⇨ FOREWORD

> If children grew up according to early indications, we should have nothing but geniuses. JOHANN WOLFGANG VON GOETHE

A quote from the 1700s still has implications and meaning for today's young children. While not a blank canvas as once believed, children are affected and impacted by their environments and the care they receive. Brain research has generated scientific evidence and renewed interest in how children develop, grow and learn. The early years, once thought to be inconsequential to later academic achievement, impact children's abilities to succeed in school and life.

Of critical concern are the quality and intensity of early childhood experiences necessary to maximize potential: the potential of children to succeed in life, the potential of families to be healthy and well, and the potential of comprehensive child care and early education systems to support the development of both.

Quality child care and early education provides a system of support for children and families. The level and intensity of support varies depending on the needs of families and the resources available in communities to help. This report is framed by three issues: quality, availability, and affordability. These three issues are often referred to as the "trilemma" of early education. The terms "child care" and "early education" used throughout this resource are inclusive of early learning programs, school readiness, and preschool services for children birth to age five and services for school-age children up to age 12 during out-of-school time.

Who are the children most impacted by early education services? Pedro, son of immigrants Fredrick and Isabella, who work long, laborious hours as migrant farm workers and speak English as a second language; Anna, the daughter of single mother Susan, who is in care with her three siblings for more than 12 hours a day because her mother works three jobs to sustain her family; Jason, a young boy with cerebral palsy whose parents are learning about his special health care needs and want the best care and education opportunities for him; and Donna, an outgoing four-year-old, who attends a morning preschool program because her parents want to make sure she has opportunities to develop socially and is ready for school.

These are four snapshots of Florida's diverse population and real examples of the need for early education. We must not lose sight of the faces behind the numbers, but use this data to assess the value of early education in Florida. Each number or statistic presented in this publication is connected to a child, adult or family. Keep Pedro, Anna, Jason, and Donna along with their families in the forefront of your mind as we consider the *State of Florida's Children*.

ACKNOWLEDGEMENTS

PUBLICATION TEAM

Brittany Birken, Ph.D., *Project Director*

Bonnie Baker, M.A.
Stacy Howard, M.S.
Phyllis Kalifeh, M.S.
Lisette Levy, M.S.

EDITORS

Beverly Esposito, Ph.D.
Cathy Schroeder, B.S.

DATA SUPPORT

Ronniece Boston, B.A.
Gerie Nasche, M.S.
Karen Moon, B.S.
Jan Peters, M.Ed.
Lori Stegmeyer, B.A.

DESIGN

Fernando Rodríguez, B.A.
Joy Stover, A.A.

THE CHILDREN'S FORUM

Phyllis Kalifeh, *President*

2807 Remington Green Circle
Tallahassee, FL 32308
(850) 681-7002 *phone* • (850) 681-9816 *fax*
www.thechildrensforum.com

AGENCY FOR WORKFORCE INNOVATION

Susan Pareigis, *Director*
Workforce Innovation

Gladys Wilson, *Deputy Director*
Office of Early Learning

107 E. Madison Street
Caldwell Building
Tallahassee, FL 32399
(850) 245-7105 *phone* • (850) 921-3223 *fax*
www.floridajobs.org/earlylearning

TABLE OF CONTENTS

2005

CHARTINGTHE
PROGRESS
CHILD CARE & EARLY
EDUCATION IN FLORIDA

THE STATE OF

FLORIDA'S CHILDREN

THE STATE OF FLORIDA'S CHILDREN

EXECUTIVE SUMMARY

Quality, affordability, and availability of services are three critical factors to consider in examining the child care and early education system. These three issues are often referred to as the "trilemma" of early education. Charting the Progress in Child Care and Early Education is a compilation of data related to this trilemma in Florida. Trend and other data are included in this edition from a variety of sources. These various perspectives (local, urban, rural, and state) provide us with an opportunity to better examine system nuances. This resource can be a valuable tool as we adjust our lens and sharpen our focus to more effectively address the needs of our children, families, employers, and early education workforce.

Quality

Programs of higher quality are typically correlated with better outcomes for children. Indicators used for quality in this resource are categorized as structural indicators (e.g. factors such as adult/child ratios, group size) and statewide initiatives that support program structure (e.g. accreditation, professional development scholarships). Selected structural support indicators provide examples of data flexibility. These indicators represent only a sample of the quality activities occurring and do not capture the creative strategies employed in local communities nor their impact since the implementation of school readiness in 2000. *Each quality program below is separate and distinct with specific implications and should not be used as a general indicator for child care and early education in Florida.*

- Children receiving proper nutrition through healthy meals and snacks are better prepared to learn. The **Child Care Food Program** provides reimbursement to eligible participating child care and early education programs for nutritious meals and snacks. Participating programs receive training, technical assistance, and onsite monitoring. Participation remained relatively stable since 2001, with only a slight reduction in participation of less than five percent.

- Program accreditation is voluntary and evaluates compliance with standards that exceed minimum licensing regulations. **Gold Seal** accredited programs have increased by 145 percent since 2001. This increase is notable and coincides with legislative budget proviso language that allows a differential payment to Gold Seal programs of up to 20 percent for those programs providing services to school readiness eligible children. The overall percentage of accredited programs in Florida is 12.6 percent.

- The **T.E.A.C.H. Program** provides an opportunity for the diverse population of adult learners already working in the early education field to access educational opportunities and receive counseling, academic advising, resource and referral, and application assistance. Since the program began, there has been an 88 percent contract completion rate with more than 14,000 scholarships awarded. The number of scholarships awarded since 2001 has increased nearly 33 percent with turnover reduced to less than six percent as compared to the national average of 30-40 percent.

Availability

Critical to the equation is the demand for services and the capacity to serve families in need of child care. The totals reflected for capacity are relatively consistent from 2001-05. In 2003, there was a reduction in the capacity to serve children in licensed child care programs, however those numbers increased in 2005 reflecting a total capacity reduction of 1.26 percent since 2001. Conversely, the capacity in programs exempt from licensure increased by 3.5 percent. The availability of care in rural Florida actually decreased slightly in both the number of programs and total capacity, whereas, the availability of care in urban areas increased in programs and total capacity. Overall, the child care market has remained relatively stable. However, it is difficult to accurately assess availability because the total capacity is not segregated by specific age groups of children.

Child care resource and referral is a public service open to all families regardless of income. Statewide, the requests for services through the child care resource and referral network

have declined in the past two years. Family requests for parttime care declined while the requests for full time care increased. The need for odd hour care increased. The majority of requests were from parents requesting care for school-age children with the next most requested care for infants.

Affordability

Child care and early education is a market driven system and balancing the costs of the service and the quality of the program presents challenges for parents and owner/operators alike. Cost containment is often the burden of the child care workforce. If parent fees are lowered then owners/operators may be forced to reduce payroll costs (as their largest expense category), thus increasing the risk of staff turnover impacting the overall level of quality at their facility.

School readiness funds (formerly subsidized child care and state Pre-K funds) managed by local early learning coalitions provide financial assistance to low income eligible families who meet defined criteria. However, waiting lists for financial assistance average more than 37,000 children annually. Other programs address affordability, such as the Child Care Executive Partnership Program, a public/private initiative that matches public dollars with employer and community purchasing pools to assist low-wage earning families with child care expenses. Assistance with child care costs may also be funded by local sources to include city and county government, children's services councils, grants, foundations and fundraising. These local efforts are not specifically captured in county or statewide totals in this publication, but should be noted as valuable contributors in expanding resources available to serve low income children.

The costs of care steadily increased in all types of settings since 2001. Increases in the cost of center based care from 2001-05 were 11 percent for elementary age children and 15.7 percent for 4-year-olds. Licensed family child care homes experienced similar cost trends from 2001-05 with increases in infant care of 8.3 percent and 15 percent for 4-year-olds. The costs of care in registered family child care homes increased from 2001-05 with a five percent increase for 1-year-olds and 12.4 percent for 3-year-olds. Costs of care in rural areas increased less drastically than urban areas and actually decreased in some instances.

Investments in school readiness funding over the same time period were slightly reduced from the funding level in FY 2001-02 (by less than $1 million) and were reduced further (by less than $5 million) in FY 2003-04. Nearly 4,000 fewer children were served between FY 2004-05.

Florida is a growth state. As growth management concerns top the policy agenda, preparing an infrastructure that cares for and educates it youngest citizens is imperative. Florida's future workforce is in preschool classrooms today. The quality of those experiences has the potential to impact the future of our state to meet ever changing needs in a globally competitive environment. Quality child care and early education is not only *good business* but *good for business*.

Assessing the state of child care and early education requires examination of the quality, availability, and affordability of services for young children and their families.

The term *quality* addresses the comprehensiveness of early education services including preparation of the workforce and professionalism; family development and support; environments that support health, safety, optimal learning and development for all children and their readiness for future personal and academic success. As part of this process, we must assess our capacity to meet families' needs to locate care and thus we examine *availability*. The market is driven by a family's ability to pay for services. Therefore, *affordability* is reviewed. What follows are brief descriptions of the trilemma: quality, availability and affordability.

QUALITY

QUALITY IS A COMPLEX TERM WITH MANY DIFFERENT MEANINGS. As it relates to early education, quality is commonly referred to as those elements in a child's experience that directly affect development (i.e., staff/child ratios, literacy-rich environments, safe playgrounds); however, quality also refers to the characteristics of a community, the specific needs of families and children, and the capacity of programs to meet these needs.

How does Florida compare to other states in meeting the needs of children and families? One national source, *KIDS COUNT*, tracks state trends in several areas including percent of young children in poverty and the number of families headed by a single parent.

According to the most recent *KIDS COUNT* (2004) report, there are 10 key indicators of child well-being including:

INDICATORS OF WELL-BEING	
	FLORIDA RANKING
1. PERCENT LOW BIRTH-WEIGHT BABIES	36TH
2. INFANT MORTALITY RATE *(DEATHS PER 1,000 LIVE BIRTHS)*	29TH
3. CHILD DEATH RATE *(DEATHS PER 100,000 CHILDREN AGES 1-14)*	29TH
4. TEEN DEATH RATE BY ACCIDENT, HOMICIDE, AND SUICIDE *(DEATHS PER 100,000 TEENS AGES 15-19)*	24TH
5. TEEN BIRTH RATE *(BIRTHS PER 1,000 FEMALES AGES 15-17)*	33RD
6. PERCENT OF TEENS WHO ARE HIGH SCHOOL DROPOUTS *(AGES 16-19)*	43RD
7. PERCENT OF TEENS NOT ATTENDING SCHOOL AND NOT WORKING *(AGES 16-19)*	27TH
8. PERCENT OF CHILDREN LIVING IN FAMILIES WHERE NO PARENT HAS FULL TIME, YEAR-ROUND EMPLOYMENT	26TH
9. PERCENT OF CHILDREN LIVING IN POVERTY *(DATA REFLECT POVERTY IN 1995 AND 2000)*	34TH
10. PERCENT OF FAMILIES WITH CHILDREN HEADED BY A SINGLE PARENT	36TH

Based on these indicators, in 2001 Florida ranked 34th overall with children in Minnesota faring the best and those in Mississippi faring the worst in the analysis.

With regard to child care and early education, more than 60 percent of children younger than age five are in some type of non-parental child care arrangement. Child care licensing provides for regulation of basic health and safety, but regulations vary throughout the country. While Florida has made improvements in the training requirements for those who work in early education by requiring credentials for directors, initial and annual training for family child care providers, training for early education teachers, one teacher with a CDA credential for every 20 children and a course in early literacy, the state ranks among the poorest in regulating staff-to-child ratios in the country. Fortunately, Florida ranks in the upper quartile on ratios for infants and toddlers.

However, Florida is among only five states allowing as many as 11 or 12 2-year-olds per teacher. For 3-year-old children only four states, including Florida, allow ratios of one teacher for 15 children. Florida is one of two states allowing one teacher for twenty children in 4-year-old classrooms (with an exception for Voluntary Prekindergarten classrooms that have a one-to-ten ratio and a two-to-eighteen group size requirement).

While Florida's national ranking may seem grim, early education truly is a work in progress. State early education and related human service professionals have worked hard to develop and sustain quality programs to address the needs of children and families. Some agencies monitor minimum health and safety standards and enforce regulations, while others target the teachers and staff working with children on a daily basis. Educational and professional development programs ensure that teachers are equipped with knowledge of child development and early education programming. Every community has access to services that assist families in locating, accessing, and affording programs for children. Family support programs range from toll-free assistance numbers to intervention programs designed to work closely with individual children and their families. With the vast array of organizations and services, it is helpful to become familiar with the functions of various programs to avoid duplication and effectively maximize resources.

In a state with as much diversity as Florida, many family support services are necessary to meet the needs of families with sensitivity to the culture, diversity and special needs of our youngest residents. The following narrative describes specific initiatives and services available. Although there are numerous high quality and successful programs in the state with the shared mission of serving young children, their families, and the community, not all have been included; thus this resource should not be viewed as exhaustive. Early

learning coalitions, children's services councils and other community organizations offer resources and supports that are integral to quality services, but are not included because of sheer number and variation. The projects, initiatives and services included in this publication are available statewide. The following pages offer a snapshot of the *State of Florida's Children* and the data and descriptions for programs in this resource are examples of how differently the picture of quality can be represented and showcased.

PROGRAM QUALITY INITIATIVES

☞ *Child Care Licensing*

There are no federal licensing regulations for early education programs. Each state develops its own minimum standards for licensing early childhood programs. Standards generally address such issues as group size, staff/child ratio, staff qualifications, and maintaining safe and healthy environments.

Licensing standards in Florida are prescribed in statute (Sections 402.301 – 319, F.S.), and define minimal standards for child care and early education programs to be met by those caring for and educating infants and young children. State standards mandate compliance with registration requirements for family child care homes and adherence to licensing standards for center-based programs (with exemptions for faith-based programs and public school programs). Further, family child care homes participating in the state's school readiness program are required to be registered or licensed. Licensure requirements address staff/child ratios, background screening of staff, record keeping, health and safety standards and training.

