<p>Description:</p> <p>Contracted slots child care up to the regular SR pay rate (excluding Gold Seal) and in accordance with regular SR attendance rules, for children meeting the eligibility of billing group Economically Disadvantaged BG8-ECON. This OCA is included in the local match requirement for working poor eligible participants of six percent on child care</p>

			slots. Authorization Period: 12 months.
BGCSO	CSO	Contracted Slots Other	Description: Contracted slots child care up to the regular SR pay rate (excluding Gold Seal) and in accordance with regular SR attendance rules, for children meeting the eligibility of billing groups other than Economically Disadvantaged BG8 and the Child Care Executive Partnership (CCEP) and having an authorization period of 12 months. Billing Groups that can transfer to BGCSO/CSO are: At Risk Diversion BG1 11D, At Risk Homeless BG1 HOME, Family Supports BG1 FAM, At Risk Home, BG1 11, Protective Investigation In Home BG1 IN, and Special Needs CF SN. The applicable purpose for care, work requirements, child age requirements, referral, countable income, household size and income eligible follows those applicable based on eligibility of allowable billing groups and eligibility groups listed within this description.. Authorization Period: 12 months.
BGCSO	CSOC	CS Other Child Only	Description: Contracted slots child care up to the regular SR pay rate (excluding Gold Seal) and in accordance with regular SR attendance

			<p>rules, for children meeting the eligibility of billing groups with countable income for child only and having an authorization period of 12 months. Billing Groups that can transfer to BGCSO/CSOC are: BG1 14R, BG1 13, BG1 OUT. The applicable purpose for care, work requirements, child age requirements, referral, countable income, household size and income eligible follows those applicable based on eligibility of allowable billing groups and eligibility groups listed within this description.</p> <p>Authorization Period: 12 months.</p>
BGD	DIN	Natural Disaster - New Enrollment	<p>Services provided to a disaster impacted family, for a new enrollment. This OCA includes a family whose workplace is temporarily inoperable or destroyed, home is severely damaged or has been condemned by local or federal officials, or place of primary or secondary education is temporarily inoperable or destroyed. A coalition in a natural disaster area may choose to waive fee, income eligibility, and work requirements on a <u>case by case</u> basis for a family who is in need of services to ensure a child's safety and protection (<i>CCDF State</i></p>

			<i>Plan and Rule 6M-4.400(1)(b)2.f., F.A.C).</i>
BGSNT	SNT	SR Special Needs Teen	Services provided to children ages of 13 through 18 who are physically or mentally incapable of self-care, or are under court supervision, and resides with a family whose income does not exceed 200% of the federal poverty level (FPL) and whose parent(s) are working or attending job training or education program. (Normally this means the child has an IEP-Individual Education Plan with school system or DOE matrix) (<i>45 CFR 98.20 and Rule 6M-4.200, F.A.C.</i>).
CCPP	P1	CCEP	Description: Child care for a child from a working family that is economically disadvantaged and receives CCEP matching funds. The CCEP program provides state, federal and local funds to offer subsidies to low-income working parents whose family income does not exceed the allowable income for any federally subsidized child care program with a dollar-for-dollar match from employers, local government, and other matching contributions. Applicable Purpose for Care: Employment (EM), Education & Training (ET), Both Employment and Training and/or

			<p>Education (TT) or Disability (DI)</p> <p>Work Requirements: In a one parent family, the parent must be employed at least 20 hours per week or engaged in eligible educational activities unless exempt from work requirements due to age or disability. In two parent families, both parents must be working a combined total of 40 hours per week or engaged in eligible education activities unless exempt from work requirements due to age or disability. Parent(s) with whom the child resides can be exempt from work requirements due to age or disability, as determined and documented by a physician licensed under chapter 458 or chapter 459, F.S.</p> <p>Child Age Requirements: Younger than 13 years of age</p> <p>Child Care Authorization Form: No</p> <p>Countable Income: Earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has</p>
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			<p>attained 22 years.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Income Eligible: Yes -</p> <ul style="list-style-type: none"> - at or below 200 percent of FPL initial entry, at or below 85 percent of the SMI for continued eligibility during the initial 12-month eligibility period; if 85 percent of State Median Income (SMI) is less than 200 percent of FPL, 85 percent SMI is the income threshold for eligibility. A graduated phase-out may be implemented at the end of the 12-month eligibility period if income is greater than 200 percent of FPL but less than 85 percent of SMI. <p>Authorization Period: 12 months.</p> <p>Reference: 45 CFR §§§ 98.20(a)(1)(ii), 98.44, 98.50; Section 1002.94, F.S.</p>
CF	MI	SR Migrant Not Income Eligible	<p>Services provided to a family that includes migrant workers or fishers. Eligibility is not dependent on family income or work requirements. The family must have a documented referral from the local education agency certifying that the parent(s) meets the federal definition of a migrant agricultural</p>

