THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13)

Public reporting burden for this collection of information is estimated to average 65.0 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, reviewing the collection of information, and completing the form.

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

Quality Progress Report (QPR)

For

Florida

FFY 2024

QPR Status: Accepted as of 2025-04-02 15:07:36 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

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

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

2

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

1) Support the training and professional development of the child care workforce
2) Improve the development or implementation of early learning and development guidelines
3) Develop, implement, or enhance a quality rating improvement system for child care providers
4) Improve the supply and quality of child care for infants and toddlers
5) Establish or expand a lead agency wide system of child care resource and referral services
6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
8) Support providers in the voluntary pursuit of accreditation
9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2024.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in

3

care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

[x] Licensed center-based programs **6622**
   [ ] Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 4926 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

[x] Licensed family child care homes **1930**
   [ ] Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 1151 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2023 to September 30, 2024?

[x] Yes. If yes, describe: **All professional development and training completion is documented through the Florida Early Childhood Professional Development Registry (the Registry). With 3 million active users, the Registry is an online system available for voluntary use by the early childhood workforce. The Registry allows users to maintain their individual student information, including courses taken, microcredentials, certificates or degrees awarded, which are displayed on their student transcript. The Registry also allows students to register for courses and track their professional development progression along Florida's Career Pathway.**

[ ] No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

[x] Yes. If yes, describe: **The Department of Children and Families (DCF) and the Division of Early Learning's (DEL) training transcript is the only acceptable verification of successful completion of mandatory training. As such, child care personnel in Florida must use the Registry to access and document the completion of mandatory training. Any early childhood education (ECE), early literacy or school-age training that is completed externally from DCF must be uploaded using the Registry, so it may be documented on the training transcript.**

[ ] No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **39,616**

2.1.4 Spending - Professional Development Registry:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[ ] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

[x] Scholarships (for formal education institutions) **935**
[x] Financial bonus/wage supplements tied to education levels **5295**
[x] Career advisors, mentors, coaches, or consultants **6694**
[x] Reimbursement for training **7906**
[ ] Loans
[x] Substitutes, leave (paid or unpaid) for professional development **2**
[x] Other. Describe: **Three ELCs (Lake, Orange and Seminole) reported a significant increase in the number of supports for training reimbursement provided compared to last year. Numbers were confirmed with ELCs; answers submitted have been confirmed.**
[ ] N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

  [x] CCDF quality funds
  [x] Non-CCDF funds
  [ ] CARES funds
  [ ] CRRSA Funds
  [x] ARP Supplemental Discretionary
  [ ] ARP Stabilization 10% set-aside
  [ ] Unable to report. Indicate reason:

[ ] No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2024:

[x] Child Development Associate (CDA) **1596**
[x] Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1283**
[x] Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **2469**
[x] State child care credential **38184**
[ ] State infant/toddler credential
[ ] Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2024:

[x] Child Development Associate (CDA) **1158**
[x] Associate's degree in an early childhood education field (e.g. psychology, human development, education) **757**

[x] Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **1373**
[x] State child care credential **25663**
[ ] State infant/toddler credential
[ ] Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

[x] Business Practices
[x] Mental health for children
[x] Emergency Preparedness Planning
[x] Other. Describe other technical assistance available to providers as part of the professional development system: **ELC of Gateway offered coaching and technical support based on each early learning provider's unique need. Opportunities for follow-up were included to ensure ongoing growth and development. The following is a list of all coaching visits and technical support for each target area:**
- **427 visits pertaining to developmentally appropriate activities.**
- **107 visits pertaining to teacher-student interactions.**
- **209 visits pertaining to child assessments.**
- **111 visits linked to classroom observations.**

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[x] ARP Supplemental Discretionary

[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? $**78333759**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **In federal fiscal year 2023-2024, DEL supported the training and professional development of the child care workforce. This funding was contracted with 13 Training Coordinating Agencies, Children's Forum, Florida State University Center for Interactive Media, Jacob's Technology, Florida Family Child Care Home Association, National Association for Regulatory Administration, Hillsborough Community College Foundation, Cloud Navigator, Inc., ISF, Inc., Utopia Health Career Center and the Business and Leadership Institute for Early Childhood Educators.**

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.
The DEL, in partnership with the DCF operates a statewide early care and education workforce registry. While the scope for system development is substantially complete, the DEL and DCF are working to enhance the system to add reporting, as needed, to transition to the national professional development pathway. Once the system development is completed in December 2021, DEL will use this data to analyze the following indicators:

Number of practitioners with degrees

Number of practitioners with staff credentials
Number of practitioners with advanced staff credentials
Number of practitioners with content specializations
Increase in these numbers from year to year.

The DEL analyzes data collected by the T.E.A.C.H. contractor to monitor the amount of degrees/credentials/specializations that have been obtained.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **In partnership with the DCF, the DEL operates Florida's Early Childhood Professional Development Registry. To transition to the national professional development pathway, the DEL and DCF enhanced the system to add reporting as needed. The DEL analyzes the following indicators using this data:**

Number of practitioners with verified degrees:
- Associate ▢ 1,147 practitioners.
- Bachelor ▢ 1,957 practitioners.
- Masters ▢ 598 practitioners.
- Doctorate - 16 practitioners.

Number of practitioners with staff credentials:
- Birth through Five Credential ▢ 30,717 practitioners.
- Formal Education Qualification ▢ 43,983 practitioners.
- National CDA ▢ 12,782 practitioners.
- School-Age - 489 practitioners.

Additionally, the DEL funds the Teacher Education and Compensation Helps Early Childhood® Scholarship Program (T.E.A.C.H.), which provides scholarships to ECE professionals. The following data was collected and analyzed through this program:
- 6,266 scholars utilized statewide contract dollars during the Federal Fiscal Year 2023-2024.
- 3,484 scholarships were awarded last year to new applicants who had never had a T.E.A.C.H. scholarship.
- 560 staff credentials.
- 1,717 National CDAs earned by ECE professionals.

- 65 Associate degrees earned by ECE professionals.
- 51 Bachelor's degrees earned by ECE professionals.
- 193 Director Credentials earned by ECE professionals.
- 179 Credential Renewals earned by ECE professionals.
- 15 Master's degrees earned by ECE professionals.

Additionally, in partnership with the University of Florida's (UF) Lastinger Center, the DEL offered an Emergent Literacy Coach Specialization to provide new and experienced coaches with a targeted pathway to acquire coaching certification or recertification and engage in emergent literacy professional learning sessions, emergent literacy micro-credential online courses and communities of practice. In total, 60 Emergent Literacy Coaches (19 new and 41 experienced) completed all project requirements.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2023 to September 30, 2024?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [x] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? $**30224254**

    [ ] Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

[ ] No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

DEL uses professional development, teacher-child interactions, child assessment, and progress monitoring aligned to the early learning and developmental standards to monitor and evaluate the quality of and improvement in child care programs.