Today, the Child Care Services Program Office of the Department of Children and Families is statutorily responsible for the statewide administration of the child care licensing program in 60 of the 67 counties in Florida. Ongoing licensing inspections and technical assistance are provided by trained staff to ensure compliance with health and safety standards and protect children in care. The department currently regulates the following early education settings:

- Licensed early education facilities
- Licensed family child care homes
- Licensed large family child care homes
- Licensed mildly ill facilities
- Registered family child care homes not required to be licensed

Seven counties in Florida have elected to designate a local licensing agency to regulate licensing of child care and early education arrangements based on provisions in Section 402.306, Florida Statutes. These counties are:

- Alachua
- Brevard
- Broward
- Hillsborough
- Palm Beach
- Pinellas
- Sarasota

Although the state requires registration of family child care homes and offers licensure as an option, several counties have passed ordinances that require licensure of all family child care homes. These counties are:

- Alachua
- Broward
- Duval
- Hillsborough
- Miami-Dade
- Nassau
- Palm Beach
- Pinellas
- Sarasota

The following chart presents minimal ratio requirements for center-based programs and family child care homes. The ratios vary in family child homes according to the number and ages of children in care.

FLORIDA RATIO REQUIREMENTS	
	CENTERS
6 WEEKS TO 1-YEAR	1:4
1-YEAR	1:6
2-YEARS	1:11
3-YEARS	1:15
4-YEARS	1:20
5 TO 12 YEARS	1:25
	FAMILY CHILD CARE HOMES
IF ALL YOUNGER THAN AGE 1-YEAR	1:4
WITH 3 YOUNGER THAN AGE 1-YEAR	1:6
PRESCHOOL IF NONE YOUNGER THAN AGE 1-YEAR	1:6
IF 5 PRESCHOOL WITH 2 YOUNGER THAN AGE 1-YEAR	1:10

The following graphic presents the 2003-04 child care budget in Florida for various efforts including licensing of programs, training of program staff and others, the basic costs of administering the Child Care Services Program Office, and the array of services provided across the state in 16 Department of Children and Families districts.

2003-04 LICENSING OFFICE CHILD CARE BUDGET

ADMINISTRATION 4%
QUALITY INITIATIVES 14%
QUALITY ASSURANCE 3%
INFORMATION SYSTEMS 5%
LICENSING 45%
TRAINING 29%

TOTAL: $15,634,362
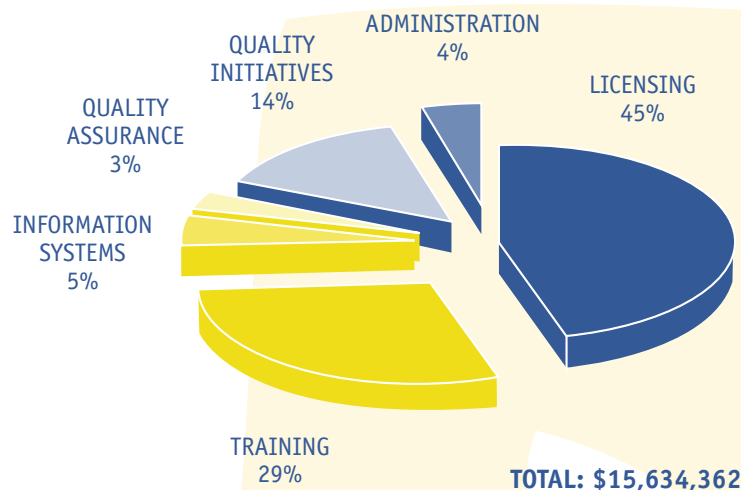
- **Licensing:** $7,064,222 supported regulatory activities statewide, the purchase of educational materials for providers and the public, supplemental funding for local licensing agencies, fact sheets and other public awareness publications, and technical assistance.

- **Training:** $4,543,311 allocated for contracts with training coordinating agencies to provide legislatively mandated training, curriculum and test development, and the Florida Director Credential.

- **Information System:** $743,115 provided support, maintenance and enhancements to the child care information system including the onsite inspection process, data repository, background screening, training automated policy distribution and the child care web site.

- **Quality Assurance:** $435,197 supported QA monitoring, technical assistance, and data purification.

- **Quality Initiatives:** $2,187,210 allocated for public awareness.

- **Administration:** $661,307 provided salaries and benefits, Other Personnel Services (OPS), expense and operating capital outlay for administration. Funds support licensure and regulation and the statewide oversight of the Department's Child Care Services Program.

⇗ Gold Seal Quality Care Program

In 1996, the Florida Legislature established the Gold Seal Quality Care program for early education facilities and family child care homes. Administered by the Department of Children and Families, its purpose is to identify early education facilities and homes that are accredited by nationally recognized associations and whose standards reflect quality in the level of care and supervision provided to children.

Section 402.281(1) and (2), Florida Statutes, specifically address the Gold Seal Quality Care Program. The Gold Seal Quality Care designation applies to any legally operating early education setting, whether a center, home, religious-exempt program, or public school program that has been accredited through one of the 14 Gold Seal Accrediting Agencies, reviewed and approved by the Department of Children and Families. Budget proviso language allows a differential payment to Gold Seal programs of up to a 20 percent for those programs providing services to school readiness eligible children.

Although the Department of Children and Families does not require that a provider be licensed in order to participate in the Gold Seal Quality Care Program, some accrediting agencies may require licensure as part of their accrediting process. Accreditation may take between nine months and two years depending on the accrediting agency.

Following is a list of the 14 approved accrediting bodies that program staff may select to apply for accreditation in Florida:

- Accredited Professional Preschool Learning Environment (APPLE)
- Association of Christian School International (ACSI)
- Association of Christian Teachers and Schools (ACTS), Florida League of Christian Schools (State Chapter)
- Council on Accreditation (COA)
- Montessori School Accreditation Commission (MSAC)
- National Accreditation Commission for Early Care and Education Programs (NACECEP)
- National Accreditation Council for Early Childhood Professional Personnel and Programs (NACECPPP)
- National Association for the Education of Young Children (NAEYC)
- National Association of Family Child Care (NAFCC)
- National Council for Private School Accreditation (NCPSA)
- National Early Childhood Program Accreditation (NECPA)
- National School-Age Care Alliance (NSACA)
- Southern Association of Colleges and Schools (SACS)
- United Methodist Association of Preschools (UMAP)

QUALITY INITIATIVES FOR EARLY CHILDHOOD PROFESSIONALS

⇨ *School Readiness Quality Initiative*

In July 2002, the Agency for Workforce Innovation/Office of Early Learning (formerly the Florida Partnership for School Readiness) awarded a three-year contract to the Children's Forum to provide a statewide training and technical assistance system for Florida's school readiness community. The School Readiness Quality Initiative (SRQI) provided services on a statewide, regional, and local level to promote continuous quality improvement for programs serving young children.

The SRQI conducted needs assessment surveys to gather information about the training needs of early learning coalitions, child care and early education service providers, teachers and directors. Based on survey results, training and technical assistance plans were developed. Statewide events were planned to address priority topics of interest to the child care and early education field at large in a conference format. Regional events were developed and scheduled in sufficient number to enable early education personnel in all areas of the state to attend within their regions. To meet local training needs, guidelines were developed to organize special training requests from local coalitions and members of the early education workforce.

Since its inception in 2002, the SRQI steadily increased its outreach to early education personnel across the state, providing professional development opportunities and training trainers on a broad variety of topics. During the 2003-04 fiscal year, the SRQI provided more than 79,000 contact hours of training to more than 5,800 participants. Training was presented in various formats, including technical assistance conferences, pre-conference sessions, seminars, workshops, and train-the-trainer events. As an authorized provider of the International Association for Continuing Education and Training (IACET), the SRQI awarded more than 2,200 Continuing Education Units (CEU) at selected events, representing nearly 23,000 contact hours of training.

The first three-year contract for the SRQI ended June 30, 2005. The need for continued training and technical assistance for the early education system in Florida remains and has intensified with additional demands from the voluntary prekindergarten program. The early education workforce (teachers, caregivers, and administrators) cannot, on its own, be expected to assemble and assimilate all of the diverse information, resources, research, and materials needed to understand and provide high-quality programs for young children. Regardless of the infrastructure through which training and technical assistance are delivered, the ongoing needs will be great and will include, at a minimum, these considerations:

Each of these 14 organizations/accrediting bodies has a unique application and approval process. The majority of these accrediting bodies maintain websites where interested parties can explore accrediting criteria and costs of the process before making vested efforts. The following graphic presents how many programs achieved Gold Seal status in years 2001-04. The table includes the most recent data from the second quarter of 2005 and summarizes the Gold Seal data presented in this resource as found on each county page and state, rural and urban total pages.

GOLD SEAL PROGRAMS IN FLORIDA

Legend:
- STATE TOTAL
- FCCH
- FACILITIES
- SCHOOL-BASED
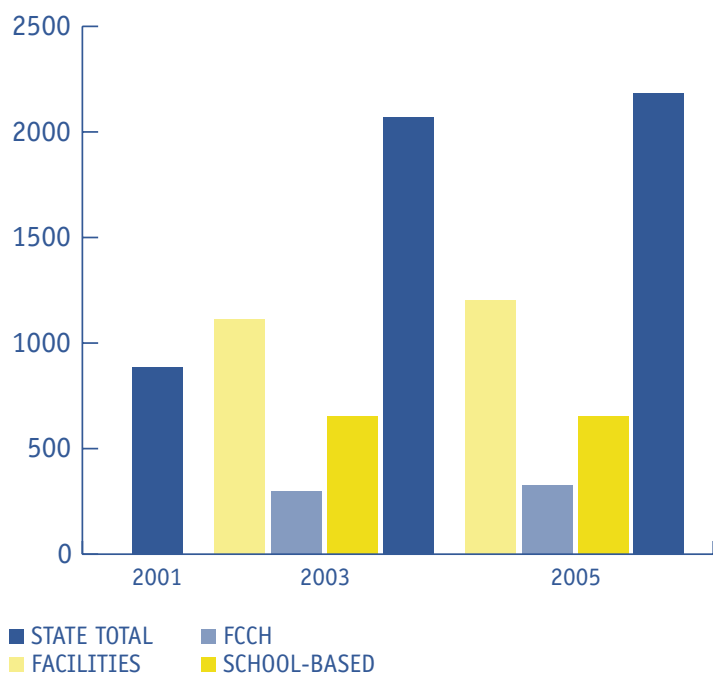
DCF Quarterly Reports (2001 state total as reported in Charting the Progress 2000-02 and from FY 2003-04 and partial FY 2004-05).

- Identification of the training and technical assistance needs of those designing, implementing, and working in programs serving young children and their families;
- Planning and coordinating training and technical assistance to address those needs;
- Providing training and technical assistance in formats and venues that realistically serve the unique characteristics of the workforce;
- Collecting outcome data on the effects of training and technical assistance; and
- Analyzing data and existing research to employ a circular process whereby training and technical assistance are refined and enhanced based on findings.

⚑ Director Credential Program

In 1999, the Florida Legislature revised child care licensing standards to require directors of licensed child care facilities to have a Director Credential by January 1, 2004. The Director Credential was developed by the Department of Children and Families as a result of this legislation and is a comprehensive, renewable program consisting of educational and experiential requirements at two levels – Foundational and Advanced. For those candidates who have met the educational requirements of either Director Credential level, but have not completed the experiential requirement, a temporary Director Credential is granted. When the experience requirement is met, candidates may apply for the official credential status. Temporary credentials are eligible for renewal.

Each Director Credential is valid for five years from the date of issue. To maintain a valid Director Credential at either level, every five years candidates must provide documentation of 4.5 CEU or one three-hour college credit course. For fiscal year 2002-03, the Department of Children and Families reported that 5,430 individuals had received their Director Credential and for 2003-04, 1,769 were awarded.

Coursework completed to renew a State of Florida Teaching Certificate also satisfies the coursework requirement for renewal of a Director Credential. Candidates are also required to demonstrate professional contributions to the field of early childhood as listed in 65C-22.003(8)(h), Florida Administrative Code.

⚑ T.E.A.C.H. Early Childhood® Scholarship Program

In 23 states, the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Scholarship Program provides an opportunity for the diverse population of adult learners already working in the early education field to access educational opportunities and to receive counseling, academic advising, resource and referral, and application assistance. The T.E.A.C.H. Program provides Florida with a consistent and effective strategy for improving the education, compensation and retention of early childhood professionals. The T.E.A.C.H. Program serves as an

umbrella for a variety of educational scholarship opportunities for individuals working in child care and early education programs, including family child care homes. The T.E.A.C.H. model is based on a partnership principle that involves the sharing of expenses by the teacher, the director or family child care provider receiving the scholarship, the sponsoring early education center and the T.E.A.C.H. Program.

The T.E.A.C.H. Program supports recipients in a number of credential/degree seeking paths. The following chart demonstrates trends in such paths over a four-year span. The data in the chart represent the numbers of recipients during each school year seeking the credential or the degree for which scholarship funds are available to pursue.

T.E.A.C.H. PROGRAM RECIPIENTS

	2000-01	2001-02	2002-03	2003-04
DIRECTOR CREDENTIAL	263	196	193	240
CHILD DEVELOPMENT ASSOCIATE (CDA)	775	533	779	1,188
ASSOCIATE DEGREE (A.A., A.S., A.A.S.)	1,113	1,045	1,082	1,139
TOTAL	2,151	1,774	2,054	2,567

Since 1998, more than 14,000 scholarships have been awarded in Florida and the turnover rate for T.E.A.C.H. participants is less than six percent as compared to the national average of 30-40 percent. Florida T.E.A.C.H. recipients have an 88 percent contract completion rate.

⚑ Child Care WAGE$® Project

The Child Care WAGE$® Project provides salary supplements to eligible early education professionals based on level of education. Any teacher or family child care provider earning $17.50 or less per hour may be eligible for a salary supplement. The supplement recipient must work with children between birth and age five at least 10 hours per week in a licensed early education program in a participating county and must have some type of formal early childhood training beyond a high school diploma and must remain employed in the same setting over time.