			worker or a migrant fisher (<i>s. 411.01(6), F.S.; Rule 6M-4.206, F.A.C.</i>). Allocations to this OCA require Agency approval.
CF	SN	Special Needs	<p>Description: Child care for 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. A special needs child eligible under this billing group remains eligible until the child is eligible for admission to kindergarten in a public school under Section 1003.21(1)(a)2, F.S. Allocation requires office approval.</p> <p>Applicable Purpose for Care: Special Needs (SN)</p> <p>Work Requirements: N/A</p> <p>Child Age Requirements: 3 years of age through admission to kindergarten</p> <p>Child Care Authorization Form: No - IEP needed from local school district</p> <p>Countable Income: Earned and countable unearned income from all household members who are a part of the family unit. Exclude income earned by children, including a concurrently enrolled high school student who has attained 18 years or a concurrently</p>

			<p>enrolled student with a disability who has attained 22 years.</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are currently residing in the same dwelling unit.</p> <p>Income Eligible: No</p> <p>Authorization Period: 12 months.</p> <p>Reference: Section 1002.87(1)(h) and 1003.21(1)(a)2, F.S.</p>
DHKOS	OOS	Natural Disaster - New Enrollment – Other State	<p>Services provided to a disaster impacted family, new enrollment. This OCA includes a family whose workplace is temporarily inoperable or destroyed, home is severely damaged or has been condemned by local or federal officials, or place of primary or secondary education is temporarily inoperable or destroyed. A coalition in a natural disaster area may choose to waive fee, income eligibility, and work requirements on a <u>case by case</u> basis for a family who is in need of services to ensure a child's safety and protection (<i>CCDF State Plan and Rule 6M-4.400(1)(b)2.f., F.A.C.</i>).</p>
WRC	RCI	TCA Respite	<p>Description: Child care for a child from a family that includes a parent who is receiving temporary cash assistance (TCA) under chapter 414 F.S., and</p>

			<p>subject to the federal work requirements, who is not working but is involved in respite activities assigned by the referring agency. Participants may participate in an out-of-home residential treatment for alcoholism, drug addiction, alcohol abuse, or a mental health disorder, as certified by a physician licensed under chapter 458 or chapter 459, F.S., instead of a work activity while participating in treatment. The participant shall be required to comply with the course of treatment necessary for the individual to resume work activity participation. The treatment agency shall be required to notify the referring agency with an initial estimate of when the participant will have completed the course of treatment and be ready to resume full participation in the Welfare Transition Temporary Cash Assistance Program. Care may be provided for up to 24 hours per day.</p> <p>Applicable Purpose for Care: Respite Services (WR)</p> <p>Work Requirements: Based on the federal work requirements activity assigned by the referring agency.</p> <p>Child Age</p>
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				<p>Requirements: Birth to younger than 13 years</p> <p>Child Care Authorization Form: Yes -- from Welfare Transition Program/DCF</p> <p>Income Eligible: Yes - - at or below 185 percent of FPL (Determined by DCF)</p> <p>Household Size: All children younger than 18 years and household members who are 18 years of age or older who are included in the TANF assistance group.</p> <p>Countable Income: Earned and countable unearned income from all household members who are included in the TANF assistance group. Exclude income earned by children including a concurrently enrolled high school student who has attained 18 years or a concurrently enrolled student with a disability who has attained 22 years.</p> <p>Authorization Period: Based on a documented Child Care Authorization Form not to exceed 60 days</p> <p>Reference: 45 CFR §§98.44, 98.50; CCDF State Plan, Part 2.5.; Section 1002.87(1)(a), F.S.; Rule 6M-4.200(2)(b), F.A.C.; Section 1002.89, F.S.</p>
OCA Code	Billing Group Code	Billing Group Title	Eligibility Code	Eligibility Title
Not Provided	LOCAL	Local Funding Available	LOC	Coalition Local Funding Code
Not Provided	ETAPP	Enrollment - Teenage Parent Plan;	ETPP	Teenage Parent Plan - Enrollment Tracking Only

