Choose Safe Place for Early Care and Education (CSPECE)

Phase One

Florida Department of Health
Division of Disease Control and Health Protection
Bureau of Environmental Health
Public Health Toxicology

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Tallahassee, Florida 32399

Choose Safe Places for Early Care and Education
Planning. Guidance. Protection.

ATSDR Agency for Toxic Substances and Disease Registry

Florida HEALTH

"The early years of a child's life matter because it lays the foundation for lifelong success!"

-Unknown

Contents

Abbreviations

APPLETREE	ATSDR Partnership to Promote Local Efforts to Reduce Environmental Exposure
ATSDR	Agency for Toxic Substances and Disease Registry
CCCRT	Creative Center for Childhood Research and Training, Inc.
CDC	Center for Disease Control and Protection
CFOC	Caring for Our Children
Childcare TA	National Database of Child Care Licensing Regulations
CLM	Contaminant Locator Map
CSCPECE	Choose Safe Places for Early Care and Education
DBHYDRO	Database that stores hydrologic, meteorologic, hydrogeologic and water quality data
ECE	Early Care and Education
EHD	Environmental Health Database
EWG	Environmental Working Group
FACCM	Florida Association for Child Care Management
FDCF	Florida Department of Children and Families
FDEP	Florida Department of Environmental Protection
FDOE	Florida Department of Education
FDOH	Florida Department of Health
FLAYEC	Florida Association for the Education of Young Children
FWMD	Florida Water Management Districts
GIS	Geographic Information System
LLA	Local Licensing Agencies
NCECQA	National Center on Early Childhood Quality Assurance
NGO	Non-Governmental Organization
NWFWMD	Northwest Florida Water Management District
SFWMD	South Florida Water Management District
SRWMD	Suwannee River Water Management District
US EPA	United States Environmental Protection Agency

Executive Summary

Children are the most sensitive populations when exposed to environmental hazards. They are more vulnerable and sensitive to toxic materials as certain chemicals degrade less, or slower, and/or are accumulated in greater amounts than in adults. Some of these chemicals can be harmful for children's development (Meyer et al., 2003).

Children (below the age of 18) spend most of their time in a care setting outside their homes (Axelrad et al., 2013). The term "Early Care and Education" (ECE) includes places where young children may be cared for outside their homes. In the United States alone, more than eight million children less than 5 years of age are cared for in a licensed child care facility (National Association of Regulatory Administration, 2014).

Limited data are available to determine the number of children at risk to harmful chemical exposures and how many ECE programs might be at risk. Therefore, current estimates of possible risk for children in ECE programs are based on extrapolated data. Estimation based on extrapolation has the advantage of using a relative small observed dataset, e.g. data from one state, and apply it to a non-observed data set, e.g. all other states. Though, as there is less data available, there is higher uncertainty.

To help protect children from health risks that are may be caused by ECE program locations on or near places where chemical or radiological hazards are present, the Agency for Toxic Substances and Disease Registry (ATSDR) created the Choose Safe Places for Early Care and Education (CSPECE) Guidance Manual (ATSDR, 2017) that offers tools and resources to build programs to protect children in their communities (ATSDR, 2017). The Florida Department of Health (DOH) has teamed with the ATSDR "Partnership to Promote Local Efforts to Reduce Environmental Exposure (APPLETREE) Program" to execute its mission to protect, promote & improve the health of all people in Florida through integrated state, county, & community efforts. Due to previous experiences DOH has had with environmental hazards in ECE facilities, the DOH aims to achieve CSPECE program goals to protect the health of children, especially children at ECE facilities. Goals include defining the selection process for ECE program locations, developing methods to help ensure ECE programs are placed on safe sites, and implementing a pilot Choose Safe Places Program.

This report presents Phase One out of four phases of the CSPECE implementation in Florida: Identifying State Processes and Building Partnerships.

1. Introduction

The Florida Department of Health (DOH) has had previous experiences with environmental hazards in Early Care and Education (ECE) facilities. On November 12, 2015, the Florida Poison Information Center in Tampa notified DOH in Hillsborough County about a boy aged 3 years with a urine mercury level of 79 µg/L (normal <10 µg/L) (Center for Disease Control and Prevention, 2015). As a result, DOH developed a fact sheet that warned about the dangers of liquid mercury to young children. The Florida Department of Children and Families (DCF) distributed this warning to 9,200 home child care operators.

Children at ECE facilities that are operating on land or in buildings that could be or were impacted by hazardous chemicals could be at risk and identifying such licensed child care facilities as early as possible is crucial. Even if an ECE program meets current state licensing regulations, the children and staff could be exposed to environmental contamination due to the location and location history of the ECE program. This can put staff and children, who are more sensitive to the effects of chemicals, at risk of health problems.

To execute DOH's mission to protect, promote & improve the health of all people in Florida through integrated state, county, & community efforts, DOH joined a cooperative agreement with the Agency for Toxic Substances and Disease Registry (ATSDR) Partnership to Promote Local Efforts to Reduce Environmental Exposure (APPLETREE) Program. APPLETREE funds 25 state health departments to increase their capacity to advance ATSDR's goal of keeping communities safe from harmful chemical exposures and related diseases. Because ATSDR is committed to promoting the healthy development of children, ATSDR expanded the scope of this cooperative agreement to include Choose Safe Places for Early Care and Education (CSPECE). ATSDR's CSPECE program is one that, once implemented, protects the health of children in ECE facilities. It reduces the children's risk of being exposed to dangerous chemicals while in the facilities by providing tools and recourses to public health professionals for early evaluations of the facilities' surroundings. The CSPECE program emphasizes identification of the environmental hazards and environmental auditing as described by the National Center on Early Childhood Quality Assurance (NCECQA). According to NCECQA, an environmental audit should be conducted before construction of a new building; renovation or occupation of an older building; or after a natural disaster, to properly evaluate and, where necessary, remediate ("clean up") or avoid sites where children's health could be compromised (Somers at al., 2011; US EPA, 2014, 2017).

During the past year and as part of a continuous effort, DOH is working to achieve the CSPECE program goals in Florida: (1) defining the selection for ECE programs locations, (2) developing methods that help to ensure that ECE programs are placed on safe sites, and (3) implementing a pilot Choose Safe Places program. ATSDR is providing technical support and guidance to the APPLETREE states to help them start their own Choose Safe Places programs. CSPECE in Florida will be implemented in 4 phases (Figure 1). Each phase will help to form partnerships, identify ways to strengthen licensing policies, and build on existing resources. All steps lead to the implementation of the program, including community outreach and the education/training of staff and other agencies. The phases are assigned as shown in Figure 1.