Florida's 40 hour minimum mandatory Child Care training must be initiated within 90 days of employment and completed within one year of starting training. The training includes Child Growth and Development (CGDR) a 6-hour course that provides childcare professionals with the basic principles of child growth and development. Participants learn how these principles affect children's learning, and best practices associated with guiding children's behaviors towards appropriate expectations, and methods associated with addressing challenging behaviors. Participants will understand the role of Developmentally Appropriate Practice in the design of quality care environments. Upon completion of this course, participants will be able to: explain the difference between growth and development; describe each of the basic principles of child growth and development; describe how environment, heredity, birth order, health status and developmental obstacles influence the development of a child; Identify typical growth and skill expectations for Florida's Early Learning and Developmental Standards for children age birth to five; apply appropriate techniques for handling challenging behaviors; define developmentally appropriate practice and identify components of developmentally appropriate learning environments.

In addition to the CGDR coursework Florida's Professional Development Registry's Career Pathways requires completion of Florida's Early Learning and Developmental Standards Course (5 Hours) as a minimum requirement for receiving Designation status. Florida's Early Learning and After-School Career Pathways requires three course before awarding any designation (Florida's Early Learning and Developmental Standards, Florida Core Competencies for Early Childhood Educators, and Trauma Informed Care for Child Care Professionals (TICC).

Every early childhood provider must meet a minimum score on the CLASS observation to enter

a contract with the SR and VPK programs Should a contracted provider slip below the minimum threshold, they are placed on a quality improvement plan and receive training aligned to the early learning standards and best practices for instruction.

As part of our quality initiative for child care providers, DEL allows SR providers to conduct on-going child assessments to receive a differential payment. DEL reviewed and approved the use of three development assessment instruments for use as part of our quality program. DEL is currently developing a system to capture data directly from the assessment instruments that will help the state analyze child care development related to Florida's Early Learning and Developmental Standards, Birth to Kindergarten. Currently, each child assessment instrument has a parent portal to allow parent access and monitor their child's progress. DEL currently tracks the number of providers participating in the child assessment differential.
School Readiness providers who are also implement the VPK program must conduct progress monitoring at least twice a year on all 4 year olds, which aligns to the emergent literacy and mathematical thinking standards.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: DEL uses professional learning, CLASS, child assessment, progress monitoring, and Florida's Early Learning and Developmental Standards, Birth to Kindergarten (FELDS) implementation of early learning and development guidelines to evaluate the quality of and improvement in child care programs. Data for these initiatives is included below.

DCF courses provide training on child growth and development, best practices associated with guiding children's behaviors towards appropriate expectations and methods associated with addressing challenging behaviors.
•	Trauma Informed Care for Child Care Professionals (TICC) ⯑ 3,654 participants.
•	Child Growth and Development (CGDR) - 20,444 participants.

FELDS provides the standards and benchmarks that reflect the knowledge and skills a child on a developmental progression should know and be able to do at the end of an age-related timeframe. From Oct. 1, 2023, ⯑ Sept. 30, 2024, the following number of participants completed the following courses:
•	Implementing the Florida Standards in Early Learning Classroom: Birth to Kindergarten (SRBK) - 924 participants.
•	Implementing the Florida Standards in Infant and Toddler Classroom: Birth through 2 Years Old (SRBT) - 1,031 participants.
•	Implementing the Florida Standards in Preschool Classroom: 3 Years Old to Kindergarten

(VFSP) - 4,591 participants.

Florida Core Competencies describe the knowledge and skills that early childhood professionals need to know and be able to do to perform successfully in their assigned roles. There is specific training for each set of competencies, including Afterschool Educators competencies and standards.

- Florida Core Competencies for Afterschool Educators (FCAE) - 319 participants.
- Florida Core Competencies for Directors and Administrators (FCDA) - 799 participants.
- Florida Core Competencies for Early Childhood Educators (FCE) - 683 participants.

Contracted providers from Oct. 1, 2023 ▯ Sept. 30, 2024, that scored below the contract minimum threshold on their CLASS observations, were placed on quality improvement plans and completed training: 77 providers.

Contracted providers from Oct. 1, 2023 ▯ Sept. 30, 2024, that conducted ongoing child assessments and received differential payments: 586 providers.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2023 to September 30, 2024?

[ ] The lead agency QRIS is operating state- or territory-wide.
- General description of QRIS:
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
  - Tier/Level 1:
    - [ ] High Quality
  - Tier/Level 2:
    - [ ] High Quality
  - Tier/Level 3:
    - [ ] High Quality
  - Tier/Level 4:
    - [ ] High Quality
  - Tier/Level 5:
    - [ ] High Quality
  - Tier/Level 6:
    - [ ] High Quality
  - Tier/Level 7:
    - [ ] High Quality
  - Tier/Level 8:
    - [ ] High Quality
  - Tier/Level 9:
    - [ ] High Quality
  - Tier/Level 10:
    - [ ] High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[ ] The lead agency QRIS is <u>operating a pilot</u> (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.
- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
  - Tier/Level 1:
    [ ] High Quality
  - Tier/Level 2:
    [ ] High Quality
  - Tier/Level 3:
    [ ] High Quality
  - Tier/Level 4:
    [ ] High Quality
  - Tier/Level 5:
    [ ] High Quality
  - Tier/Level 6:
    [ ] High Quality
  - Tier/Level 7:
    [ ] High Quality
  - Tier/Level 8:
    [ ] High Quality
  - Tier/Level 9:
    [ ] High Quality
  - Tier/Level 10:
    [ ] High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

[x] The lead agency is operating another system of quality improvement.

18

- General description of other system: **The DEL operates a statewide system of quality improvement, which offers tiered differentials in addition to providers' regular subsidy payment, based on their level of quality. Providers are assessed annually with the CLASS® infant, toddler and/or preschool tool depending on the composition of their classrooms. CLASS® is an evidence-based observational tool that is scored on a 7-point scale. The DEL uses the CLASS® to measure quality levels for SR program providers. The DEL analyzes CLASS® composite scores as a measure of teacher-child interaction required by section (s.) 1002.82, Florida Statutes (F.S.). Required components of the incentivized program assessment requirement include:**
  - **Quality measures, including a minimum threshold for contracting purposes.**
  - **Program improvement through improvement plans for providers scoring below the contract minimum threshold.**

  To contract, a provider must achieve a composite CLASS® score of at least 4.00. Providers who score below the contract minimum may request a second assessment or may have their program assessment score waived by their ELC if they are determined to be essential to meet local child care capacity needs as defined in the ELC's SR Plan. Providers granted a waiver must be placed on a 12-month Quality Improvement Plan (QIP). Child care providers who have 20 percent or less of their maximum capacity dedicated to paid School Readiness child care slots, as well as family child care homes (FCCHs) with two or fewer paid School Readiness child care slots, are exempt from participation. Additionally, providers that serve only school-age children and overnight-only providers are exempt from participation.