		not included in attendance rosters		
<i>Not Provided</i>	PTAPP	Paid - Teenage Parent Plan; included in attendance rosters	PTPP	Teenage Parent Plan - Payments Applied
SRMAT	BG8	Economically Disadvantaged	SRMT	SR Match Program
CESSD	BG1	At Risk	ESS	Essential Personnel
SRREG	FEE	Provider Fees	PRF	Provider Registration Fees
97GNW	BG3R	At Risk	GAP	Guardianship Assistance Program
SRREG	FEE	Provider Fees	RFR	Provider Registration Fee Reversal

CARE LEVEL CODES – TABLE CRLV

CCMS Care Level Codes

Sequence	Care Level	Description	Age Limit	Unit of Age	Next Care Level	Comments
2	INF	<12 MTH	1	YR	TOD	N/A
3	TOD	12 TO <24 MTH	2	YR	2YR	N/A
4	2YR	24 TO <36 MTH	3	YR	PR3	N/A
5	PR3	36 TO <48 MTH	4	YR	PR4	N/A
6	PR4	48 TO <60 MTH	5	YR	PR5	N/A
7	PR5	60 TO <72 MTH	6	YR	N/A	N/A
8	SCH	IN SCHOOL	14	YR	GT13	N/A
9	GT13	14 OR OLDER	99	YR	N/A	There are a few payments using the GT13 Care level. Treat these as School Age (SCH).
10	SPCR	SPECIAL NEEDS	14	YR	N/A	N/A
11	SPTN	SPEC NEEDS TEEN	19	YR	N/A	Currently Obsolete.

N/A	3YR	36 TO <48 MTH	4	YR	PR4	Non-Standard Code, treat as PR3
N/A	4YR	48 TO <60 MTH	5	YR	PR5	Non-Standard Code, treat as PR4
N/A	PR2	24 TO <36 MTH	3	YR	PR3	Non-Standard Code, treat as 2YR
N/A	PREK	36 TO <48 MTH	4	YR	PR4	Non-Standard Code, treat as PR3

DOH's Birth Certificates

Data Field Name	Data Dictionary Description
MOTHER_BIRTH_COUNTRY	Country where mother was born
MOTHER_AGE	Mother age at time of birth
MOTHER_EDCODE	Mother's/parent's educational attainment: what was the highest educational diploma/degree achieved by the mother/parent?
MOTHER_MARRIED	Is mother married?
FatherOnBirthCert	Field created by UF indicating that the father was listed on the birth record
SEX	Infant Sex
BIRTH_WEIGHT_GRAMS	Birth weight in grams
PLURALITY_CODE	How many infants (live born or stillborn infants) resulted from this pregnancy?
BIRTH_ORDER_CODE	If not a single birth (including live born and stillborn infants), what was the Infant birth order?
MOTHER_WIC_YESNO	Did mother receive WIC food?
FATHER_AGE	Father Age
FATHER_EDCODE	What was highest educational degree achieved by father?
FATHER_BIRTH_COUNTRY	Country where father was born
INFANT_BREASTFED	Is infant being breastfed?
MR_NONE	History Factors - None
INF_NONE	Infections Present/Treated - None
CHAR_NONE	Characteristics of Labor/Delivery - None
MM_NONE	Maternal Morbidity - None
AC_NONE	Abnormal Conditions - None
ANOM_NONE	Congenital Anomalies - None
TOBACCO_USE_YESNO	Calculated field; Did mother smoke during pregnancy?
ALCOHOL_USE	Alcohol Use During Pregnancy
PRENATAL_YESNO	Prenatal Care Received?
LIVE_BIRTHS_LIVING	Previous Live Births - Now Living (Number)
PrePregnancy_BMI	Pre-pregnancy Body Mass Index