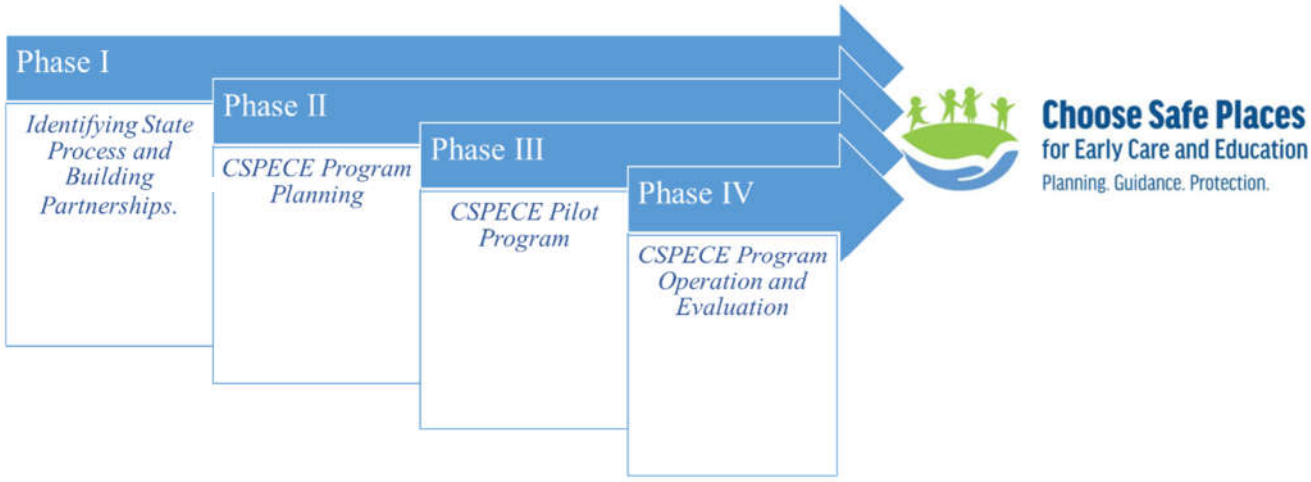


Figure 1: Overview of Implementation for Choose Safe Places for Early Care and Education (CSPECE).

2. Phase One: Identifying State Process and Building Partnerships

2.1 Early Care and Education (ECE) Licensing Program – The How's

Chapter 402.305, Florida Statutes, authorizes the Florida Department of Children and Families (DCF), specifically the Office of Child Care Regulation, to establish licensing standards for Florida's child care facilities, specialized child care facilities for the care of mildly ill children, large family child care homes (12 children or more), and licensure or registration of family day care homes (limit 10 children) in 62 of Florida's 67 counties (Figure 2). The remaining five counties (Broward, Hillsborough, Palm Beach, Pinellas, and Sarasota) have elected to administer licensing of these facilities at the county level as authorized in Chapter 402.306, Florida Statutes. All 67 Florida counties follow DCF's Child Care Programs & Inspections Guide. Prior to July 1, 2010, DOH had responsibility for protection of the safety and health of people at early child care facilities under the group-care and food service protection programs in Chapter 381, Florida Statutes. Chapter 2010-161, Laws of Florida, removed DOH regulatory involvement with the licensing and inspection of these facilities. However, DOH is involved in many other ways. As example, if a child care center is on an onsite wastewater treatment system (handling no more than 10,000 gallons per day of domestic strength sewage waste or 5,000 gallons per day of commercial strength sewage waste per Chapter 64E-6, Florida Administrative Code) or well-water supply (well serving fewer than 25 people per day including staff and students), the system or supply would be regulated by DOH. If the child care center exceeds those capacities, the

Licensed ECE Programs

Large Family Home: 431
Family Home: 2,206
Out of Home Facilities:
- DCF: 4,754
- Local Licensing Agencies (LLA): 2,042

782 New ECE Licenses in 2017:
- Large Family: 24
- Family: 147
- Out of Home Facilities: 611

Figure 2: Number of Licensed ECE Programs in Florida as of 2018 (Dinah Davis, 2018).

wastewater disposal method and drinking water source is regulated by the Florida Department of Environmental Protection (DEP). If there is a food or waterborne illness occurring at the child care center, DOH's Bureau of Epidemiology would investigate such. An ECE center can participate in the federal food reimbursement program administered by the DOH's Department's Child Care Food Program.

Further, DOH participates in quarterly multi-agency food safety meetings, where Florida's food regulatory agencies (DCF, Florida Department of Business and Professional Regulation, Florida Department of Agriculture and Consumer Services, Agency for Health Care Administration, and Agency for Persons with Disabilities) coordinate and communicate for better service and consistency statewide.

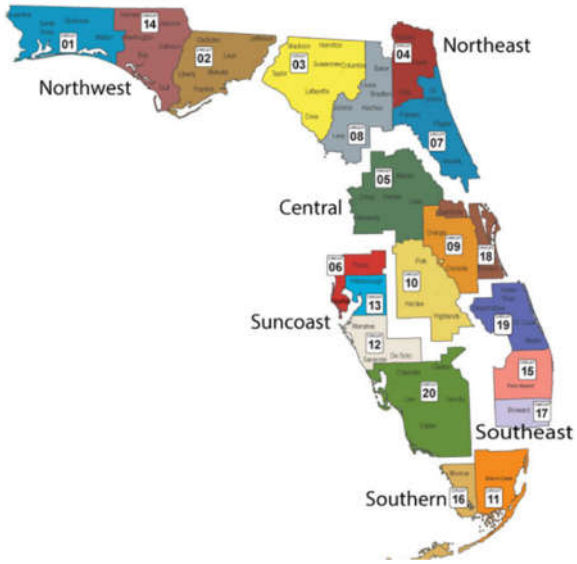


Figure 3: Map Overview FDCF Licensing.

The five Florida counties with local child care ordinances (Broward, Hillsborough, Palm Beach, Pinellas, and Sarasota) have ordinances that meet, or are more restrictive than, DCF's Child Care Center standards. In two of these counties (Broward and Hillsborough), the local government has created a third-party child care licensing board which is given the responsibility of licensing the child care providers. The other three local governments (Palm Beach, Pinellas, and Sarasota) give the licensing responsibilities of the child care providers to the local DOH offices at the county level, who assign staff specifically to that child care licensing program. To contact any of these local licensing boards go to http://www.myflfamilies.com/service-programs/child-care/contacts and select the county/area of interest (Figure 3).