  Providers achieving higher scores on the CLASS® measure are reimbursed at the following levels:
  - **4.50-4.99: 4%**
  - **5.00-5.99: 7%**
  - **6.00 and above: 10%**

  In addition to the DEL's tiered reimbursement system, five ELCs implement a locally designed QRIS: Lake, Palm Beach, Duval, Brevard and Sarasota.

- Describe assessment scores, accreditation, or other metrics associated with this system: **The metric used is the composite CLASS® score, which is determined by averaging all dimension scores (minus negative climate) from every required classroom observation at a provider. For SR providers, the requirement is to observe 50 percent of every classroom at each care level: infant, toddler and prekindergarten. For Voluntary Prekindergarten (VPK) providers, every classroom must be observed to determine a composite score. VPK-only providers are not reimbursed a quality differential.**
- Describe how "high quality" is defined in this system? **A minimum composite CLASS® score of 4.00 is required for a provider to contract to provide either SR or VPK services. For SR, the quality differential payment begins when a program achieves a score of 4.50 or higher on an annual program assessment.**
  - **Total number of licensed child care centers meeting high quality definition: A total of 7,494 combined CCDF and VPK providers meet the definition of high-quality, duplicated if the provider serves both populations. The unduplicated count is 4,949.**
  - **Total number of licensed family child care homes meeting high quality definition: A total of 942 combined CCDF and VPK providers meet the definition of high-quality, duplicated if the provider serves both populations. The unduplicated count is 905.**
  - **Total number of CCDF providers meeting high quality definition: A total of 4,447 meet the definition of high-quality, having an SR CLASS® score of 4.00 or above. The total number of CCDF providers DEL reported on the Annual Aggregate Child Care Data Report (ACF-800) was 6,973. The difference is due to providers exempt from program assessment.**
  - **Total number of children served by providers meeting high quality definition: A total of 175,527 children are served by high-quality providers. This is only SR children served by providers with an SR CLASS® Score of 4.00 and above. The total number of CCDF children served reported on the ACF-800 was 209,321.**

- Total number of licensed child care centers meeting high quality definition: **A total of 6,616 combined CCDF and VPK providers meet the definition of high-quality, duplicated if the provider serves both populations. The unduplicated count is 4,491.**
- Total number of licensed family child care homes meeting high quality definition: **A total of 868 combined CCDF and VPK providers meet the definition of high-**

quality, duplicated if the provider serves both populations. The unduplicated count is 835.

- Total number of CCDF providers meeting high quality definition: **A total of 3,934 meet the definition of high-quality.**
- Total number of children served by providers meeting high quality definition: **A total of 156,714 children are served by high-quality providers. Note this is only SR children served.**

[ ] The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?

  [ ] Yes, define:
  - Total number of licensed child care centers meeting high quality definition:
  - Total number of licensed family child care homes meeting high quality definition:
  - Total number of CCDF providers meeting high quality definition:
  - Total number of children served by providers meeting high quality definition:

  [ ] No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[x] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ]Unable to report. Indicate reason:

[ ] No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (check all that apply)?

[x] Licensed child care centers
[x] Licensed family child care homes
[x] License-exempt providers
[x] Programs serving children who receive CCDF subsidy
[x] Early Head Start programs
[x] Head Start programs
[x] State Prekindergarten or preschool programs
[x] Local district-supported Prekindergarten programs
[x] Programs serving infants and toddlers
[x] Programs serving school-age children
[x] Faith-based settings
[ ] Tribally operated programs
[ ] Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

[x] One-time grants, awards or bonuses
   o Licensed child care centers **65**
   o Licensed family child care homes **7**
[x]On-going or periodic quality stipends
   o Licensed child care centers **34**
   o Licensed family child care homes **3**
[x]Higher CCDF subsidy rates (including tiered rating)
   o Licensed child care centers **3,241**
   o Licensed family child care homes **936**
[x]Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
[ ]Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

      [x] CCDF quality funds
      [x] Non-CCDF funds
      [ ] CARES funds
      [ ] CRRSA Funds
      [x] ARP Supplemental Discretionary
      [ ] ARP Stabilization 10% set-aside
      [ ] Unable to report. Indicate reason:

[ ] No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to **QRIS or other quality rating systems** during October 1, 2023 to September 30, 2024? $**141422940**

[ ] Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The DEL uses the Classroom Assessment Scoring System (CLASS) to measure quality levels for**

School Readiness program providers. CLASS is an evidence-based observational tool that is scored on a 7 point scale. The DEL analyzes CLASS composite scores as a measure of teacher-child interaction required by legislation (HB 1091.) Composites scores are averages of each domain score received by the provider. Required components of the incentivized program assessment requirement include:

o Quality measures, including a minimum threshold for contracting purposes.

o Program Improvement through an improvement plan.

o Exemptions for providers without at least 20% of enrolled SR slots or at least (2) enrolled SR slots for Family Child Care Homes.

Performance incentives/differential rates were effective for 2019-20. The minimum threshold for contracting with a provider was 2.51 in the initial year of implementation but has since increased to 3.5 based on analysis of baseline CLASS composite scores. Starting July 1, 2022, the score must be 4.00 to contract with SR. Coalitions have the authority to waive the minimum contracting threshold requirement in certain circumstances. Originally, the state permitted providers with CLASS composite scores of 2.51 ▣ 2.99 to execute an SR contract provided they were on a Quality Improvement Plan.   As of May 2020, providers must score in the 3.5 ▣ 3.99 range to execute a contract providing they participate in a Quality Improvement Plan. As a one-time exception, FL helped providers ease the transition to the higher score requirement by allowing providers with scores in the 3.00 ▣ 3.49 to contract with a specialized Quality Improvement Plan of coaching and MMCI (CLASS Group Coaching.)