Kotelchuck_Index	Adequacy of Prenatal Care Utilization as measured by the Kotelchuck Index
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Appendix 2

SR/VPK Parent Support

Start of Block: Default Question Block

Q1 CALL PREPARATION

- Prepare a list of families who have been determined eligible, but haven't connected.
- Identify the ELC personnel responsible for calling families.
- Review each family case file prior to calling, make note of any special circumstances.

Q2 I am calling a family who was determined eligible for...

- ☐ the Florida School Readiness Program (SR) (1)
- ☐ the Florida Voluntary Prekindergarten Education Program (VPK) (2)

Skip To: Q3 If I am calling a family who was determined eligible for... = the Florida School Readiness Program (SR)

Skip To: Q14 If I am calling a family who was determined eligible for... = the Florida Voluntary Prekindergarten Education Program (VPK)

Page Break

Q3 Hello, this is **[INSERT NAME]** from **[INSERT AGENCY NAME]**. I am contacting you because you recently qualified for the Florida School Readiness childcare subsidy program, but haven't enrolled your child. I would like to help you. Is this a good time to talk?

- ☐ Yes (1)
- ☐ No (2)

Skip To: Q4 If Hello, this is [INSERT NAME] from [INSERT AGENCY NAME]. I am contacting you because you recently... = No

Skip To: Q6 If Hello, this is [INSERT NAME] from [INSERT AGENCY NAME]. I am contacting you because you recently... = Yes

Page Break

Q4 When would be a better time for me to call you back?

Schedule a follow up call at a time that is convenient for the client.

Q5 END CALL

Thank you, I look forward to talking with you again on [INSERT DAY AND TIME].

Skip To: End of Survey If END CALL Thank you, I look forward to talking with you again on [INSERT DAY AND TIME]. Displayed

Page Break

Q6 Excellent! Are you still interested in participating in the Florida School Readiness Program?

☐ Yes (1)

☐ No (2)

*Skip To: Q7 If Excellent! Are you still interested in participating in the Florida School Readiness Program?
= No*

*Skip To: Q9 If Excellent! Are you still interested in participating in the Florida School Readiness Program?
= Yes*

Page Break

Q7 What has changed since your initial application?

Probable Responses:

- *I have moved*
- *I am no longer employed*
- *My income has increased*
- *I couldn't find care that was available/waiting list was too long*
- *I have decided to hire a nanny*
- *A family member will care for my child/ren*

Potential Follow-up: What was the primary factor that influenced this decision?

Q8 END CALL

Thank you for taking the time to talk with me today, if circumstances change, and you decide that you would like to participate in the SR program, please contact me [PROVIDE DIRECT CONTACT INFORMATION] for help, or log in to the family portal to submit another application.

Page Break

Q9 Okay, I'd like to understand the difficulties you have experienced in trying to connect with a suitable child care provider. What are the main reasons that you haven't found a provider that meets your needs?

Listen For:

Financial Concerns:

- *Additional costs beyond the subsidized amount (Differential)*
- *Transportation costs*
- *Payment timing issues*

Provider Availability:

- *No space/Waiting list at preferred provider for one or more ages*
- *Schedule compatibility*
- *Location accessibility*
- *Specific care needs*

Q10 POSSIBLE SOLUTIONS & SUPPORT

Financial Solutions:

- *Share information about other financial assistance programs:*
 - *Head Start/Early Head Start*
 - *SNAP*
 - *TANF*
 - *Local Initiatives*
- *Provide application assistance as needed*

Provider Matching:

- *Customized list of providers that align parents' needs with provider services:*
 - *Age Groups Served*
 - *Price (Differential)*
 - *Hours of Operation*
 - *Provider Location*
 - *Transportation*

Q11 ACTION PLANNING

Let's create a plan to help you:

- *Summarize identified barriers*
- *List specific action steps*
- *Assign responsibilities (what the family will do, what the agency will do)*
- *Set a timeline for next steps*
- *Schedule follow-up contact*

Q12 CLOSING

Before we end our call:

- **What questions do you have that we haven't discussed?**
Respond to questions.
- **I will send you an email that summarizes what we discussed today and provide the resources that I have shared with you. Could you please verify that I have a correct email address for you?**
Verify client email address, update in family portal if necessary.