Section 402.308(1), Florida Statutes states that every child care facility in the state shall have a license which shall be renewed annually. Costs associated with licensing an ECE facility vary. In out of home facilities, it is $1.00 per child with a maximum of $100.00. In family home facilities, it is $25.00, and large family home facilities it is $50.00 to $60.00. (Dinah Davis, 2018).

As a continued effort to protect children in child care facilities, DOH is advancing its knowledge about Property Zoning requirements in the state of Florida. One county that has very thorough child care checklist requirements for zoning hearings (required whenever a property owner desires to change the land use) is Miami-Dade. The Department of Regulatory and Economic Resources reviews all applications and accompanying plans. For a complete checklist go to: http://www.miamidade.gov/zoning/library/forms/child-care-checklist.pdf (Attachment A).

As mentioned previously, for facilities that serve fewer than 25 people, the drinking water system is regulated as limited use commercial public water system by DOH, and are required to fully comply with Section 381.0062, Florida Statutes and Chapter 64E-8, Florida Administrative Code. The water systems are inspected at least once annually, and water sampling requires quarterly bacteriological sampling, and sampling for nitrate and lead once every five years. For

facilities that serve 25 or more people, the drinking water system is regulated by DEP under the Safe Drinking Water Act. Some counties in Florida are delegated by DEP for DOH to administer this program.

As promulgated in Chapter 65C-22.002, *Physical Environment (f): All potentially harmful items including cleaning supplies, flammable products, poisonous, toxic, and hazardous materials must be labeled*. Chapter 404.056, Florida Statutes, requires radon testing of some 24-hour care facilities, state licensed day care centers, and schools K-12. Radon testing was once required statewide, but currently, only facilities in certain counties are required to test for radon (Figure 4a and 4b). There are two different county lists depending on the construction of the building: (1) single-family home or duplex buildings that still meet the assigned building code standards (Figure 4a) and (2) all other types of buildings zoned or used for a purpose beyond single-family home or duplex (Figure 4b). Businesses and individuals providing radon services in Florida must be certified by DOH. All individuals providing radon services must be associated with a radon business.

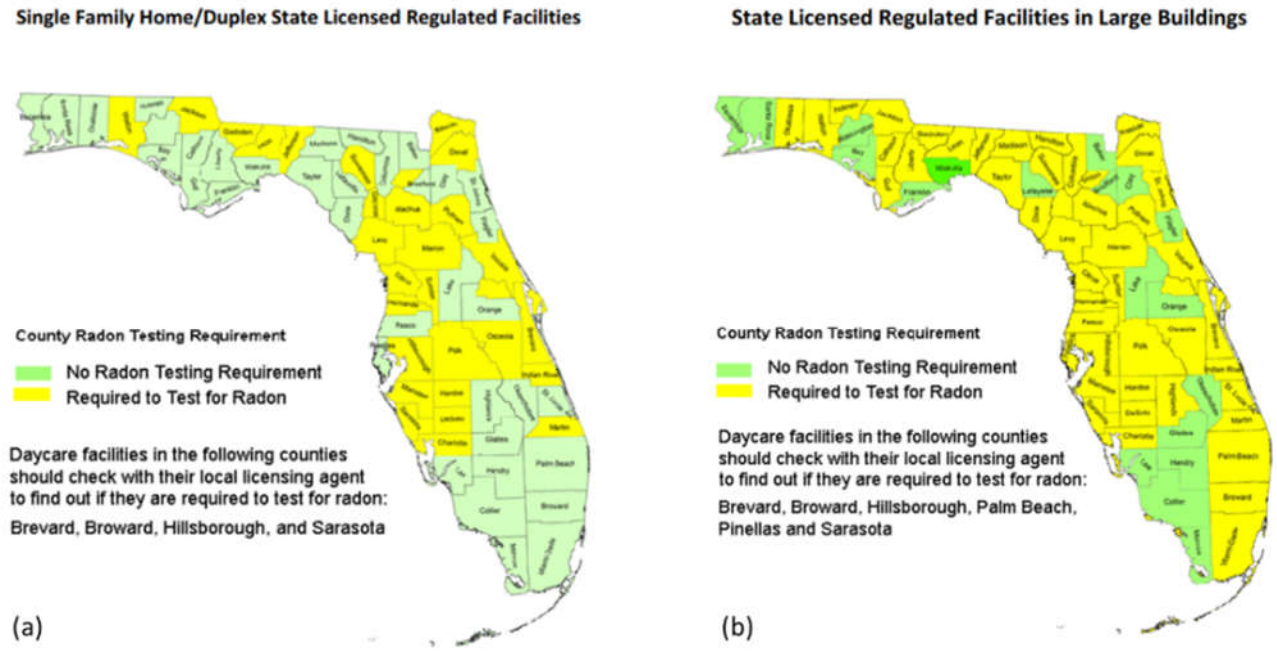


Figure 4: Map Overview of Required/Not Required Radon Testing in Florida for (A) Single-Family Homes / Duplexes State Licensed Regulated Facilities and (B) State Licensed Regulated Facilities in Large Buildings.

2.2 Stakeholder and Non-Governmental Partnership Engagement

2.2.1 Stakeholders and How They Can Be Involved in Florida ECE Licensing

Stakeholders involved in the ECE licensing process include both governmental and non-governmental agencies. DCF is the main agency providing licensing to ECE programs with the help of the Florida Department of Education (DOE) and DOH (Figure 5). There are several non-governmental, professional organizations which can be considered as stakeholders of ECE licensing (Figure 5). These organizations do not play a role in the licensing process, however, are in place to ensure ECE programs have children's best interests in mind as it relates to education

and overall well-being. Examples of these organizations are the Florida Association for the Education of Young Children, Florida Head Start Association, Children's Forum, Florida Association for Child Care Management, Children's Movement of Florida, and the Child Development of Education Alliance (Figure 5).