The Child Care WAGE$® FLORIDA Project had 318 active participants (333 actually receiving funding) at the end of the 2003-04 fiscal year in three counties: Orange, Duval and Osceola.

The salary supplements make a significant impact on individual participants enrolled in the program, the centers that employ them and the children they teach. The program has provided thousands of salary supplement dollars to early childhood

teachers in 129 centers that serve 8,013 children. Continuity of care for these children was improved dramatically with only a five percent turnover rate for their teachers. In many cases the supplement dollars were used to provide children with better classroom supplies and activities (self reported by participants). It is anticipated that the initial success of the program will result in increased participation by other early learning coalitions.

Together staff from Florida Child Care WAGE$® Project and T.E.A.C.H.® Early Childhood Scholarship Program educate early childhood professionals on the benefits of the programs and encourage participation. As a result T.E.A.C.H. and WAGE$ staff work to provide early childhood professionals with the maximum financial benefits available in Florida.

⬧Inclusive Child Care Warm Line Services for Providers

The Warm Line was created by legislation in 1999 to provide assistance and consultation to child care and early education centers and family child care homes regarding health, developmental disability, and special needs issues of children. The Agency for Workforce Innovation/Office of Early Learning contracts with the Child Care Resource and Referral Network (CCR&R) administrator for the operation of the statewide Warm Line. Early learning coalitions, responsible for the delivery of local CCR&R services, ensure that Inclusion/Warm Line services are available to providers in their communities. Services include the identification of an inclusion contact to provide information, technical assistance and training to promote and support the inclusion of all children in Florida's early education system. When requested, onsite technical assistance is provided relative to the strategies, curriculum and environmental adaptations a provider may need to serve children with disabilities or special health care needs. The CCR&R Network's office not only maintains the statewide toll free Warm Line, but also employs a statewide inclusion coordinator who serves as the liaison to all local inclusion contacts, CCR&R agencies, and early learning coalitions. The statewide coordinator disseminates information and resources and identifies and/or creates training opportunities for local inclusion contacts, CCR&Rs, coalitions, providers and provider organizations.

At the local level the inclusion contact provides or arranges for consultations, onsite technical assistance and training to child care and early education providers regarding the establishment and delivery of inclusive early education. This includes the provision of resources for parents, providers, communities, advocates and policy makers related to the benefits of inclusive care, the resources needed to provide quality care, and the means by which providers can continue to make the changes necessary to meet the needs of all children. Inclusion/Warm Line services are not limited to providers caring for children receiving child care subsidies. All providers (e.g., family child care, exempt, center-based, faith-based) are eligible for assistance.

As a result of both local and statewide efforts, many providers in child care and early education programs throughout the state have received assistance with strategies, curricula and suggestions for environmental adaptations, compliance with the American with Disabilities Act (ADA), information and referrals on health, child development and special needs concerns, and linkages to other resources that support inclusion efforts.

⬧Child Care Training Information Center

The creation of a statewide Child Care Training Information Center (CCTIC) is a strategy of the Department of Children and Families for providing enhanced support services to the field. CCTIC will be operated by the Children's Forum beginning July 1, 2005. By offering an easily accessible information line and support system, CCTIC will provide early childhood professionals with a single consistent, comprehensive, reliable source of information, technical assistance and counseling on child care training requirements and related services.

The training and educational experiences offered through the Department of Children and Families serve as entry-level professional development for many. The state-mandated introductory courses provide fundamental information on child development, health and safety, and acceptable classroom practices. The ability and ease with which an individual is able to access information on the training requirements, course content, and other program services sets the tone for a professional's entrance in the field. CCTIC will provide assistance and counseling to individuals and agencies regarding child care training requirements, general information about courses and exams, department approved online training, child care staff credentials, educational exemptions and other related child care training program services.

⌂ School-Age Care Program

School-age care is the most frequently requested form of child care, but it continues to receive the least amount of attention for quality improvements and funding. Due to minimal licensing standards, numerous licensure exemptions and a general lack of training opportunities (other than state regulated courses), Florida's school-age care programs remain inconsistent in quality.

Recent state-level changes that may have negative implications for the quality of after-school services include:

- Elimination of funding for a state-level School-Age Services Coordinator position (July 2004);
- Enrollment limitations by local early learning coalitions for school-age children paid from school readiness dollars (varies by coalition); and
- Revisions to the Florida Administrative Code (Chapter 65-C-22) (Sept, 2004):
  - New definition of School-age Child Care, exempting more after-school programs from licensure (FAC: 65C-22.008),
  - Allowance for multi-site Director's Credential status for after-school programs [FAC: 65C-22.003 (8) (j)].

School-Age Program Services

Responding to the unmet need, the Children's Forum continues its support of school-age services as follows:

- Provides information and resources for school-age care professionals in Florida.
- Coordinates and promotes professional development training and information sharing, training more than 3,000 after-school providers annually and facilitating more than 30 training events per year.
- Provides technical assistance to school-age care programs in their communities, responding to more than 6,000 inquiries per year.
- Promotes the National After-School Association's (NAA) Quality Standards and Program Improvement and Accreditation System: currently 23 after-school programs in Florida are NAA accredited.
- Promotes the Florida School-Age Certificate Program: 192 after-school professionals have obtained this certificate since its inception in 2002.
- Supports the Florida AfterSchool Alliance (professional membership organization).
- Supports the Florida AfterSchool Network (FAN-advocacy network).

QUALITY INITIATIVES FOR FAMILIES

⌂ Child Care Resource and Referral Network

Florida's Child Care Resource and Referral Network is a statewide program that assists families in finding information about child care and early education services. The CCR&R Network serves as the hub of information for all school readiness programs and services for school-age children. Staff provide technical assistance to current and potential early childhood professionals to improve the quality of care or to expand the capacity for services. CCR&R staff work to connect providers, families and state and local services to ensure children receive care from birth to age five, as well as school-age children during out-of-school time.

Funded by the Agency for Workforce Innovation/Office of Early Learning 29 local CCR&R agencies help families identify and locate quality child care and early education programs. CCR&R services are available for all of Florida's families, free of charge.

CCR&R specialists distribute resources for parents to aid their search, while educating families about quality indicators to assess child care programs. In addition to individualized counseling, CCR&R service providers supply valuable resources to parents such as brochures, checklists, and booklets – covering all types of care, ages, faiths and special needs. These materials provide parents an opportunity to gain a better understanding of the terminology used in child care settings and how to identify quality elements, such as accreditation. In addition to addressing concerns about child care, CCR&R specialists provide critical financial information helping parents explore ways to offset the cost of child care through subsidies, employer benefits, scholarships and tax benefits.

⌂ Florida Directory of Early Childhood Services (Central Directory Network)

The Florida Directory of Early Childhood Services (Central Directory) housed at the Children's Forum, is a statewide disability and special health care needs information and referral system for families and professionals. Funding for this project is provided by the Florida Department of Health/Children's Medical Services and made possible by a grant from the United States Department of Education, Part C of the Individuals with Disabilities Education Act (IDEA).

The Central Directory provides a wide range of information about community services, counseling, diagnosis/evaluation, early intervention, education and training, equipment, medical services, screening, support groups and therapies. Program staff provide advocacy, public awareness, training, technical assistance and information on a broad range of disabilities and special health care topics for families, national, state and local child care and early education agencies/organizations, and early intervention agencies/organizations. In addition,

staff are responsible for the maintenance of information on current research and demonstration projects being conducted statewide.

The Central Directory was designated to coordinate the implementation process for Inclusive Child Care Strategic Plan. Funding for the Inclusive Child Care Strategic Plan is provided by the Florida Developmental Disabilities Council, Inc. The strategic plan was developed to expand the availability of high-quality, affordable and accessible child care and early education services in community-based settings. Community-based settings include child care, school-age care programs and early childhood programs.

⇪ Early Steps, Florida's Early Intervention Program (Part C, IDEA)

In July 2004, Florida began enhancing its existing service delivery system to better support infants, toddlers, and their families where they live, learn and play. At that time, the name of the program changed from *Infants and Toddlers Early Intervention Program* to *Early Steps*. The new name is representative of the new service delivery system and statewide identity. Early Steps uses a team approach to providing services to maximize each child's natural learning. Each child has a consistent team for services, ongoing assessment and planning for transition out of the program.

Early Steps provides intervention services for infants and toddlers (birth to 36 months) with significant developmental delays or conditions that place them at risk of developmental delay. The program is administered by Children's Medical Services within the Department of Health. Funding for the program is provided through Part C of the IDEA. Federal funds are enhanced by state and local resources.

Services are provided by 16 contracted local offices. Early Steps provides families and early education professionals with services to increase opportunities for infants and toddlers with disabilities so they may be integrated into their communities to learn, play and interact on a regular basis with children without disabilities.

⇪ Exceptional Student Education: Prekindergarten Programs for Children with Disabilities (Part B, IDEA)

IDEA requires that states provide specially designed instruction and related services to children with disabilities ages three through 21 in the form of a "free appropriate public education" (FAPE). In Florida, Chapter 6A-6, Florida Administrative Code, establishes program eligibility and evaluation criteria for all students with disabilities. All school districts in Florida offer services to prekindergarten children with disabilities under Part B of the IDEA. Program eligibility areas applicable to the prekindergarten population include the following:

- Speech/Language Impaired
- Developmental Delay
- Mentally Handicapped
- Visually Impaired
- Deaf/Hard-of-Hearing
- Physically Impaired
- Emotionally Handicapped
- Specific Learning Disabilities
- Dual Sensory Impaired
- Autism

Key Elements of Prekindergarten Programs for Children with Disabilities

Key components of programs and services for children with disabilities include referral, transition, evaluation, and individual education planning (IEP) services. Service delivery models vary depending on the needs of the child.

Technical Assistance and Training System (TATS)

TATS is a statewide project funded by the Florida Department of Education and operated by the University of Central Florida, that supports programs that serve prekindergarten children with disabilities by providing training and technical assistance. Nine regional facilitators provide direct services to prekindergarten coordinators for programs serving children with disabilities in each of Florida's 67 school districts.

⇪ Head Start

The Head Start Program funded and administered federally, is based on the philosophy that a child benefits most from a comprehensive, interdisciplinary program that fosters development. Head Start targets children of low-income families who are most at risk and in need of comprehensive developmental services. The program acknowledges family involvement as key to program success. Florida's Head Start program is designed to assist children in achieving significant gains in eight domains of child development including: literacy, numeracy, science, creative arts, health, approaches to learning, and motor and social skills.

Comprehensive health (physical and mental), dental, and developmental screenings are provided in addition to social support services and parent education for families. Quality components include a developmentally appropriate curriculum, a maximum 1:10 staff/child ratio, and group size limited to 20 for 4- and 5-year-olds. By September 2003, at least half of all Head Start teachers in center-based programs were required to have an associate, baccalaureate, or advanced degree in early childhood education or a related field, with preschool teaching experience. Classrooms without a degreed teacher must have a teacher with a Child Development Associate (CDA) Credential.

Head Start programs in Florida serve a variety of populations including:

- Head Start programs for preschool aged children (3-5 years) are provided by 41 grantees and are available in all 67 counties.
- Early Head Start programs for children birth to age 3 and for pregnant women are provided by 28 grantees and available in 42 counties.
- Migrant Head Start programs serve children of migrant agricultural workers in 20 Florida counties.
- American Indian Head Start serves preschool children of the Miccosukee Indian Tribe in Miami-Dade County. The Miccosukee Tribe is the grantee for the program.

The following table presents 2003-04 Head Start services data by each specific type of program and the ages of children the programs serve. At the time of this survey, the total number of children across all program types (and ages served) was 33,539.

2003-04 SURVEY RESULTS OF HEAD START SERVICES	
AGES OF HEAD START CHILDREN	**NUMBER OF CHILDREN SERVED**
3	9,257
4	17,368
5	3,130
AGES OF EARLY HEAD START CHILDREN	**NUMBER OF CHILDREN SERVED**
PRENATAL	172
BIRTH TO 1	496
1	691
2	911
3	287
AGES OF MIGRANT HEAD START CHILDREN	**NUMBER OF CHILDREN SERVED**
BIRTH TO 1	221
1	268
2	272
3	234
4	185
5	47
TOTAL SERVED:	33,539

⚐ Healthy Start

Healthy Start is a state mandated program with two major goals: reducing infant mortality and improving pregnancy outcomes. Healthy Start staff work with pregnant women and infants to ensure that a variety of needs are met including prenatal care, safe housing, and financial assistance. Support and education services include parenting and infant care skills, childbirth education, breastfeeding, home visits and smoking cessation and counseling.

Since its inception in 1992, Florida's infant mortality rate has dropped 15 percent. Screenings of pregnant women in the first trimester of pregnancy has increased and more women are identified early as being at risk for poor outcomes. According to the 2004 Healthy Start Annual Report, 92,167 women and infants were identified as at risk in Florida. Inasmuch as the prenatal environment impacts the developing brain of the fetus, early intervention is critical to increase the chances for successful outcomes.

⚐ William F. Goodling Even Start Family Literacy Program

The purpose of the Even Start Family Literacy Program is to help break the cycle of poverty and illiteracy by improving educational opportunities for families through the integration of early childhood education, adult literacy and basic education, and parenting education. Even Start is implemented nationally through cooperative projects that build on existing community resources, creating a new range of services for children, adults and families. The program provides a broad range of services to the most-in-need families and their children, birth through age seven. There are no parent fees for this program. Funding is provided by the US Department of Education to the Florida Department of Education, and through an interagency agreement, to the Agency for Workforce Innovation/Office of Early Learning.

There are 27 federally funded Even Start subgrants. Through these programs:

- 1,918 families are served,
- 1,954 adults are participating,
- 551 of these are adults who are English-language learners, and
- 2,568 children are participating.

