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Florida's Early Childhood
Integrated Data System

Annual Sunshine Portal Progress Report

FISCAL YEAR 2025-2026

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 ECPRG; 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 report presents the research activities, findings, and accomplishments of the Sunshine State Early Childhood Information Portal Project (DEL Contract Number 24-L05) for the period of July 1, 2025, through May 29, 2026. Prepared for the Florida Department of Education, Division of Early Learning (DEL), it describes the work the ECPRG has carried out over the year to strengthen the integrated early childhood data system and to support data and evidence-informed decision-making across Florida's early learning programs. The sections that follow summarize the data the project has acquired and linked, the research investigations completed during the year, and the technical assistance provided to the DEL and its partners.

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.

Research 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.

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/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.

Project Manager – Rachel Eubanks – Mrs. Eubanks provides support with technical resources for the tools the team creates and works closely with the Association of Early Learning Coalitions and the Early Learning Coalitions throughout the state.

Project Manager – Mary Kay Rodgers, Ph.D. – Dr. Rodgers manages the Informal Pathway related work and leads the related research and activities.

Other Personnel

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

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.

Research Assistant – Daveyon Brown – Mr. Brown assists with the conceptualization, development, and implementation of machine learning methodologies. Mr. Brown also leads the development of ELC-facing web applications and interactions with the university's information technology administration.

Graduate Research Assistant – Xiaomeng Xiong – Ms. Xiong assists the PI with data analysis and reporting.

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.

Data Sharing Agreements and Data Acquisition

The ECPRG has executed data-sharing agreements (DSAs) with state and federal agencies that are 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/DEL), the Florida Department of Health (DOH), the Florida Healthy Kids Corporation (FHKC), and the University of South Florida (USF). Please see Table 1 for the complete list of executed DSAs and data received by the ECPRG.

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	1/24/2027	2012-June 2024 (with data updates through 2026 when data becomes available)	Annually	Last Data Transfer: January 2026

DOE	Fully Executed	6/30/2028	As available: VPK & SR (Child-Level)- VPK Application Fields and SR Application Fields; FAST; BEESS – IDEA Part B; Title IX: HEP; SR & VPK-Child Eligibility & Enrollment, Contracted Provider; Teachers and Workforce	Monthly	Last Data Transfer: November 2025
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: June 2025
DOH – Vital Stats	Fully Executed	4/20/2027	2011-2027	Annually	Last Data Transfer: November 2025
FHKC	Fully Executed	6/15/2029	2020-2027	Unspecified	Last Data Transfer: July 2025
USF – HIPPY	Fully Executed	1/28/2027	2014-June 2024	Annually	Last Data Transfer: August 2025

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/BEESS (Students with Disabilities [SWD]), Homeless Education Program, Bureau of Vital Statistics, Home Instruction for Parents of Preschool Youngsters (HIPPY), Children’s Medical Services Title XXI (CMS 21), and encounter, pharmacy, and dental records from the FHKC. Together, these data sources form the foundation of the integrated Early Childhood Data System that supports the analyses presented in this report.

Rules, Policies, and Events Affecting Data

In 2025, the Legislature passed CS/CS/SB 1490, the Children's Medical Services Program bill, which transferred management of the program to the Agency for Health Care Administration (AHCA). Because the data the ECPRG receives are tied to that program, this change affects the existing Children's Medical Services data use agreement. To preserve continuity, the ECPRG will pursue an updated DSA with AHCA so that these data remain part of the Early Childhood Integrated Data System, the Sunshine Portal.



Research Projects

Following the research plan that guides the ECPRG’s work for the current fiscal year, the team completed five primary investigations this year. Each was designed to give the DEL and its partners timely, evidence-informed answers to questions that matter for Florida’s early learning system. Table 2 summarizes the status of every research deliverable, and the sections that follow describe each investigation, its methods, and what it found.

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 • Family Economic Mobility White Paper	The ECPRG has drafted a white paper, outlining recommendations for measuring family economic mobility that is contingent on planned EFSSMod upgrades through the PDG funding.
Access to Early Child Care and Education Services • FLICCA 5.2.1 • FLIPA 2.0.1 • Child Care Provider Business Survival Analysis • Developing the Sunshine Portal Embedded Community Needs Assessment	The FLICCA 5.2.1: Update complete, published on Sunshine Portal website. FLIPA 2.0.1: Update complete, published on Sunshine Portal website. Survival Analysis: Complete description included in annual report. Embedded Community Needs Assessment: Draft versions of the reports and responses to DEL feedback are submitted with this annual report.
Understanding the Determinants of Parent Enrollment in Florida’s Voluntary Prekindergarten Education Program and Florida’s SR Program • Study of Florida SR and Florida VPK Family Enrollment Decision	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 • Children and Families in Context: An Ongoing Ecological Study of SR from Birth to the Classroom	The ECPRG finalized the improved VPK-child-outcomes analysis and have included a report of findings. A public-facing, interactive website will be made available upon DEL approval.
Early Child Care and Education Workforce Dashboard and Analyses • Informal Pathway – Early Childhood Educator and Coaching Competencies	Informal Pathway: Substantive progress in developing the foundation for the Florida Center for Early Childhood Professional Recognition has been completed.

Florida Index of Child Care Access (FLICCA 5.2.1)

The Florida Index of Child Care Access (FLICCA) measures child care access for low-income families with children from birth to age five who are enrolled in Florida's SR program. The latest release, FLICCA 5.2.1, extends the index with another year of data and a set of improvements that make the dashboard faster, clearer, and more useful for the coalitions and state staff who rely on it. The most notable changes are described below.

- FLICCA 5.2.1 includes the data through fiscal year (FY) 2024-2025, bringing the total to six fiscal years (FY 19-20 through FY 24-25). The dashboard displays data for May 2025, which aligns with the month used last year and represents a period of high SR enrollment during FY 24-25.
- Enhancements to the backend data structure and dashboard design have significantly improved the dashboard's performance, giving users noticeably faster response times and shorter load times.
- The SR Utilization Rate chart now includes reference lines marking quantile thresholds, along with axis tick marks, both of which make the chart easier to read and interpret.
- Providers are color-coded based on their utilization rate, calculated as the number of children enrolled in SR divided by the provider's licensed capacity. Users can switch between the provider's CLASS Score/Gold Seal designation and Utilization Rate by using a single-selection radio button.

Household Percentage of Income (HPI) Index

FLICCA 5.2.1 also introduces a new page dedicated to the Household Percentage of Income (HPI) Index, presented at the ZIP code level, by coalition, and for the state overall. The HPI Index measures the cost of child care relative to household income, and it offers a direct read on affordability for the economically disadvantaged families enrolled in Florida's SR program. Although the index has been available since 2023, it has been underused; surfacing it in the dashboard makes this affordability lens readily available to coalitions and state staff.

Methodology

Economically disadvantaged families were identified using eligibility codes, billing group information, and reported annual income. To ensure that parents were actively employed, the analysis was restricted to households with an annual income of \$10,000 or greater. The analysis focused on children enrolled in center-based providers with a full-time (FT) unit of care code and billing group code BG8.

The HPI Index is calculated at the household level as the percentage of monthly income spent on childcare. These household-level values are then aggregated by household size (based on the number of children) to the ZIP code, coalition, and state levels by computing the average HPI

among households residing in each geographic area.

Key Findings

At the ZIP code level, Table 3 displays the range of HPI values (minimum to maximum) for each household category in FY 23–24 and FY 24–25.

Table 3. ZIP Code Mean HPI Range by Household Size

# of Children in Household	FY 2023–2024	FY 2024–2025
1	0.4% to 27.6%	0.5% to 43.6%
2	0.6% to 41.5%	0.4% to 45.8%
3	0.6% to 39.6%	0.4% to 34.5%
4+	2.5% to 23.5%	2.2% to 24.2%

The state average HPI declined significantly from FY 23–24 to FY 24–25, as shown in Table 4.

Table 4. State Average HPI by Household Size

# of Children in Household	FY 2023–2024	FY 2024–2025
1	8.6%	5.9%
2	11.2%	7.2%
3	11.6%	7.4%
4+	12.1%	7.3%

The pattern across both tables points in the same direction: childcare consumed a smaller share of household income in FY 24-25 than in the prior year, and the improvement held across households of every size. For the DEL, the HPI Index offers a straightforward way to monitor affordability over time and to identify the ZIP codes and coalitions where cost pressure on SR families remains highest.



Florida Index of Preschool Access (FLIPA 2.0.1)

The Florida Index of Preschool Access (FLIPA) measures preschool access for families with children enrolled in Florida's Voluntary Prekindergarten (VPK) program. The latest version, FLIPA 2.0.1, adds a second year of data and a new set of tools that give users a closer, classroom-level view of provider options. The most notable changes are described below.

- The updated FLIPA dashboard includes fiscal year 2024–2025, bringing the total coverage to two fiscal years. The dashboard displays data for January 2025, which aligns with the month used last year and reflects a period of high VPK enrollment during FY 24–25.
- Each provider's tooltip now shows the VPK provider performance designation. Users can hover over a provider to view this information wherever the data are available.
- A new Provider Search page, reached through the button below the 'Provider Type' legend, gives users classroom-level information about individual providers.

Users can search for providers by entering a full or partial provider name and refining results using interactive filters and legend selections. Providers can be selected individually or in multiples, with selected providers highlighted consistently across the table and map. A reset button is available to clear all selections and filters at any time.

The page displays the currently applied filter criteria and includes a map of the selected coalition, where chosen providers are highlighted for easy identification. Hovering over provider locations reveals detailed provider information. When a provider is selected, a detailed table displays classroom-level data associated with that provider.

Child Care Provider Business Survival Analysis

Introduction

The ECPRG is using administrative data to conduct a set of high-powered survival analyses, using machine learning (elastic net regression) to identify characteristics of licensed, exempt, or registered childcare businesses and teachers that predict survival in the childcare industry. For providers, we define survival as continued operation (measured as years from the initial operation date to the program closure date, if applicable), as reflected in the DCF CARES provider list. Teacher survival is defined as continued employment (from industry start date to last date of employment, if applicable) in a licensed or approved childcare business, such that only teachers who leave a job and do not start another within the industry are treated as dropouts.

Data

Teacher and provider characteristics used to predict survival were drawn from the DCF CARES

data system, the personnel and open and closed provider licensing records. Community characteristics were drawn from American Community Survey (ACS) variables from the ACS 5-year estimates¹ at the ZIP Code Tabulation Areas (ZCTA) level. The ACS data were accessed via data.census.gov and were included to characterize local labor market conditions, family economic resources, housing costs, and related contextual factors likely to affect childcare providers in Florida. Additionally, teacher data were linked to provider records. This allowed us to include provider information in teacher analyses, incorporating information from all providers who employed each teacher; and to include teacher information in provider analyses for providers with sufficient employees, incorporating information from all teachers employed at each provider.

Method

The available data, described above, are broad in scope, including teacher, provider, and community (ACS) characteristics on the population of teachers and providers with reliable data for analysis. We conducted four analyses; in each analysis, we began with no hypotheses, instead using machine learning tools (elastic net regression with interactions) to build high-powered models for predicting survival and explainable AI techniques (variable and interaction importance) to distill these results into the most policy-relevant information possible. Importantly, all results presented here are observational, rather than causal; the presence of the relationships presented here should not be directly interpreted to mean that intervening on the key predictors we identified will produce predictable changes in teacher or provider survival. Rather, these results describe the characteristics of high- and low-survival teachers and providers in Florida.

The four analyses we conducted are summarized in Table 5. For teachers, we included all teachers which could be linked to a provider in order to include provider characteristics as predictors of teacher survival. We separated businesses into three partitions for analysis. First, we examined all family-based providers (Family Day Care Home, Large Family Child Care Home); due to the limited number of teachers at family-based providers, only characteristics of the provider were included in survival analyses for family-based providers. For the second and third provider analyses, we examined center-based providers, restricting our analyses only to Birth to School-Age, and School-Age Only for After School Program. Because of limited sample size and limited teacher data, we did not include Religious Exempt or National Membership School Age providers in our analysis. We partitioned center-based providers (Child Care Facilities, CCFs) into two groups, analyzed separately: providers with fewer than ten employees with available employment records in our data (“smaller” CCFs), and providers with ten or more teachers in our data (“larger” CCFs). For the latter group, having at least ten teachers allowed us to reliably include aggregate information on teachers employed at each provider when predicting survival.

¹ U.S. Census Bureau. (2015–2024). *American Community Survey 5-Year Estimates*. Retrieved December 16, 2025, from <https://www.census.gov/data/developers/data-sets/acs-5year.html>

Table 5. Summary of Workforce Survival Analyses

Analysis	Number of Teachers/ Providers	Number of Predictors**	Included Predictors
1. Teacher Survival	136,062	37	Teacher; Provider employing the teacher
2. Family-Based Providers	4,352	23	Provider
3. Smaller (<10 employee records) Center-Based Providers (Birth to SA; SA or ASP*)	2,367	23	Provider
4. Larger (≥ 10 employee records) Center-Based Providers (Birth to SA; SA or ASP*)	5,532	38	Provider; Teachers employed by provider

*SA = School-Age; ASP = After-School Program.

**Models include the number of predictors listed here and all pairwise interactions between those predictors.

Results

Table 6 shows median survival times for survival analyses. These statistics were calculated across all teachers/providers included in the analyses outlined in Table 5 above and can be used for reference when interpreting the results that follow.