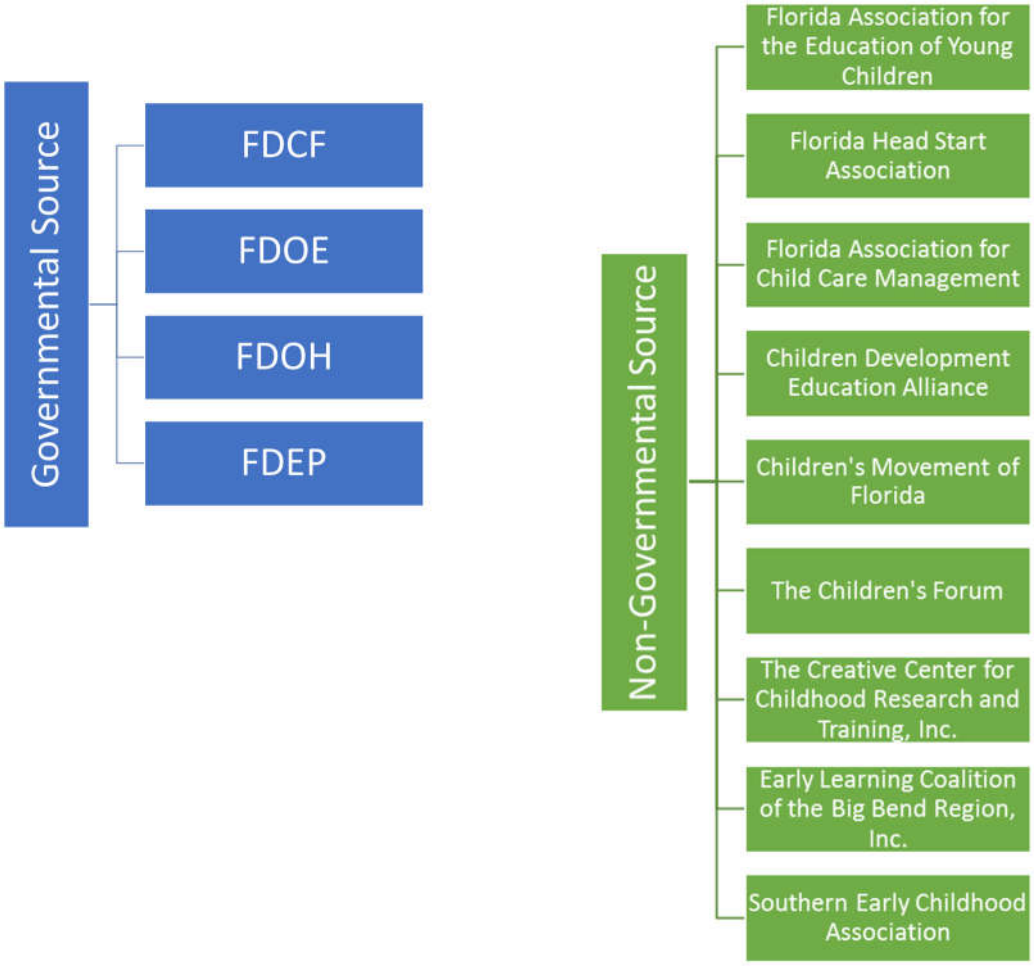


*Figure 5: Governmental and Non-Governmental Stakeholders**

**Disclaimer: Figure 5 does not represent an exhaustive list of governmental and/or non-governmental stakeholders*

There are also many stakeholders who are not a part of an organization but would have an interest in the CSPECE program (Table 1).

Non-Organizational Stakeholders
County School Boards
Real Estate Companies
Realtors
Banks
Home Builders
Parents
Property Owners
Insurance Companies

*Table 1: List of Non-Organizational Stakeholders with a Possible Interest in the CSPECE Program**.

**Disclaimer: Table 1 does not represent an exhaustive list of non-organizational stakeholders that could have a possible interest in the CSPECE program.*

Each of the non-governmental organizations mentioned previously focus on the overall care of children including both early childhood education and overall health. However, none of the organizations focus on environmental health hazards which provides an opportunity for partnership engagements and trainings. Additionally, there are currently no public health programs involved in ECE licensing in the state. Training areas could include information pertaining to the following subjects:

- Environmental health risks and potential harmful contaminants.
- Hazardous Waste sites and how to identify.
- Contaminant exposure and health effects.
- Siting of child care facilities and ensuring sites are free of environmental health hazards.

As communication begins with both governmental and non-governmental organizations (see Section 2.2.2), input can be provided to help facilitate and integrate environmental health hazard education and training into the licensing process. DOH will work directly with DCF and DOE to provide a training plan which can be used in the ECE program licensing process and receive input from both government and non-government agencies.

For Florida's CSPECE program to be successful, building non-governmental partnerships is essential. These types of partnerships will help to make this project very successful allowing for the identification and incorporation of multiple perspectives.

2.2.2 Nongovernmental Partnership Engagement with ECE Decision Makers

Research performed by Vakil in 1997 identified an operational definition for non-governmental organizations (NGO): "self-governing, private, not-for-profit organizations that are geared to improving the quality of life of disadvantaged people." NGOs play a critical role in enhancing and promoting economic growth and sustainable development at national and international levels. NGOs actively work in humanitarian, educational, health care, public policy, environmental, and other areas to affect changes according to their objectives. The non-profit status of NGOs allows them to address issues which occur across longer time periods without being hindered by short term financial objectives. Partnership with NGOs has proven to be an effective way to make greater changes in society in any of the long-term aspects, including environmental pollution, education, and health care of children (Vakil 1997). Following the above trend, the CSPECE program also adopted the policy of partnership with NGOs as one of the vital steps for Early Childcare and Education decision making process. Partnership engagement in Florida is planned to be conducted as shown in Figure 6.

Figure 6: Non-Governmental Partnership Engagement Cycle.

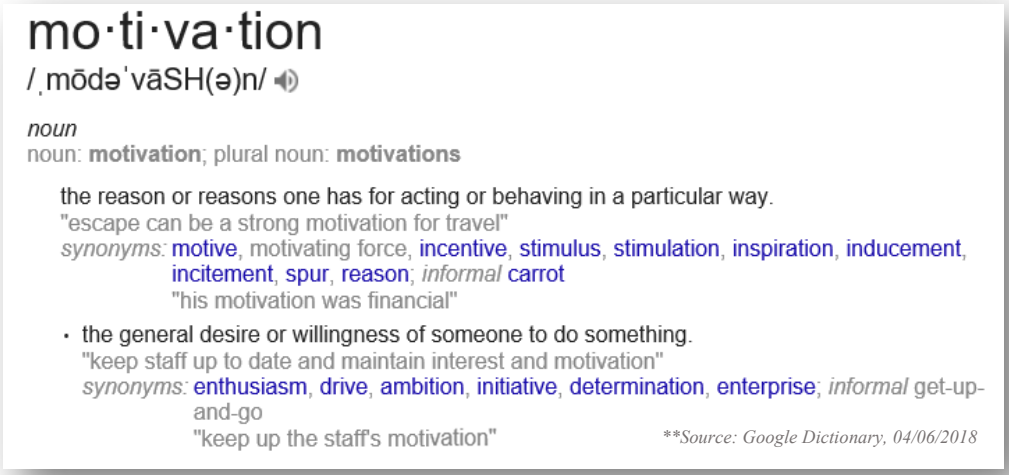
- **Identify** potential partners for the project by engaging in dialogue, identifying areas of common interest, and defining key priorities.
- **Prepare** for partnerships by linking aspects of our CSPECE project to potential partners, identifying potential benefits of the partnership resulting from engagement, and develop materials to start the discussion.
- **Provide** multiple avenues for communication (print, online, etc.) to allow for maximum involvement.
- **Conduct** program partnership-building activities and build strong relationships – e.g. brown bag luncheon, on-site demonstrations, meetings with administrators at all levels, and so on.
- **Ensure** that systems, processes, and technologies are in place to support regular communication and information sharing. **Follow-up** with partners to update them on the status of activities and upcoming future activities, as well as receive feedback from partners to provide continuous improvements.
- **Maintain** regular dialogue with partners and involve them in the decision-making process so that partners can better understand the CSPECE program's offerings and how these align with their objectives.