⚐ Home Instruction Program for Preschool Youngsters

The Home Instruction Program for Preschool Youngsters (HIPPY) was established in 1984 and now serves more than 15,000 families in many urban, suburban, or rural areas nationwide. HIPPY goals include increasing the chances of positive early school experiences among children who may be educationally at risk, empowering parents as primary educators of their children, and creating an educational environment in the home that encourages literacy.

Twice a month, paraprofessionals who are parents themselves and reside in the targeted community, visit HIPPY parents in their home. Learning and playing are part of the HIPPY structured curriculum as parents encourage their children to recognize shapes and colors, read stories, follow directions, solve logical problems, and acquire other school readiness skills. Every other week, parents attend group meetings with other parents, HIPPY staff, consultants and volunteers.

The Florida HIPPY Training and Technical Assistance Center opened in 1996, working in collaboration with the national office to provide training, technical support, and guidance for HIPPY programs in Florida.

17 COUNTIES

1,600 CHILDREN

20 COORDINATORS

100 PARAPROFESSIONALS
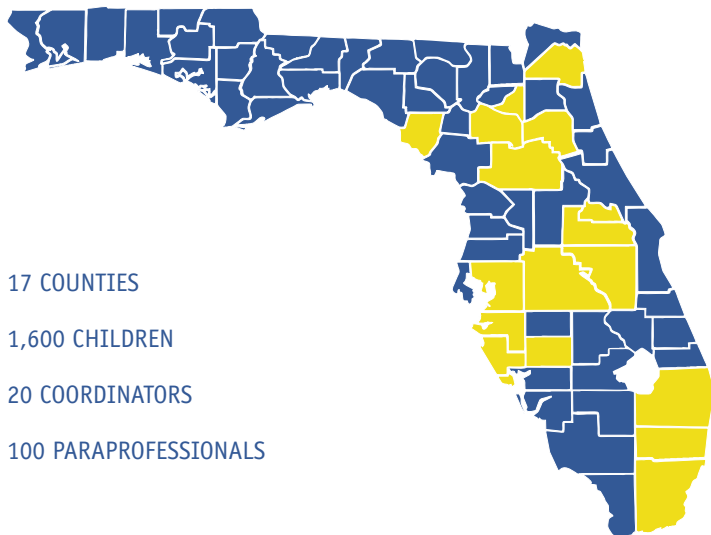
☞ Healthy Families

Healthy Families Florida is a community-based voluntary home visiting program intended to prevent child maltreatment by promoting positive parenting skills and helping parents set and achieve goals for themselves and their children.

Home visiting services are delivered through trained para-professional family support workers who provide information, guidance, and emotional and practical support directly to families in their homes. Healthy Families Florida builds on and coordinates with existing home visiting and family support services that are available such as Florida's Healthy Start Initiative and Head Start. Services begin during pregnancy or at the birth of a baby and can last up to five years depending on the needs of the family.

Healthy Families Florida positively impacts maternal and child health. Mothers with less frequent pregnancies have fewer pregnancy-related complications and are less likely to give birth to low-birth-weight and premature babies. Through successful intervention, 92 percent of mothers receiving Healthy Families Florida's services did not have a subsequent pregnancy within two years. The goal of child health was also met with 93 percent of children enrolled being fully immunized by age two.

Healthy Families Florida positively impacts parent-child interaction. Mothers who participated in Healthy Families Florida for three or more years were found to be significantly more likely to read to their children than those in a comparison group.

Healthy Families Florida, one of the largest child abuse prevention home visiting programs in the nation, served 22,708 families from January 1, 1999 through December 31, 2003. The program is sponsored by the Ounce of Prevention Fund and the Department of Children and Families and currently contracts with 37 community-based organizations to provide services to families living in targeted high-risk areas in 53 Florida counties.

QUALITY SUPPORT SERVICES

☞ The Child Care Food Program

The Child Care Food Program (CCFP) is a child nutrition program funded by the Food and Nutrition Service (FNS), US Department of Agriculture (USDA). The program is administered in Florida by the Department of Health, Bureau of Child Nutrition Programs.

Nutrition is a vital element of young children's growth and development. The purpose of CCFP is to provide re-imbursement for nutritious meals and snacks served to children in child care settings including family child care homes, center-based programs, after-school and Head Start programs. Child care and early education providers participating in CCFP are reimbursed for meals and snacks that meet specific USDA requirements. CCFP strives to improve the nutrition of children in child care and to promote nutrition education by providing access to nutritional resources, training and technical assistance. The chart below demonstrates the increased investments in the program.

THE CHILD CARE FOOD PROGRAM			
FISCAL YEAR	# SITES	ADP	TOTAL REIMBURSEMENT
00-01	5,168	119,182	$75,425,392
01-02	5,451	129,560	$84,041,020
02-03	5,637	141,030	$93,317,036
03-04	5,735	149,238	$98,871,528

Note: ADP stands for Average Daily Participation, # of sites is the total number for the state, and the total reimbursement column represents the amount of money paid to contractors.

☞ Florida KidCare

Florida KidCare is Florida's health insurance program for uninsured children younger than age 19. In response to the federal Children's Health Insurance Program (CHIP), the Florida Legislature enacted the Florida KidCare program in 1998. Florida KidCare offers comprehensive coverage based on children's needs and eligibility. As of March 2003, 1,465,083

children were enrolled in the Florida KidCare program. This program expanded Medicaid coverage to children ages 15 through 19 in families with incomes from 28 percent to 100 percent of the Federal Poverty Level (FPL) and expanded the existing Healthy Kids program, which provides coverage for children in families up to 185 percent of the FPL, to additional counties throughout the state.

The Florida KidCare Program consists of the following four components. Staff make recommendations based on a family's needs.

MediKids

A Medicaid modeled program for children ages one to five years, who are at or below 200 percent FPL. During state and federal Fiscal Year 1998-99, MediKids also served children younger than one year of age who were at or below 200 percent FPL. The Florida Legislature subsequently changed the Medicaid eligibility levels to include infants (younger than 12 months) under 200 percent FPL in the Medicaid Program.

Healthy Kids

A program for children ages five to 19, and at designated sites, their younger siblings. The Healthy Kids Program includes three groups of children: 1) those under 200 percent FPL who are Title XXI eligible, 2) those under 200 percent FPL who are not Title XXI eligible, and 3) those over 200 percent FPL. Families who are over 200 percent FPL may enroll their children and pay the full per child premium.

Children's Medical Services (CMS) Network

A program for children age birth to 19 who have a disability or special health care need in families with income below 200 percent FPL. CMS is the state's Title V Children with Special Health Care Needs (CSHCN) Program. The Department of Health administers the program, which is open to all children in Title XIX or Title XXI meeting medical eligibility criteria. Children in CMS have access to specialty providers, care coordination programs, early intervention services, and other programs that are essential for their health care. These children receive the Medicaid benefit package, as well as the previously described expanded services.

Dental Program

A dental program, provided through Healthy Kids, made available in 2002 by ruling of the 2000 Florida Legislature. Three dental insurers provide the benefits and form the provider networks. Families have the opportunity to select one of these three plans.

The Agency for Health Care Administration is Florida's designated single state agency for the Medicaid program. The Healthy Kids, MediKids, and CMS programs are administered by the legislatively created Florida Healthy Kids Corporation, a non-profit organization and public-private partnership model.

Women, Infants, and Children (WIC)

WIC is a federally funded nutrition program for women who are pregnant or breastfeeding or have recently been pregnant, infants, and children younger than five years of age. WIC provides the following at no cost:

- healthy foods,
- nutrition education and counseling,
- breastfeeding support, and
- referrals for health care, immunizations and community services.

WIC income guidelines are 185 percent of the most current FPL Guidelines. These income guidelines are revised each year in the spring and are available by contacting local WIC offices.

Healthy Child Care Florida

In 1998, the Children's Forum received a Healthy Child Care America (HCCA) grant, funded by the US Department of Health and Human Services, Maternal and Child Health Bureau. Overarching goals of the HCCA grant included improvement to the quality of health and safety practices in early care and education; state health and safety infrastructure; and access to child health insurance and established medical homes for all children in Florida. In January 2005, the funding for this project was eliminated at the federal level and redirected to the state early childhood coordinating systems grant.

AVAILABILITY

The second consideration of the trilemma is the issue of availability. There are more than 16,000 early education programs in Florida that collectively offer many types of child care and early education services for Florida's families. Families in need of services can choose from center-based care, family child care homes, faith-based programs, or school-based settings as well as family, friend, or neighbor care. More than 700,000 children in the state attend child care from this range of setting types. However, many parents continue to experience great difficulty in arranging infant care, after-school care, odd-hour care and care for children with disabilities and special health care needs.

The three main reasons parents need child care and early education services are: for employment outside the home, to prepare children for school, and to address issues related to a child's disabilities or special health care needs.

Just as families are unique, so are their needs and preferences. Parents expect and depend on a stable system of early education.

As noted in the Quality section, CCR&R service providers serve as critical system connectors linking families with needed information regarding the options for care, types of care, consumer education on key issues to consider when choosing a program, and other crucial information needed to make sound and informed decisions. CCR&R agencies work collaboratively with early learning coalitions and others to expand the capacity of quality care. CCR&R services support early childhood teachers, directors and support staff through training either provided directly, coordinated through other community partners or both. CCR&R works to connect families, providers, employers and communities, while promoting services and creative solutions to meet the early education needs of various constituencies.

Florida's network of local CCR&R agencies serve all 67 counties and have a collective database of more than 16,000 early education programs. During fiscal year 2003-04, CCR&R agencies received requests from more than 80,000 families for referrals to child care and early education services.

The chart shows that a private, for profit entity can provide services in any of the setting types (family child care home, center or school). The chart demonstrates examples of category by setting type. The funding key illustrates how funding streams can be used in the various program settings by category. Public resources are no longer restricted for use in public settings only.

LEGAL CATEGORY/ PROVIDER SETTING TYPE	POTENTIALLY ELIGIBLE TO RECEIVE FUNDING FROM	SR	HS	VPK	OTHER PUBLIC[1]
PRIVATE FOR PROFIT *(Established as a business that typically pays business, sales, and property taxes as applicable).*					
■ FAMILY CHILD CARE HOME		■	■	■	
● CHILD CARE/PRESCHOOL CENTER		●	●	●	
▲ SCHOOL		▲	▲	▲	
PRIVATE NOT FOR PROFIT *(Established as a not for profit business that is typically tax-exempt and provides charitable or educational services).*					
■ FAMILY CHILD CARE HOME		■	■	■	■
● CHILD CARE/PRESCHOOL CENTER		●	●	●	●
▲ SCHOOL		▲	▲	▲	▲
PUBLIC *(Services operated directly by governmental unit, school district, college or university).*					
● CHILD CARE/PRESCHOOL CENTER		●	●	●	●
▲ SCHOOL		▲	▲	▲	▲
FAITH-BASED *(Services operated directly by a faith-based institution and is typically tax-exempt).[2]*					
■ FAMILY CHILD CARE HOME		■	■	■	
● CHILD CARE/PRESCHOOL CENTER		●	●	●	
▲ SCHOOL		▲	▲	▲	
INFORMAL *(Services provided by a family member, friend, or neighbor who is legally exempt from licensing regulations and not a business).*		□			

[1]The regulations for other public funding will dictate whether or not other settings may be utilized for the delivery of services. No overall determination could be made for all auspices. The administering entity auspice is typically public, quasi-governmental or not for profit.
[2]Faith-based principles can be integrated into a preschool curriculum and provided by other legal auspices in all setting types. However, this illustration refers to those services directly operated by a faith-based organization as defined by the Internal Revenue Service.

School Readiness Funds (SR) a.k.a subsidized child care

- The source of funding is combined federal and state, and is administered by the Agency for Workforce Innovation to local early learning coalitions. Many coalitions also benefit from local funding sources.

Head Start Funds (HS)

- The source of funding is federal and requires a 20 percent local match in either cash or inkind services. Funds are administered from federal level to local grantees through regional offices of the US Department of Health and Human Services.

Voluntary Prekindergarten Funds (VPK)

- The source of funding is state general revenue administered by the Agency for Workforce Innovation to local early learning coalitions.

Other

- Public funding from various sources provides preschool services for targeted populations. Examples of such funding are Title I, Pre-K Disabilities, local taxing districts, and university/college campus early education laboratory schools.

TYPES OF BUSINESS CATEGORIES

With the wide variety of child care and early education settings available in Florida, navigating the universe of child care and early education can be overwhelming. There is often confusion about the legal categories of programs, setting types and funding streams available for early childhood services. There are four basic types of legal business categories:

- private for profit,
- private not for profit,
- public, and
- faith-based

There are three major program setting types recognized in the statutes governing child care regulation:

- centers (child care, preschool, after-school)
- family child care homes
- schools

Florida integrates funding streams for nearly all setting types and categories due to strong support for parental choice in the care and education of children. Such a structure diffuses the public versus private argument as public funds are heavily integrated into the private child care market.

TYPES OF CARE SETTINGS

- **Child Care Centers/Preschools** offer care for children in group settings of 12 children or more. In Florida, centers must be either licensed by the state or exempt from licensing. Although licensing does not ensure quality, it sets minimum health, safety and training standards, which centers must maintain. Florida continues to have more licensed center care relative to its population than any other state. Actual capacity is the maximum number of children providers will accept.

- **Family Child Care** is another option for child care and early education, whereby care is provided in an early childhood professional's own home. In Florida, family child care homes (FCCH) are either registered or licensed. Licensed FCCH follow prescribed guidelines for teacher qualifications, environment, health and safety standards, and must comply with two onsite inspections each year. Registered FCCH do not receive onsite inspections. Only nine counties require that FCCH be licensed.

- **Schools** offer educational programs for children. Programs operating in schools may be exempt from child care licensure requirements and must provide educational programs for kindergarten and higher.

- **Faith-Based Child Care Programs** offer care as an integral part of a church or parochial school. Such programs may be either licensed or license exempt. If license exempt, the program must be accredited by an organization that publishes and requires compliance with its standards for health, safety and sanitation.