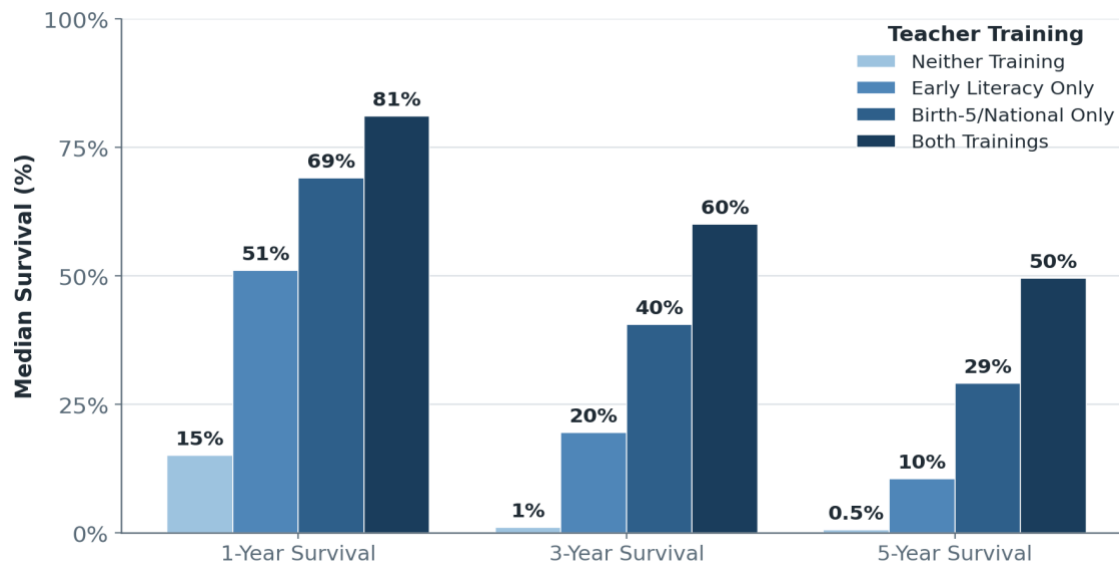
Table 6. Median Survival Times for Survival Analysis

Analysis	1-year	3-year	5-year	10-year
Teachers	45.9%	15.3%	7.5%	3.0%
Family-Based Provider	89.8%	72.2%	61.3%	46.6%
Smaller Child Care Facility (<10 Employees)	94.0%	80.3%	71.6%	58.8%
Larger Child Care Facility (≥ 10 Employees)	99.9%	98%	95.3%	89.1%

1. Teacher Survival

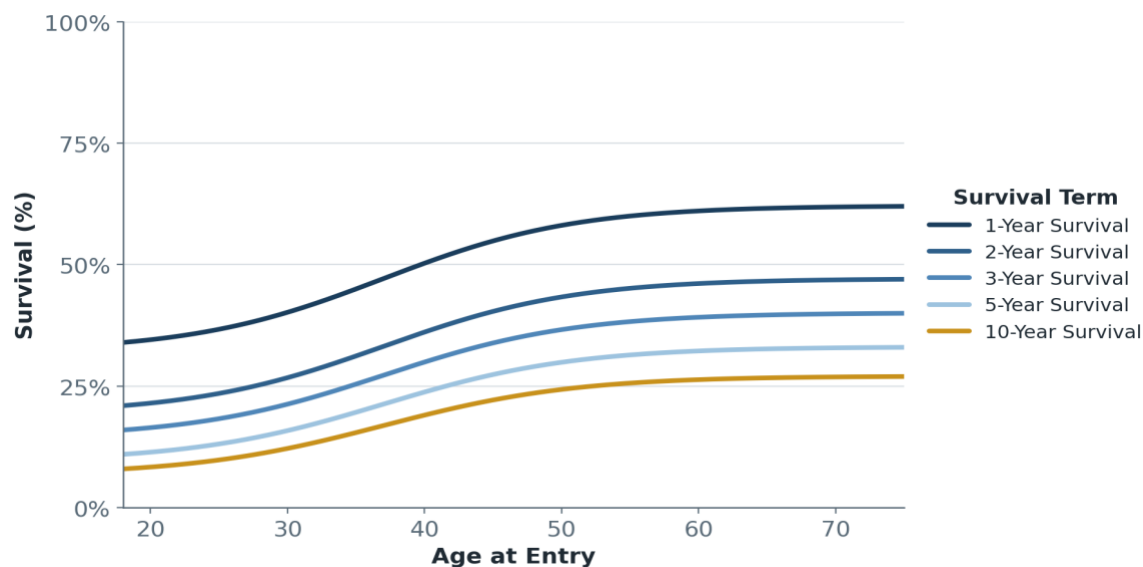
All teachers who could be linked to a provider were included. Employee training emerged as a key predictor of survival; teachers with Birth-5 Credential or National Credential had substantially higher survival than those without either, with an added benefit of Early Literacy Training (Figure 1).

Figure 1. Teacher Training and Teacher Survival



The other key predictor of teacher survival was age at entry, with teachers who are older when they enter the industry having markedly longer survival times. For example, 3-year survival for teachers who enter past age 40 is higher than 1-year survival for teachers who enter at or below age 20 (Figure 2).

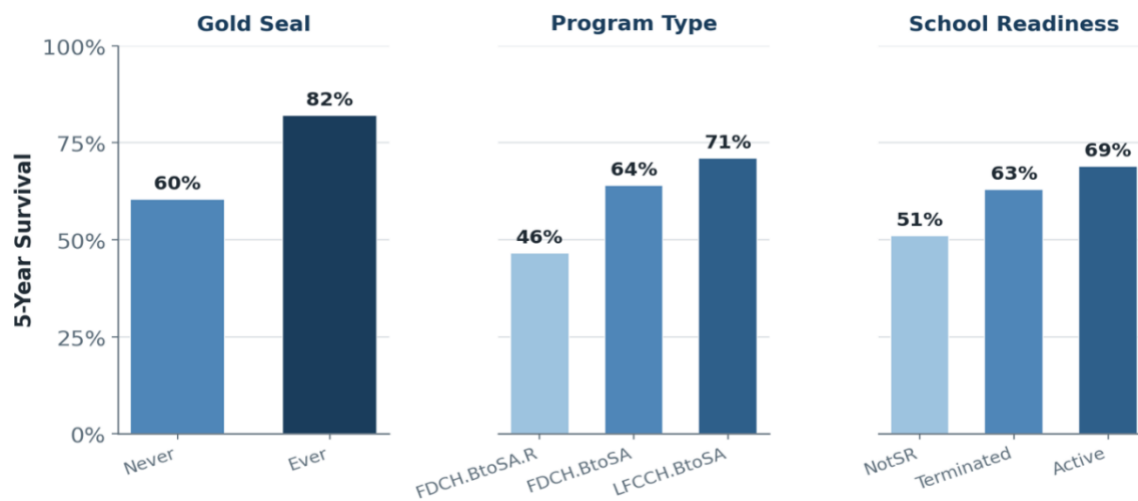
Figure 2. Teacher Survival and Age at Entry



2. Family-Based Provider Survival

Within family-based providers, Gold Seal certification, SR participation, and program type emerged as key survival predictors (Figure 3). Any history of Gold Seal certification or SR membership, and status as a “large” family-based provider, predicted higher survival, while registered homes had lower survival rates.

Figure 3. 5-year Survival Rates for Gold Seal, SR, and Program Type for Family-Based Providers

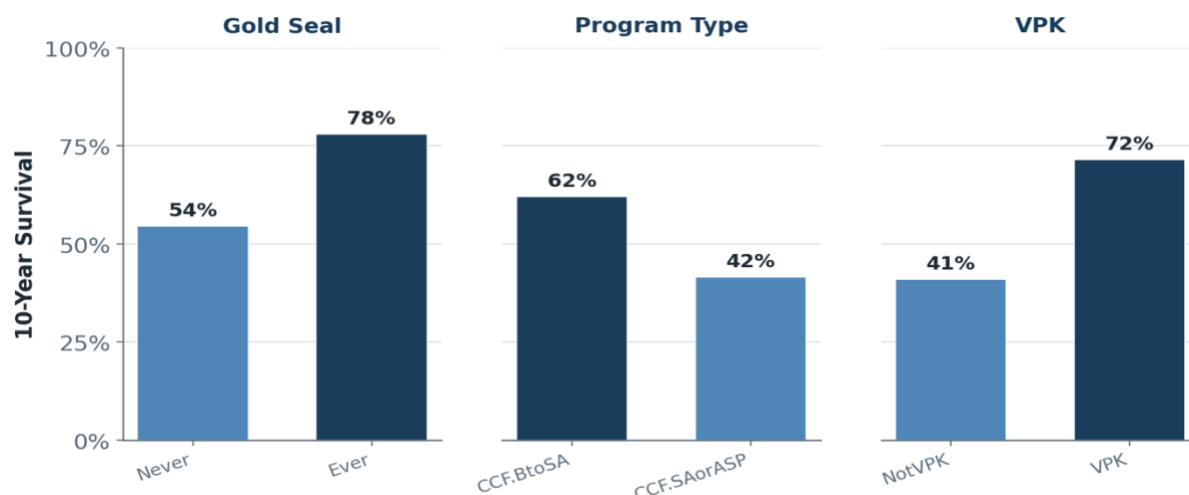


Note. Never = Providers who never had Gold Seal designations; Ever = Providers who had Gold Seal designations at any time in their history; FDCH.BtoSA = Family Day Care Home, Birth to School Age; FDCH.BtoSa.R = Family Day Care Home, Birth to School Age, Registered Home; LFCCH.BtoSA = Large Family Child Care Home, Birth to School Age; NotSR = Never enrolled in SR.

3. Smaller Child Care Facility (<10 employees) Survival

For smaller CCFs, as with family-based providers; program membership indicators, here Gold Seal certification, VPK membership, and program type, emerged as key survival predictors (Figure 4). Any history of Gold Seal certification or VPK membership, and status as a Birth to SA provider (as opposed to SA or ASP), predicted higher survival.

Figure 4. 10-year Survival Rates for Gold Seal, VPK, and Program Type for Smaller CCFs (<10 employees)



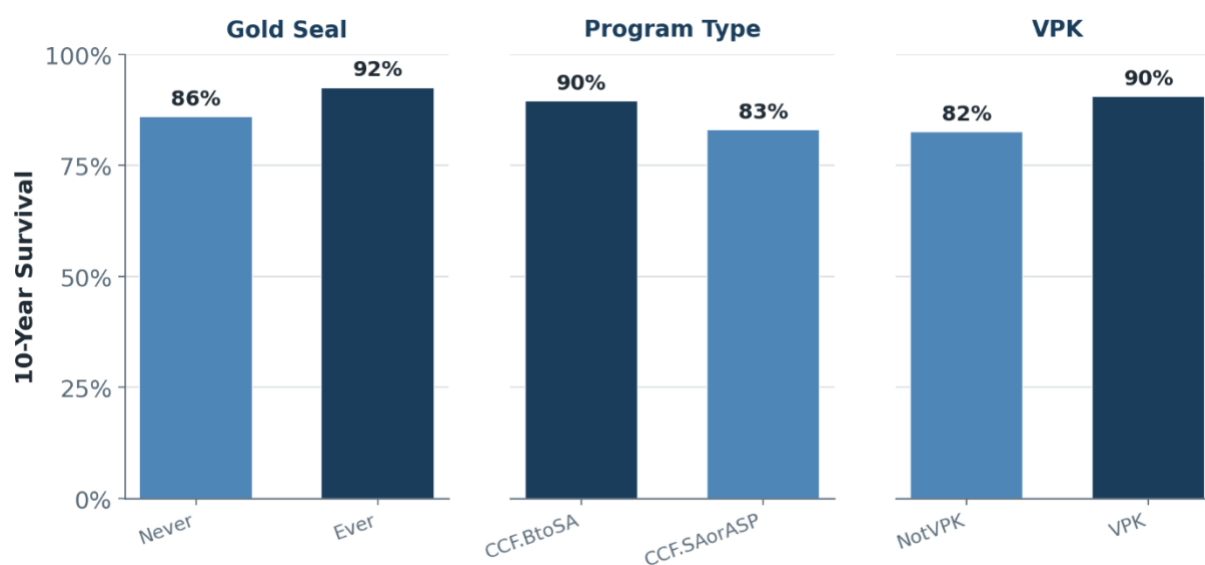
Note. Never = Providers who never had Gold Seal designations; Ever = Providers who had Gold Seal designations at any time in their history; CCF.BtoSA = Child Care Facility, Birth to School Age; CCF.SAorASP = Child Care Facility, School Age for After-School Program; VPK = Voluntary Pre-Kindergarten; NotVPK = No VPK membership

4. Larger Child Care Facility (≥ 10 employees) Survival

Teacher training for teachers employed at a larger CCF was the most salient predictor of larger CCF survival, with a dose-dependent relationship: when less than 25% of employed teachers completed the 40-hour training, 10-year survival was 32.9%; for 25% to 75% completion, 10-year survival rose to 88.6%; and when at least 75% of teachers completed the 40-hour training, 10-year survival rose further to 95.7%.

In addition, as with smaller CCFs, Gold Seal certification, VPK membership, and program type emerged as key survival predictors (Figure 5). Any history of Gold Seal certification or VPK membership, and status as a Birth to SA provider (as opposed to SA or ASP), predicted higher survival.

Figure 5. 10-year Survival Rates for Gold Seal, VPK, and Program Type for Larger CCFs (≥ 10 employees)



Note. Never = Providers who never had Gold Seal designations; Ever = Providers who had Gold Seal designations at any time in their history; CCF.BtoSA = Child Care Facility, Birth to School Age; CCF.SAorASP = Child Care Facility, School Age for After-School Program; VPK = Voluntary Pre-Kindergarten; NotVPK = No VPK membership.

Discussion

Median survival rates indicate that larger providers have high longevity, with 10-year survival rates approaching 90%; however, teacher survival at one year is less than 50%, and less than 1 in 13 after five years. This indicates that businesses are churning through teachers, who don't stay at any business for long even if the business exists for much longer. Smaller providers, whether CCFs or family-based, had considerably lower survival rates than the larger CCFs.

Teacher training matters, with higher survival rates for teachers with training, and for larger providers employing higher proportions of teachers with training. This may be due to the more invested teachers participating in more training, such that training is downstream of characteristics

that lead to longevity, or that training itself improves longevity. Teacher age also matters, with higher survival rates for teachers entering later in life. Several possible explanations exist, including higher job mobility for younger people in general, or parenthood responsibilities in earlier adulthood leading to shorter survival when participation in the industry coincides with the mother's own childcare needs (e.g., mothers working at the provider where their child attends).

For all provider types, program membership and type of business are also relevant for longevity. Similarly to teacher training, whether a provider participates in programs like Gold Seal, SR, and VPK may represent the provider's investment in their business or the owner's business acumen, and therefore be downstream of potential longevity, or there may be a specific added benefit arising from the participation itself.

For the DEL, these patterns point to where stability in the childcare sector is most fragile. Teacher turnover, rather than business closure, is the sharper challenge: even providers that remain open for a decade cycle through their workforce repeatedly. Because teacher training and program participation both track with longer survival, they mark useful points of focus, whether the relationship is causal or reflects providers and teachers who are already more invested. The DEL can use these findings to target retention and quality supports toward the teachers and provider types where survival is lowest.

Developing the Sunshine Portal Embedded Needs Assessment

The ECPRG's embedded Community Needs Assessment (CNA) project helps Early Learning Coalitions (ELCs) meet their annual obligation to produce a CNA report. The CNA tool guides each coalition through a structured workflow: selecting its ELC, service area, and CLASS reporting thresholds. These selections drive the automated sections of the report, which the tool then generates specifically for each coalition.

The embedded report preparation tool employs automated development of report elements which synthesize the results of all Sunshine Portal data tools (FLICCA, FLIPA, HPI), incorporates demographic information and trends from the U.S. Census Bureau and FLHealthCHARTS, provides community-based summaries of key factors influencing access to childcare services, and the impact of participation in services. The prepared reports conclude with recommendations for ELC leadership to consider when developing their annual strategic implementation plans. This automated process ensures consistency across reports while allowing coalitions to tailor outputs to their local profile.

The CNA tool is designed to support coalitions, not to replace their judgment: each coalition remains fully responsible for its finalized report. For the sections that call for substantial local input, such as community resources and feedback and coalition priorities, the tool supplies prefilled

templates that coalitions complete and upload. The tool then assembles everything into a consolidated draft, giving each coalition a complete report package without the burden of piecing it together by hand.

In developing the automated reporting process, the ECPRG team has reviewed the legislative requirements for the CNA reports and built a data management and analysis pipeline for automating the creation of ELC specific reports based on ELC customizations (e.g., selected CLASS Threshold). Data sources included in the report include DEL SR and VPK data, program churn fill indices, FLHealthCHARTS data, Census data, FLICCA, FLIPA, and HPI indices.