Q13 DOCUMENTATION

- Record identified barriers
- Document action plan
- Update family status in the system
- Note any referrals made
- Flag for additional support if needed

Skip To: End of Survey If DOCUMENTATION Record identified barriers Document action plan Update family status in the syste... Displayed

Page Break

Q14 Hello, this is **[INSERT NAME]** from **[INSERT AGENCY NAME]**. I am contacting you because you recently qualified for the Florida Voluntary Prekindergarten Education Program, but haven't enrolled your child. I would like to help you. Is this a good time to talk?

☐ Yes (1)

☐ No (2)

Skip To: Q15 If Hello, this is [INSERT NAME] from [INSERT AGENCY NAME]. I am contacting you because you recently... = No

Skip To: Q17 If Hello, this is [INSERT NAME] from [INSERT AGENCY NAME]. I am contacting you because you recently... = Yes

Page Break

Q15 When would be a better time for me to call you back?

Schedule a follow up call at a time that is convenient for the client.

Q16 END CALL

Thank you, I look forward to talking with you again on [INSERT DAY AND TIME].

Skip To: End of Survey If END CALL Thank you, I look forward to talking with you again on [INSERT DAY AND TIME]. Displayed

Page Break

Q17 Excellent! Are you still interested in participating in the Florida Voluntary Prekindergarten Education Program?

☐ Yes (1)

☐ No (2)

Skip To: Q18 If Excellent! Are you still interested in participating in the Florida Voluntary Prekindergarten Edu... = No

Skip To: Q20 If Excellent! Are you still interested in participating in the Florida Voluntary Prekindergarten Edu... = Yes

Page Break

Q18 What has changed since your initial application?

Probable Responses:

- *I have moved*
- *I would prefer to keep my child/ren in their current school*
- *My preferred provider was not available*
- *I have decided to stay home/home school my child/ren*

Potential Follow-up: What was the primary factor that influenced this decision?

Q19 END CALL

Thank you for taking the time to talk with me today, if circumstances change, and you decide that you would like to participate in the VPK program, please contact me [PROVIDE DIRECT CONTACT INFORMATION] for help, or log in to the family portal to submit another application.

Skip To: End of Survey If END CALL Thank you for taking the time to talk with me today, if circumstances change, and you de... Displayed

Page Break

Q20 Okay, I'd like to understand the difficulties you have experienced in trying to connect with a suitable VPK provider. What are the main reasons that you haven't found a provider that meets your needs?

Listen For:

Financial Concerns:

- *Additional costs beyond the voucher (Wrap-around care)*
- *Transportation costs*

Provider Availability:

- *No space/Waiting list situations at preferred provider*
- *Schedule compatibility*
- *Location accessibility*
- *Specific care needs*

Q21 POSSIBLE SOLUTIONS & SUPPORT

Financial Solutions:

- *Share information about other financial assistance programs:*
 - *Florida School Readiness Program*
 - *Head Start/Early Head Start*
 - *SNAP*
 - *TANF*
 - *Local Initiatives*
- *Provide application assistance as needed*

Provider Matching:

- *Customized list of providers that align parents' needs with provider services:*
 - *Public or Private Setting*
 - *Price for Wrap-Around Services*
 - *Hours of Operation*
 - *Provider Location*
 - *Transportation*

Q22 ACTION PLANNING

Let's create a plan to help you:

- *Summarize identified barriers*
- *List specific action steps*
- *Assign responsibilities (what the family will do, what the agency will do)*
- *Set a timeline for next steps*
- *Schedule follow-up contact*

Q23 CLOSING

Before we end our call:

- **What questions do you have that we haven't discussed?**
Respond to questions.
- **I will send you an email that summarizes what we discussed today and provide the resources that I have shared with you. Could you please verify that I have a correct email address for you?**
Verify client email address, update in family portal if necessary.