AFFORDABILITY

The third component in the trilemma for families is affordability. Families depend on reliable child care and early education in order to earn a living and to pursue their career goals. In searching for care, the families' ability to pay is a critical determinant. Programs that offer higher quality tend to cost more than those meeting minimal standards with less experienced teachers.

Locating and affording quality child care and early education enables families to maintain employment. It also prepares children for school, a tremendous benefit, especially for children of low income families. In spite of the benefits, the high costs of quality early education may force parents to select lower quality options. Unfortunately, less expensive programs often lack the continuity and stability that children need for long-term positive results. Early education providers also face a dilemma. If they lower parent fees, they may be forced to reduce payroll costs (as their largest expense category), thus increasing the risk of staff turnover impacting the overall quality of their facility.

A family of four in Florida earning $38,700 in income per year (200 percent of Federal Poverty Level/March 2005) with an infant and three-year-old child in center-based care will spend approximately 32 percent of their total annual household income on early education expenses. While there are programs designed to pay a portion of child care and early education costs for families who meet income eligibility criteria, lengthy waiting lists may prevent access. Parents reported barriers that include lack of information about services, and eligibility criteria, intimidating application processes, and appointments scheduled during work hours. Further complicating the situation, not all early education providers in the state accept school readiness vouchers, thus limiting the choice of quality services in communities.

School Readiness Programs

In 1999, the Legislature enacted the School Readiness Act (s. 411.01, F.S.), which consolidated the state's early childhood education and subsidized child care programs into one integrated program of school readiness services. The act directed that school readiness programs be administered by school readiness coalitions at the county or multi-county level and be coordinated at the state level by the Florida Partnership for School Readiness. New legislation enacted in 2005 changed the name of coalitions to early learning coalitions and the Partnership to the Agency for Workforce Innovation/Office of Early Learning.

Office of Early Learning

The Office of Early Learning (OEL) serves as the principal organization responsible for oversight of school readiness. OEL duties include providing final approval and an annual review of coalitions and plans; safeguarding the effective use of federal, state, local, and private resources; adopting a system for measuring data regarding the expectations for school readiness used in determining program effectiveness; developing and adopting performance standards and outcome measures; and preparing a plan for measuring school readiness which includes a uniform screening to provide objective data regarding expectations for school readiness. The OEL is assigned to the Agency for Workforce Innovation (AWI), which administers school readiness funds, plans, and policies. As of January 2005, AWI/OEL assumed responsibilities for the daily administration of the VPK program.

Early Learning Coalitions

Early learning coalitions consist of 18 to 35 board members, with more than a third of the members from the private sector. Counties serving less than 400 children must join in a coalition with another county, share a fiscal agent, or demonstrate efficiency and effective plan implementation. Each coalition must implement a plan that includes a comprehensive program of school readiness services that enhance the cognitive, social, and physical development of children to achieve the performance standards and outcome measures specified by the partnership. As of 2005, coalitions will be responsible for the administration of the VPK program at the local level. No

more than 30 coalitions are statutorily prescribed. However, legislation passed by the 2005 Legislature exempted three coalitions (Sarasota, Santa Rosa and Osceola) from being counted in the 30 coalition limitation. All 67 counties are served by an early learning coalition.

Eligibility for School Readiness Programs

Proviso language in the 2003 Appropriations Act prioritizes participation in the school readiness program for children from families to include:

- temporary cash assistance for those who meet federal work participation requirements;

- children younger than age 5 who are at risk of abuse, neglect or exploitation;

- children at risk of welfare dependency including economically disadvantaged children;

- children of participants in the welfare transition program;

- children of migrant farm workers;

- children of teen parents;

- children of working families whose family income does not exceed 150 percent of FPL;

- three and 4-year old children who have disabilities, are economically disadvantaged, or who are at risk of future school failure;

- children who meet federal and state requirements for migrant preschool but who do not meet the criteria of economically disadvantaged; and

- children for whom the state is paying a relative caregiver payment.

Once enrolled, the child may remain in the program until kindergarten without regard to family income level, subject to adjustment to the family's co-payment on the sliding fee scale.

School readiness programs are funded through a mixture of state and federal funds. School readiness services (formerly known as subsidized child care) operate through a privatized system based on parental choice. The chart below illustrates the various funding sources and applications, the numbers of children served by age, and the numbers of eligible children not yet receiving services.

FLORIDA SCHOOL READINESS

FUNDING	FY 01-02	FY 03-04	FY 04-05
Child Care Development Fund	$321,600,000	$372,800,000	$379,700,000
General Revenue	$181,900,000	$181,900,000	$187,400,000
Temporary Assistance for Needy	$158,800,000	$112,800,000	$112,500,000
Fed. DOE - Even Start	$12,000,000	$12,000,000	$1,000,000
Fed. DCF - Soc. Services Block	$2,100,000	$2,100,000	$500,000
Local Funds	$5,800,000	$4,700,000	$700,000
TOTAL	$682,200,000	$686,300,000	$681,800,000

SERVED	FY 01-02	JUNE 03	MARCH 05
Infants	8,762	9,155	9,158
Toddlers	16,492	18,000	17,702
2-year-olds	19,993	22,211	21,875
3-year-olds	22,228	23,984	23,948
4-year-olds	34,289	22,904	25,372
5-year-olds	16,242	17,801	17,347
Older than 5-years-old	51,379	62,963	57,660
TOTAL	169,445	177,018	173,067

WAITING	FEBRUARY 02	DECEMBER 03	MARCH 05
Birth to less than 1 year	4,423	5,298	*
1 year to less than 2 years	5,523	6,670	*
2 years to less than 3 years	5,708	6,737	*
3 years to less than 4 years	5,513	6,517	*
4 years to less than 5 years	4,337	4,940	*
5 years to less than 6 years	3,393	3,134	*
School-Age	10,399	14,480	*
TOTAL	39,296	47,776	37,634

*Note: Three sources with varying data collection dates were used to compile data. Reports for Numbers of Children Served and Numbers of Children on the Waiting List can be accessed at www.flsrs.com. Due to changes in data collection systems, the number of children on the state waiting list by age is unavailable for 2005.

✎ Title I Program

Title I is a federally funded program designed to improve achievement in schools with a high percentage of students eligible for free and reduced priced lunches. Title I provides support through resources and research-based training enabling schools to develop high quality, enriching programs that meet the individual needs of all children, families, and staff. By providing a positive, caring environment with high educational expectation, Title I ensures that all individuals feel capable, connected, and able to make worthwhile contributions to their community. The schools with the largest percentage of eligible students are served. To qualify for school-wide program status, a school must meet the criteria of a free and reduced lunch percentage of 40 percent or higher. School districts may direct their Title I resources to provide preschool experiences for educationally at-risk children, but are not required to do so.

Specifically, Title I funds can be used to fund the following components of preschool services: teacher salaries and professional development, counseling services, minor remodeling, and leasing or renting space in privately owned facilities. According to regulations, Title I funds can be used in the following ways to serve younger children:

- Title I-funded preschool may be provided to any child younger than the age at which the school district provides elementary education, including children from birth to the age at school entry.

- Title I preschools may be located in public schools or other early childhood settings in the community.

- Title I funds can be used by either the lead education agency or at the school level for preschool or comparable programs, such as Even Start, Head Start, Early Reading First, and other preschool programs.

- Title I preschools must comply with federal Head Start Education Performance Standards.

- Title I preschool programs must include a parental involvement component.

- Title I preschools using an Even Start model must integrate early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program and comply with Even Start program requirements.

✎ Child Care Executive Partnership (CCEP)

The Child Care Executive Partnership (CCEP) program is a strategic, public-private partnership that assists employers in meeting the needs of a growing segment of their workforce - working parents. Helping working parents balance work responsibilities and family demands has proven to be a wise investment. Affording quality child care and early education is major concern for low-wage earning parents and affects their attitude and job performance. By assisting employees with child care expenses, employers enable parents to work more consistently and productively.

The CCEP program is governed by a 10 member board appointed by the Governor. As participants in the CCEP program, business leaders invest in their low-wage earning employees by paying a portion of their child care expenses. State and federal funds are matched with local funds from governments, employers, charitable foundations and other sources on a dollar-for-dollar basis. Employers and other partners may participate either through employee benefit participation or charitable purchasing pool contribution.

The number of children served under the CCEP program statewide for the past years are:

- July 2002 - June 2003: 27,394
- July 2003 - June 2004: 26,785
- July 2004 - February 2005: 19,414

✎ Voluntary Prekindergarten (VPK)

In 2004, the Florida Legislature enacted legislation to implement the Voluntary Prekindergarten (VPK) Education Program, in accordance with the State Constitution. The implementing legislation provides for a voluntary prekindergarten education program to be available in the fall of 2005 for all children who are 4-years-old by September 1. The program may be delivered by private centers or homes, faith-based programs, or public settings which meet eligibility requirements. It includes both a school-year and beginning in 2006, a summer option, with different requirements for each in terms of class size, instructor to student ratios, total instructional hours, and qualifications of personnel. (See Part V, "Voluntary Prekindergarten Education Program," Chapter 1002, Florida Statutes).

The legislation assigns responsibilities for the day-to-day management of the program to the Agency for Workforce Innovation (AWI); licensing and credentialing to the

THIS RESOURCE AND HOW TO USE IT

A reality of today's child care and early education field is the necessity for professionals to understand issues and challenges within the context of quickly changing priorities, policies, funding systems, and new local and national research knowledge. Tackling local issues involves an understanding of complex systems, local resources, and the populations to be served. Access to key data elements helps to frame issues, strategically plan and implement strategies, measure the result and benchmark progress. *Charting the Progress* is a valuable resource useful in shaping the landscape for children, families, and communities in a responsive and responsible manner based on factual data.

This presentation of data in raw form allows individuals to use the information for different purposes. For example, differences between the services offered in rural and urban areas can be found by comparing pages 28-31 and a more complete multi-county comparison of various county characteristics is available in a matrix format on page 186-187. Local data provided for each of Florida's 67 counties might aid in strategic planning, setting benchmarks and addressing local needs. For example, information might reveal the need for new facilities or staff training. The data could assist in grant writing efforts by demonstrating areas of need and providing demographic statistics. Aggregated data at the state level can help identify priorities from a statewide perspective. Both advocates and policy makers can use the information to promote improvements in Florida's system of child care and early education.

Data that comprise the foundation of this resource have been collected from a variety of credible sources including the CCR&R Network database, the only statewide source for tracking market supply and demand. Data were generated from the requests of families, information obtained from direct service providers, the Office of Economic and Demographic Research, and the most recent US Census Bureau (2000; 2003). For ease of use, data is presented in a number of formats to respond to a diverse audience who may access the information. Statewide data frames the landscape for early education at the macro level using a wide angle lens. Information has also been aggregated to reflect specific counties and regions (e.g., urban and rural). Readers are encouraged to spend time reviewing the information and data for specific counties of most interest. Exploring neighboring counties and examining their profiles might reveal similarities and unique differences that can help guide decision making and present opportunities for collaboration to maximize limited resources.

Department of Children and Families (DCF); and the creation of standards, curriculum, and accountability to the Department of Education (DOE). All three agencies are working together to provide leadership and support to local early learning coalitions, school districts, and public and private providers to ensure successful implementation of effective prekindergarten education programs for Florida's 4-year-old children. The constitutional amendment establishing the requirement for VPK defines the program and delineates its essential characteristics—specifically, that it be voluntary, high quality and free. Enacted by popular vote in 2002, Section 1(b), Article IX of the State Constitution states:

> Section 1. Public education.—
> (b) Every 4-year-old child in Florida shall be provided by the State a high quality prekindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free, and delivered according to professionally accepted standards. An early childhood development and education program means an organized program designed to address and enhance each child's ability to make age appropriate progress in an appropriate range of settings in the development of language and cognitive capabilities and emotional, social, regulatory and moral capacities through education in basic skills and such other skills as the Legislature may determine to be appropriate.

EXPLANATION OF COUNTY PAGES

■ Map/Description

A map of the state of Florida with specific county data highlighted as well as the Rural/Urban classification. A brief description of the county is presented using summation data from the profile. The brief description provided below the map is an example of how data from each county page can be used descriptively. County ranking data was found using the following website of the Florida Legislature - Office of Economic and Demographic Research, based on Census 2000 data at *www.state.fl.us/edr/population/poverty2000.pdf* and the rankings range from 1st representing the highest level of poverty or the largest county and 67th represents the lowest levels of poverty or the smallest counties.

■ County Profile

Demographic data compiled from the Census Bureau. The following data were collected from the US Census Bureau, 2000 *factfinder.census.gov/home/saff/main.html*. To access information for a specific county, simply type in the county name in the first search box and select Florida from the drop down list of states. A summary sheet will appear with 2000 and in some counties, 2003 data. Click on *<< show more >>* to access additional summary sheets.

DEMOGRAPHICS PRESENTED

- Median Household Income
- Family Households with Related Children Younger than Age 18
- Family Households with Related Children Younger than Age 5
- Family Households Below Poverty Level with Related Children Younger than Age 5
- Families Below 150 Percent Federal Poverty Level
- Families Below 185 Percent Federal Poverty Level
- Families Below 185 Percent Federal Poverty Level with Related Children Younger than Age 5
- Families with Female Householder *(no husband present)*
- Families with Female Householder *(no husband present)* below poverty level with related children younger than 5
- Grandparents Responsible for Grandchild Younger than Age 18
- Percentage of High School Graduates or Higher
- ***Language Spoken at Home other than English**
  - Spanish
  - Indo-European Languages
  - Asian and Pacific Island Languages
  - All Other Languages

Note: *Data in this category represents individuals

Demographic data compiled from the Office of Economic and Demographic Research. The following data were collected from the Office of Economic and Demographic Research, The Florida Legislature, 2003 found at *www.state.fl.us/edr/*. To access the information for a specific county, access the link above and click on the Population link. To find county population data - click on: Total County Population – April 1, 1970-2003. An excel spreadsheet will appear and to find the data reported in this resource, locate the 2003 column. To locate the remaining categories of data, click on the Population link, and click on one of the remaining links at the bottom of the screen: Florida total population by race, by Hispanic origin, and by gender April 1, 1970-2030; Florida total population by age, race and gender April 1, 1970-2030; Florida total population by age, race and gender July 1, 1970-2029; Total County Population April 1, 1970-2030; County population by age, race, Hispanic origin, and gender, 2000 Census.