Drafts of CNA reports for all Florida ELCs are submitted with this annual report along with our plan to implement revisions according to DEL feedback received in April 2026 can be found in [Appendix 5](#). Once ELC feedback is implemented, finalized reports will be made available to ELCs.

Understanding the Determinants of Parent Enrollment in Florida’s Voluntary Prekindergarten Education Program and Florida’s School Readiness Program

Over the past year, conversations with the Child Care Resource and Referral (CCR&R) staff at Early Learning Coalitions surfaced a clear opportunity: coalitions could learn far more about why families do or do not enroll if enrollment questions were captured systematically. This led to recommendations to streamline data collection and to provide more direct support to families as they navigate barriers to childcare enrollment. The ECPRG is ready to work with the DEL to develop a mechanism for embedding follow-up questions about family enrollment decisions within the EFS Mod, the system accessed during the CCR&R process. Based on recent discussions with the DEL, current EFS Mod priorities center on the basic system functionality needed to respond to recent policy changes and to the needs expressed by DEL and the Early Learning Coalitions. The ECPRG’s recommendations are ready to move forward; the recent successful grant application securing the Preschool Development Grant (PDG) presents an opportunity to actualize these recommendations.

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

This report brings together two years of research on children enrolled in Florida's Voluntary Prekindergarten (VPK) program. The findings from our current cluster analysis (FY 2025-26) build directly on, and are strongly supported by, the ecological study published last year (FY 2024-25) by the ECPRG at the University of Florida.

Together, the two studies tell a consistent and compelling story: VPK works, especially for the children who need it most. But whether children realize those benefits depends heavily on who they are, what they bring with them, and whether they show up consistently.

TWO YEARS, ONE STORY	The 2024-25 study showed that children who start VPK with lower skills grow faster. The 2025-26 cluster analysis reveals exactly who those children are, family characteristics, and the contexts that shape their participation. Together, these findings give the DEL a clear roadmap for action.
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About This Research

The 2024-25 Ecological Study (Prior Year)

Published in June 2025 by the ECPRG at the University of Florida, this study analyzed 93,584 children enrolled in Florida VPK during the 2022-23 school year. Using advanced machine learning methods, the research identified three overarching findings:

- Children who enter VPK with lower FAST scores grow significantly faster during the program year, a pattern called compensatory growth.
- Attendance is the single most powerful predictor of growth across all demographic groups. Children attending more than 60 hours per month grew 23-36% faster than peers with lower attendance.
- Children from families receiving SNAP benefits showed accelerated growth when attendance was maintained. This suggests VPK is particularly effective for children in economically challenging circumstances.

The 2025-26 Cluster Analysis (Current Year)

This year's analysis used a different but complementary approach: rather than asking what predicts growth, it asked who the children are. By examining dozens of characteristics simultaneously, including prenatal health, family structure, maternal education, birth outcomes, and more, we identified 12 distinct groups of children within the VPK population.

The result is a more granular picture of the VPK population: not just statistics, but portraits of real families with real circumstances. And when we examine how those 12 groups perform, the patterns align almost perfectly with what last year's study predicted.

The 12 Groups of VPK Children

The table below summarizes all 12 groups identified in this year's cluster analysis, along with their FAST scores and monthly growth rates, and how each group's findings relate to last year's ecological study. The FAST Score (PM1) is measured at VPK entry; higher scores indicate stronger early literacy and learning skills.

Group Name	% of Children	FAST Score (PM1)	Monthly Growth Rate	2024-25 Findings Align?	Risk Level
Married, graduate-educated (some)	8.3%	681	14.6/mo	✓ Confirms	Low
Bachelor's degree, married	31.7%	667	15.3/mo	✓ Confirms	Low
Doctoral degree, married	2.6%	690	14.4/mo	✓ Confirms	Low
Some college, intermediate care	15.3%	652	15.8/mo	✓ Confirms	Low–Moderate
Prenatal alcohol use, newborn complications	1.7%	653	14.9/mo	New insight	High
High school-educated, elevated health concerns	25.5%	637	17.2/mo	✓ + Attendance key	Moderate
Third-trimester smoking, low SES	2.1%	644	15.3/mo	✓ Confirms	Mod–High
Foreign-born fathers, unmarried, low SES	7.7%	638	16.6/mo	✓ + New context	High
Maternal labor complications, lower education	3.8%	624	17.3/mo	✓ Highest growth	High
Second-trimester smoking, multi-risk	0.1%	640	15.3/mo	New insight	High
First-trimester-only smoking, low SES	0.3%	641	16.1/mo	New insight	High
Very premature, very low birth weight	0.8%	636	16.3/mo	✓ + Confirms need	Very High

Note: FAST scores and growth rates are from the FY 2025-26 cluster analysis. The 2024-25 ecological study examined a different cohort (FY 2022-23) using different methods; findings are compared thematically, not numerically.

What Two Years of Research Tell Us

1. The Compensatory Growth Pattern Is Real and What We Now Know About Who It Applies To

Last year's study identified a striking inverse relationship: children who start VPK with lower scores grow faster. The 2024-25 research found that children whose mothers had only an elementary education (8th grade or below) scored an average of 609.7 at VPK entry but grew 17% faster than average during the program year. Children of mothers with doctoral degrees scored 690 at entry and grew 10% below average.

This year's cluster analysis provides further evidence of this pattern. The groups with the lowest entry scores (maternal labor complications at 624, the foreign-born father, single-mother group at 638, and the high school-educated health concern group at 637) are also among the highest-growth groups (17.3, 16.6, and 17.2 points per month, respectively). The groups with the highest entry scores (doctoral-degree families at 690 and graduate-educated families at 681) show the slowest growth (14.4 and 14.6 points per month).

WHY THIS MATTERS	VPK is not just serving children who are already ahead. It is actively closing gaps. The children with the most ground to make up are making the most progress. This is exactly what a high-quality program should do, and it is happening across a wide range of family backgrounds and circumstances.
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2. Attendance Is the Key That Unlocks Growth

Last year's finding that attendance is the most powerful predictor of growth is directly relevant to the groups identified this year. The 2024-25 study found that among children from families with limited formal education, high attendance was associated with growth rates 23-36% above average, the strongest attendance effect found anywhere in the data.

The Attendance Equation: What the Data Shows	
	• High attendance (>60 hrs/month): Growth rates 23-36% above average among low-education groups • Low attendance (<50 hrs/month): Lower performance regardless of family background • The attendance benefit is consistent across all groups, but the gain is largest for children who start with the lowest scores

3. Economic Circumstances Do Not Predict Failure and the Need for Consistent Support

Both studies converge on an important and hopeful message about economic circumstances. The 2024-25 ecological study found that children from SNAP-receiving families showed evidence of accelerated growth, but only when attendance was maintained. This year's cluster analysis reveals that many of the highest-growth groups are also those with the most constrained economic resources.

The high school-educated health concern group, the largest group in the analysis at 25.5% of children, has elevated rates of SNAP and WIC participation and lower school readiness scores at entry. Yet they show the second-highest monthly growth rate of any group (17.2 points per month). This reflects the power of a well-designed program meeting children where they are.

The policy implication is straightforward: limited economic resources should trigger more programmatic support. The data show clearly that when children from economically challenged families attend consistently, VPK delivers.

4. New This Year: Prenatal Health Risks Define a Distinct Group Requiring Coordinated Support

The cluster analysis adds something the prior ecological study could not directly address: the role of prenatal health behaviors and birth outcomes in shaping who children are when they arrive at VPK. Three groups were defined primarily by maternal smoking during pregnancy (in the first, second, or third trimester), and one group stood out for prenatal alcohol use combined with newborn complications.

These groups are small in size (0.1% to 2.1% of the VPK population) but represent a qualitatively different kind of challenge. The risks these children carry are biological and neurological as well as circumstantial. The effects of prenatal toxic exposures can shape attention, self-regulation, and learning in lasting ways, making these children among the most likely to benefit from individualized developmental support within VPK.

For these children in particular, waiting until VPK entry to begin coordinating support means missing years of developmental opportunity. The neurological effects of prenatal exposure do not begin at age four, neither should the response. Connecting families to developmental services, home visiting programs, and early intervention resources during infancy and toddlerhood gives these children a better foundation from which to benefit when they do enter VPK. A child whose self-regulation and attention have been supported from early on will be better positioned to use the learning environment VPK provides.

This principle extends beyond the prenatal-risk groups. Across all 12 groups identified in this analysis, earlier family contact and support translate into greater readiness to leverage VPK. The families most likely to benefit from pre-VPK outreach are not a small subset. They are the majority of VPK families. Home visiting programs, pediatric developmental screening, WIC and SNAP service contacts, and community health partnerships all represent points of contact where child development support can be introduced long before a child walks into a VPK classroom. The more prepared children are when they arrive, developmentally and in terms of their families' familiarity with what VPK offers, the more fully they can use it. VPK is most powerful as the final stage of an early support continuum, not as the first stage of one.

NEW INSIGHT

Prenatal health risk groups were not explicitly identifiable in last year's data. This year's cluster analysis reveals them as a distinct population requiring coordinated support, including referrals to pediatric developmental services, individualized learning plans within VPK, and active coordination with Early Steps providers.

A Strengthened Body of Evidence

Taken together, the two years of research provide a level of confidence that neither study could achieve alone. The ecological study provided statistically rigorous, population-level findings across nearly 100,000 children. The cluster analysis adds a more focused look at groups of students and real families that makes those findings actionable for the DEL.

Points of Strong Convergence Between Both Studies

- Lower-scoring children grow faster in VPK, confirmed in both years across different cohorts and methods
- Maternal education is the strongest predictor of school readiness at VPK entry
- Economic circumstances (SNAP/WIC participation) are associated with lower entry scores but higher growth rates
- VPK produces consistent positive effects across virtually all family and background characteristics
- Attendance is the most critical modifiable factor, particularly for children who start furthest behind

Implications for the DEL

The following priorities reflect what the combined two-year evidence base indicates the DEL can act on directly. Each is grounded in specific findings from one or both studies and is designed to be implementable within existing program structures.

Priority 1: Establish Attendance as the Central Operational Focus

The 2024-25 study identified attendance as the single most important lever for improving outcomes. Attendance is not a family problem. It is a systems problem the DEL can address.

Recommended actions:

- Direct Early Learning Coalitions to develop and implement individualized attendance outreach protocols for children falling below the 50-hour monthly threshold, using existing provider reporting data to trigger contact within the first month of enrollment.
- Commission a statewide survey of attendance barriers through the Early Learning Coalitions, gathering information directly from families about what prevents consistent participation, so the DEL can identify systemic patterns and allocate support accordingly.

Priority 2: Target Pre-VPK Outreach to the High School-Educated and Health Concern Groups

At 25.5% of VPK children, this group represents the largest single opportunity for population-level impact. They enter with below-average school readiness but grow at one of the highest rates during VPK. The DEL can act by:

- Working with county health departments to facilitate parent engagement, using WIC and SNAP service delivery points and reaching families during the prenatal and infant periods, before children are VPK-eligible.
- Supporting home visiting programs (such as Home Instruction for Parents of Preschool Youngsters, HIPPY, and Healthy Families Florida) to include structured early literacy and executive function components as part of their standard service model.
- Funding community-based (Early Learning Coalitions) parent engagement workshops focused on early literacy and executive function practices at home, timed to the year before VPK entry for families in this profile.

Priority 3: Create Formal Coordination Protocols for Prenatal-Risk and Preterm Children

Children in prenatal-risk and very preterm groups need more than standard VPK, and many are already connected to Early Steps before VPK entry. The DEL can formalize what is currently informal:

- Develop a structured transition protocol between Early Steps and VPK that ensures

developmental service records and individualized intervention plans accompany the child into VPK enrollment rather than requiring providers to reconstruct the child's history from scratch.

- Explore the feasibility of designated VPK classrooms with enhanced staffing ratios and provider training for children with complex developmental histories, building on models used in other states with similar programs.

Priority 4: Invest in Longitudinal Data Capacity

Both studies are limited to outcomes measured during the VPK year. Whether the compensatory growth observed during VPK persists into kindergarten and beyond is the most important unanswered question in this research program. The DEL can build toward an answer by:

- Expanding data linkages between the Early Childhood Integrated Data System and Florida's K-12 student data to enable tracking of these 12 groups through at least third grade, the point at which early literacy gains typically consolidate or diverge.
- Commissioning a follow-up study using the FY 2022-23 cohort from the 2024-25 ecological study, which is now old enough to have completed second grade, to examine whether VPK attendance patterns predicted kindergarten readiness and early elementary literacy outcomes.

Priority 5: Add Executive Function Measurement to the VPK Progress Monitoring System

One of the most significant gaps in our current understanding of children's school readiness trajectories is the absence of any systematic measure of executive function (EF) in the VPK assessment system. Executive function refers to the set of cognitive skills, including working memory, cognitive flexibility, and inhibitory control, that allow children to direct their own attention, manage impulses, and sustain engagement with learning tasks. These are not simply school skills. They are the capacities that determine how effectively a child can extract learning from any environment, whether that is a conversation with a parent at home, a structured activity in a VPK classroom, or an unstructured moment on the playground. A child with stronger EF does not just learn more in a good environment. That child learns more in every environment, because EF is the internal mechanism that makes environmental opportunity usable.

This matters because research consistently shows that EF predicts literacy growth independently, and in addition to children's initial literacy skills. When two children enter VPK with the same FAST score, we expect that the child with stronger EF, or the child whose executive function develops more rapidly during VPK, will outpace the other in literacy over time. This is true even when the quality of their classrooms and home environments is held constant. Executive function is a hidden driver of the growth trajectories we are currently observing but cannot fully explain. It is also a key reason why some children seem to benefit more from high-quality VPK than others: the program provides the environment, but EF determines how fully each child can use it.

The 12 groups identified in this year's cluster analysis almost certainly differ meaningfully in

executive function. Children born very prematurely, children with prenatal alcohol or tobacco exposure, and children from high-stress household environments are all known from substantial independent research to face greater EF challenges. Incorporating an EF measure into the current assessment system would allow us to see this, to track it, and to connect it to the literacy growth patterns we observe.

Closing Thoughts

Two years of research, two different methodologies, two different cohorts of children, and a remarkably consistent set of findings. Florida's VPK program is working. It is generating meaningful growth across all 12 groups of children identified in this analysis, and that growth is consistently the largest among the children who arrive with the lowest school readiness scores. This compensatory pattern, replicated across two independent cohorts and two different analytic approaches, is one of the most consistent findings in this research program.

What these studies also reveal is that the program's full potential has not yet been realized. The groups with the highest growth rates during VPK are also, consistently, the groups with the lowest school readiness scores at entry and the greatest concentration of economic, health, and family risk factors. Whether those factors directly limit attendance and participation, or whether the association reflects other unmeasured dynamics, is a question this research cannot fully answer. What the data do show is that attendance is strongly associated with growth, and that the groups with the most to gain are not always the groups attending most consistently. That gap is worth understanding better, and worth acting on even before the causal mechanisms are fully established.

And there is something important we still cannot see: the role of executive function in shaping who grows, how fast, and why. Adding that lens to this research program would give the DEL tools it does not currently have, moving beyond describing outcomes to understanding and shaping them. The Technical Appendix for this Research Brief can be found in [Appendix 2](#).