Current Contract Minimum: 3.5. Providers must participate in Quality Improvement Plan, no differential payment. As stated, this minimum increases to 4.00 in July 2022. Providers at the following CLASS composite ranges receive differential payments at a percentage of the base reimbursement rate:

Composite Score 4.00-4.99, differential of 4%

Composite Score 5.00-5.99, differential of 7%

Composite Score 6.00-6.99, differential of 10%

The DEL continually analyzes the CLASS scores of providers in all provider types and makes those results available to stakeholders. County, statewide, care level and provider type scores are analyzed for determining thresholds and availability of high quality slots throughout the state. Currently, 75% of providers score at a 4.00 on CLASS.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: The contract minimum composite CLASS® score is currently 4.00. Providers must receive a composite score of 4.50 or higher to receive a differential. Data collected from Oct. 1, 2023, to Sept. 30, 2024, indicate the following:

SR CLASS® Composite Score Ranges
•   CLASS® data demonstrate that a significant percentage (92.1 percent) of CCDF-funded providers achieve mid- and high-range scores (4.00 - 7.00) on the CLASS® tool.
•   The following data represent an unduplicated count of SR providers who have classroom observation scores for 50 percent of their infant, toddler and preschool observations. The dimensions are averaged (minus negative climate) for the overall composite score.
•   Out of 4,510 CCDF providers who serve any combination of infants, toddlers and/or preschool age children, 6.5 percent of scores are in the highest score range (6.00 -7.00), and an impressive 92.1 percent of infant, toddler and preschool   scores are in the mid-range (4.00-5.90) of CLASS®.
•   Out of the 4,510 providers assessed, the average   composite CLASS® score was 5.14.
•   Of the 4,510 CCDF providers, more than 86 percent are eligible for a quality differential payment.

In addition to CLASS®, the following ELCs implement a locally designed QRIS:
•   The ELC of Lake County uses the Colorful Steps to School Readiness quality improvement program.
•   The ELC of Palm Beach County uses the Strong Minds program, funded by the Children's Services Council.
•   The ELC of Duval uses Guiding Stars of Duval (GSOD) as a quality rating and improvement system for child care providers.
•   The ELC of Sarasota administers the Look for the Stars: Quality Counts for Children (LFTS) program.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2023 to September 30, 2024?

[x] Yes
- Number of specialists available to all providers **145**
- Number of specialists available to providers serving children who receive CCDF **143**
- Number of specialists available specifically trained to support family child care providers **95**
- Number of providers served **2737**
- Total number of children reached **30579**

[ ] No, there are no infant/toddler specialists in the state/territory.
[ ] N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

[x] Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)
[x] On-site and virtual coaching
[x] Health and safety practices
[x] Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)
[x] Group professional development
[x] Family engagement and partnerships
[x] Part C early intervention services
[x] Mental health of babies, toddlers, and families
[x] Mental health of providers
[x] Behavioral Health

[x] Other. Describe **The ELC of Sarasota County offers the STAR Babies certification program, which provides child care professionals working with children from birth to age 2 a valuable opportunity to enhance their specialized skills. The 10-week program combines in-person and online training, covering topics such as neurodevelopment, early language development, relationship building, environment arrangement and facilitating the play experience.**

The ELC of Manatee County's Infant Toddler Specialists are all infant mental health endorsed and provide early literacy support. The program also offers Sleep Baby Safely training, along with materials and ongoing support for caregivers.

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [x] ARP Supplemental Discretionary
    [ ]ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2023 to September 30, 2024?

[ ] Number of staffed family child care networks:
    o   Describe what the network/hub provides to participating family child care providers:
[x] No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[ ] Yes, if so which funding source(s) were used?
      [ ] CCDF quality funds
      [ ] Non-CCDF funds
      [ ] CARES funds
      [ ] CRRSA Funds
      [ ] ARP Supplemental Discretionary
      [ ] ARP Stabilization 10% set-aside
      [ ] Unable to report. Indicate reason:

[x] No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to <u>improve the supply and quality of child care programs and services for infants and toddlers</u> during October 1, 2023 to September 30, 2024? $**35779786**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

All child care programs that wish to provide SR services are required to have a program assessment with the Classroom Assessment Scoring System (CLASS ®) and meet a minimum threshold score on the infant and toddler CLASS tools. Programs whose scores fall into a certain range are required to complete an approved quality improvement plan. This data is used for targeted training and technical assistance. In addition, ELCs with staff trained in the FSU 10 Components of Quality Infant and Toddler Care may use the Signs of Quality observation tool and quality improvement plan to support infant-toddler programs in improving their quality.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: CLASS® data indicate that a significant number of CCDF-funded providers who provide infant and toddler care successfully demonstrate mid- and high-range scores on the CLASS® tool. The following data represent an unduplicated count of SR providers who have infant and toddler observation scores as a subset of their overall composite CLASS® score. The infant and toddler dimensions are averaged with the preschool dimensions (minus negative climate) for the overall composite.

- Out of 3,952 CCDF providers who serve infants and toddlers, nearly 10% of infant and toddler scores are in the highest score range (6.00-7.00), and an impressive 85.7% of infant and toddler scores are in the mid-range (4.00-5.90) of CLASS®.
- The average infant and toddler composite CLASS® score is 5.15, an increase from 4.93 in 2023.
- Of the 3,952, over 84 percent are eligible for a quality differential payment.

To support the implementation of infant and toddler CLASS® assessment, the DEL contracted with Teachstone to provide the following professional learning opportunities:

- MyTeachstone subscriptions for 20,000 teachers allow access to over 1,000 resources, including online training and exemplar video access.
- In addition to myTeachstone subscriptions, the following certifications and recertifications were provided:
- 1,676 CLASS® Group Coach, Observers, and Affiliates recertifications.
- 78 New Observers certified.
- 37 New Affiliate Trainers certified.
- 15 New CLASS® Group Coaches certified.
- Finally, the following participants were trained through this partnership:
- 117 Introduction to Infant CLASS® for Educators participants.
- 181 Introduction to Toddler CLASS® for Educators participants.