Q24 DOCUMENTATION

- Record identified barriers
- Document action plan
- Update family status in the system
- Note any referrals made
- Flag for additional support if needed

Skip To: End of Survey If DOCUMENTATION Record identified barriers Document action plan Update family status in the syste... Displayed

Page Break

Appendix 3

Informal Pathway Planning Advisory Committee Meeting 1 January 29, 2025, 9:00am-3:00pm Division of Early Learning, FDOE

Intended Outcomes

Participants will bring essential knowledge, experience, and understanding of Florida's existing early learning systems of professional learning and career support to effectively leverage our current strengths and past successes to implement Florida's Informal Pathway for early learning educators.

Goals:

Participants will:

- Review Year One Committee work and Y2 goals
- Review Informal Pathway Final Report and Implementation Plan
- Review and provide feedback for FL Professional Competency Drafts and Job Descriptions

Introductions (Mary Kay)

9:00–9:30am

- New members
- Agenda Review
- Opening Move: Herman's 3-day Road Trip

Review of Y1 Committee Work: Where have we been? (Mary Kay and Abby)

9:30–10:30am

- Y1 Committee Deliverables and Accomplishments
- Review of Informal Pathway Final Report and Recommendations
- Discussion Activity
- 10 min break

Y2 Planning: Where are we going? (Herman and Abby)

10:40–11:45am

- Committee parameters and goals through June, 2025
 - Creation of Job Descriptions
 - Revision of FL Professional Competencies: Teacher (all designations), Coach, Before/After School Teachers
 - Creation of Wish Lists, Research Needs, and Resources for Center, Registry, and Revised Introductory Training (45 hours) to incorporate into future scopes of work
- Context: Current state of the state

Review of Informal Pathway Job Descriptions (Mary Kay and Herman)

- Explanation of Creation of Job Descriptions
- Review Process
- Lunch Question to Chew On:

- How does the Informal Pathway connect with the Formal Career Pathway?
- What competencies are needed to go from a CDA to associate's degree? CDA to bachelor's degree?

Lunch on your own

11:45am-1:05pm

Competency Draft Review (Mary Kay)

1:10-2:40pm

- Debrief of lunch questions and Job Description Review
- How should we think about Professional Competency revision process?
- AZC Team Review Process

Small Group Review of Standard 1: Health, Safety, Nutrition and Meal Time

- Break up into groups of 4-5
- Using your laptops and handouts, access materials in Meeting 1 folder (you were emailed links over lunch).

Directions for Standard 1 Review:

1. Access your group's copy of **AC_REVIEW COPY_Professional Competency Draft_Standard 1** in your planning committee Meeting 1 folder (Group numbers are at the front and end of title of each document.)
2. When making revisions, adding comments, use SUGGESTING mode (top right corner, pen icon, click on SUGGESTING) so we can see your changes.
3. As a group, review/revise Standard 1:
 1. **Remember CDA competencies are your GUARDRAILS** (right column). Always go back to these when determining what practices should/should not be included.
 2. Discuss to what level licensing language should be added to entry and lead levels to include/exclude among facility, family child care homes, and school-age requirements, and add suggestions in comments on your group's document.
 3. Discuss the **OBSERVABILITY** of these competencies: What do these look like/sound like in classroom practice? What examples should be provided based on designation level/type of program? Add examples where you feel they fit best on your document.
 4. If you have time, start filling in Associate Teacher competencies based on half-way point (between entry and staff credential).

Debrief and Action Steps for Next Meeting

2:40-3:00pm

Thank You For Your Incredible Collaboration and Work!