2.2.2.1 Challenges to Building Partnerships

The challenges of building a partnership include, but are not limited to:

- Absence of a clearly defined common interest
  - Interests may vary depending on some organizations key priorities
  - Key influencers within an organization may have no interest or feel reluctant in forging new partnerships, impacting the overall level of participation
- Insufficient resource capabilities
  - Availability of staff and funds for the partners may be challenging due to limited resources
  - Mobilization of available financial, human, and /or logistical resources may be difficult to accomplish due to conflicting priorities or organizational deficiencies
- Inability to execute efficient processes
  - Scheduling conflicts increase with increasing number of involved partners and staff
  - No clear plan of action and division of labor has been established, leading to confusion

2.2.2.2 Primary Motivations for Partners to Engage



mo·ti·va·tion
/ˌmōdəˈvāSH(ə)n/

noun
noun: **motivation**; plural noun: **motivations**

the reason or reasons one has for acting or behaving in a particular way.
"escape can be a strong motivation for travel"
synonyms: motive, motivating force, incentive, stimulus, stimulation, inspiration, inducement, incitement, spur, reason; *informal* carrot
"his motivation was financial"

- the general desire or willingness of someone to do something.
"keep staff up to date and maintain interest and motivation"
synonyms: enthusiasm, drive, ambition, initiative, determination, enterprise; *informal* get-up-and-go
"keep up the staff's motivation"

**Source: Google Dictionary, 04/06/2018

Motives for each partner to engage in the program can be different; however, the overall objectives and methods need to stay the same: to protect and care for children. Below are listed mission/motivations of some of the potential partners that would benefit from engaging in the CSPECE program:

Florida Head Start Association (FHSA):
FHSA enhances and supports the capability of local Head Start programs in the delivery of high quality services for children and families. Head Start and Early Head Start Programs provide wide-ranging child development programs for children from birth to age 5, pregnant women, and families and focuses on preparing children for school.

Children's Forum:
Children's Forum has connected and engaged communities supporting children for life-long success. The Forum builds and supports systems to promote positive experiences and outcomes for young children through collaboration.

Creative Center for Childhood Research and Training, Inc. (CCCRT):
The mission of the Creative Center for Childhood Research and Training, Inc. (CCCRT) is to provide training and conduct research that focuses on the development of young children with and without disabilities, create high quality early childhood programs, and teach others how to organize early childhood programs for excellence.

Florida Association for the Education of Young Children (FLAYEC):
FLAEYC's mission and motivation is to benefit children and families by providing leadership, advocacy, and professional development for early childhood professionals.

Florida Association for Child Care Management (FACCM):
The mission of Florida Association for Child Care Management (FACCM) is to be the leader in building and protecting a vibrant, professional childcare industry through enhanced knowledge, skills, and abilities of the people who lead the child care industry.

Early Learning Coalitions (ELC):
There are 30 regional Early Learning Coalitions (ELCs) across Florida which are private not-for-profit organizations providing services to families, children, and child care providers. ELCs work with families, their children, and local child care providers to help prepare children for success in school and support families' ability to work.

2.3 Data Sources to Foster a CSPECE Program

This section provides information about possible databases that could foster a CSPECE program. Figure 7 provides examples of several data sources but others may be discovered as the program progresses. In general, we have listed data sources as either maintained by governmental agencies or by non-governmental agencies.

*Figure 7: Governmental and Non-Governmental Programs with Data Sources**

Childcare TA – National Database of Child Care Licensing Regulations
FDOH – Florida Department of Health
FDEP – Florida Department of Environmental Protection
FWMD - Florida's Water Management Districts
USEPA – United States Environmental Protection Agency
CFOC - Caring for Our Children
EWG – Environmental Working Group (EWG) Tap Water Database

**Disclaimer: Figure 7 does not represent an exhaustive list of governmental and/or non-governmental sources.*

2.3.1 Governmental Data Sources

2.3.1.1 Florida Department of Health (DOH)

DOH - ATSDR

The ***Agency for Toxic Substances and Disease Registry*** (ATSDR) is a federal public health agency of the U.S. Department of Health and Human Services. ATSDR funds 25 partner organization as part of their Cooperative Agreement Program. Since 1987 the Florida Department of Health (DOH) has been one of these partner organizations. Florida uses the program to build their ability to evaluate and respond to environmental public health issues, and to measures the public health risk from hazardous waste sites. Chemicals at such sites can harm health prompting DOH and/or DEP staff to study the contaminants at these sites. The research determines the health effects, estimates how much of a risk a site poses to people who live nearby, and is used as a reference for safe siting. Previous Florida health risk assessment reports can be found on the DOH webpage for hazardous waste sites: http://www.floridahealth.gov/environmental-health/hazardous-waste-sites/Reports/hw-reports-search.html.

DOH - Well Surveillance

DOH Well Surveillance program manages several programs to identify and monitor areas in Florida where contaminated drinking water is suspected and may pose a threat to public health. The program contracts with DEP to monitor drinking water wells potentially impacted by activities undertaken in the State Underground Petroleum Environmental Response Act (SUPER Act), Drinking Water Toxics Program (Toxics), and Drycleaner Solvent Cleanup Program (DSCP). The local DOH offices at the county level in coordination with central office in Tallahassee, locate potable drinking water wells and conduct water sampling for contaminants of concern. A web mapping application (https://gis.flhealth.gov/ehwater/) is available for public access to the data.