- 81 observer calibrations participants.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[x] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2023 to September 30, 2024? $**49754966**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

[ ] No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **See 7.1.1 and 7.4.6 . Additionally, the CCR&R State Network serves two fundamental purposes: (1) to help parents identify and select quality early learning programs that best meet their children's needs, and (2) to provide technical assistance that addresses and improves the quality, availability and affordability of child care. Another way this is accomplished is through the provision of information and resources about quality early learning options and work/family solutions to families, child care professionals, and government entities. Each CCR&R program maintains a database of all legally operating child care providers within its service area. The CCR&R database contains licensed, license-exempt, faith-based, registered family child care homes, Head Start, Early Head Start and Migrant and Seasonal Head Start, and other non-traditional child care providers, which includes summer camps, afterschool programs and membership organizations, such as Boys and Girls Clubs. This database is the primary data source for families searching for child care arrangements and provides parents with information about providers that participate in a quality improvement program. The data also supports local businesses by serving as advertisement for child care service providers. Each family who contacts CCR&R for information is offered a listing of child care providers that meet that family's individual needs, suggestions on how the family can proceed with their search for a child care provider, access to state child care licensing information, as well as inspection reports, and an invitation to call back if further assistance is needed. Families are also provided with access to electronic or printed consumer education to assist in their search for quality care. The CCR&R State Network tracks the number of referrals/provider listings provided to families, which include specific information regarding providers that participate in state or local quality improvement systems. Additionally, the DEL supports the quality improvement of providers through our state quality improvement system and initiatives (see section 7.8 for a detailed description of each).**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: **The Child Care Resource and Referral (CCR&R) State Network serves two fundamental purposes: (1) to help parents identify and select quality early learning programs that best meet their child's needs, and (2) to provide technical assistance that addresses and improves the quality and availability of child care services. Each CCR&R program maintains updates for legally operating child care providers within its service area in the statewide information system to assist families in making informed decisions about child care. Each family is offered a customized listing of child care providers that meet their individual needs and suggestions on**

how to proceed with their search for child care electronically or in their preferred method. Families are also offered community resources, financial assistance options, information on how to access state child care licensing information, inspection reports and an invitation to contact their local CCR&R organization if further assistance is needed.

Local CCR&Rs complete customer intake forms each time services are offered, including providing community resources. The CCR&R services data for the program year 2022-2023 was 297,894 and for the program year 2023-2024, 379,077, which shows a 27 percent increase in the number of times CCR&R services were offered.

The CCR&R State Network ensures that staff providing CCR&R services locally are trained and achieve their CCR&R Specialists or Coordinator evaluation within four months of employment as CCR&R staff. During Oct. 1, 2023-Sept. 30, 2024, 92 CCR&R Specialists and eight CCR&R Coordinators earned their certification. The CCR&R State Network also conducted 16 programmatic reviews of ELCs to ensure compliance with statutory and rule requirements.

The CCR&R State Network complaint system mitigates families' and providers' concerns regarding early learning programs. The process involves collaboration with the ELCs to resolve escalated issues. It evaluates the customer service provided by the CCR&R State Network and ELCs to those who express concerns. The survey includes a rating system for customer satisfaction, with a maximum score of 5. Based on the data collected, the average customer satisfaction rating for the CCR&R State Network is 4.57 and 4.39 for ELCs. The survey results indicate that the CCR&R State Network's 23,512 and the 30 ELC's 355,565 requests for CCR&R services yielded exceptional customer service to families and providers.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **2523**

7.1.2 Spending - Complaints about providers:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **140**

7.2.2 Spending – Licensing Staff:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

> [x] CCDF quality funds
> [x] Non-CCDF funds
> [ ] CARES funds
> [ ] CRRSA Funds
> [ ] ARP Supplemental Discretionary
> [ ] ARP Stabilization 10% set aside
> [ ] Unable to report. Indicate reason:

[ ] No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **Data specific to technical assistance for CCDF standards is not captured within the licensing system. However, technical assistance related to new rule requirements or observed violations is provided, as applicable, during inspection visits. An additional page of the inspection template contains the technical assistance provided in an open-text format. A total of 33,568 inspections were completed from Oct. 1, 2023, to Sept. 30, 2024.**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

> [x] CCDF quality funds
> [x] Non-CCDF funds
> [ ] CARES funds
> [ ] CRRSA Funds
> [x] ARP Supplemental Discretionary
> [ ] ARP Stabilization 10% set-aside
> [ ] Unable to report. Indicate reason:

[ ] No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on <u>facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards</u> during October 1, 2023 to September 30, 2024? $**33484255**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
The process for health and safety monitoring and inspections allows the DEL, DCF and the ELCs to consistently monitor compliance with health and safety and ensure that providers who are not meeting minimum health and safety standards are not eligible to serve children in the program. The inspection and monitoring process targets technical assistance to providers as they work to improve the overall health and safety of children. Additionally, this process helps inform parents on levels of health and safety by making violation and compliance records available through the public-facing provider profile.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan:
DCF ensures that licensing requirements are met through ongoing inspections of child care facilities and homes, thus preventing the continued operation of substandard child care programs. Facilities are inspected at least three times a year and homes are inspected at least twice per year. Quality assurance monitoring is completed each quarter to ensure licensing policies and rules are implemented consistently throughout the state. Quality Assurance
37

monitoring is conducted quarterly by Policy Analysts (PAs) stationed in each region and verifies that child care Licensing Specialists meet inspection standards. Data from quality assurance monitoring guides training, policy and rule modifications as needed. Health and safety inspections conducted within the last three years are available on DCF's public provider search page. From Oct. 1, 2023, through Sept. 30, 2024, this public provider search page had 3 million unique visitors. Additionally, an inspection guide is available on DCF's website. The guide describes the various types of inspections and common terminology used in the reports. During the fiscal year 2022-2023, the DCF identified lower scores in standards for Progressive Enforcement and Administrative Complaints compared to other monitored standards. These results contributed to proposed rule changes to the Progressive Enforcement matrix used in Child Care Licensing. These changes have been publicly noticed and are scheduled for a public workshop in late March 2025.

The majority of the monitored standards achieved an impressive statewide score of 4.5 or higher (out of a maximum of 5). This success has enabled DCF's PAs and leadership to deliver real-time, onsite technical assistance using these monitoring tools. As a result, Licensing Specialists benefit from enhanced training opportunities and gain deeper expertise in standards, rules and policies.

Health and safety inspections conducted within the last three years are available on DCF's public provider search page (https://caressearch.myflfamilies.com/PublicSearch) From Oct. 1, 2023, through Sept. 30, 2024, this public provider search page had 3 million unique visitors. Additionally, an inspection guide is available on DCF's website (https://www.myflfamilies.com/sites/default/files/2022-12/ChildCareProgramsAndInspectionsGuide.pdf). The guide describes the various types of inspections and common terminology used in the reports.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1   Evaluation and assessment of center-based programs

8.1.1   Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2023 to September 30, 2024?

[x] QRIS
[x] CLASS
[ ] ERS
[ ] FCCERS
[ ] ITERS
[ ] State evaluation tool. Describe
[x] Core Knowledge and Competency Framework
[x] Other. Describe **Redlands Christian Migrant Association (RCMA) uses the HighScope Program Quality Assessment to evaluate the quality of their center-based programs.**

[ ] Do not evaluate and assess quality and effective practice

8.1.2   Spending - Evaluation and assessment of center-based programs:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

   [x] CCDF quality funds
   [x] Non-CCDF funds
   [ ] CARES funds
   [ ] CRRSA Funds
   [x] ARP Supplemental Discretionary
   [ ] ARP Stabilization 10% set-aside
   [ ] Unable to report. Indicate reason:

[ ] No

8.2   Evaluation and assessment of family child care programs

8.2.1   Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2023 to September 30, 2024?