COUNTY POPULATION DEMOGRAPHICS

- County Population
- Number of Children in the County Population
- Number of Children in the County Population Younger than Age 5
- Number of Minority Children in the County Population Younger than Age 5

■ Related Services

Services that support families in meeting the needs of children. This section of the resource highlights some of the statewide programs in Florida that serve families and children birth to age five. Although this list is not exhaustive, the data included range from the number of Gold Seal programs to the number of children served in the Pre-K Disabilities program. Data for each program were collected from a contact person at the program site. Data for 2001 were taken from the 2000-02 *Charting the Progress*. Data for the years 2003 and 2005 were collected for this publication.

■ Child Care Food Program

Source. The Child Care Food Program data were obtained from the Department of Health, Child Care Food Program office, collected March 2005. Data represents the total number of programs participating (both family child care homes and child care centers) for each of the corresponding years. *Note: Fiscal year is October 1 to September 30 (FY 2003 data were from October 2002 - September 2003 and the 2005 data were from October 2004 – March 2005).

■ Gold Seal Accreditation

Source. Department of Children and Families. Data were collected in March 2005 and the number presented represents the total of all family child care homes, center-based programs, and school-age programs accredited by recognized Gold Seal programs. The data represent the number of programs accredited by the Gold Seal program in each of the corresponding years in the county. Data were collected in 2003-04 from the Active Totals for the fourth quarter for 2003 and in 2004-05 from the Active Totals for the second quarter for 2005.

■ Director Credential

Source. The Director Credential data were obtained from the Department of Children and Families in March 2005. The data represent the number of credentials awarded to individuals in each of the corresponding years.

■ Title XXI Children's Medical Services Network

Source. The Department of Health, Children's Medical Services program. The data represent the number of children (birth to 18 years) with special health care needs from low-income families who were enrolled over the three highlighted years (2001, 2003, and 2005). The month of January of each year was use to collect enrollment data. *Note: There was a significant reduction in enrollment as a result of 2004 legislative changes (i.e., income verification documents), which are not reflected in 2001 or 2003 data. These changes affected all of the Title XXI-funded Florida KidCare program components.

■ Women, Infants and Children (WIC)

Source. The Department of Health, WIC Program Office collected March 2005. Enrollment data represent the number of children (birth to less than 12 months and 1 to 5 years of age) receiving nutritional services. The data represent the number of children in each age group enrolled during each corresponding year. Data were collected in December 2003 for the 2003 column and December 2004 for the 2005 column.

■ Early Steps

Source. The Early Steps State Program Office collected March 2005. Early Steps is administered by Children's Medical Services in accordance with IDEA, Part C. The Early Steps System serves Florida's infants and toddlers birth to 36 months with a developmental delay or a condition that places them at risk for developmental delay. The data represent the number of Part C Eligible and DEI. Only children receiving early intervention services and enrolled in the program for each of the corresponding years. Data for 2003 were collected from the Fiscal Year 2003-04 and the data for 2005 were collected from Fiscal Year 2003-04.

**DEI: Developmental Evaluation and Intervention - Infants and toddlers who meet the following criteria may be served through this state-funded program for at-risk infants. Families must meet income criteria that is equal to or less than the Medicaid income eligibility limit for family size. Other eligibility requirements:

- Infants who have been served in the neonatal intensive care unit of designated hospitals and who meet certain medical criteria for being at high risk for developmental delay: such as extreme low birth weight, low Apgar score cards, or complex family psycho-social conditions.

- Infants who are identified as having a diagnosed hearing impairment may be served.

■ Pre-K Disabilities

Source. The Florida Department of Education/Bureau of Exceptional Education and Student Services/Pre-K Disabilities Program collected March 2005. This program supports school districts in their efforts to provide exceptional student education programs for students ages three to five who have disabilities. Each school district is responsible for providing services to students who are eligible. The data represent the number of Part B Eligible children (ages three to five) receiving exceptional student education services and enrolled in the program for each of the corresponding years. Data in the 2003 column represent the number of children being served as of December 2002. Data in the 2005 column represent the number of children being served as of December 2004.

■ T.E.A.C.H. (Early Childhood® Scholarship Program)

Source. The T.E.A.C.H. data were obtained from the Children's Forum T.E.A.C.H. database in February 2005 and reflect the number of active scholarships awarded at that time in each corresponding year. The data do not reflect completed scholarships.

Training institutions include any university, community college, vocational technical institution or community-based training program that provides training to T.E.A.C.H. scholarship recipients striving to obtain a bachelor's degree or associate's degree in Early Childhood, a Florida Director Credential, a Child Development Associate Credential (CDA) or a Florida CDA Equivalency. It also includes the Council for Professional Recognition, which issues the national CDA credential.

The center affiliation data refer to category of the center that sponsors the T.E.A.C.H. recipient.

■ Number of Requests made by Families by Program Type

Source. Data for the number of child care requests for full time, part time and odd hour care, made by families, came from the Children's Forum CCR&R Monthly Report (section 7) for calendar year(s) 2001, 2003, 2004. *Note: 2004 data was collected at the end of 2004 and is shown as 2005 data. This data was verified by local early learning coalitions and when there was a confirmed difference, the coalition verification prevailed.

■ Number of Family Requests by Age Group

Source. The number of child care requests by age group, made by families, came from the Children's Forum CCR&R Monthly Report (section 9) for calendar year(s) 2001, 2003, 2004. *Note: 2004 data was collected at the end of 2004 and is shown as 2005 data. This data was verified by local early learning coalitions and when there was a confirmed difference, the coalition verification prevailed.

■ Availability

2005 Source. The number of programs and capacity for licensed and exempt secular and faith-based centers; licensed and exempt school-age only; licensed, large and registered family child care homes; and school-based prekindergarten came from data received by the Children's Forum from the December 2004 CCR&R Quarterly Report or data extracted in November 2004 directly from the CCR&R contractors across the state. Data were verified by local early learning coalitions and when there was a confirmed difference, the coalition verification prevailed.

2005 Source. The number of programs and capacity for Head Start and Early Head Start programs came from data received from the Florida State Head Start Collaboration Office.

2003 Source. Data for the number of programs and capacity for licensed and exempt secular and faith-based centers, licensed and exempt school-age only, licensed, large and registered family child care homes, and school-based Pre-kindergarten came from data received by the Children's Forum from the December 2003 CCR&R Quarterly Report or data extracted in January 2004 directly from CCR&R contractors statewide. This data was verified by local early learning coalitions and when there was a confirmed difference, the coalition verification prevailed.

2003 Source. Head Start Data came from information received by the Children's Forum from the December 2003 Quarterly Report or data extracted in January 2004, directly from the CCR&R contractors across the state. This data was verified by local early learning coalitions and when there was a confirmed difference, the coalition verification prevailed. Early Head Start data for 2003 was limited due to data collection processes of the Head Start Regional Office stationed in Atlanta, Georgia.

2001 Source. The number of programs and capacity for licensed and exempt secular and faith-based centers; licensed and exempt school-age only; and licensed, large and registered family child care homes was obtained from *Charting the Progress*. Prior to publication, this data was verified by local early learning coalitions and when there was a confirmed difference, the coalition verification prevailed.

2001 Source. The number of programs and capacity for Head Start and Early Head Start was obtained from the County Head Start Grantee offices, as of February 2002.

2001 Source. The number of programs and capacity for Prekindergarten Early Intervention was obtained from the County Coordinators of Early Intervention and School Readiness offices, in February 2002.

■ *Affordability*

Source. The cost of early education was compiled from data extracted directly from databases maintained by the CCR&R contractors across the state. The 75th percentile was calculated on the rates available at the time of extraction. Data used for the 2001 rates was extracted in September 2001, data used for the 2003 rates was extracted in January 2003, and data used for the 2005 rates was extracted in November 2004.

■ *Percent of Income Statement*

Source. Calculations were performed on data included in the 2005 cost of early education column (75th percentile by age group, full time per week in center-based care) for an infant (birth to 12 months) and a 3-year-old child. Costs were multiplied using a 49 week year (considering vacation and holiday time) using the income of $38,700 which is the 2005 rate for a family of four living at the 200 percent Federal Poverty Level. *Note. For the counties in which an infant rate was not available, calculations were performed on the rates of a 2-year-old child and 3-year-old child.

A complete list of contacts for the programs and services described can be found in Appendix B on page 169.

SAMPLE DATA PAGE

ALACHUA

COUNTY PROFILE

UNITED STATES CENSUS BUREAU *(2000)*

Median household income	$31,426
Family households with related children younger than age 18	24,261
Family households with related children younger than age 5	9,107
Family households below poverty level with related children younger than age 5	1,994
Families below 150% Federal Poverty Level	9,845
Families below 185% Federal Poverty Level	12,335
Families below 185% Federal Poverty Level with related children younger than age 5	3,769
Families with female householder *(no husband present)*	10,489
Families with female householder *(no husband present)* below poverty level with related children younger than age 5	1,455
Grandparents responsible for grandchild younger than age 18	1,654
Percentage of high school graduates and higher	88.1
Language spoken at home other than English	
Spanish	11,438
Indo-European languages	6,278
Asian and Pacific Island languages	5,159
All other languages	936

OFFICE OF ECONOMIC AND DEMOGRAPHIC RESEARCH, THE FLORIDA LEGISLATURE*

County population	231,296
Number of children in the county population	59,394
Number of children in the county population younger than age 5	11,881
Number of minority children in the county population younger than age 5	4,275

	2001	2003	2005
CHILD CARE FOOD PROGRAM			
Number of participating child care centers and homes	175	150	116
GOLD SEAL ACCREDITATION			
Number of child care centers and homes meeting state accrediting standards	14	44	49
DIRECTOR CREDENTIAL			
Number of credentials awarded	7	77	46
TITLE XXI CHILDREN'S MEDICAL SERVICES NETWORK			
Number of enrolled children *(birth to 18 years)* with special health care needs from low-income families	135	160	149
WIC			
Infants *(birth to less than 12 months)* receiving nutritional services	1,434	945	986
Children *(1 to 5 years)* receiving nutritional services	2,595	2,526	2,553
EARLY STEPS			
Children *(birth to 36 months)* receiving early intervention infant/toddler services	361	290	303
PRE-K DISABILITIES			
Children *(37 months to 5 years)* receiving early intervention preschool age services	213	249	229
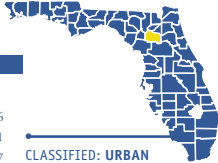
*2003 estimates

[23] CHARTING THE PROGRESS • CHILD CARE & EARLY EDUCATION IN FLORIDA

CLASSIFIED: URBAN

In 2000, Alachua County ranked 192nd of the 500 largest public school districts in the United States (Census, 2000). For the number of all persons living in poverty in Florida, Alachua County ranked 6th of 67 counties (22.8%) and for those younger than age 5 living in poverty, Alachua County ranked 24th with 22.7% of all young children living in poverty. Programmatically, Alachua residents have benefited from a steady increase in the number of T.E.A.C.H. Early Childhood® scholarships awarded, increasing from 58 scholarships in 2001 to 72 scholarships awarded in 2005.

T.E.A.C.H.
Teacher Education And Compensation Helps

	2001	2003	2005
Number of scholarships awarded	58	65	72

Number of scholarships by training institution

	2001	2003	2005
Central Florida Institute of Training	n/a	1	4
Central Florida Community College	0	0	0
Child Care Resources, Inc.	6	8	10
ChildCare Education Institute	n/a	n/a	3
Childhood Development Services, Inc.	1	0	0
Council for Profesional Recognition	0	0	6
Lake City Community College	0	0	1
Nova Southeastern University	0	1	2
Santa Fe Community College	51	55	45
St. Johns River Comm. College	0	0	0
Tallahasee Community College	0	0	1

Number of scholarships by recipient's affiliation

	2001	2003	2005
Non-profit	6	9	10
For profit	23	20	38
Head Start	23	31	15
Public	5	3	1
Faith-based	1	2	8

Local Contributors to T.E.A.C.H. Program

The Early Learning Coalition has contributed funding to provide for additional scholarships in this county.

FAMILY REQUESTS FOR SERVICES

	2001	2003	2005
Requests for Child Care Referrals	2,347	1,305	1,285
Requests for Other Information and/or Services	2,524	1,404	2,189
Full Time: *(more than 30 hours a week)*	2,247	1,546	1,390
Part Time: *(30 hours or less a week)*	752	267	257
Odd Hour Care: *(includes evening, weekend and overnight care)*	712	460	438
Infant Care: *(6 weeks to 12 months)*	536	317	286
1-year-olds: *(12 months to 24 months)*	446	253	252
2-year-olds: *(24 months to 36 months)*	432	248	212
3-year-olds: *(36 months to 48 months)*	413	183	194
4-year-olds: *(48 months to 60 months)*	303	166	200
5-year-olds: *(not in Kindergarten)*	304	127	133
School-age: *(Kindergarten through elementary school)*	1,119	480	519

AFFORDABILITY*

CHILD CARE CENTERS	2001	2003	2005
Birth-12 months	$120	$125	$138
1-year-olds	$105	$115	$130
2-year-olds	$110	$106	$115
3-year-olds	$100	$100	$110
4-year-olds	$95	$100	$105
Elementary school-age	$70	$80	$75

LICENSED FAMILY CHILD CARE HOMES	2001	2003	2005
Birth-12 months	$100	$100	$125
1-year-olds	$100	$100	$110
2-year-olds	$100	$100	$100
3-year-olds	$90	$90	$100
4-year-olds	$90	$90	$100
Elementary school-age	$75	$75	$75

REGISTERED FAMILY CHILD CARE HOMES

Family child care homes in this county must be licensed.