**Informal Pathway
Planning Advisory Committee Meeting 2
February 27, 2025, 3:00pm-4:00pm
Virtual**

Review Latest Draft of Professional Competencies

- Complete with full committee edits and feedback

Determine Answers to Remaining Questions about Comprehensiveness and Sequence

Determine Next Actions for Committee:

- Coaching competency draft review
- Workgroups to support design ideas for Center, Registry, Revised Introductory Training

Schedule Next Virtual Meeting

**Informal Pathway
Planning Advisory Committee Meeting 3
April 24, 2025, 2:00pm-3:00pm
Virtual**

Florida Department of Children and Families Evaluation and Review (Katie Jones)

Review of the Professional Competencies Document

Review of the Coaching Competencies Draft

Plan Last In-Person Meeting

- Summer (June/July options)

Next Steps for Committee

Appendix 4



Anita Zucker Center
for Excellence in Early Childhood Studies

Translating science to action to
support all young children, their
families, and their communities.

DEL & Sunshine Portal Project Team

7.11.24 Meeting Agenda

Thursday | 2pm-3pm EDT

Updates

- New Contract Manager, Chasity Risoldi
- How is the review of the Annual Report coming along?
- How is the review of the Workplan for this fiscal year coming along?
 - The final version is due July 31

Next Meeting

- Thursday, August 8th at 2pm EDT
 - Review meeting attendees list/modify as needed

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DEL & Sunshine Portal Project Team

8.8.24 Meeting Agenda

Thursday | 2pm-3pm EDT

Updates

- New Contract Manager, Chasity Risoldi
- Is Deliverable 2 Workplan for Year 2 approved?
- The FLICCA Regional Meetings
 - Wed., 8/14, 9am-12pm with the ELC Region 5 (*IRMO, St. Lucie, SWFL, Miami Dade/Monroe, Palm Beach, and Broward*) at the ELC of Palm Beach County
 - Tues., 8/20, 1pm-4pm with the ELC Region 3 (*Pasco/Hernando, Hillsborough, Polk, Pinellas, Manatee, Sarasota, and Heartland*) at the ELC of Polk County
 - Wed., 8/21, 9am-12pm with the ELC Region 4 (*Flagler/Volusia, Lake, Orange, Seminole, Brevard, and Osceola*) in Palm Coast
 - Tues., 8/27, 10:30am-1:30pm with the ELC Region 1 (*Escambia, Santa Rosa, Emerald Coast, NWFL, and Big Bend*) in Marianna
 - Wed., 8/28, 9:30am-12:30pm with the ELC Region 2 (*Gateway, Nature Coast, Alachua, Marion, North Florida, and Duval*) at the ELC of Alachua County

Next Meeting

- Thursday, September 12th at 2pm EDT
 - Dévonja is out of the office

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DEL & Sunshine Portal Project Team

9.12.24 Meeting Agenda

Thursday | 2pm-3pm EDT

Discussion

- 5 FLICCA Regional Meetings occurred in August
 - Recap
 - Working on feedback received
 - Any feedback from DEL?
- Schedule Kat Meeting: Professional Development Statutes
- Confirm timeline for Data Acquisition
- [3.8.5.3 Understanding the Determinants of Parent Enrollment in Florida's Voluntary Prekindergarten Education Program and Florida's School Readiness Program](#)

Next Meeting

- Thursday, October 10th at 2pm EDT

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DEL & Sunshine Portal Project Team

10.17.24 Meeting Agenda

Thursday | 9am-9:30am EDT

Discussion

- Touchbase about VPK – parents/next deliverable
- Update on Kindergarten Readiness study
- Posting annual report on the website

Other Projects

- Any progress on PBC approval?
- Any progress on Informal Pathway approval?

Next Meeting

- Thursday, November 14th at 2pm EDT

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DEL & Sunshine Portal Project Team

11.14.24 Meeting Agenda

Thursday | 2pm-3pm EST

Discussion

- Touchbase about the FLICCA deliverable
 - Is the Provider data we received for both SR and VPK?
- Touchbase about VPK – parents/next deliverable
- Research Briefs Publication?