[x] QRIS
[x] CLASS
[ ] ERS
[ ] FCCERS
[ ] ITERS
[ ] State evaluation tool. Describe
[x] Core Knowledge and Competency Framework
[x] Other. Describe **RCMA uses the HighScope Program Quality Assessment to evaluate the quality of their center-based programs.**
[ ] Do not evaluate and assess quality and effective practice

8.2.2   Spending - Evaluation and assessment of family child care programs:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [x] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

8.3   Spending - Evaluation and assessment of child care programs

8.3.1   Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024? $**13499308**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
The DEL gathers CLASS assessment data for SR Program providers to measure the quality of teacher-child interactions. The statewide data growth indicates success in quality improvement efforts. Approximately 75% of all SR providers score at or above a 4.00 on CLASS.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan:
CCDF-funded child care providers receive an annual assessment of their program with the CLASS® tool. The CLASS® was chosen by Florida after careful consideration of the tool's predictive ability to positively impact child outcomes when mid- and high-range scores are achieved across the domains. From Oct. 1, 2023, to Sept. 30, 2024, Florida completed 20,835 individual classroom observations. It should be noted that the number of assessments includes SR and VPK classrooms. A composite score is obtained by averaging all dimension scores (minus negative climate) of the required observations at a provider and is used to access quality.

During the reporting period, 957 FCCHs received composite CLASS® scores. Of the 957 FCCHs, 91 percent (867 providers) scored a 4.5 or higher on their required program assessment, making them eligible to receive a quality differential payment on top of their regular reimbursement rate. The average composite for this provider type is 5.35, an increase from last year's 5.00.

Additionally, throughout this period, there were 4,510 child care facilities that received composite CLASS® scores. Of the 4510 facilities, 92.1 percent (4,153 providers) scored a 4.5 or higher on their required program assessment, making them eligible to receive a quality differential payment on top of their regular reimbursement rate. The average composite for this provider type is 5.14, an increase from last year's 5.00.

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/ mentoring by accredited programs) during October 1, 2023 to September 30, 2024?

[x] Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs **224**
- b. License-exempt center-based programs **11**
- c. Licensed family child care homes **21**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **129**

[ ] No lead agency support given to providers in their pursuit of accreditation.
[ ] N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[ ] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[x] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on **accreditation** during October 1, 2023 to September 30, 2024? $**307886**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
[ ] No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
Florida's Gold Seal program acknowledges child care facilities and family day care homes that have gone above the required minimum licensing standards to become accredited by recognized agencies whose standards reflect quality in the level of care and supervision provided to children. Since 1996, the program was under the guidance and supervision of Florida's Department of Children and Families. However, the 2021 Florida Legislature moved the program to the DEL. The program's transition is still active and once complete, the DEL will re-evaluate how to best support providers in attaining accreditation. In the meantime, DEL evaluates the number of providers receiving the Gold Seal funding to assess the growth in accreditation numbers.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:
The number of Gold Seal designated providers increased from 1,822 to 1,877 by the end of the federal fiscal year 23-24.

There are 16 approved Gold Seal Quality Care Program Accrediting Associations and 1,877 Gold Seal Quality Care designated providers in the state. The list below reflects the number of Gold Seal providers for each ELC.
- **ELC of Alachua had 31 Gold Seal providers.**
- **ELC of Big Bend had 24 Gold Seal providers.**
- **ELC of Brevard had 40 Gold Seal providers.**
- **ELC of Broward had 192 Gold Seal providers.**
- **ELC of Duval had 88 Gold Seal providers.**
- **ELC of Emerald Coast had 9 Gold Seal providers.**
- **ELC of Escambia had 12 Gold Seal providers.**
- **ELC of Flager and Volusia had 28 Gold Seal providers.**

- ELC of Florida's Gateway had 6 Gold Seal providers.
- ELC of Florida's Heartland had 17 Gold Seal providers.
- ELC of Hillsborough had 190 Gold Seal providers.
- ELC of IRMO had 23 Gold Seal providers.
- ELC of Lake had 14 Gold Seal providers.
- ELC of Manatee had 18 Gold Seal providers.
- ELC of Marion had 17 Gold Seal providers.
- ELC of Miami-Dade/Monroe had 459 Gold Seal providers.
- ELC of Nature Coast had 10 Gold Seal providers.
- ELC of North Florida had 48 Gold Seal providers.
- ELC of Northwest Florida had 9 Gold Seal providers.
- ELC of Orange had 103 Gold Seal providers.
- ELC of Osceola had 23 Gold Seal providers.
- ELC of Palm Beach had 230 Gold Seal providers.
- ELC of Pasco-Hernando had 50 Gold Seal providers.
- ELC of Pinellas had 86 Gold Seal providers.
- ELC of Polk had 9 Gold Seal providers.
- ELC of Santa Rosa had 4 Gold Seal providers.
- ELC of Sarasota had 12 Gold Seal providers.
- ELC of Seminole had 54 Gold Seal providers.
- ELC of Southwest Florida had 47 Gold Seal providers.
- ELC of St. Lucie had 24 Gold Seal providers.
- ELC of RCMA had 0 Gold Seal providers.

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2023 to September 30, 2024?

[x] QRIS, check which indicators the lead agency has established:
    [x] Health, nutrition, and safety of child care settings
    [x] Physical activity and physical development in child care settings
    [x] Mental health of children
    [x] Learning environment and curriculum
    [x] Ratios and group size
    [x] Staff/provider qualifications and professional development
    [x] Teacher/provider-child relationships
    [x] Teacher/provider instructional practices
    [x] Family partnerships and family strengthening
    [ ] Other. Describe:
[x] Early Learning Guidelines
[ ] State Framework. Describe
[x]Core Knowledge and Competencies
[ ] Other. Describe
[ ] N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds

[ ] CARES funds

[ ] CRRSA Funds

[x] ARP Supplemental Discretionary

[ ] ARP Stabilization 10% set-aside

[ ] Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2023 to September 30, 2024? $**11504851**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

[ ] No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:
Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.
Providers are required to implement an approved, developmentally appropriate curriculum, which covers best practices for supporting the child's development in multiple domains of learning. Additionally, health and safety standards address program standards to cover each of these content areas. Monitoring efforts are done to ensure that providers are implementing an approved, developmentally appropriate curriculum, which supports these domains. CLASS assessment data on program improvement is analyzed regularly.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:
SR program providers are required to implement approved curricula pursuant to (s.) 1002.88(1)(f), F.S. Approved curricula are required to meet Florida's child development performance standards. A developmentally appropriate curriculum ensures early childhood

educators understand child development for the ages in their classrooms, recognize when additional support may be needed and know how to match lessons and activities to a child's needs to best support their development. To evaluate child care programs, ELCs and RCMA annually monitor a statistically valid sample of their CCDF providers with the mandated monitoring tool. One of the standards monitored is the use of an approved developmentally appropriate curriculum. The DEL conducts biennial monitoring of ELCs and RCMA to further determine compliance with this standard.