*Cost of child care 75th percentile by age group full time per week

A family of four in Alachua County with a gross income of $38,700 *(200% of Federal Poverty Level)*, would spend 31% of their income on child care for an infant and a 3-year-old in a child care center.

AVAILABILITY

	2001		2003		2005	
	# of Programs	Capacity	# of Programs	Capacity	# of Programs	Capacity
Licensed Programs *(total)*	259	8,629	228	7,914	217	7,553
Secular Centers	74	5,866	71	5,567	72	5,254
Faith-Based Centers	13	908	11	852	11	876
School-Age Only	1	145	1	145	1	145
Family Child Care Homes (FCCH)	171	1,710	145	1,350	133	1,278
Large FCCH	0	0	0	n/a	0	n/a
Exempt Programs *(total)*	71	4,844	48	6,110	52	9,854
Secular Centers	2	51	3	358	3	358
Faith-Based Centers	5	411	8	1,243	7	1,143
School-Age Only	34	3,995	36	4,509	41	3,922
Registered FCCH	0	0	0	0	0	0
Pre-K Early Intervention Only	30	387	n/a	n/a	n/a	n/a
School-Based Pre-K	n/a	n/a	1	n/a	1	160
Head Start Programs *(total)*	54	665	25	847	13	707
Head Start	53	600	25	847	12	639
Early Head Start	1	65	n/a	n/a	1	68
TOTAL	384	141,138	301	14,871	282	18,114

CHARTING THE PROGRESS • CHILD CARE & EARLY EDUCATION IN FLORIDA [23]
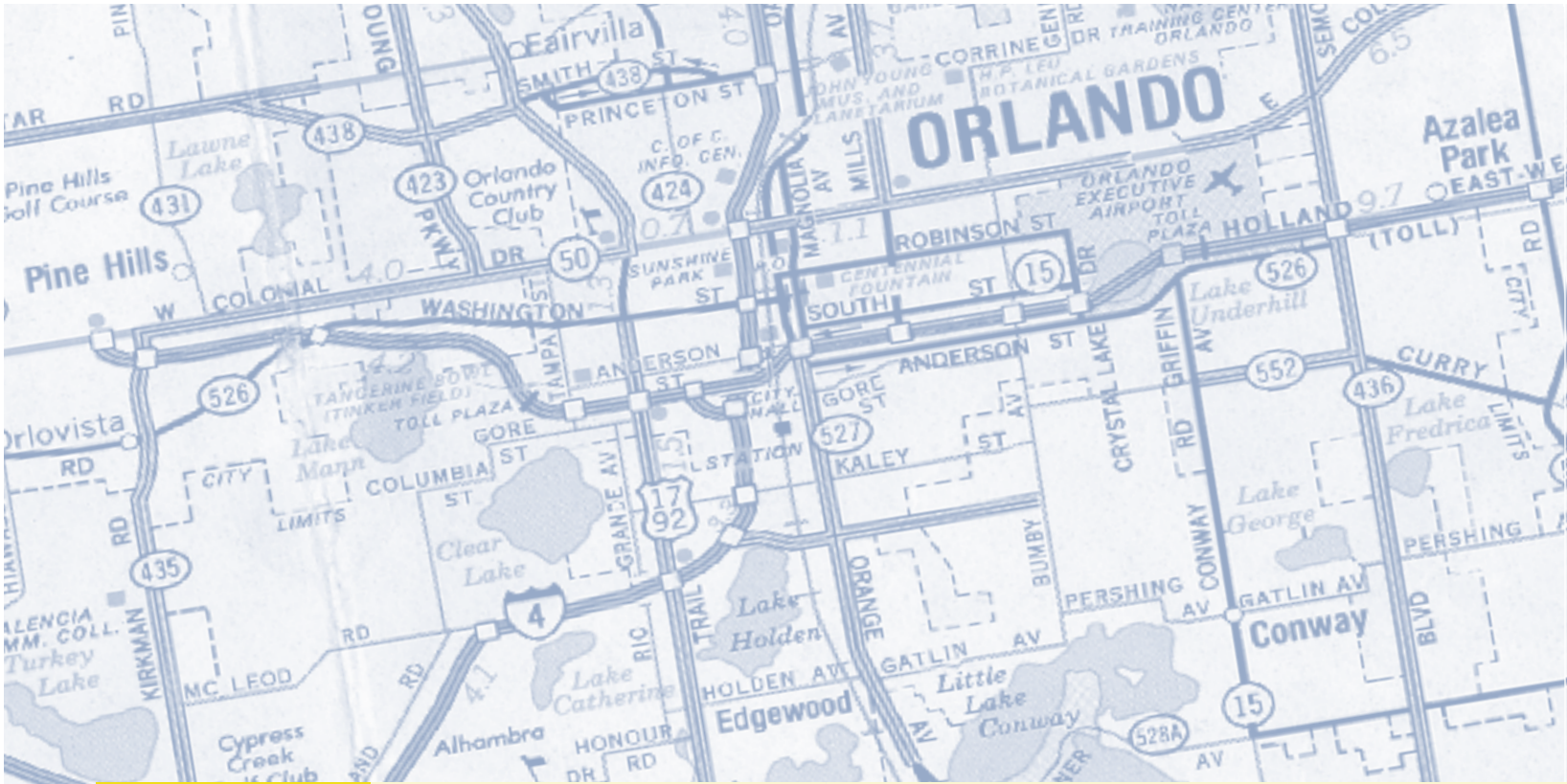
2005

CHARTINGTHE
PROGRESS
CHILD CARE & EARLY
EDUCATION IN FLORIDA

THE STATE OF

FLORIDA'S CHILDREN

STATEWIDE AND COUNTY DATA

FLORIDA
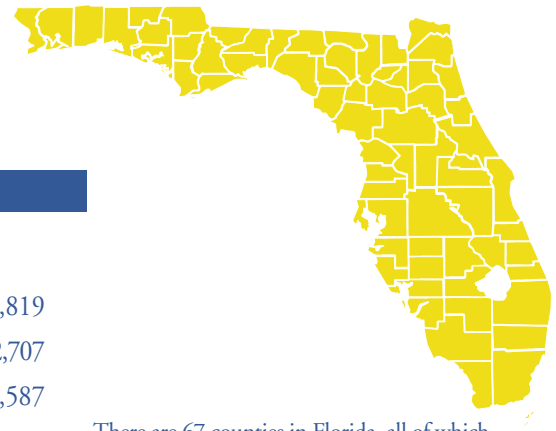
STATE PROFILE

UNITED STATES CENSUS BUREAU *(2000)*

Median household income $38,819

Family households with related children younger than age 18 1,982,707

Family households with related children younger than age 5 760,587

Family households below poverty level with related children
younger than age 5 132,180

Families below 150% Federal Poverty Level... 700,913

Families below 185% Federal Poverty Level... 952,265

Families below 185% Federal Poverty Level
with related children younger than age 5 289,240

Families with female householder *(no husband present)* 739,159

Families with female householder *(no husband present)*
below poverty level with related children younger than age 5......................... 75,752

Grandparents responsible for grandchild younger than age 18........................ 345,949

Percentage of high school graduates and higher 79.9

Language spoken at home other than English
      Spanish 2,476,528
      Indo-European languages 755,214
      Asian and Pacific Island languages 164,516
      All other languages 77,606

OFFICE OF ECONOMIC AND DEMOGRAPHIC RESEARCH, THE FLORIDA LEGISLATURE*

State population.. 17,760,021

Number of children in the state population 4,293,844

Number of children in the state population younger than age 5................... 1,019,328

Number of minority children in the state population younger than age 5 261,274

	2001	2003	2005
CHILD CARE FOOD PROGRAM			
Number of participating child care centers and homes	5,481	5,181	5,214
GOLD SEAL ACCREDITATION			
Number of child care centers and homes meeting state accrediting standards	890	2,072	2,183
DIRECTOR CREDENTIAL			
Number of credentials awarded.....................................	722	5,430	1,769
TITLE XXI CHILDREN'S MEDICAL SERVICES NETWORK			
Number of enrolled children *(birth to 18 years)* with special health care needs from low-income families	5,418	8,188	8,310
WIC			
Infants *(birth to less than 12 months)* receiving nutritional services...................................	112,365	119,063	123,222
Children *(1 to 5 years)* receiving nutritional services............	185,167	203,032	203,070
EARLY STEPS			
Children *(birth to 36 months)* receiving early intervention infant/toddler services..	29,836	35,483	36,265
PRE-K DISABILITIES			
Children *(37 months to 5 years)* receiving early intervention preschool age services..	17,526	21,856	22,760

*2003 estimates

There are 67 counties in Florida, all of which are unique and diverse. In 2003, there were more than 17 million persons living in the state, of which, more than 4 million were children. There were nearly 1 million families living at or below 185% of the Federal Poverty Level and of these families, nearly 300,000 included children younger than age 5 (Census, 2000). In Florida, 70 institutions of higher education assisted early childhood teachers in earning higher educations through the T.E.A.C.H. Early Childhood® Scholarship program (2005) and more than 80,000 calls were made to local Child Care Resource and Referral (CCR&R) agencies by state families seeking child care referrals.

T.E.A.C.H.
Teacher Education And Compensation Helps

	2001	2003	2005
Number of scholarships awarded	2,128	2,082	2,825

In 2001, there were 69 training institutions participating in the T.E.A.C.H. program statewide.

In 2003, there were 67 training institutions participating in the T.E.A.C.H. program statewide.

In 2005, there were 70 training institutions participating in the T.E.A.C.H. program statewide.

See Appendix E on pages 184 and 185 for a complete list.

Number of scholarships by recipient's affiliation

	2001	2003	2005
Non-profit	480	520	501
For profit	759	772	527
Head Start	649	515	1,322
Public	93	84	68
Faith-based	147	191	407

Local Contributors to T.E.A.C.H. Program

The Florida Head Start Collaboration Office and the Florida Head Start Association have contributed funding to provide for additional Associate and Bachelor scholarships for Head Start employee's state wide.

FAMILY REQUESTS FOR SERVICES

	2001	2003	2005
Requests for Child Care Referrals	95,009	96,080	84,882
Requests for Other Information and/or Services	139,051	129,982	110,553
Full Time: (more than 30 hours a week)	74,284	81,762	83,757
Part Time: (30 hours or less a week)	8,716	6,864	6,177
Odd Hour Care: (includes evening, weekend and overnight care)	10,709	14,029	13,877
Infant Care: (6 weeks to 12 months)	23,032	20,089	18,834
1-year-olds: (12 months to 24 months)	18,661	17,574	16,345
2-year-olds: (24 months to 36 months)	17,336	16,928	15,313
3-year-olds: (36 months to 48 months)	15,312	15,640	14,466
4-year-olds: (48 months to 60 months)	10,377	13,341	12,935
5-year-olds: (not in Kindergarten)	10,396	8,095	7,894
School-age: (Kindergarten through elementary school)	33,045	33,112	31,514

AFFORDABILITY*

CHILD CARE CENTERS	2001	2003	2005
Birth-12 months	$125	$125	$140
1-year-olds	$110	$115	$125
2-year-olds	$100	$105	$115
3-year-olds	$95	$100	$110
4-year-olds	$95	$100	$110
Elementary school-age......................	$90	$95	$100

LICENSED FAMILY CHILD CARE HOMES	2001	2003	2005
Birth-12 months	$120	$125	$130
1-year-olds	$110	$120	$125
2-year-olds	$110	$112	$125
3-year-olds	$105	$110	$120
vs	$100	$110	$115
Elementary school-age......................	$90	$95	$100

REGISTERED FAMILY CHILD CARE HOMES	2001	2003	2005
Birth-12 months	$100	$100	$115
1-year-olds	$95	$100	$100
2-year-olds	$90	$95	$100
3-year-olds	$89	$95	$100
4-year-olds	$85	$90	$95
Elementary school-age......................	$80	$85	$85

Cost of child care 75th percentile by age group full time per week

A family of four in Florida with a gross income of $38,700 *(200% of Federal Poverty Level),* would spend 32% of their income on child care for an infant and a 3-year-old in a child care center.