Informal Pathway – Early Childhood Educator and Coaching Competencies

In 2024, DEL commissioned the ECPRG to develop a comprehensive set of recommendations to establish an informal career pathway for the early learning and before- and after-school workforce. The final deliverable, submitted on August 15, 2024, comprised an informal pathway framework, implementation recommendations, cost analysis, and proposed timelines.

To ensure DEL has the resources and capacity necessary for a successful launch of the proposed Informal Pathway Framework, the ECPRG has continued to provide technical support at no additional cost to the state.

Building upon the [Informal Pathway Report](#) recommendations and incorporating input from the advisory committee, the ECPRG research team commenced work towards pathway implementation in 2025, which included: (1) Technical Assistance and Advisory Support to DEL and DCF (focused on developing evidence-based resources from Florida and other states to sustain the momentum established through the Informal Pathway initiative); (2) Continued Informal Pathway Advisory Committee facilitation and strategic planning (finalized Florida's early learning educator and coach professional competencies; developed a logic model and implementation plan for the Informal Pathway; and created detailed implementation strategies for priority areas); (3) Regulatory Alignment: Revisions to Rule 6M-4.735, F.A.C. to be reviewed and finalized in the coming legislative year; and (4) Multi-State Research on Professional Learning Systems (including trainer and training requirements, data system architecture and registry functions, and system integration and operability).

From July 2025 through May 2026, ECPRG has continued the following activities for the Informal Pathway Project, structures and systems:

1. Application and Approval of the Florida Professional Development Grant

In November of 2025, DEL, with support from ECPRG, applied for the HHS Preschool Development Grant, entitled “Strengthening Florida’s Early Learning System and Expanding Family Choice”, and was awarded this federal grant in January of 2026. Through this federal funding, DEL and ECPRG will partner to take the next steps to implement the Informal Career Pathway Framework during 2026 and support the preparation of the early childhood workforce through completing core activities as identified in the project goals:

- a. Engage key stakeholders to discuss the Informal Career Pathway Implementation.
- b. Design the scope of work for the Center for Early Childhood Professional Recognition (Center).
- c. Design a cost-effective, efficient system of training approval.
- d. Design a cost-effective, efficient system of trainer approval.

- e. Develop a model for competency assessment for the early childhood educators (ECE) workforce.
- f. Provide detailed recommendations for a new, comprehensive workforce data system.
- g. Develop a phased onboarding strategy for ELCs and other training providers.

2. Codify Educator Designations and Structures of Learning

ECPRG continues to work with DEL to recommend clear requirements for each pathway designation level with competency-based criteria; design a badge and micro-credential framework that builds toward staff credentials; and recommend competency-based requirements that ensure all professional learning contribute to career advancement. These recommendations will be incorporated into legislation to codify the structures of the Center and the Informal Pathway in the next legislative year.

3. Engage key stakeholders to discuss the Informal Career Pathways Implementation

ECPRG research staff continues to convene the Florida Statewide Informal Pathway Advisory Committee to support the future Center for Early Childhood Professional Recognition establishment and operations with DEL, DCF, ELC, HS, Children's Services Council (CSC), private providers, and other stakeholder representation. The Advisory Committee has met twice (February, April) and will have two to three more meetings in 2026 (tentatively July, October, and December). These meetings have included: committee review of trainer and training approval process drafts; drafting and reviewing the scope of work and responsibilities of the Center; providing critical feedback around learning structures for the Informal Pathway and Workforce Data System; and the creation subcommittees to further study and support additional review of the Workforce Data System elements. In addition, the Advisory Committee approved a separate stakeholder group (Provider Advisory Committee) to elevate voices of Florida's early learning providers in structures being created to support the pathway; and further research through focus groups, stakeholder meetings, and surveys, to understand and review specific implementation challenges including micro-credentials, competency assessments, and connections with formal pathway options.

4. Provide detailed recommendations for a new, comprehensive workforce data system.

Building on previous research into other state data systems and structures, ECPRG has commenced extensive research on a new comprehensive Florida workforce data system, including multi-user access levels for educators, providers, ELCs, state agencies, and authorized stakeholders, and the development of detailed implementation guidance to support multi-agency interoperability. Our research team has met with several platform organizations to understand each system's operability and design features. In addition,

ECPRG has convened two groups of stakeholder meetings (South Carolina and Miami) to pursue possible pilot options in order to test out the feasibility of the system and inform data system recommendations.

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.

DEL Routine Meetings

Meeting agendas for these meetings are attached as [Appendix 3](#).

- July 10, 2025
- August 14, 2025
- September 11, 2025
- October 9, 2025
- November 13, 2025
 - The agenda indicated that the next meeting would be on December 11, 2025, but due to a DEL scheduling conflict, it was canceled.
- January 15, 2026
- February 19, 2026
- March 19, 2026
- April 16, 2026
- May 21, 2026

Appendix 1: The Sunshine Portal Data Dictionary

Data Dictionary

Sunshine State Early
Childhood Information
Portal

The tables below are organized by project and include only the data fields used for each specific report, analysis, or dashboard. Each table provides the data source name, field name, and field description.

FLICCA Dashboard

DCF Provider List

Data Field Name	Data Dictionary Description
DCF ID	Unique provider identifier assigned by DCF
Name	Name of the child care provider
County	County name where the provider is located
LLA ID	Unique provider identifier assigned by Local Licensing Agency
Provider Status	Current operational status of the provider (e.g., open or closed)
Program SubType	Program type of the provider
Physical Address	Street address of the provider
City	City where the provider is located
State	State where the provider is located
Zip	ZIP code where the provider is located
Gold Seal	Indicator of whether the provider holds a Gold Seal designation
Gold Seal Status	Indicator of whether the provider's Gold Seal designation is currently active
School Readiness Status	Indicator of whether the provider participates in the School Readiness (SR) program
Capacity	Maximum number of children the provider is approved to serve
Origination Date	Date when the provider originally began operations
Is Public School	Indicator of whether the provider operates as a public school
Is School Age Only	Indicator of whether the provider only serves school-age children
Is VPK	Indicator of whether the provider participates in the Voluntary Prekindergarten (VPK) program
Closed Date	Date when the provider ceased operations or officially closed

DEL Provider List

Data Field Name	Data Dictionary Description
CoalitionID	Unique identifier assigned to the Early Learning Coalition
CoalitionName	Name of the Early Learning Coalition
ProviderID	Unique provider identifier assigned by the DEL
LicenseNumber	License number assigned to a licensed provider by DCF
ExemptNumber	Identifier assigned to license-exempt, religiously affiliated, or exempt providers/programs
RegistrationNumber	Registration number assigned by DCF

ProviderName	Name of the child care provider
AddressLine	Street address of the provider
City	City where the provider is located
State	State where the provider is located
ZipCode	ZIP code where the provider is located
GoldSealProvider	Indicator of whether the provider holds a Gold Seal designation
ProviderTypeCode	Provider type classification, such as center-based, home-based, or public school.
SR	Indicator of whether the provider participates in the School Readiness (SR) program
VPK	Indicator of whether the provider participates in the Voluntary Prekindergarten (VPK) program
CompositeScore	Composite CLASS assessment score for the provider.
DCF ID	Unique provider identifier assigned by DCF
LLA ID	Unique provider identifier assigned by Local Licensing Agency
Is School Age Only	Indicator of whether the provider only serves school-age children
Capacity	Maximum number of children the provider is approved to serve

DEL SR Payment

Data Field Name	Data Dictionary Description
CarelevelTypeCode	See 'Care Level Codes' below
Provider ID	Unique provider identifier assigned by DEL
ServicePeriodYear	Year of the service period
ServicePeriodMonth	Month of the service period
ChildpersonID	Unique identifier assigned to the child by DEL
EligibilityCode	Eligibility is a subdivision of the Billing Group. See 'School Readiness Billing Groups' below
BillingGroupCode	See 'School Readiness Billing Groups' below

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/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>).
ARRA	AR31	SR Income Eligible ARRA	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 eligibility shall be determined in accordance with the terms of the variance. 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. 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. 411.201(6), F.S. and Rule 6M-4.203, F.A.C., Public Law 111-5, American Recovery and Reinvestment Act of 2009).
ARRA	ARRA	SR Income Eligible ARRA	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. 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 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. 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).
ARRA	UNEM	SR Unemployment ARRA	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 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.).
BG1	11	At Risk In Home	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. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from DCF or contracted community-based provider Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee. 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. 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. Authorization Period: 12 months. 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.;
BG1	13	At Risk Foster Care	Description: Child care for a child in foster care protective services under supervision by DCF/contracted provider for abuse, neglect,

			abandonment, or exploitation. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from DCF or contracted community-based provider Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee. Household Size: Related child(ren) on the Child Care Authorization Form only Countable Income: If available, count child(ren)'s income only Authorization Period: 12 months. 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.,
BG1	11D	At Risk Diversion	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. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from DCF or contracted community-based provider Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee. 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. 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. Authorization Period: 12 months. 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.;
BG1	14R	At Risk Out of Home	Description: Child care for a child placed in court-ordered custody of a relative/non-relative

			by DCF/contracted provider and receiving out-of-home protective services. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization: Yes -- from DCF or contracted community-based provider Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee. Household Size: Related child(ren) on the Child Care Authorization only Countable Income: If available, count child(ren)'s income only Authorization Period: 12 months. 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.;
BG1	FAM	Family Supports	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. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from a DCF-Certified Domestic Violence Center Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee. 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. 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. Authorization Period: 12 months. 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.;
BG1	HOME	At Risk Homeless	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. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from a DCF-Designated Lead Agency on homelessness Income Eligible: Eligibility is not dependent on income, but if available should be used to calculate parent fee. 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. 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. Authorization Period: 12 months. 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.;
BG1	IN	Protective Invest In Home	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. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization: Yes -- from DCF or contracted community-based provider 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 years or a concurrently enrolled student with a disability who has attained 22 years. 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. Income Eligible: Eligibility not dependent on income, but if available should be used to calculate parent fee. Authorization Period: 12 months. 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.
BG1	OUT	Protect Invest Out Home	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. Applicable Purpose for Care: Child Protection (CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization: Yes -- from DCF or contracted community-based provider Countable Income: If available, count child(ren)'s income only Household Size: Related child(ren) on the Child Care Authorization only Income Eligible: Eligibility not dependent on income, but if available should be used to calculate parent fee. Authorization Period: 12 months. 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.
BG1RC	RC2	SR Respite Care Protective Services PRIORITY CATEGORY #2	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 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>).
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" 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. Applicable Purpose for Care: Employment (EM), Education & Training (ET), Both Employment and Training and/or Education (TT) or Disability (DI) 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. Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: No (verification of TANF child only payment needed) Countable Income: Child(ren) income only Household Size: Child(ren) only 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 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 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. Applicable Purpose for Care: Education & Training (ET), Job Search (JS) or Work Activity (WA) Work Requirements: Based on the federal work requirements activity assigned by the referring agency. Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from Welfare Transition Program/local workforce board Income Eligible: Yes -- at or below 185 percent of Federal Poverty Level (Determined by DCF) 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. Countable Income: Countable unearned income from all 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. Authorization Period: Based on Child Care Authorization Form - maximum is six months. 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.
BG3AP	APP	TCA Applicant	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. Applicable Purpose for Care: Employment (EM), Education & Training (ET), Employment and Education and/or Training (TT), Job Search (JS) or Work Activity (WA) Work Requirements: Based on the federal work requirements activity assigned by the referring agency. Child Age Requirements: Birth to younger than 13 years. Child Care Authorization Form: Yes -- Welfare Transition Program/local workforce board 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. 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. 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. Authorization Period: One 30-day period. 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.
BG3R	RCG	At Risk RCG	Description: Child care for a child who is a recipient of the Relative Caregiver payment and determined to be a court ordered dependent by a Florida court and placed in a relative's home by the DCF/contracted provider. Applicable Purpose for Care: Child Protection

			(CP) Work Requirements: N/A Child Age Requirements: Birth to younger than 13 years Child Care Authorization: No -- verification of current RCG payment is required Countable Income: If available, count child(ren)'s income only Household Size: Related child(ren) only Income Eligible: Eligibility not dependent on income, but if available use to calculate parent fee. 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(1)(d) & 1002.87 (1)(b)(e), F.S.
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	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. Applicable Purpose for Care: Employment (EM), Both Employment and Training and/or Education (TT) Work Requirements: Based on the federal work requirements activity assigned by the referring agency. Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from Welfare Transition Program/local workforce board Income Eligible: Yes -- at or below 185 percent of FPL (Determined by DCF) 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. 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. Authorization Period: Based on Child Care Authorization Form - maximum is six months. 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.
BG5	23B	SR TCC Working	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.).
BG5	23C	SR TCC/Working Combined with Education	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

		(TEd)	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 (s. 411.01(6), F.S., and Rule 60BB-4.202, F.A.C.).
BG5	23D	SR TCC Working through Diversion	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 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 (s. 414.017, F.S., and Rule 65A-4.212, F.A.C.).
BG5	TCC	Transitional Child Care	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. Applicable Purpose for Care: Employment (EM), Both Employment and Training and/or Education (TT). Work Requirements: Employment or Both Employment and Education and/or Training based on documented Child Care Authorization Form. Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- Welfare Transition Program/local workforce board 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. 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. Income Eligible: Yes -- at or below 200 percent of FPL for initial entry and 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; Section 1002.81(7) & 1002.87(1)(d), F.S.;
BG7	25	SR Migrant Farm Work	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, 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 (Rule 6M-4.203, F.A.C.; and s. 411.01(6), F.S.). 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 (s. 411.01(6), F.S. and Rule 6M-4.202, F.A.C.).
BG8	27	SR Income Eligible ≤ 150%	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 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). This category includes cases when the child has been placed with relatives or non-relatives by the 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	Services provided to a family in which: • 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. 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 • 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 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.

			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 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 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 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.

			<u>category or from the TCA or TCC categories.</u> 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., and Rule 6M-4.203, F.A.C.</i>).
BG8	33	SR Adoption Subsidy	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, 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.
BG8	ECON	Economically Disadvantage	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. Applicable Purpose for Care: Employment (EM), Education & Training (ET), Both Employment and Training and/or Education (TT), Migrant Employed (ME) or Disability (DI) 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. Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: No 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. 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. 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. Authorization Period: 12 months. 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.;
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BG8HS	HS	SR Working Poor/HS Criteria – Local Coalition Option	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), F.S.</i>). 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. 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. 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 (<i>Rule 6M-4.203, F.A.C. and s. 411.01(5)(d)4.j.(6), F.S.</i>).
BGCSD	CSED	Contracted Slots Econ Dis	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 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 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 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. Authorization Period: 12 months.
BGD	DIN	Natural Disaster - New Enrollment	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 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 Education (TT) or Disability (DI) 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. Child Age Requirements: Younger than 13 years of age Child Care Authorization Form: No 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.