DOH - Environmental Health Database (EHD)

The Bureau of Environmental Health at DOH is statutorily responsible for inspecting, tracking, and permitting a wide range of facilities that are considered to have a potential health impact on the citizens of Florida. The day to day work of inspecting and tracking these facilities is de-centralized to employees working at the local DOH offices within the 67 counties of Florida under the direction of the Bureau of Environmental Health Office in Tallahassee. To accomplish this, a centralized custom web database called the Environmental Health Database (EHD) is used. Currently, EHD maintains records on almost 1.7 million systems and facilities, with about 150,000 records receiving annual permits and/or inspections. EHD also tracks complaints from the public and the investigation of these complaints. Data within the database goes back to the late 1990's. Data extracts can be made by request if they are not available in the public accessible portal found at http://www.floridahealth.gov/statistics-and-data/eh-tracking-and-reporting/index.html.

DOH – Florida Water Management Inventory (FLWMI)

The Florida Water Management Inventory (FLWMI) is a GIS dataset compiling data across multiple data sources to show data at the statewide parcel-level for the drinking water source and wastewater treatment method for every build property in the state. A web mapping application

(https://gis.flhealth.gov/flwmi/) is available for public access to the data and the project website (http://floridahealth.gov/flwmi) provides links to download the GIS maps and associated data.

2.3.1.2 Florida Department of Environmental Protection (DEP)

DEP - Contamination Locator Map (CLM)

By specifying an address, a city, or a zip code, you can use the CLM feature (Figure 8) to locate nearby sites that are currently under DEP's contamination oversight. Using search criteria, CLM identifies sites by name, address, facility identification number, and contamination status - active or pending cleanup status. Although all sites on the CLM are suspected or perceived to be contaminated, further investigation may show that some sites are not contaminated. Conversely, some contaminated sites that are still undergoing preliminary screening by DEP may not yet appear in the CLM. Sites that are closed, or are no longer under DEP's cleanup oversight, will not appear in the CLM. Also, the CLM may not include all information about federal facilities. A public access website (http://prodenv.dep.state.fl.us/DepClnup/welcome.do) is available for access to the data.

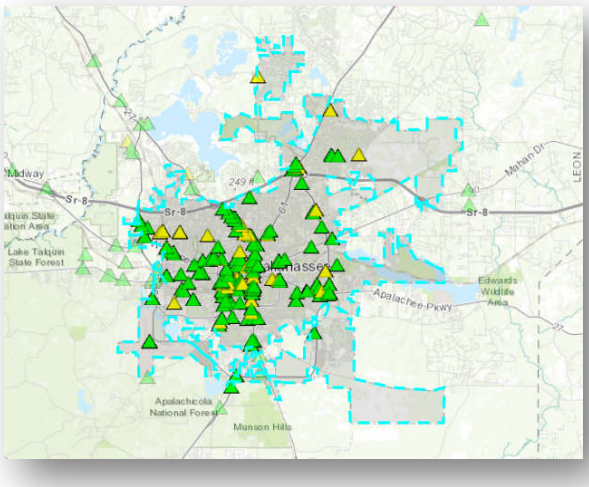


Figure 8: Screenshot of Contamination Locator Map (City Shown is Tallahassee). Different colored triangles present different cleanup sites.

DEP - Map Direct Lite

DEP's Map Direct Lite is an open data portal including data and map layers from DEP, Florida Fish and Wildlife Conservation Commission, and the Water Management Districts. Data include, but are not limited to, NOAA Hurricane information, data from permitting portals, hazardous waste sites, mining and mitigation data, waste cleanup sites, and so on. Access to the portal is found at https://ca.dep.state.fl.us/mapdirect/.

DEP - Information Portal

The DEP Information Portal enables users to enter a Facility and/or Document search. Users can locate sites that are currently, or were previously, under DEP's cleanup oversight. Using the search criteria available, users can enter the parameters for a known site and view the documents for research and reference purposes. Access to the portal is found at http://prodenv.dep.state.fl.us/DepNexus/public/searchPortal.

2.3.1.3 United States Environmental Protection Agency (US EPA) – Superfund Sites

In 1980, the U.S. Congress established the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA). CERCLA, also known as Superfund, allows EPA to clean up contaminated sites and forces the responsible parties to either perform cleanups or reimburse the government for EPA-led cleanup work. The US EPA website provides a link (https://www.epa.gov/superfund/search-superfund-sites-where-you-live) to search for "Superfund Sites Where You Live."

2.3.1.4 Florida Water Management District (FWMD)

South Florida Water Management District (SFWMD)

The South Florida Water Management District uses a corporate environmental database (DBHYDRO) that stores hydrologic, meteorologic, hydrogeologic, and water quality data. DBHYDRO (interactive map, Figure 9) stores historical and up-to-date data for the region covered by the District and allows users to access over 190,000 station-years of data, collected at over 17,000 stations in and around the District's area of responsibility. Access to the database is found at https://www.sfwmd.gov/science-data/dbhydro.