AVAILABILITY	2001		2003		2005	
	# of Programs	Capacity	# of Programs	Capacity	# of Programs	Capacity
Licensed Programs (total)	11,452	645,082	11,600	597,469	10,991	619,336
Secular Centers	5,016	435,985	4,529	341,654	4,471	386,750
Faith-Based Centers	722	75,715	1,015	5,666	890	84,555
School-Age Only	801	96,872	996	111,181	801	111,010
Family Child Care Homes (FCCH)	4,858	35,725	4,925	38,372	4,655	34,981
Large FCCH	55	785	135	1,608	174	2,040
Exempt Programs (total)	6,273	284,885	5,684	270,207	5,313	288,940
Secular Centers	123	11,040	644	40,486	454	43,049
Faith-Based Centers	617	60,484	482	56,912	524	56,887
School-Age Only	1,347	160,382	1,324	133,766	1,291	153,471
Registered FCCH	2,821	24,413	2,623	24,029	2,448	22,357
Pre-K Early Intervention Only	1,365	28,566	n/a	n/a	n/a	n/a
School-Based Pre-K	n/a	n/a	611	15,014	596	13,176
Head Start Programs (total)	1,405	34,836	579	28,984	765	33,864
Head Start	1,267	32,943	579	28,984	656	31,009
Early Head Start	138	1,893	n/a	n/a	109	2,855
TOTAL	19,130	964,803	17,863	896,660	17,069	942,140

RURAL

RURAL PROFILE

Rural Counties

UNITED STATES CENSUS BUREAU *(2000)*

Median household income $32,425

Family households with related children younger than age 18 461,366

Family households with related children younger than age 5 188,996

Family households below poverty level with related children
younger than age 5 24,306

Families below 150% Federal Poverty Level... 164,244

Families below 185% Federal Poverty Level... 222,704

Families below 185% Federal Poverty Level
with related children younger than age 5 17,087

Families with female householder *(no husband present)* 294,386

Families with female householder *(no husband present)*
below poverty level with related children younger than age 5.......................... 13,543

Grandparents responsible for grandchild younger than age 18........................ 231,593

Percentage of high school graduates and higher 71.8

Language spoken at home other than English
      Spanish 565,639
      Indo-European languages 213,825
      Asian and Pacific Island languages 31,048
      All other languages 19,691

OFFICE OF ECONOMIC AND DEMOGRAPHIC RESEARCH, THE FLORIDA LEGISLATURE*

Rural county population 4,611,252

Number of children in the rural county population 1,187,962

Number of children in the rural county population younger than age 5.......... 233,256

Number of minority children in the rural county population younger than age 5 .. 58,675

	2001	2003	2005
CHILD CARE FOOD PROGRAM			
Number of participating child care centers and homes	439	440	435
GOLD SEAL ACCREDITATION			
Number of child care centers and homes meeting state accrediting standards	94	239	244
DIRECTOR CREDENTIAL			
Number of credentials awarded.....................................	103	566	148
TITLE XXI CHILDREN'S MEDICAL SERVICES NETWORK			
Number of enrolled children *(birth to 18 years)* with special health care needs from low-income families	1,001	1,352	1,288
WIC			
Infants *(birth to less than 12 months)* receiving nutritional services.....................................	14,070	14,972	15,812
Children *(1 to 5 years)* receiving nutritional services............	27,380	31,754	31,251
EARLY STEPS			
Children *(birth to 36 months)* receiving early intervention infant/toddler services...	3,044	3,339	3,590
PRE-K DISABILITIES			
Children *(37 months to 5 years)* receiving early intervention preschool age services...	2,539	3,093	3,128

*2003 estimates

In Florida, 37 of 67 counties are classified as Rural. In this group of counties, the combined population is more than 4.6 million persons. The median household income for those living in rural counties is $32,425, approximately $6,000 less per year when compared to the state median household income in 2000. Nearly 30,000 calls were made to local Child Care Resource and Referral (CCR&R) agencies in 2005 by families seeking information about various services in their areas. Specifically, the Early Steps program provided early intervention services to more than 3,500 children and families in rural counties in 2005.

T.E.A.C.H.
Teacher Education And Compensation Helps

	2001	2003	2005
Number of scholarships awarded	458	349	481

In 2001, there were 29 training institutions who served T.E.A.C.H. participants in rural counties.

In 2003, there were 28 training institutions who served T.E.A.C.H. participants in rural counties.

In 2005, there were 36 training institutions who served T.E.A.C.H. participants in rural counties.

See Appendix E on pages 184 and 185 for a complete list.

Number of scholarships by recipient's affiliation

Non-profit	90	70	68
For profit	70	35	144
Head Start	262	205	215
Public	15	21	14
Faith-based	21	18	39

FAMILY REQUESTS FOR SERVICES

	2001	2003	2005
Requests for Child Care Referrals	9,872	11,602	11,280
Requests for Other Information and/or Services	26,951	28,767	28,916
Full Time: (more than 30 hours a week)	6,625	10,170	13,583
Part Time: (30 hours or less a week)	684	731	1,029
Odd Hour Care: (includes evening, weekend and overnight care)	1,340	1,728	1,696
Infant Care: (6 weeks to 12 months)	2,102	2,159	2,135
1-year-olds: (12 months to 24 months)	1,915	2,247	1,988
2-year-olds: (24 months to 36 months)	1,932	2,339	1,990
3-year-olds: (36 months to 48 months)	1,803	2,103	1,994
4-year-olds: (48 months to 60 months)	1,240	1,839	1,705
5-year-olds: (not in Kindergarten)	1,246	1,220	1,123
School-age: (Kindergarten through elementary school)	3,948	4,865	4,308

AFFORDABILITY*

CHILD CARE CENTERS	2001	2003	2005
Birth-12 months	$105	$110	$122
1-year-olds	$95	$110	$110
2-year-olds	$90	$95	$100
3-year-olds	$85	$90	$100
4-year-olds	$85	$90	$96
Elementary school-age	$77	$80	$82

LICENSED FAMILY CHILD CARE HOMES	2001	2003	2005
Birth-12 months	$100	$100	$115
1-year-olds	$100	$100	$100
2-year-olds	$100	$100	$100
3-year-olds	$100	$100	$100
4-year-olds	$100	$100	$100
Elementary school-age	$90	$100	$100

REGISTERED FAMILY CHILD CARE HOMES	2001	2003	2005
Birth-12 months	$95	$100	$100
1-year-olds	$90	$95	$100
2-year-olds	$85	$90	$95
3-year-olds	$85	$85	$95
4-year-olds	$80	$85	$90
Elementary school-age	$75	$80	$85

Cost of child care 75th percentile by age group full time per week

A family of four in a rural county with a gross income of $38,700 *(200% of Federal Poverty Level)*, would spend 28% of their income on child care for an infant and a 3-year-old in a child care center.

AVAILABILITY

	2001 # of Programs	2001 Capacity	2003 # of Programs	2003 Capacity	2005 # of Programs	2005 Capacity
Licensed Programs (total)	863	42,036	836	38,884	823	38,605
Secular Centers	551	31,859	456	26,228	422	25,078
Faith-Based Centers	29	2,707	62	4,651	63	4,469
School-Age Only	54	5,295	59	5,728	74	6,799
Family Child Care Homes (FCCH)	224	1,968	254	2,217	253	2,127
Large FCCH	5	207	5	60	11	132
Exempt Programs (total)	1,091	22,417	978	24,018	926	24,259
Secular Centers	1	35	45	2,186	48	2,689
Faith-Based Centers	87	6,517	65	5,884	72	6,316
School-Age Only	68	6,248	69	7,259	73	7,246
Registered FCCH	664	5,909	661	5,621	613	5,206
Pre-K Early Intervention Only	271	3,708	n/a	n/a	n/a	n/a
School-Based Pre-K	n/a	n/a	138	3,068	120	2,802
Head Start Programs (total)	286	4,303	94	4,499	149	4,893
Head Start	254	3,868	94	4,499	112	4,023
Early Head Start	32	435	n/a	n/a	37	870
TOTAL	2,240	68,756	1,908	67,401	1,898	67,757

URBAN

UNITED STATES CENSUS BUREAU *(2000)*

Median household income $38,856

Family households with related children younger than age 18 1,521,341

Family households with related children younger than age 5 571,591

Family households below poverty level with related children
younger than age 5 107,874

Families below 150% Federal Poverty Level.. 536,669

Families below 185% Federal Poverty Level.. 729,561

Families below 185% Federal Poverty Level
with related children younger than age 5 272,153

Families with female householder *(no husband present)* 444,773

Families with female householder *(no husband present)*
below poverty level with related children younger than age 5........................ 62,209

Grandparents responsible for grandchild younger than age 18........................ 114,356

Percentage of high school graduates and higher 82.2

Language spoken at home other than English
  Spanish 1,910,889
  Indo-European languages 541,389
  Asian and Pacific Island languages 133,468
  All other languages 57,915

OFFICE OF ECONOMIC AND DEMOGRAPHIC RESEARCH, THE FLORIDA LEGISLATURE*

Urban county population.. 13,1,48,769

Number of children in the urban county population 3,105,882

Number of children in the urban county population younger than age 5 786,072

Number of minority children in the urban county population younger than age 5 .. 202,599

	2001	2003	2005
CHILD CARE FOOD PROGRAM			
Number of participating child care centers and homes	5,042	4,741	4,779
GOLD SEAL ACCREDITATION			
Number of child care centers and homes meeting state accrediting standards	796	1,833	1,939
DIRECTOR CREDENTIAL			
Number of credentials awarded.....................................	619	4,864	1,621
TITLE XXI CHILDREN'S MEDICAL SERVICES NETWORK			
Number of enrolled children *(birth to 18 years)* with special health care needs from low-income families	4417	6,836	7,022
WIC			
Infants *(birth to less than 12 months)* receiving nutritional services....................................	98,295	104,091	107,410
Children *(1 to 5 years)* receiving nutritional services............	157,787	171,278	171,819
EARLY STEPS			
Children *(birth to 36 months)* receiving early intervention infant/toddler services..	26,792	32,144	32,675
PRE-K DISABILITIES			
Children *(37 months to 5 years)* receiving early intervention preschool age services......................................	14,987	18,763	19,632

*2003 estimates

☐ **Urban Counties**

In Florida, 30 of 67 counties are classified as Urban. In this group of counties, a large majority of the state's population reside (13,148,769 or 74%). In these county populations, over 110,000 grandparents reported that they were primarily responsible for a grandchild (younger than 18 years) and 170,000 mothers and children (1 to 5 years) living in urban counties were enrolled to receive WIC nutritional services in 2005. Additionally in 2005, there were 63 institutions of higher education assisting early childhood teachers in the T.E.A.C.H. Early Childhood® scholarship program to earn higher degrees in early childhood or child development.

T.E.A.C.H.
Teacher Education And Compensation Helps

	2001	2003	2005
Number of scholarships awarded	1,670	1,733	2,344

In 2001, there were 62 training institutions who served T.E.A.C.H. participants in urban counties.

In 2003, there were 59 training institutions who served T.E.A.C.H. participants in urban counties.

In 2005, there were 63 training institutions who served T.E.A.C.H. participants in urban counties.

See Appendix E on pages 184 and 185 for a complete list.

Number of scholarships by recipient's affiliation

Non-profit	390	433	469
For profit	689	693	1,125
Head Start	387	364	327
Public	78	69	70
Faith-based	126	174	352

Local Contributors to T.E.A.C.H. Program

The folowing urban counties have local contributors made for T.E.A.C.H. scholarships: Alachua, Brevard, Broward, Hernando, Hillsborough, Miami-Dade, Okaloosa, Palm Beach, Pasco, Polk, St. Lucie, Sarasota.

FAMILY REQUESTS FOR SERVICES

	2001	2003	2005
Requests for Child Care Referrals	85,137	84,478	73,602
Requests for Other Information and/or Services	112,100	101,215	81,637
Full Time: (more than 30 hours a week)	67,659	71,592	7,174
Part Time: (30 hours or less a week)	8,032	6,133	5,148
Odd Hour Care: (includes evening, weekend and overnight care)	9,369	12,301	12,181
Infant Care: (6 weeks to 12 months)	20,930	17,930	16,699
1-year-olds: (12 months to 24 months)	16,746	15,327	14,357
2-year-olds: (24 months to 36 months)	15,404	14,589	13,323
3-year-olds: (36 months to 48 months)	13,509	13,537	12,472
4-year-olds: (48 months to 60 months)	9,137	11,502	11,230
5-year-olds: (not in Kindergarten)	9,150	6,875	6,771
School-age: (Kindergarten through elementary school)	29,097	28,427	27,206
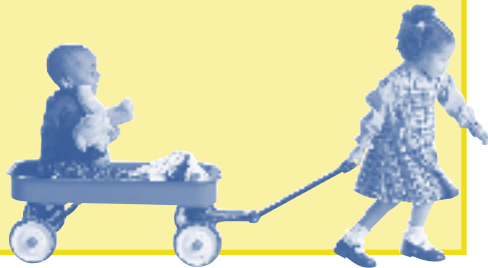
AFFORDABILITY*

CHILD CARE CENTERS	2001	2003	2005
Birth-12 months	$125	$130	$144
1-year-olds	$110	$116	$128
2-year-olds	$100	$105	$119
3-year-olds	$97	$100	$110
4-year-olds	$95	$100	$110
Elementary school-age	$90	$96	$100

LICENSED FAMILY CHILD CARE HOMES	2001	2003	2005
Birth-12 months	$120	$125	$130
1-year-olds	$110	$120	$125
2-year-olds	$110	$115	$125
3-year-olds	$110	$110	$120
4-year-olds	$100	$110	$120
Elementary school-age	$90	$95	$100

REGISTERED FAMILY CHILD CARE HOMES	2001	2003	2005
Birth-12 months	$100	$105	$120
1-year-olds	$95	$100	$100
2-year-olds	$90	$95	$100
3-year-olds	$90	$95	$100
4-year-olds	$85	$90	$100
Elementary school-age	$80	$85	$85

Cost of child care 75th percentile by age group full time per week

A family of four in an urban county with a gross income of $38,700 (200% of Federal Poverty Level), would spend 32% of their income on child care for an infant and a 3-year-old in a child care center.

AVAILABILITY

	2001		2003		2005	
	# of Programs	Capacity	# of Programs	Capacity	# of Programs	Capacity
Licensed Programs (total)	10,589	603,046	10,764	558,585	10,168	580,731
Secular Centers	4,465	404,126	4,073	315,426	4,049	361,672
Faith-Based Centers	693	73,008	953	100,003	827	80,086
School-Age Only	747	91,577	937	105,453	727	104,211
Family Child Care Homes (FCCH)	4,634	33,757	4,671	36,155	4,402	32,854
Large FCCH	50	578	130	1,548	163	1,908
Exempt Programs (total)	5,182	262,468	4,706	246,189	4,387	264,681
Secular Centers	122	11,005	599	38,300	406	40,360
Faith-Based Centers	530	53,967	417	51,028	452	50,571
School-Age Only	1,279	154,134	1,255	126,507	1,218	146,225
Registered FCCH	2,157	18,504	1,962	18,408	1,835	17,151
Pre-K Early Intervention Only	1,094	24,858	n/a	n/a	n/a	n/a
School-Based Pre-K	n/a	n/a	473	11,946	476	10,374
Head Start Programs (total)	1,119	30,533	485	24,485	616	28,971
Head Start	1,013	29,075	485	24,485	544	26,986
Early Head Start	106	1,458	n/a	n/a	72	1,985
TOTAL	16,890	896,047	15,955	829,259	15,171	874,383