			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. Income Eligible: Yes -- 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. Authorization Period: 12 months. Reference: 45 CFR §§§ 98.20(a)(1)(ii), 98.44, 98.50; Section 1002.94, F.S.
CF	MI	SR Migrant Not Income Eligible	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 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	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. Applicable Purpose for Care: Special Needs (SN) Work Requirements: N/A Child Age Requirements: 3 years of age through admission to kindergarten Child Care Authorization Form: No - IEP needed from local school district 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. 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. Income Eligible: No Authorization Period: 12 months. Reference: Section 1002.87(1)(h) and 1003.21(1)(a)2, F.S.
DHKOS	OOS	Natural Disaster - New Enrollment – Other State	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>).
WRC	RCI	TCA Respite	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 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. Applicable Purpose for Care: Respite Services (WR) Work Requirements: Based on the federal work requirements activity assigned by the referring agency. Child Age Requirements: Birth to younger than 13 years Child Care Authorization Form: Yes -- from

			Welfare Transition Program/DCF Income Eligible: Yes -- at or below 185 percent of FPL (Determined by DCF) 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. 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. Authorization Period: Based on a documented Child Care Authorization Form not to exceed 60 days 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.
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OCA Code	Billing Group Code	Billing Group Title	Eligibility Code	Eligibility Title
<i>Not Provided</i>	LOCAL	Local Funding Available	LOC	Coalition Local Funding Code
<i>Not Provided</i>	ETAPP	Enrollment - Teenage Parent Plan; not included in attendance rosters	ETPP	Teenage Parent Plan - Enrollment Tracking Only
<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

FLIPA Dashboard

DCF Provider List

Data Field Name	Data Dictionary Description
DCF ID	Unique provider identifier assigned by DCF
Name	Name of the child care provider

County	County name where the provider is located
LLA ID	Unique provider identifier assigned by Local Licensing Agency
Provider Status	Current operational status of the provider (e.g., open or closed)
Program SubType	Program type of the provider
Physical Address	Street address of the provider
City	City where the provider is located
State	State where the provider is located
Zip	ZIP code where the provider is located
Gold Seal	Indicator of whether the provider holds a Gold Seal designation
Gold Seal Status	Indicator of whether the provider's Gold Seal designation is currently active
School Readiness Status	Indicator of whether the provider participates in the School Readiness (SR) program
Capacity	Maximum number of children the provider is approved to serve
Origination Date	Date when the provider originally began operations
Is Public School	Indicator of whether the provider operates as a public school
Is School Age Only	Indicator of whether the provider only serves school-age children
Is VPK	Indicator of whether the provider participates in the Voluntary Prekindergarten (VPK) program
Closed Date	Date when the provider ceased operations or officially closed

DEL Provider List

Data Field Name	Data Dictionary Description
CoalitionID	Unique identifier assigned to the Early Learning Coalition
CoalitionName	Name of the Early Learning Coalition
ProviderID	Unique provider identifier assigned by the DEL
LicenseNumber	License number assigned to a licensed provider by DCF
ExemptNumber	Identifier assigned to license-exempt, religiously affiliated, or exempt providers/programs
RegistrationNumber	Registration number assigned by DCF
ProviderName	Name of the child care provider
AddressLine	Street address of the provider
City	City where the provider is located
State	State where the provider is located
ZipCode	ZIP code where the provider is located
GoldSealProvider	Indicator of whether the provider holds a Gold Seal designation
ProviderTypeCode	Provider type classification, such as center-based, home-based, or public school
SR	Indicator of whether the provider participates in the School Readiness (SR) program
VPK	Indicator of whether the provider participates in the

	Voluntary Prekindergarten (VPK) program
DCF ID	Unique provider identifier assigned by DCF
LLA ID	Unique provider identifier assigned by Local Licensing Agency
Is School Age Only	Indicator of whether the provider only serves school-age children
Capacity	Maximum number of children the provider is approved to serve
ClassroomID	Unique identifier for the classroom within the provider
ClassName	Name of the classroom within the provider
MaxClassSize	Maximum number of children allowed in the classroom
RatingDt1	Date when the CLASS assessment rating was conducted
ItemName	Specific item or dimension evaluated within the CLASS assessment
OverallScore	Provider-level score for a specific CLASS assessment item or dimension
AvgScore	Classroom-level score for a specific CLASS assessment item or dimension

DEL VPK Payment

Data Field Name	Data Dictionary Description
CarelevelTypeCode	See 'Care Level Codes' table above
Provider ID	Unique provider identifier assigned by DEL
ServicePeriodYear	Year of the service period
ServicePeriodMonth	Month of the service period
ChildpersonID	Unique identifier assigned to the child by DEL
BillingGroupCode	See 'School Readiness Billing Groups' table above
ClassroomID	Unique identifier for the classroom within the provider

HPI Index

DEL SR Payment

Data Field Name	Data Dictionary Description
ProviderID	Unique provider identifier assigned by DEL
CoalitionID	Unique identifier assigned to the Early Learning Coalition
CoalitionName	Name of the Early Learning Coalition
ProviderTypeCode	Provider type classification, such as center-based, home-based, or public school, etc
Amount	Amount reimbursed to the provider through the School Readiness (SR) program
EligibilityCode	Eligibility is a subdivision of the Billing Group. See 'School Readiness Billing Groups' table above.
UnitofCareCode	Unit of care classification for the service provided (e.g., full-time [FT], part-time [PT])
BillingGroupCode	See 'School Readiness Billing Groups' table above
AnnualIncome	Annual household income
PaymentReportPeriodMonth	Year of the payment report period
PaymentReportPeriodYear	Month of the payment report period
ProvidercontractApprovedRate	Approved reimbursement rate for the provider under the contracted program.

ProviderPrivateRate	Private pay rate charged by the provider for services.
TotalDaysPaid	Total days paid within a month d
ProvDiffRateFlag	Indicator of whether the parent is responsible for paying the provider rate difference
ParentCopolyTotal	Total parent copayment amount associated with the payment record
Childpersonid	Unique identifier assigned to the child by DEL
HouseholdID	Unique identifier assigned to the household by DEL
HomeCountyID	Identifier for the county where the household is located

Cluster Analysis

DOH Birth Certificates

Data Field Name	Data Dictionary Description
NAME_FIRST	First name of infant. For linkage purpose only
NAME_MIDDLE	Middle name of infant. For linkage purpose only
NAME_LAST	Last name of infant. For linkage purpose only
SEX	Sex of the infant. For linkage purpose only
DATE_OF_BIRTH	Infant's date of birth expressed as a date field. For linkage purpose only
EVENT_YEAR	Year that birth occurred
CertNumber	6-digit sequential number assigned to each birth record by the Bureau of Vital Statistics
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?
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
PRINCIPAL_SRCPAY_CODE	Principal source of payment.(e.g., Medicaid, Private Insurance Self-Pay, etc).
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?

CIGS_1TRI	Number of cigarettes smoked during first trimester
CIGS_2TRI	Number of cigarettes smoked during the second trimester
CIGS_3TRI	Number of cigarettes smoked during third trimester
ALCOHOL_USE	Alcohol Use During Pregnancy
PRENATAL_YESNO	Prenatal Care Received?
Kotelchuck_Index	Adequacy of Prenatal Care Utilization as measured by the Kotelchuck Index
PrePregnancy_BMI	Pre-pregnancy Body Mass Index
APGAR_5	Apgar score 5 minutes after birth
GESTATION_WEEKS	Clinical estimate of gestation expressed in weeks

DCF SNAP/TCA

Data Field Name	Data Dictionary Description
Child_Fname	First name of the child. For linkage purpose only
Child_Lname	Last name of the child. For linkage purpose only
Child_MI	Middle name of the child. For linkage purpose only
K_DOB	Date of birth. For linkage purpose only
K_GENDER	Sex of the child. For linkage purpose only
CHILD_pin	Child identifier
YYYYMM	SNAP/TCA benefit month

DOE/DEL PK-20 Education Reporting and Accessibility

Data Field Name	Data Dictionary Description
FIRST_NAME	First name of the child. For linkage purpose only
LAST_NAME	Last name of the child. For linkage purpose only
SEX	Sex of the child. For linkage purpose only
BIRTHDATE	Date of birth. For linkage purpose only
MIDDLENAME	Middle name of the child. For linkage purpose only
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.
HOMELESS_STUDENT	A code indicating whether or not a student is/was homeless or eligible to continue to receive services for homeless children and youth and, if so, the primary nighttime residence of the student at the time of initial homeless student this school year. Report students who have been homeless at any time during the school year. identification by the district as a

DEL VPK Payment

Data Field Name	Data Dictionary Description
Child_First	First name of the child. For linkage purpose only
Child_Last	Last name of the child. For linkage purpose only
Child_MID	Middle name of the child. For linkage purpose only
Child_DOB	Date of birth. For linkage purpose only
Child_GenderID	Sex of the child. For linkage purpose only
ChildPersonID	Unique identifier assigned to the child by DEL
ServicePeriodYear	Year of the service period
ServicePeriodMonth	Month of the service period
EligibilityCode	Eligibility is a subdivision of the Billing Group. See 'School Readiness Billing Groups' below
BillingGroupCode	See 'School Readiness Billing Groups' below
ProviderID	Unique provider identifier assigned by DEL
ClassroomName	Name of the classroom within the provider
TotalDaysPaid	Total days paid within a month
TotalHoursPaid	Total hours paid within a month
HouseholdID	Unique identifier assigned to the household by DEL

DEL Provider List

Data Field Name	Data Dictionary Description
ProviderID	Unique provider identifier assigned by DEL
RoomName	Name of the classroom within the provider
AvgScore	Classroom-level score for a specific CLASS assessment item or dimension
ItemName	Specific item or dimension evaluated within the CLASS assessment

DEL FAST

Data Field Name	Data Dictionary Description
ChildID	Unique identifier assigned to the child by DEL.
DOB	Date of birth. For linkage purpose only
FirstName	First name of the child. For linkage purpose only
LastName	Last name of the child. For linkage purpose only
MI	Middle Initial of the child. For linkage purpose only
Gender	Sex of the child. For linkage purpose only
ProviderID	Unique provider identifier assigned by DEL
ClassroomID	Unique identifier of the classroom within the provider
ClassName	Name of the classroom within the provider
CompletedDate	Date the assessment was completed.
UnifiedScore	Unified FAST assessment score for the child
SW_Name	Identifier for the FAST assessment wave (PM1, PM2, or PM3)

DOH Early Steps

Data Field Name	Data Dictionary Description
d_cnam	Full name of the child. For linkage purpose only
d_chddat	Date of birth. For linkage purpose only
d_sex	Sex of the child. For linkage purpose only
m_unpadm	Unique Identifier assigned by the agency

DOE/DEL HIPPY

Data Field Name	Data Dictionary Description
child_first	Unique Identifier assigned by the agency
child_last	First name pf the child. For linkage purpose only
child_gender	Last name pf the child. For linkage purpose only
child_dob	Sex of the child. For linkage purpose only

CNA Report

The CNA report uses data from the FLICCA, FLIPA, and HPI datasets. In addition to these sources, the table below lists the additional fields used in the report.

DOE Kindergarten Enrollment

Data Field Name	Data Dictionary Description
n_children_prek	Count of children in pre-kindergarten
n_children_k	Count of children in kindergarten

DOE VPK Program Accountability

Data Field Name	Data Dictionary Description
zipcode	ZIP code of the provider
performance designation	Provider performance category. Values include "excellent," "above expectations," "meets expectations," "below expectations," "unsatisfactory," and "incomplete."

DOH FLHealth CHARTS/Census Demographics

Data Field Name	Data Dictionary Description
County	County name
Age group	Age group
Population	Total population count for county and age group
Unemployment rate	Percentage of the labor force that is unemployed within the in the county
Poverty rate	Percentage of individuals living below the federal poverty level in the county

DOH FLHealth CHARTS/Early Steps

Data Field Name	Data Dictionary Description
N_children_received_IFSP	count of student who received an Individualized Family Support Plan
N_children_screened_IFSP	count of student who screen for an Individualized Family Support Plan

Survival Analysis

DCF Provider List

Data Field Name	Data Dictionary Description
Origination Date	Date when the provider originally began operations
DCF ID	Unique provider identifier assigned by DCF
Closed Date	Date when the provider ceased operations or officially closed
Program Type	Type of program operated by the provider
Program SubType	Subtype of program operated by the provider

Capacity	Maximum number of children the provider is approved to serve
Gold Seal	Indicator of whether the provider holds a Gold Seal designation
Gold Seal Status	Indicator of whether the provider's Gold Seal designation is currently active
Gold Seal Expiration Date	Expiration date of the Gold Seal status
Is VPK	Indicator of whether the provider participates in the Voluntary Prekindergarten (VPK) program
Is Head Start	Indicator of whether the provider have Head Start program
Is Public School	Indicator of whether the provider operates as a public school
Is Urban Zoned	Indicator of whether the provider is located in an urban zone
Services	Services provided (e.g., Full/Half Day, Before/After School, Infant Care, Night Care, Weekend Care, etc.)

DCF Teacher

Data Field Name	Data Dictionary Description
ymd_start	Employment Start Date
ymd_end	Employment End Date
ProviderNumber	Unique provider identifier
StudentID	Unique teacher identifier
DOB	Date of birth. Used to calculate age at employment start
PersonTitle	Job title of the staff member
FCCH30HourTrainingCompleted	Indicator of whether FCCH 30-Hour Training is Completed
EarlyLiteracyTrainingCompleted	Indicator of whether Early Literacy Training is Completed
Train40HourCompleted	Indicator of whether 40-Hour Training is Completed
StaffCredential	Type of staff credential held by the personnel, including Birth-5 Credential, Employment History Recognition, Formal Education, National Credential, etc.

DEL Provider List

Data Field Name	Data Dictionary Description
DCF ID	Unique provider identifier assigned by DCF
VPK	Indicator of whether the provider participates in the Voluntary Prekindergarten (VPK) program
HeadStart	Indicator of whether the provider has a Head Start/Early Head Start program
Is Public School	Indicator of whether the provider operates as a public school

Census Bureau's Urban-Rural Classification

Data Field Name	Data Dictionary Description
Urban Area Name	Name of the Urban Area

American Community Survey (ACS)

Data Field Name	Data Dictionary Description
ACS_LFPR_F20_64_KidsLT6yr	ACS Labor Force Participation Rate: Women with Children <6 Years Old
ACS_EPR_pop16yAndUp	ACS Employment Population Ratio: All Adults
ACS_TFR_w15to50_last12mo	ACS Total Fertility Rate: Last 12 Months
ACS_PpopKidsW	ACS Proportion of Population with Children

Appendix 2: Technical Appendix

Sample Description, Variable Definitions, and Analytic Methods

Sample and Variable Description

Data Source and Study Population

The analytic sample was drawn from the Florida Early Childhood Integrated Data System (ECIDS), which integrates administrative records across Florida's early learning programs, vital statistics, and social service systems. The dataset used for this analysis linked VPK program records for the 2024-25 academic year with birth certificate data, early childhood program participation records, and classroom observation data. The source file comprised records uniquely identified at the child level.

The analytic sample was restricted to children born in Florida and for whom complete data were available on both primary outcomes: school readiness score at VPK entry (PM1) and average monthly literacy growth during the VPK year (AvgGrowthPerVPKStandardMonth). Children missing either outcome were excluded prior to analysis. The resulting analytic sample reflects children enrolled in Florida VPK during the 2024-25 program year with valid pre- and post-assessment data sufficient to compute both a baseline readiness score and a growth trajectory.