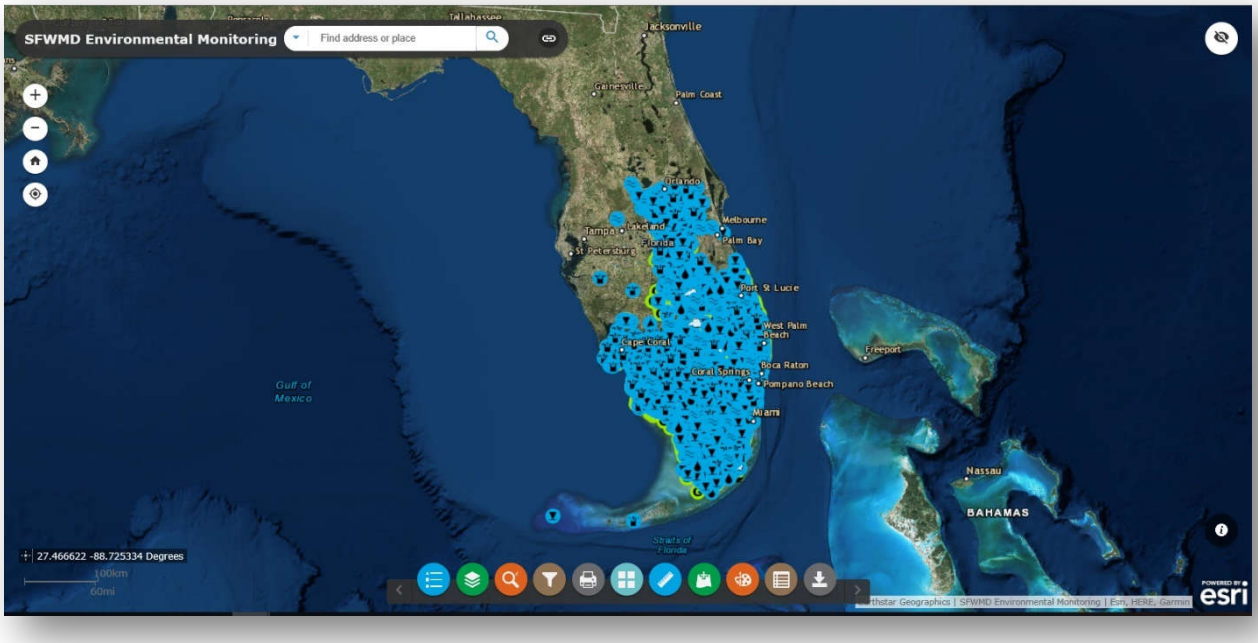


Figure 9: DBHYDRO Interactive Map Screenshot of Environmental Monitoring Stations in South Florida.

Suwannee River Water Management District (SRWMD)

The Suwannee River Water Management District (SRWMD) developed a Geographic Information System (GIS) database to support many of the SRWMD's planning, environmental, and regulatory activities. This database includes a considerable amount of information that is potentially of value to federal, state, regional, and local governmental agencies, as well as to private businesses and citizens. Access to the data in the GIS database is available upon request.

Northwest Florida Water Management District (NWFWMD)

NWFWMD website (Figure 10) offers access to their data including hydrologic and hydrogeologic data, as well as reports, plans, and GIS & Mapping. Each of these categories could foster Florida's CSPECE program for the northwest region of Florida.

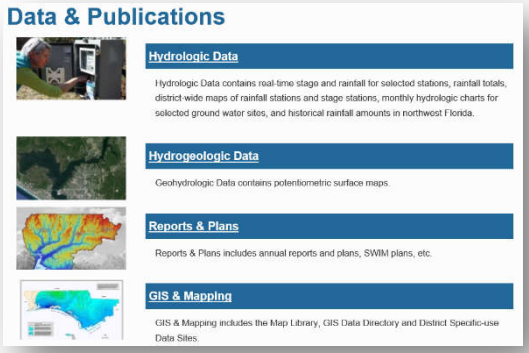


Figure 10: Screenshot of NWFWMD Public Access Data & Publication Portal.

2.3.1.5 National Database of Child Care Licensing Regulations

The National Database of Child Care Licensing Regulations is a tool for finding and searching state and territory licensing regulations and agency contact information (Figure 11). As stated on their website, licensing requirements are frequently updated in response to new legislation, data analysis, provider feedback, and in response to new research and industry trends. The database can be a useful tool in exploring how other states and territories have developed clear, measurable and achievable regulations to better inform child care providers and safeguard children's health, development and well-being. In addition to licensing regulations, website links are provided for other early childhood programs standards, such as Quality Rating and Improvements System Standards, Pre-kindergarten program requirements, and state health and safety requirements for child care providers receiving payment from the federal Child Care and Development Fund. Access to the data can be found at https://childcareta.acf.hhs.gov/licensing/state/FL and an informational document on how to properly manage hazardous/biological materials at child care facilities can be found at https://childcareta.acf.hhs.gov/sites/default/files/public/brief_7_hazardousmaterials_final.pdf

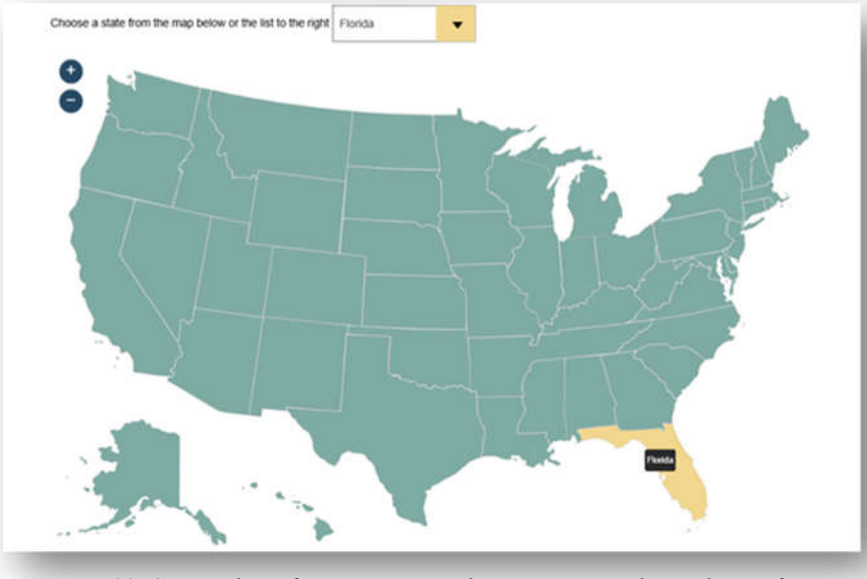


Figure 11: Screenshot of Interactive Tool Map - National Database of Child Care Licensing and Regulations

2.3.2 Non-Governmental Data Sources

2.3.2.1 Environmental Working Group (EWG) Tap Water Database

The Environmental Working Group (EWG's) drinking water quality reports show results of tests conducted by the water utility and provided to the Environmental Working Group by DEP, as well as information from the U.S. EPA Enforcement and Compliance History database (ECHO). Results (provided by zip code) include a list of contaminants found above EWG-selected health guidelines as well as their potential harm to the public health. Additional information of contaminants below the EWG-selected health guidelines are provided as well.
The database further provides information on the most widespread and potentially harmful contaminants and their sources. EWG collected data from state agencies and the EPA for drinking water tests conducted from 2010 to 2015 by 48,712 water utilities in 50 states. Access to the data can be found at https://www.ewg.org/tapwater/.

2.3.2.2 Caring for Our Children (CFOC)

Caring for Our Children, 3rd Edition (CFOC3), is a collection of 686 national standards that represent the best practices, based on evidence, expertise, and experience, for quality health and safety policies and practices for today's early care and education settings (CFOC, 2018). CFOC3 is provided by the National Health and Safety for Child Care and Early Education. Access to the data can be found at https://nrckids.org/CFOC.