To ensure a safe learning environment, SR providers are required to complete Preservice Training Courses within 90 days of initial employment with an SR provider and before unsupervised contact with or care of children in an SR program, which promotes a higher quality environment when personnel are trained on appropriate practices prior to engaging with children. The minimum health and safety requirement for Introductory Training for licensed providers requires personnel to start the training within 90 days of employment and complete within 12 months of the training start date. Preservice training options include completion of DEL health and safety courses or DCF Introductory training courses. Personnel who complete DCF Introductory training must also complete two specific DEL health and safety courses, listed below, that provide additional content beyond that required by minimum licensing standards. Completion of these additional courses ensures higher quality professional learning through the inclusion of all CCDF training topics.

DEL updated health and safety requirements in Rule 6M-4.620, F.A.C., Health and Safety for School Readiness Providers. The new rule became effective on Sept. 26, 2023. Five SR Health and Safety Preservice Training Courses were created to more effectively meet the requirements of the CCDF. One of the standards monitored through health and safety inspections is preservice training requirements, which provide the necessary information individuals working in child care programs need to understand the best practices that encompass high quality standards. The data presented for preservice training requirements indicate the number of individuals who completed training during the 23-24 FFY:

DEL SR Health and Safety Courses
Health and Nutrition in the School Readiness Program* ▯ 83,490
Safety Practices in the School Readiness Program* ▯ 80,936
Child Development in the School Readiness Program ▯ 38,164
Safe Sleep Practices in Child Care ▯ 37,319
Transportation Safety in Child Care Programs ▯ 31,817

*Indicates required training for all SR child care personnel regardless of preservice option selected.

DCF Part I Introductory Training
Health, Safety and Nutrition ⬚ 32,922
Child Growth and Development ⬚ 31,026
Behavioral Observation and Screening ⬚ 32,137
Identifying and Reporting Child Abuse and Neglect ⬚ 32,585

The DEL reviews data and conducts forecasting to ascertain local capacity to support quality improvement goals, including ensuring a sufficient supply of certified CLASS® observers and certified coaches. Data collected from Oct. 1, 2023, to Sept. 30, 2024, indicate nearly 99 percent of CCDF-funded providers successfully demonstrate mid- and high-range scores on the CLASS® tool. Out of 4,510 providers, 4,153 met the minimum threshold, with an average composite score of 5.14, an increase from last year's 4.97. Of the 4,510 providers, 86 percent receive a quality differential.

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2023 to September 30, 2024?

[ ] Yes. If yes, describe and check which types of providers were eligible and number served.
    [ ] Licensed center-based programs
    [ ] License-exempt center-based programs
    [ ] Licensed family child care homes
    [ ] License-exempt family child care homes (care in providers' home)
    [ ] In-home (care in the child's own home)
    [ ] Other (explain)
[x] No.
[ ] N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[ ] Yes, if so which funding source(s) were used?

    [ ] CCDF quality funds
    [ ] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [ ] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[x] No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2023 to September 30, 2024?

[x] Yes. Describe: **The DEL maintains and supports three applications together as the Enhanced Field System Modernization (EFS Mod). The Family Portal allows families to apply for Florida's SR and VPK programs. The Provider Portal allows providers to create and maintain profiles of their businesses that ELCs share with families who request child care options. The third supported application is the Coalition Portal which is used by ELC staff to process SR eligibility, VPK applications, contracts with providers, provider listings for families, etc. Enhancements are ongoing in all three portals.**

The DEL added a customer service survey to the EFS Mod database to collect data from families requesting CCR&R services, child care providers offering the SR and VPK programs and families participating in the programs. The survey was sent to four groups: CCR&R, SR/VPK families, contracted providers, and ELC board members. The survey data informs the DEL of the participants' experience when engaging with early learning programs, ultimately facilitating opportunities for improvement to the data system and service delivery, where applicable.

The DEL uses two systems, Quality Performance System (QPS) and WELS, for program assessment of CCDF-funded providers. Providers must create accounts in QPS, including classroom lists and staff rosters, and submit registration for annual assessments. WELS randomly selects 50 percent of the provider's classrooms for observation, and assessment notes are recorded to generate a composite CLASS® score. If a provider scores below the contract minimum threshold but is determined essential for local capacity needs as supported by a community needs assessment, the ELC may grant a waiver, requiring the provider to enter a Quality Improvement Plan (QIP) in QPS. QPS also helps ELCs monitor child assessment implementation, requiring providers to upload proof of staff reliability on assessment tools, maintaining at least 75 percent reliability. The DEL continuously supports and improves QPS based on feedback from ELC staff and providers.
In FFY 2023-2024, the DCF made key investments, such as upgrading outdated technology and continuing enhancements to the Child Care Administration and Regulation Enforcement Systems (CARES). Significant developments include improvements to the Child Care Training

Information Application's database and a redesign of the CARES Provider Search webpage, ensuring that both service providers and families can access real-time data on child care resources. Additionally, CARES now allows providers to renew their licenses or registrations online and introduces options to pay outstanding fees or fines via credit or debit cards.

The ELC of Miami-Dade/Monroe purchased a learning management system (LMS) which establishes an online platform that offers multiple benefits to early childhood educators. Educators can create personal profiles, register for training organizations, and access scholarships and financial support opportunities through the platform.

The ELC of Osceola County invested in the WebAuthor data management system to improve processes and workflow.

The ELC of Pasco and Hernando County invested in TORSH, a coaching database that ELC staff use to interact with teachers to enhance CLASS scores, support business coaching and utilize language environment analysis (LENA) data.

[ ] No

11.2.2 Spending - Data Systems Investment:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [x] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2023 to September 30, 2024?

[x] Yes. Describe findings: DEL partnered with the Anita Zucker Center for Excellence in Early Childhood Studies at UF to design and build the Sunshine State Early Childhood Information Portal (The Sunshine Portal). The Sunshine Portal is a centralized early childhood integrated data system that combines information at the child and family level from key sectors in the early childhood mixed delivery system (e.g. health, education, financial and social supports) in Florida. Data and visualizations are presented at the community level and include information on child and household risk factors, child and household resilience factors, service access and child and family outcomes. Using geospatial analyses, the research results are presented as interactive maps that show trends across space and time. The Sunshine Portal is updated annually and used by local and state policymakers in Florida to make data-informed decisions to improve supports and services for young children and families.