Outcome Variables

Two outcomes anchored both the analytic approach and the interpretation of cluster profiles. These outcomes were measured for every child in the analytic sample and served a dual function: they were used to supervise the dimensionality reduction phase of the analysis (described in the Methods section), and they provided the primary interpretive framework for characterizing each identified group.

- **School Readiness Score at VPK Entry (PM1):** The PM1 score is derived from the Florida Assessment of Student Thinking (FAST) and reflects early literacy and foundational academic skills measured at the start of the VPK year. Higher scores indicate stronger school readiness at program entry.
- **Average Monthly Literacy Growth (AvgGrowthPerVPKStandardMonth):** This variable captures the average gain in FAST score per standardized VPK program month across the program year. It reflects learning rate during VPK participation, independently of where a child started.

Predictor and Outcome Variables

Thirty-seven predictor variables were drawn from four domains: classroom environment,

maternal and family characteristics, birth and perinatal health, and program participation. These variables were organized into three measurement types for analytic purposes. Table 1 provides a complete listing.

Table 1. Predictor and Outcome Variables Included in the Analysis

Category	Variable	Role in Analysis
Outcomes	PM1 (Florida FAST school readiness score at VPK entry)	Supervised outcome; excluded from predictor matrix
	Average Growth Per VPK Standard Month (AvgGrowthPerVPKStandardMonth)	Supervised outcome; excluded from predictor matrix
Continuous Predictors	Total Hours in VPK (TotalHoursInVPK)	Predictor
	CLASS: Behavior Management	Predictor
	CLASS: Concept Development	Predictor
	CLASS: Instructional Learning Formats	Predictor
	CLASS: Language Modeling	Predictor
	CLASS: Negative Climate	Predictor
	CLASS: Positive Climate	Predictor
	CLASS: Productivity	Predictor
	CLASS: Quality of Feedback	Predictor
	CLASS: Regard for Student Perspectives	Predictor
	CLASS: Teacher Sensitivity	Predictor
	Mother's Age at Delivery (MOTHER_AGE)	Predictor
	Pre-Pregnancy BMI (PrePregnancy_BMI)	Predictor
	5-Minute APGAR Score (APGAR_5)	Predictor
Binary Predictors	School Readiness Program Participation (SR_Flag)	Predictor
	Mother Born Outside the U.S. (MotherNotBornInUS)	Predictor
	Father Born Outside the U.S. (FatherNotBornInUS)	Predictor
	Mother Married at Time of Birth (MOTHER_MARRIED)	Predictor

	Father Listed on Birth Certificate (FatherOnBirthCert)	Predictor
	Premature Birth (PrematureFlag)	Predictor
	Mother Received WIC (MOTHER_WIC_YESNO)	Predictor
	Infant Breastfed (INFANT_BREASTFED)	Predictor
	Any Maternal Risk Factors (MR_ANY)	Predictor
	Any Infant Risk Factors (INF_ANY)	Predictor
	Any Maternal Morbidity Factors (MM_ANY)	Predictor
	Any Characteristics Risk Factors (CHAR_ANY)	Predictor
	Any Abnormal Conditions at Birth (AC_ANY)	Predictor
	Any Congenital Anomalies (ANOM_ANY)	Predictor
	Prenatal Alcohol Use (ALCOHOL_USE)	Predictor
	SNAP Program Participation (SNAP_Flag)	Predictor
	Early Steps Program Participation (EarlySteps_Flag)	Predictor
Categorical Predictors	Trimester of Last Smoking (LAST_TRI_SMOKED)	Predictor
	Maternal Education Level (MOTHER_EDCODE)	Predictor
	Birth Weight Category (BIRTH_WEIGHT_CAT)	Predictor
	Kotelchuck Index of Prenatal Care Adequacy (KotelChuck_Index)	Predictor

Continuous Predictors

Fourteen continuous predictors were included. Eleven were drawn from the Classroom Assessment Scoring System (CLASS), capturing dimensions of classroom quality across emotional support, classroom organization, and instructional support domains: Behavior Management, Concept Development, Instructional Learning Formats, Language Modeling, Negative Climate, Positive Climate, Productivity, Quality of Feedback, Regard for Student Perspectives, and Teacher Sensitivity. Total hours of VPK participation (TotalHoursInVPK) captured program dosage. Two birth-related continuous measures were included: mother's age at delivery (MOTHER_AGE), pre-pregnancy body mass index (PrePregnancy_BMI), and the 5-minute APGAR score (APGAR_5), an indicator of newborn health status immediately following birth.

Binary Predictors

Seventeen binary predictors captured family structure, program participation, nativity, and perinatal health indicators. Family and household variables included maternal marital status at birth, whether the father was listed on the birth certificate, and whether the mother or father was born outside the United States. Program participation indicators included SR program participation (SR_Flag), WIC receipt, SNAP participation, and Early Steps early intervention program enrollment. Infant feeding was captured through a breastfeeding indicator. Six perinatal health indicators were derived from birth certificate data: a premature birth flag, and composite flags for any maternal risk factors, any infant risk factors, any maternal morbidity conditions, any perinatal characteristics risk factors, any abnormal conditions at birth, and any congenital anomalies. Prenatal alcohol use was included as a binary indicator.

Categorical Predictors

Four categorical variables captured ordinal or nominal characteristics not reducible to binary indicators. Maternal education level (MOTHER_EDCODE) reflects the highest level of education completed by the mother, ranging from elementary school through doctoral degree. The trimester of last smoking during pregnancy (LAST_TRI_SMOKED) distinguishes no smoking, first-trimester-only smoking, second-trimester smoking, and third-trimester smoking. Birth weight category (BIRTH_WEIGHT_CAT) classifies newborns into standard clinical weight groups. The Kotelchuck Index (KotelChuck_Index) is a validated composite measure of prenatal care adequacy that accounts for both the timing of care initiation and the number of prenatal visits relative to gestational age.

Missing Data

Missing data were present in predictor variables but not in the two outcomes, which served as the basis for sample inclusion. Prior to the clustering analysis, missing predictor values were addressed using multiple imputation by chained equations (MICE), implemented using the miceforest package with LightGBM as the imputation engine. Twenty imputed datasets were generated using 20 iterations of the MICE algorithm. Mean matching was disabled to ensure numerical stability across the full predictor space. All subsequent analyses were conducted across all 20 imputed datasets, with findings pooled using Rubin's rules for combining multiply imputed results. This approach ensures that uncertainty due to missing data is appropriately reflected in the final cluster profiles and contrast estimates.

Analytic Methods

Overview

The goal of the analysis was to identify naturally occurring groups of children within the VPK population who share similar patterns across the full set of predictor variables, and to characterize how those groups differ in their school readiness at entry and literacy growth during VPK. This required an analytic approach capable of handling high-dimensional, mixed-type predictor data across continuous, binary, and categorical variables, and capable of orienting the grouping solution toward dimensions of variation that are substantively relevant to the two

outcomes of interest.

Missing predictor data were addressed prior to analysis using multiple imputation by chained equations (MICE), implemented using the miceforest package with LightGBM as the imputation engine. Twenty imputed datasets were generated using 20 iterations of the MICE algorithm, with mean matching disabled to ensure numerical stability across the full predictor space. All subsequent analyses were conducted on these imputed datasets, with findings pooled using Rubin's rules for combining multiply imputed results.

The grouping analysis was conducted using a proprietary, patent-pending machine learning procedure developed by the ECPRG at the University of Florida. The procedure is built around an autoencoder-based dimensionality reduction step that compresses the full predictor space into a compact latent representation, followed by a clustering step that identifies stable groupings in that latent space. The number of groups identified was targeted to a range that is large enough to capture meaningful heterogeneity in the VPK population but small enough to be interpretable and actionable for policy and program purposes.

Dimensionality Reduction

The 37 predictor variables span multiple measurement types and include both highly correlated and conceptually distinct dimensions. Direct clustering on this raw predictor space would treat all dimensions as equally relevant and would be sensitive to the arbitrary scaling and distributional properties of individual variables. To address this, the predictor space was first compressed into a lower-dimensional latent representation prior to clustering.

This compression was accomplished using an autoencoder: a neural network architecture that learns to represent high-dimensional input data in a compact form by training the network to reconstruct the original inputs from that compact representation. The autoencoder used in this analysis is a proprietary, patent-pending design developed at the University of Florida and is specifically adapted for large-scale, mixed-type administrative data of the kind produced by early childhood program records. The resulting latent representation captures the primary dimensions of variation in children's individual, family, classroom, and program characteristics, oriented toward the dimensions most relevant to school readiness at VPK entry and literacy growth during the program year.

Cluster Identification

Groupings were identified in the latent space produced by the dimensionality reduction step. The clustering procedure is part of the same proprietary, patent-pending technology and was designed to produce solutions that are stable and replicable given the structure of the data. The final solution identified 12 groups of children. The number of groups was determined by the configuration search rather than specified in advance, within the target range established prior to analysis.

Cluster Profiling

Following identification of the final cluster solution, each cluster was characterized using pooled estimates of all predictor variables and both outcomes across the 20 imputed datasets. For

each predictor, the cluster-level mean or proportion was compared to the population-level mean or proportion. Predictors were flagged as prominent for a given cluster if the absolute difference between the cluster value and the population value exceeded a threshold of 0.25 population standard deviations. For continuous predictors, the population standard deviation was the standard deviation of the variable across all children. For binary and categorical level indicators, the population standard deviation was computed as the Bernoulli standard deviation corresponding to the population proportion.

This prominence threshold was selected to identify predictors that meaningfully distinguish a cluster from the overall population without requiring extreme differences. All estimates were pooled across the 20 imputed datasets using Rubin's rules, and 95% confidence intervals were computed for all cluster-population contrasts. Each group is characterized by the combination of predictors for which it differs meaningfully from the overall VPK population, and by its pooled mean scores on both outcomes.

Computational Resources

All analyses were conducted on the University of Florida's HiPerGator supercomputing system, which provides GPU-accelerated processing, enabling the training of neural network models on large administrative datasets within feasible timeframes. Imputation and profiling computations were conducted in Python using open-source scientific computing libraries.

Appendix 3: DEL & Sunshine Portal Project Team Meeting Agendas

DEL & Sunshine Portal Project Team 7.10.25 Meeting Agenda

Thursday | 2pm-2:30pm EDT

Discussion

- Deliverable Status
 - Deliverable 7 Annual Sunshine Portal Progress Report
 - Deliverable 8 Annual Sunshine Portal Workshop
 - Deliverable 9 Final Program and Child Outcomes Analysis
- FL Chamber Advocacy Brief
- CareerSource

Funding Statement

- Now that we are in a new fiscal year, are there any changes needed? A couple of years ago there was discussion about the % of funding source associated with the contract changing across fiscal years (suggested years to associate with the statements?)
 - Current language when it is a document that has Sunshine Portal and Informal Pathway work: “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. [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.](#) 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.”
 - Current language when it is only Sunshine Portal work: “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.”
 - Current language when it is only Informal Pathway work: “The Informal Pathway project under Contract No. 24-L05 is supported by the Division of Early Learning. 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. Its contents are solely the responsibility of the authors.”

Next Meeting

- Thursday, 8/14 from 2-2:30pm EDT

University of Florida
PO Box 117050
Gainesville, FL
32611-7050
1-320 Norman Hall

T: 352.273.4287
F: 352.392.2655
ceecs.education.ufl.edu

DEL & Sunshine Portal Project Team
8.14.25 Meeting Agenda
Thursday | 2pm-2:30pm EDT

Discussion

- Community Needs Assessment (CNA) Update
- CareerSource
- Confirm the timeline for when we should make the request for data
 - Priority with SLDS connection?
- Coalition-level SR funding data
 - ECPRG is expected to receive this by the end of the week

Next Meeting

- Thursday, September 11th from 2-2:30pm EDT
 - Dévonja Off

DEL & Sunshine Portal Project Team

9.11.25 Meeting Agenda

Thursday | 2pm-2:30pm EDT

Discussion

- Continuing to make progress on the Community Needs Assessment (CNA)
- CareerSource
- SLDS connection
- Informal Pathway Update

Next Meeting

- Thursday, October 9th from 2-2:30pm EDT

DEL & Sunshine Portal Project Team
10.9.25 Meeting Agenda

Thursday | 2pm-2:30pm EDT

Discussion

- CNA Updates
 - AELC Meeting
- Data receipt and questions
- CareerSource
- Informal Pathway Update
- Email from ELC of Broward
- DEL updates

Next Meeting

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

DEL & Sunshine Portal Project Team

11.13.25 Meeting Agenda

Thursday | 2pm-2:30pm EST

Discussion

- CNA Updates
 - Herman is joining the DEL/ED meeting Tuesday, 11/18
 - Need time and location
 - High-level overview (no PowerPoint)

Next Meeting

- Thursday, December 11th from 2-2:30pm EST
 - Dévonja unavailable

DEL & Sunshine Portal Project Team

01-15-26 Meeting Agenda

Thursday | 10:45am-11:15am EST

Discussion

- FLICCA/HPI and FLIPA
- Next week's in-person meetings in Tallahassee

Next Meeting

- Thursday, February 19th @ 10:45am

DEL & Sunshine Portal Project Team

02-19-26 Meeting Agenda

Thursday | 10:45am-11:15am EST

Discussion

- Sunshine Portal
 - Community Needs Assessments (CNAs)
- Informal Pathway
 - *(As needed)* Touchbase about upcoming meetings

Next Meeting

- Thursday, March 19th @ 10:45am

DEL & Sunshine Portal Project Team
3-19-26 Meeting Agenda

Thursday | 10:45am-11:15am EDT

Discussion

- Sunshine Portal
 - DEL's feedback on the Community Needs Assessments (CNAs)
- HB 765
 - Any updated information for our team about the implications of this bill passing?

Next Meeting

- Thursday, April 16th @ 10:45am
 - Does this work?

DEL & Sunshine Portal Project Team

4-16-26 Meeting Agenda

Thursday | 12:00pm-12:30pm EDT

Discussion

- Sunshine Portal
 - DEL's feedback on the Community Needs Assessments (CNAs)
- PDG Update

Next Meeting

- Thursday, May 21 @ 10:45am

DEL & Sunshine Portal Project Team

5-21-26 Meeting Agenda

Thursday | 10:45am-11:15am EDT

Discussion

- Annual Sunshine Portal Progress Report
 - In Final Stages – Plan to submit by May 29th
- Annual Sunshine Portal Workshop – Tallahassee
 - Determine date/time – Week of June 8-12
- PDG Update

Next Meeting

- Thursday, 6/18 from 12 – 12:30pm EDT

Appendix 4: Family Economic Mobility Policy White Paper

POLICY WHITE PAPER

Family Economic Mobility as a Performance Measure in State Child Care Systems

A Framework for Evidence-Informed Impact Reporting

Early Childhood Policy Research Group
UF Anita Zucker Center for Excellence in Early Childhood Studies

Executive Summary

State child care systems are under increasing pressure to demonstrate measurable impact on families and communities. Traditional approaches to measuring family economic outcomes have relied on threshold-based models anchored to fixed income benchmarks, such as poverty levels, living wage standards, or self-sufficiency indices. These models, while familiar, carry structural limitations that reduce their utility as performance measures for a dynamic public investment like child care.