Other Projects

- PBC
 - Any progress on PBC feedback/approval?
- Informal Pathway
 - Approval to share with Advisory Committee Members; can it go on the website?
 - How would an in-person Advisory Committee meeting in Tallahassee on Wed., January 29 work for DEL?
 - Cannot do Jan. 18 – 25

Future Meetings

- Next meeting is Thursday, December 12th at 2pm EST
- Does the 2nd Thursday of each month at 2pm work for next year?
 - Do we want to change it to 30-minute meetings?

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DEL & Sunshine Portal Project Team

12.12.24 Meeting Agenda

Thursday | 2pm-3pm EST

Discussion

- Mid-year Report (Deliverable 5)
- Touchbase about the FLICCA (Deliverable 4)
- Feedback on the VPK/SR Report (Deliverable 3)
- Clarity on funding language moving forward:
 - For PBC, Informal Pathway, and anything Workforce Dashboard related, we were provided this: “Authority and Funding is Section 46 of Chapter 2023-239, Laws of Florida, from the American Rescue Plan (ARP) Act Discretionary Child Care and Development Block Grant Trust Fund.”
 - For anything Sunshine Portal excluding Workforce Dashboard, we have been using this: “The Sunshine State Early Childhood Information Portal Project described was supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5) Grant Number 90TP0068-03-02 from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.”

Other Projects

- PBC
 - Any progress on PBC feedback/approval? (Deliverables 3, 4, & 5)

Next Meeting

- Thursday, January 9th from 2-2:30pm EST

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DEL & Sunshine Portal Project Team

1.9.25 Meeting Agenda

Thursday | 2pm-2:30pm EST

Discussion

- Feedback on the VPK/SR Report (Deliverable 3)
 - Any progress on feedback and/or approval?
- Mid-year Report (Deliverable 5)
 - Any progress on feedback and/or approval?

Other Projects

- Informal Pathway
 - Do we have permission to post the final report with recommendations and cost modeling on our website?
- PBC
 - Any progress on PBC feedback/approval? (Deliverables 3, 4, & 5)

Next Meeting

- Thursday, February 13th from 2-2:30pm EST

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DEL & Sunshine Portal Project Team

2.13.25 Meeting Agenda

Thursday | 2pm-2:30pm EST

Sunshine Portal Discussion

- Florida Index of Preschool Access (FLIPA)
- Which FAST cutoff scores should we use in our analyses for children enrolled in FY 22-23?

Other Projects

- Informal Pathway
 - Courtnie, how is your review on the teachers' competencies and coaching competencies coming along?

Next Meeting

- Thursday, 3/13 from 2-2:30pm EDT

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DEL & Sunshine Portal Project Team

3.13.25 Meeting Agenda

Thursday | 2pm-2:30pm EDT

Sunshine Portal Discussion

- Exit Monitoring Meeting
- Florida Index of Preschool Access (FLIPA)
- VPK/SR Follow-Up Process
 - Incorporated DEL feedback
 - Recap of meeting with ELCs
 - Data collection infrastructure (EFS Mod)
- Next steps on Dr. Huang's paper

Next Meeting

- Thursday, 4/10 from 2-2:30pm EDT
 - Dévonja will send a new calendar series with an updated Zoom link

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DEL & Sunshine Portal Project Team

4.10.25 Meeting Agenda

Thursday | 2pm-2:30pm EDT

Sunshine Portal Discussion

- “Brief” Summary of Projects sent to Cari M.
- Schedule a date in June to meet in Tallahassee to have the Annual Sunshine Portal Workshop
- Florida Index of Preschool Access (FLIPA)

Next Meeting

- Thursday, 5/8 from 2-2:30pm EDT

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DEL & Sunshine Portal Project Team

5.8.25 Meeting Agenda

Thursday | 2pm-2:30pm EDT

Sunshine Portal Discussion

- PERA data
- Tallahassee in June
 - EFS Mod Meeting 6/18 at 1pm ET
 - Agenda for Annual Sunshine Portal Workshop
 - Scheduled for Wednesday, 6/18 at 2:15pm ET

Next Meeting

- Thursday, 6/12 from 2-2:30pm EDT
 - Do we need to meet since we are meeting 6/18? Contractually we are to participate in monthly meetings.

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