One aspect of the Sunshine Portal is the Florida Index for Child Care Access (FLICCA). FLICCA is a measure developed and used to characterize child care accessibility and reports on SR families' access to child care through a concise articulation of the balance of supply and demand. The sufficiency of high-quality child care supply is measured through the infrastructure measure, indicating whether a given zip code has an abundance or shortage of high-quality slots relative to the number of children using subsidized care. Demand is reported through the selection measure, revealing the tendency of families to enroll or not enroll their children in high-quality providers within particular zip codes.

The ELC of Palm Beach County, through its ASPIRE program, continues to provide support with offsetting costs of hiring and training new educators and assesses the knowledge acquisition and retention of qualified educators to meet the needs of local providers, who, in turn, can address the demand for care from families. The ELC conducts biannual surveys to assess the current state of local early learning and targets services and funding accordingly.

The ELC of Northwest Florida has partnered with the Bay County Chamber of Commerce and Bay District Schools as part of two early learning task forces. Both groups aim to address critical issues such as kindergarten readiness, workforce development, child care capacity, advocacy for the industry and other challenges faced by children, families, child

care business owners and the local K-12 system.

[ ] No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from <u>any sources</u> (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

    [x] CCDF quality funds
    [x] Non-CCDF funds
    [ ] CARES funds
    [ ] CRRSA Funds
    [x] ARP Supplemental Discretionary
    [ ] ARP Stabilization 10% set-aside
    [ ] Unable to report. Indicate reason:

[ ] No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2023 to September 30, 2024? Check all that apply.

[x] Child care deserts
[x] Infants/toddlers
[x] Children with disabilities
[x] English language learners
[x] Children who need child care during non-traditional hours
[x] Other. Describe: **The ELC of Marion County is working with a data analyst to assess the state of early learning in Marion County. The Coalition is developing a strategic plan to address the educational needs, access, and availability of quality early learning settings for local families.**

The ELC of North Florida has contracted with a vendor to recruit new providers and assist them through the licensing process. The focus is on FCCH and infant/toddler care in counties where the supply is lower than the demand, especially in more rural areas.

The ELC of Northwest Florida partnered with Public Works, LLC, to conduct a community needs assessment across its service area from February to June 2024. The ELC gathered qualitative data through extensive engagement with over 550 participants from various sectors of the early learning system, including caregivers and ECE professionals. The engagement process included interviews with community experts, group discussions and a community-wide survey.

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds
[x] Non-CCDF funds
[ ] CARES funds
[ ] CRRSA Funds
[x] ARP Supplemental Discretionary
[ ] ARP Stabilization 10% set-aside
[ ] Unable to report. Indicate reason:

[ ] No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

[x] Financial bonuses (not tied to education levels) **7845**
[x] Salary enhancements/wage supplements **3219**

[x] Health insurance coverage **2230**

[ ] Dental insurance coverage

[ ] Retirement benefits

[ ] Loan Forgiveness programs

[x] Mental Health/Wellness programs **670**

[x] Start up funds **52**

[ ] Other. Describe:

[ ] N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[x] Yes, if so which funding source(s) were used?

[x] CCDF quality funds

[x] Non-CCDF funds

[ ] CARES funds

[ ] CRRSA Funds

[x] ARP Supplemental Discretionary

[ ] ARP Stabilization 10% set-aside

[ ] Unable to report. Indicate reason:

[ ] No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? $**150426627**

[ ] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The DEL is improving the quality of child care services through and increased effort in healthy social-emotional development, infant and early childhood mental health, and trauma-informed care. Through partnerships with Florida State University's Center for Prevention & Early Intervention Policy, the University of South Florida St. Petersburg's Infant-Family Center, the Florida Association for Infant Mental Health, and the University of South Florida, Tampa's Florida Center for Inclusive Communities, the DEL seeks to identify and implement services, which support all children's healthy development, self-regulation and active learning so that they are ready for kindergarten.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **DEL contracted with Brookes Publishers to create a developmental screening quality and promotion assurance system (QPA) to improve the fidelity of screening efforts in Florida. The system provides training, evaluation and information tracking to inform screening practices. It also includes a train-the-trainers training for ELC staff so they may offer ongoing trainings locally to early learning providers, who are most often responsible for completing children's screening, interpreting results and sharing screening results with parents. From Oct. 1, 2023, through Dec. 30, 2023, they:**

- **Presented the Florida Specific Standardized Training Content for the Ages and Stages Questionnaires (ASQ):**
- **Designed and presented one synchronous webinar virtually to ELC and/or RCMA trainer/coaches.**
- **Delivered pre-recorded ⬚refresher modules⬚ of the Florida-specific standardized ASQ-Version 3 for trainers/coaches.**
- **Delivered an evaluation summary of the webinars and refresher modules to DEL.**
- **Conducted Florida Trainer Coaching Sessions for 25 ELC and RCMA trainers/coaches:**
- **Provided a summary of the activities of the coaching sessions.**
- **Submitted a report on the activities around coaching with video feedback to support the acquisition of skills and training with fidelity.**
- **Delivered an evaluation summary of the coaching sessions to the ELC and RCMA**

trainer/coaches.

- Community of Practice (CoP) webinars for 25 ELC and RCMA trainers/coaches:
- Florida-specific early learning provider coaching materials.
- Presented digital materials to ELC and RCMA trainer/coaches during scheduled virtual meetings.
- Delivered evaluation summary of ELC and RCMA trainer/coaches to support their coaching of early learning providers.

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **A death or serious injury report is posted on DCF's website. DCF conducts staffing for these cases to review them in relation to licensing standards and potential violations. These staffings typically involve various personnel, including licensing specialists, local policy analysts, child care regional supervisors and managers, general counsel, licensing leadership and child protective services.**
During these staffings, the specific incident, along with all supporting documentation related to the death or serious injury, is thoroughly reviewed and discussed. Decisions are then made regarding how the case will be addressed. Progressive enforcement is applied in alignment with a disciplinary matrix, which considers the classification standard(s) violated and the frequency of occurrences. Reports of deaths or serious injuries are made available on DCF's website. (https://www.myflfamilies.com/services/child-family/child-care/child-care-providers-and-staff/brochures-fact-sheets-and-reports).
The DEL is responsible for enforcement action on any CCDF-only standards.

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **There have been no changes to DCF's regulations, enforcement mechanisms or policies addressing health and safety.**