This paper proposes that state child care systems adopt Family Economic Mobility as the organizing construct for impact reporting. Mobility, defined as measurable and directional improvement in a family's capacity to meet current needs, reduce economic vulnerability, and expand future economic opportunity, offers three strategic advantages over self-sufficiency frameworks. First, it measures trajectory rather than status, which more accurately reflects the mechanism through which child care operates. Second, it is sensitive to partial progress, enabling meaningful reporting even when families have not crossed a fixed threshold. Third, it is grounded in an empirically robust literature that is less politically vulnerable than needs-based

adequacy models.

The paper provides a formal definition, a three-dimension measurement architecture, a twelve-indicator Key Performance Indicator (KPI) framework with annual data sources, and guidance on operationalization for state reporting purposes.

1. The Problem with Self-Sufficiency as a Policy Metric

The dominant models used to assess family economic outcomes in the context of child care and early childhood policy are variations on a common structure: a fixed income threshold, calibrated to a standard family budget, against which a family's earnings are measured. Four models predominate in state and federal policy contexts.

Model	Approach	Limitations for Child Care Impact Reporting
MIT Living Wage Calculator	Fixed income threshold against standardized regional budgets	Does not account for family human capital variation; static threshold obscures mobility; politically loaded framing of 'adequacy'
EPI Family Budget Calculator	Comprehensive cost-of-living budget by family type and region	Binary threshold model; no trajectory component; uniform consumption assumptions across family types
Pearce Self-Sufficiency Standard	State-level income thresholds calibrated to actual cost of living	Anchored to single-earner model; does not capture asset accumulation or human capital investment; threshold framing invites political reinterpretation
Federal Poverty Level (FPL)	Income thresholds set at 3x the cost of a minimum food diet (1963 methodology)	Widely criticized as outdated and inadequate; no regional variation; no measure of actual needs or progress

Each of these models shares a structural liability for the purposes of child care system impact reporting. They assume uniform consumption patterns across geographically and demographically diverse families, embed static snapshots rather than directional measures, and anchor evaluation to whether a family has crossed a single line rather than whether the family is moving in a positive direction. The binary quality of threshold models also creates political exposure: a child care system can produce substantial positive change in family trajectories and still appear to fail if families remain below the threshold.

There is also a growing body of scholarship critiquing the adequacy and conceptual coherence of threshold-based self-sufficiency measurement. Cellini and Karp (2010)

documented significant variation in household consumption patterns across income levels that standard budget models fail to capture. Cauthen and Fass (2008) noted that the self-sufficiency standard, while an improvement over the FPL, still fails to account for variation in family human capital, community social infrastructure, or the contributions of informal support networks to economic resilience. For state child care systems, which serve an extraordinarily diverse population across community contexts, these limitations are not marginal but central.

2. The Case for Economic Mobility as an Organizing Construct

Economic mobility, as a conceptual frame, shifts the evaluative question from whether families are economically adequate to whether families are moving forward. This is both a more accurate representation of what child care does and a more defensible construct for public accountability purposes.

2.1 Empirical Foundations

The economics of intergenerational mobility provide a robust empirical foundation for this reframe. Chetty, Hendren, Kline, and Saez (2014) established that economic mobility varies substantially across geographic contexts, and that early environmental conditions, including access to stable, quality child care, are among the strongest predictors of long-run earnings and socioeconomic attainment. Their work demonstrates that the geography of opportunity is not fixed, and that early intervention can shift trajectory in measurable ways.

Heckman and colleagues (2010, 2016) extended this logic into early childhood investment theory, demonstrating that the return on investment in high-quality early childhood programs is highest for disadvantaged children and operates through skill formation, not just credential attainment. Critically, Heckman's framework treats mobility as an intergenerational construct, not a single-generation threshold. A child care investment that increases a parent's workforce participation and simultaneously improves a child's developmental readiness produces returns across two generations, neither of which is captured by an income threshold model.

Isaacs (2007, Brookings Institution) formalized the conceptual distinction between income mobility and economic stability, arguing that policy systems focused exclusively on threshold attainment miss the population experiencing movement below the line. The implication for state child care systems is direct: a family moving from deep poverty toward stability is experiencing mobility, even if it has not yet reached a self-sufficiency threshold, and a well-designed reporting framework should capture and report that progress.

2.2 Political and Operational Advantages

The mobility frame carries three specific operational advantages over self-sufficiency for state child care reporting.

- **Trajectory sensitivity.** Mobility metrics can report positive direction of change even when families remain below commonly used thresholds. This protects reporting integrity in policy environments where absolute attainment benchmarks are difficult to reach within program windows.
- **Political neutrality.** Self-sufficiency language has acquired ideological valence in public discourse, with different stakeholders reading it as either a critique of poverty programs or a standard of adequacy. Mobility language is evaluatively neutral: it implies neither that families are failing nor that government programs are sufficient, but simply that progress is occurring.
- **Alignment with program mechanism.** Child care operates by enabling workforce participation, increasing earnings stability, and improving child developmental readiness. These are inherently dynamic processes, and mobility metrics are structured to capture dynamic change rather than point-in-time status.

3. Proposed Definition

Family Economic Mobility refers to measurable improvement in a family's capacity to meet current needs, reduce economic vulnerability, and expand future economic opportunity over time. Mobility is understood as a dynamic, multi-dimensional construct shaped by employment status, earnings trajectory, asset accumulation, educational attainment, and the reduction of material hardship, situated within the specific labor market and cost context of the family's community.

For purposes of state child care system impact reporting, family economic mobility is operationalized across three interdependent dimensions: Employment and Earnings Stability, Material Security and Hardship Reduction, and Human Capital Investment and Intergenerational Capacity. These three dimensions are described in detail in Section 4.

The definition is intentionally community-situated. A family's mobility is not evaluated against a national or state-level standard alone, but in relation to the labor market conditions, housing costs, and social infrastructure of the community in which the family lives. This reflects the geographic heterogeneity documented by Chetty and colleagues, and acknowledges that mobility trajectories in rural, suburban, and urban contexts are not comparable on a single scale.

4. Measurement Architecture

The three-dimension structure organizes the twelve KPIs described in Section 5. Each dimension has a distinct empirical lineage and maps to a distinct program mechanism through which child care affects family outcomes.

4.1 Dimension One: Employment and Earnings Stability

The most direct pathway through which child care affects family economic outcomes is enabling workforce participation. Child care subsidies and the availability of reliable child care increase employment rates, hours worked, and earnings among caregivers, particularly mothers. This dimension captures the degree to which child care participation is associated with sustained, quality employment.

Employment presence is a necessary but insufficient indicator. Hollenbeck and Huang (2014) documented that employment quality, including access to benefits, schedule predictability, and advancement opportunity, is as important as employment presence in determining whether workforce participation translates into durable mobility. The KPIs in this dimension therefore include not only employment rates but earnings trajectory, full-time status, and benefits access.

Empirical anchor: Anderson and Levine (1999) established that child care costs directly affect maternal employment rates, particularly among low-income families. Blau and Currie (2006) synthesized the causal evidence linking child care availability to employment, earnings, and long-run income stability among caregiving parents.

4.2 Dimension Two: Material Security and Hardship Reduction

Income-based measures do not adequately capture actual family wellbeing. Families at similar income levels experience substantially different levels of material security depending on local costs, family composition, health status, and access to social support networks. This dimension focuses on direct measures of hardship reduction, including food security, housing stability, and health insurance coverage.

The material security literature, anchored in the work of Meyer and Sullivan (2012) and the annual USDA food security reports, demonstrates that hardship indices provide distinct and complementary information relative to income measures. A family that has increased earnings but remains food insecure is experiencing a different mobility trajectory than a family whose earnings have increased alongside resolved food insecurity. The distinction matters for policy reporting.

Empirical anchor: The USDA Economic Research Service publishes validated food security measurement protocols used by states and federal agencies. HUD's point-in-time count and Homeless Management Information System provide housing stability indicators. The CMS Medicaid and CHIP enrollment data enable tracking of health coverage rates.

4.3 Dimension Three: Human Capital Investment and Intergenerational Capacity

The third dimension captures the mechanism that distinguishes child care from other income-support interventions: its simultaneous effect on caregiver human capital and child developmental readiness. Heckman's skill formation framework establishes that early childhood investment produces returns through two channels: enabling parental workforce participation (captured in Dimension One) and directly improving children's cognitive and social-emotional readiness for school and eventual labor market entry.

This dimension includes caregiver educational attainment and credential completion, which reflect the degree to which child care access enables caregivers to invest in their own human capital while children are in care. It also includes kindergarten readiness, which serves as the leading indicator of intergenerational mobility effects. Isaacs and Magnuson (2011) established that kindergarten readiness is among the strongest predictors of subsequent academic achievement and adult earnings, providing a validated empirical bridge between early childhood programs and long-run mobility outcomes.

Empirical anchor: National Student Clearinghouse data enables tracking of post-secondary enrollment and completion. State Kindergarten Entry Assessment data, now available in nearly all states, provides a standardized measure of child developmental readiness. WIOA Title II adult education program data tracks GED and equivalency completion.

5. Key Performance Indicator Framework

The following twelve KPIs operationalize the three-dimension framework for Florida SR program impact reporting. The framework is anchored in Florida SR administrative data collected at annual redetermination, including employer name, annual salary, household size, and FT/PT employment status. Indicators requiring data beyond what SR redetermination currently captures are identified, with recommended data linkage or collection strategies specified for each. Two indicators include both a primary annual measure and an extended 2-year rolling measure for families who maintain continuous SR enrollment across two redetermination cycles, enabling detection of cumulative mobility effects in longer-tenure families.

KPI	Definition	Data Source	Frequency	Platform / Access
Dimension 1: Employment and Earnings Stability				
SR Employment Rate	% of active SR families with at least one caregiver reporting employment at annual redetermination	Florida DCF/DEL School Readiness administrative records (employer field)	Annual	DEL SR Redetermination Database
Caregiver Earnings Trajectory	Median change in reported annual salary between consecutive redetermination cycles. Extended 2-year comparison reported separately for families with 24+ months of continuous enrollment.	Florida DCF/DEL SR records (annual salary field); 2-year cohort subset for continuous enrollees	Annual; 2-year rolling for continuous enrollees	DEL SR Redetermination Database
Full-Time Employment Rate	% of employed SR caregivers reporting full-time status (35+ hrs/week) at redetermination	Florida DCF/DEL SR records (FT/PT employment status field)	Annual	DEL SR Redetermination Database
Employer-Sponsored Benefits Rate	% of employed SR caregivers reporting access to employer-	Proposed: DEL SR redetermination instrument	Annual	Proposed: DEL SR Database. Interim: Sunshine State Early

KPI	Definition	Data Source	Frequency	Platform / Access
	sponsored health insurance, paid leave, or retirement benefits. [Proposed new DEL collection item at redetermination.] Interim proxy: % of SR caregiver households without active Medicaid or KidCare enrollment via AHCA linkage.	(new 3-item collection). Interim: AHCA Medicaid and Florida KidCare enrollment records accessed through the Sunshine State Early Childhood Information Portal (ECIDS) under ECPRG data sharing agreement with AHCA		Childhood Information Portal (ECIDS); ECPRG-AHCA data sharing agreement
Dimension 2: Material Security and Hardship Reduction				
Post-Secondary Enrollment Rate	% of SR caregivers enrolled in a Florida public postsecondary institution or DEL-approved training program during the SR enrollment year	FLDOE Florida Education and Training Placement Information Program (FETPIP); Florida College System enrollment records linked to SR case ID	Annual	FLDOE FETPIP; Florida College System
Credential or Degree Attainment Rate	% of SR caregivers completing a postsecondary credential or degree. Annual rate reported for 12-month completions; 2-year rolling rate reported for continuous enrollees.	FLDOE FETPIP; Florida College System completion records; NSC for out-of-state completions	Annual; 2-year rolling for continuous enrollees	FLDOE FETPIP; National Student Clearinghouse
Medicaid and KidCare Dependency Rate	% of SR families with active Medicaid or KidCare	AHCA Medicaid and Florida KidCare enrollment	Annual	Sunshine State Early Childhood Information Portal (ECIDS); ECPRG-

KPI	Definition	Data Source	Frequency	Platform / Access
	enrollment, used as an inverse indicator of health coverage progression. A declining rate over successive redetermination cycles indicates movement toward employer-sponsored or private coverage.	records accessed through the Sunshine State Early Childhood Information Portal (ECIDS) under ECPRG data sharing agreement with AHCA		AHCA data sharing agreement
Income-to-Need Ratio Trajectory	Change in ratio of reported annual household income to 100% FPL for the SR family household size between redetermination cycles. Measures income adequacy progression without applying a binary threshold cutoff.	Florida DCF/DEL SR records (annual salary and household size fields); HHS annual FPL guidelines	Annual	DEL SR Redetermination Database; HHS FPL guidelines
Dimension 3: Human Capital Investment and Intergenerational Capacity				
Child Developmental Readiness Rate	% of children exiting SR and entering kindergarten who meet readiness benchmarks on the Florida Assessment of Student Thinking (FAST)	FLDOE FAST data linked to SR exit records via child identifier	Annual	FLDOE FAST; DEL SR exit records
Adult Education Advancement Rate	% of SR caregivers without a high school diploma or GED who complete an equivalency credential during the SR	Florida Division of Career and Adult Education (FDCAE) completion records linked to SR case ID	Annual	FDCAE; DEL SR Database

KPI	Definition	Data Source	Frequency	Platform / Access
	enrollment period			
Employer Advancement Rate	% of SR caregivers who transition to a new employer with a higher reported annual salary between redetermination cycles, as a measure of active labor market mobility distinct from wage growth within a static employment situation	Florida DCF/DEL SR records (employer name and annual salary fields compared across consecutive redetermination records)	Annual	DEL SR Redetermination Database
Continuous Enrollment Retention Rate	% of SR-eligible families who maintain continuous enrollment without an administrative gap (e.g., missed redetermination deadline, documentation lapse). Serves as an inverse indicator of system-induced mobility disruption.	Florida DCF/DEL SR enrollment and gap records	Annual	DEL SR Redetermination Database

Note: SR = School Readiness; DEL = Division of Early Learning; DCF = Department of Children and Families; AHCA = Agency for Health Care Administration; FLDOE = Florida Department of Education; FETPIP = Florida Education and Training Placement Information Program (FLDOE longitudinal outcome tracking system used for postsecondary enrollment and completion research; distinct from FASTER, which is a record transfer system); FAST = Florida Assessment of Student Thinking; NSC = National Student Clearinghouse; FDCAE = Florida Division of Career and Adult Education; FPL = Federal Poverty Level; KidCare = Florida KidCare (Title XXI CHIP program). Indicators marked [Proposed] require new data collection at SR redetermination, subject to DEL instrument revision. All data linkages are executed through the Sunshine State Early Childhood Information Portal (ECIDS), managed by the ECPRG at the University of Florida. The AHCA linkage is governed by a data sharing agreement between ECPRG and AHCA, administered as part of the ECIDS/Sunshine Portal work.

6. Operationalization Guidance for Florida SR Reporting

6.1 Primary Reporting Strategy: Annual Cohort Comparison

The Florida SR administrative data structure is well suited to an annual cohort comparison approach, in which families are tracked from the point of SR enrollment through successive redetermination cycles. This is the recommended primary reporting strategy and should be established as the baseline methodology for annual KPI updates.

At each annual redetermination, the SR database captures a new observation for each continuing family, including current employer, annual salary, household size, and FT/PT status. Linking these records longitudinally by family case ID produces a panel structure from which year-over-year change can be computed directly for each KPI in Dimension 1 and the income-to-need ratio in Dimension 2. No external data source is required for these indicators, and reporting lag is minimal since redetermination data is collected on a rolling basis throughout the year.

For families who maintain continuous SR enrollment across two redetermination cycles (24+ months), an extended 2-year comparison is reported alongside the annual measure. This enriched view captures cumulative mobility trajectories among longer-tenure families and provides a more robust signal of program impact than the annual snapshot alone. The two-year cohort should be reported as a distinct subgroup, clearly labeled, to avoid conflating annual and multi-year trends.

6.2 Data Linkage Requirements

Four KPIs require data linkage beyond the SR administrative record. The following linkages are recommended, listed in order of implementation priority.

- AHCA Medicaid and KidCare enrollment data. Required for the Employer-Sponsored Benefits Rate (interim proxy) and the Medicaid and KidCare Dependency Rate. This linkage is executed through the Sunshine State Early Childhood Information Portal (ECIDS) under a data sharing agreement between ECPRG and AHCA. ECPRG currently holds and manages this agreement as part of the ECIDS/Sunshine Portal work; re-establishing it to include SR family coverage is a targeted scope extension within the existing ECIDS framework. The linkage variable is SR case ID matched to AHCA household enrollment records.
- FLDOE FETPIP and Florida College System records. Required for Post-Secondary Enrollment Rate and Credential or Degree Attainment Rate. The Florida Education and Training Placement Information Program (FETPIP) is FLDOE's longitudinal outcome tracking system used for workforce and education research, and is the appropriate data source for population-level tracking of SR caregiver postsecondary enrollment and completion. This linkage would be performed within the Sunshine State Early Childhood Information Portal (ECIDS) infrastructure under an expanded data-sharing arrangement between ECPRG and FLDOE, using the Florida Student Number

as the primary identifier where available, with probabilistic matching on name, date of birth, and zip code as a secondary approach.

- FLDOE FAST data. Required for Child Developmental Readiness Rate. FAST is administered statewide at kindergarten entry and results are maintained in FLDOE systems. This linkage is executed through the Sunshine State Early Childhood Information Portal (ECIDS) under ECPRG's data sharing agreement with FLDOE, using child identifier to connect SR exit records to kindergarten entry assessment results. FAST linkage is already operational within the ECIDS architecture and requires no new agreement.
- FDCAE adult education completion records. Required for Adult Education Advancement Rate. The Florida Division of Career and Adult Education maintains program completion records for GED and adult literacy programs. This linkage would be performed within the Sunshine State Early Childhood Information Portal (ECIDS) infrastructure. An ECPRG data sharing agreement with FDCAE, or an extension of the existing FLDOE agreement to cover FDCAE records, is required and should be pursued as part of the ECIDS/Sunshine Portal scope.

6.3 Proposed DEL Data Collection: Employer-Sponsored Benefits

The Employer-Sponsored Benefits Rate cannot be fully operationalized from existing SR administrative data or AHCA linkage alone. The AHCA Medicaid and KidCare linkage, executed through the Sunshine State Early Childhood Information Portal (ECIDS) under the ECPRG-AHCA data sharing agreement, provides an inverse proxy (absence of public coverage as a signal that employer-sponsored coverage may exist), but does not directly confirm what benefits the employer provides or whether the caregiver has elected coverage.

It is recommended that DEL add a brief employer-sponsored benefits module to the SR redetermination instrument. The module should consist of three items, administered only to caregivers who report employment at redetermination.

- Does your employer offer health insurance? (Yes / No / Don't know)
- Does your employer offer paid leave (sick days, vacation, or parental leave)? (Yes / No / Don't know)
- Does your employer offer a retirement savings plan (such as a 401k or pension)? (Yes / No / Don't know)

This three-item module adds minimal burden to the redetermination process, can be administered through the existing online redetermination interface, and would provide direct, population-level evidence of employer benefits access among SR families. Once collected at sufficient scale (recommended minimum: two full annual redetermination cycles), the module data would replace the AHCA proxy for the Employer-Sponsored Benefits Rate KPI.

6.4 Disaggregation

KPI reporting should be disaggregated along variables available within the SR administrative record and linked data systems. Recommended disaggregation

variables include Early Learning Coalition service area, child age group at SR enrollment, primary caregiver education level at enrollment, caregiver language, family income-to-need ratio at enrollment (as a continuous variable, not a threshold category), SR eligibility category (working family, transitional, at-risk), and child care provider type (licensed center, licensed family home, Gold Seal provider). Disaggregation by ELC service area is particularly important for identifying regional variation in mobility trajectories and supporting targeted technical assistance to coalitions serving populations with more constrained mobility outcomes.

6.5 Reporting Calendar

SR redetermination data is collected on a rolling basis and is available in near-real-time within the SR administrative system. Annual KPI reporting should be anchored to the state fiscal year (July 1 through June 30), with a reporting publication target of October 1 of the following year. This timeline allows for redetermination data consolidation, linked data receipt from AHCA and FLDOE through the Sunshine State Early Childhood Information Portal (ECIDS), and quality review prior to publication. The two-year cohort supplement should be published concurrently, clearly labeled with the cohort entry and exit years.

6.6 Index Construction (Optional)

For summary reporting purposes, the twelve KPIs can be aggregated into a single Florida SR Family Economic Mobility Index. Each KPI is standardized to a 0-100 scale relative to the baseline year, and dimension scores are computed as unweighted averages of constituent KPIs. A total index score is computed as a weighted average of the three dimension scores, with weights subject to DEL determination based on policy priorities. Dimension 1 (Employment and Earnings Stability) is recommended as the highest-weighted dimension given its direct alignment with SR eligibility requirements and its operationalization from primary SR administrative data. This approach enables concise annual headline reporting while the full twelve-indicator table retains diagnostic value for program improvement purposes.

7. Conclusion

The adoption of family economic mobility as the organizing construct for Florida SR impact reporting represents a meaningful and strategically durable advancement over existing threshold-based approaches. It is grounded in a robust empirical literature, sensitive to the geographic and demographic diversity of Florida SR families, and structured to capture the directional progress that child care investment produces even when families have not yet reached a fixed adequacy standard.

The twelve-indicator KPI framework proposed here is designed for operational feasibility as well as analytic rigor. The primary indicators are derived directly from data Florida already collects at SR redetermination, requiring no new primary data collection for immediate implementation. The four indicators that require data linkage to AHCA and FLDOE systems are executed through the Sunshine State Early

Childhood Information Portal (ECIDS), managed by ECPRG. All linkages occur as part of the ECIDS/Sunshine Portal work, under existing or directly extensible data sharing agreements between ECPRG and the relevant state agencies. The single proposed new data collection item, the employer-sponsored benefits module, is low-burden and high-value, and is recommended as a near-term addition to the SR redetermination instrument.

The framework is offered as a foundation for DEL adoption and refinement. Indicator selection, disaggregation variables, dimension weighting, and reporting architecture should be aligned to DEL's specific accountability requirements, legislative reporting obligations, and program improvement priorities. The three-dimension structure is designed to remain stable as a common organizing framework even as individual KPIs are refined over time.

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Appendix 5: CNA Feedback Response Letter and Revised Reports

CNA Feedback Response Letter

In April 2026, the ECPRG group received feedback from the Florida DEL on our initial draft of the new automated Community Needs Assessments. The intention of the automated Community Needs Assessment reports is to provide Early Learning Coalitions across the state of Florida with a standardized reporting document using DEL data and ECPRG indices which meet statutory reporting requirements. We are grateful for DEL's feedback across the draft documents, which highlighted areas for improvement around reporting eligibility priorities, description of indices, the local population, and providers and program utilization characteristics. The below portion of this document seeks to summarize the feedback provided by DEL and how we have addressed or are planning to address revisions to the automated Community Needs Assessment reports.

Section ABC Comment: *"Several terms and definitions raise concerns, including: High CLASS Score, all terms with CLASS Scores, Utilization and Utilization Rate, High Quality and Not High Quality Provider, HQ Enrollment, and VPK Contracted Provider. Each should be reviewed for accuracy and internal consistency."*

Response: Thank you for this close read! We have reviewed the terms and definitions presented at the beginning of the report, and we believe the updated table of contents in the submitted reports are accurate and consistent with what we've previously published and submitted to DEL, but we welcome detailed feedback about our definitions.

Section ABC Comment & Section E Comment:

"The use of "churn and fill of children" and the churn rate metric needs justification: what analytical value does it provide? The note at the bottom of the related table should also be clarified."

"The same concerns raised in Section ABC regarding the churn rate metric (item 6) and the VPK-to-kindergarten percentage (item 7) carry through to Section E and must be addressed consistently."

Response: Thank you for asking about this. We have revised the terms "churn and fill" in these sections to "child reenrollment replacement" to help guide the reader about the index and to provide the reader with a more intuitive metric.

Section ABC Comment: "Clarify the meaning of '60% of providers had high-quality enrollment' and show how it was calculated"

Response: Thank you for this comment! We have added clarification to the description of this table to explain the calculation of the terms infrastructure and percentage of high-quality enrollment.

Section ABC Comment & Section E Comment: "The attendance thresholds (e.g., 60 hours/month) should also be reviewed: do they reflect the typical monthly maximum? How are summer and non-traditional programs accounted for? Without context on the prevalence of these programs, the attendance figures may be misleading."

"The same concerns raised in Section ABC regarding the churn rate metric (item 6) and the VPK-to-kindergarten percentage (item 7) carry through to Section E and must be addressed consistently."

Response: Thank you for asking this clarification question! We plan to revise the VPK attendance reporting in the CNAs to focus on either those children who achieve the requisite number of hours in the VPK program against those children who do not. Along with these revisions, we will add specifics around the type of program being reported (e.g., Summer VPK) in this section. We will further provide details about the connection between VPK and local Kindergarten enrollment.

Section ABC Comment & Section E Comment:

"The document should explain why exceeding 10% of household income on childcare is the threshold of concern. The data may also be misleading without information on child ages — a household with two children aged 0–5 is expected to spend more than a household with four school-age children."

"The statement that "affordability is another key factor" because children in some zip codes spend more than 10% of HH income on childcare should be verified against the ABC data, which showed this applied in only a few zip codes. The rationale for using 10% as the threshold of concern also needs clarification (see also Section ABC, item 12)."

Response: Thank you for this comment! We currently do not calculate HPI using different child ages due to the number of different combinations of child ages in households and the difficulty in interpreting in the index across variations. These changes may change the insights provided in final section.

Section E Comment: "The School Readiness Priorities section is currently an open text box. If intended to assist with the ELC Plan's CNA component, guiding questions should be added to help ELCs align findings with how they: (1) establish eligibility priorities, (2) determine providers essential to meeting capacity needs, and (3) propose to increase child care capacity for contracted slots."

Response: Thank you for highlighting this! We have included this text to guide ELCs in completing this section

Section ABC Comment: "The paragraph reflects only white and Hispanic populations, while the chart reflects Black and other categories — these must be reconciled. Questions also arise about: (a) the use of a 5-year average for the percent of population under 150% FPL (which may include elderly), (b) why 150% FPL is used rather than 55% SMI as specified in statute, and (c) why the table reflects children 0–4 rather than 0–5 as referenced in statute."

Response: This data reflects the structure of Census data, as reported by FLHealthCHARTS. The data that's being requested (SMI 55% and children aged 0-5) isn't available from the Census. If there is an available alternative source of data that mirror the statute, we are happy to incorporate that data and revise the table. We have removed the reporting of race and ethnicity from the tables.

Section ABC Comment & Cross-cutting Issue: "Consider including measures of at-risk populations (from DCF), TANF families, and children with special needs (from DOH/DOE). The SR Plan requires ELCs to collect and analyze data on special needs populations. If zip-level data is unavailable, county-level data should be obtained and reported."

"The question of whether the CNA tool captures data on vulnerable populations (at-risk children, abuse & neglect cases) and children with special needs was raised across every document reviewed. A single, unified response or design decision should be made at the system level addressing: (1) whether this data is currently captured in Sections A–C; (2) whether it is expected to be addressed in Section D or E as a coalition responsibility; and

Response: We have included a new section in the report, highlighting Early Steps data reporting from FLHealthCHARTS, and we will expand reporting to detail DCF and TANF data sources. For cross-cutting reporting of these groups across indices, we will conduct a linkage across datasets, then recalculate our indices so that we can report by the requested subgroups.

Section ABC Comment:

"Clarify whether VPK child counts are unduplicated and whether they represent children or FTE. Additionally, the claim that VPK participants represent 79% (Alachua) / 76% (Big Bend) of kindergartners should be verified — VPK children may have moved out of the region, so it should be confirmed whether there is actual tracking linking VPK participants to subsequent K enrollment in the same district."

Response: Thank you for this point! We currently do not have data linking individual

VPK attendance to Kindergarten enrollment, we currently only have geographic counts of Kindergarten enrollment. We would be happy to add in linked estimates if we can obtain identifiable child-level data of Kindergarten enrollment.

Section ABC Comment: "Consider including data on other child development and early learning programs serving eligible children, such as Early Head Start/Head Start, military child care, 21st Century programs, etc., where obtainable."

Discussion: This is a good suggestion! For these datasets, we currently either do not have these data or we don't have up to date versions of these data (within the last 3 years).

Section ABC Comment & Section E Comment: "The last sentence of the FLICCA section uses "high-quality threshold set at 4.5 or above," which conflicts with the Acronyms section that defines a High Quality Provider as one whose CLASS score "meets/exceeds the CLASS Quality Threshold" — without specifying 4.5. Table 4 also shows $CLASS \geq 4.5$ in apparent conflict with the Acronyms." "The same issues with 'high quality,' CLASS scores of 4.5 and above, and associated percentage calculations noted in Section ABC apply here and must be resolved consistently across both documents."

Response: Thank you for pointing this out! We have edited the report such that the specific CLASS score threshold selected by the ELC generating the report is inserted in table of acronyms and throughout the report when high-quality providers or enrollment is discussed. For each report, the specific CLASS score threshold will vary according to the preference of the ELC generating the reports.

Section ABC Comment # 13

"Liberty County is absent from Table 10 (Number of Providers and Children Enrolled in SR by County) despite being served by the Big Bend ELC. Liberty County appears correctly in Table 11 (VPK data). The SR table must be corrected to include Liberty County's provider and enrollment counts."

Response: Thank you for pointing that out! We have revised the reports such that all counties will be mentioned, even if they don't have providers or enrolled children in a reporting period.

Section D Comments

Response: Thank you for your comments on Section D! We will add instructions to the CNA webtool to inform ELCs about the option for submitting community resources as an appendix document instead of filling out our Section D template.