3. Path Forward – Phase II to Phase IV

3.1 Phase Two: CSPECE Program Planning

Phase II will be conducted in 2018 – 2019. This phase will include but is not limited to an assessment about:

- How Florida's Choose Safe Place program will operate
- What training the DOH Health Assessment team will receive and provide
- Identification of data and processes that are useful to identify proposed ECE sites that have potential harmful environmental exposure
- Partnerships and/or coalitions that support Florida's Choose Safe Place program
- Final evaluations of data collected by the program

3.2 Phase Three: CSPECE Pilot Program

Phase III will be conducted in 2019 – 2020. This phase will evaluate and discuss the process and progress of the implemented program.

3.3 Phase Four: CSPECE Program Operation and Evaluation

Phase IV evaluates the implemented program and discusses its effectiveness for the State of Florida. It will give a thorough description of tools implemented as well as steps taken to integrate Choose Safe Places and environmental exposure concerns into licensing improvement programs.

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Attachment A: Childcare Checklist Requirements for Zoning Hearings in Miami-Dade County

Department of Regulatory and Economic Resources
Zoning Hearings Section
111 NW 1 Street, 11th Floor
Miami, Florida 33128
(305) 375-2640

CHILD CARE CHECKLIST REQUIREMENTS FOR ZONING HEARINGS

1. Day nurseries, day care centers and kindergartens require a public hearing unless the property intended for such use is zoned RU-3, RU-3M, RU-3B, RU-4L, RU-4M, RU-4, RU-4A, RU-5, RU-5A, OPD, BU (Business) or IU (Industrial) and meet all requirements including setbacks for buildings of public assemblage where occupancy is for 25 or more, or other applicable setbacks. Must also comply with all other code requirements including, but not limited to, handicap accessibility and plumbing fixture count.

   Private schools are permitted on properties zoned RU-3, RU-3M, RU-3B, RU-4L, RU-4M, RU-4, RU-4A, AU and BU (Business) subject to compliance with the aforementioned requirements.

2. Must comply with all requirements of Article XA, (§33-151.11 through §33-151.22) Zoning Code of Miami-Dade County.

3. Submit one full set of folded plans and 1 C.D. (PDF Format) containing an identical set of plans for zoning hearing review, including:

   a. Site plans with zoning legend, showing outdoor playground area with a fence, parking spaces and automobile stacking.

   b. Floor plans identifying classroom area(s) – dimensioned (note: an architect or engineer must seal the plans for 50 or more children,).

   c. Completed Child Care Checklist (attached).

   d. Landscape plans, Landscape Legend and Certificate of Compliance with Chapter 18A (Landscape Code).

4. Day care centers may require a traffic analysis. Contact Harvey Bernstein at the Public Works Department at (305) 375-1874 for more information.

The Department of Regulatory and Economic Resources will review this application and accompanying plans. Early contact with the sections involved would be beneficial to the applicant. Contact the Zoning Information Section at (305) 375-1806, the Zoning Processing Section at (786) 315-2650 and the Planning Division at (305) 375-2842. Apply for a building permit at 11805 S.W. 26 Street, between the hours of 7:30 a.m. and 10:00 a.m. Tuesday through Friday. If you have any questions regarding the process for applying for a building permit, please contact the Permit Section at (786) 315-2100.

1

DEFINITIONS

Day Nursery	Childcare for infants and children up to the age of six (6).
Kindergarten	Childcare and preschool programs for children ages four (4) through six (6).
After-School Care	Childcare and recreation for children above the age of five (5) when no formal schooling program is conducted and where the care provided is generally after school, on weekends, school holidays and vacation.
Babysitting Service For Shoppers	Childcare for limited time periods (maximum three [3] hours) provided within a shopping center solely for the convenience of the patrons, and limited to not more than forty (40) children at any one time.
College or University	An institution of higher learning beyond the high school level.
Family Day Care	Childcare and recreation with a maximum of five (5) children including the day care operator's own children.
Private School	This term as used herein refers to any private institution providing childcare and/or instruction at any level from infants through the college level.
Elementary, Junior, and/or Senior High	Reference to these schools are to be broadly interpreted to compass any schools, graded or ungraded, whose students are within the age ranges typically found at these school levels.
Child, Student, Pupil	The terms "child", "student", or "pupil" and their plurals are used interchangeably.

Child Care Check List for
Day Nursery, Day Care Center, Kindergarten and Private School

School Name: _____

School Address: _____ Tax Folio #30 - _____

1. Is this an expansion to an existing school ☐ Yes ☐ No If yes, indicated the number of students: _____ and age and grade ranges originally approved: _____.
2. Total size of site: _____ x _____ = _____ + 43,560 sq. ft. = _____ acres
3. Number of children or students requested: _____ Ages: _____.
4. Number of teachers: _____ Number of administrative & clerical personnel: _____.
5. Number of classrooms: _____ Total square footage of classroom area: _____.
6. Total square footage of non-classroom area (offices, bathrooms, kitchens, closets): _____.
7. Amount of outdoor recreation/play area in square footage: _____.

NOTE: Location requirement for outdoor recreation/play areas must conform to §33-151.18(j)

8. Number & type of vehicle(s) that will be used in conjunction with the operation of the facility: _____.
9. Number of parking spaces provided for staff, visitors and transportation vehicles: parking spaces provided _____ parking spaces required by §33-124(L) _____.
10. Indicate the number of auto stacking spaces: _____ provided _____ required.
11. Proposed height for the structure(s): _____ See §33-151.18(g).
12. Size of identification sign: _____ x _____ = _____ sq. ft. See §33-151.18(c). Signage will require a separate permit. Contact the Permit Section at (786) 315-2100.
13. Days and hours of operation: _____.
14. Does the subject facility share the site with other facilities: ☐ Yes ☐ No. (If yes, the space which will be used solely for the school facility during the hours of operation must be indicated on the plans, pursuant to §33-151.16).
15. If the school will include residential uses, do such uses meet the standards provided in §33-151.17? ☐ Yes ☐ No (If yes, describe the residential uses and indicate same on the plans).

PHYSICAL STANDARDS: OUTDOOR RECREATION SPACE AND CLASSROOM SPACE MUST BE CALCULATED IN TERMS OF THE MAXIMUM NUMBER OF CHILDREN IN ATTENDANCE AT ANY ONE TIME.

The following information will determine the maximum number of children permitted at the facility. WHEN GRADE LEVELS OVERLAP, THE MORE RESTRICTIVE SHALL BE USED.

CLASSROOM SPACE: Calculated by grade levels.

a. Day Nursery/Kindergarten, preschool and after-school care

35 sq. ft. x _____ (number of children) = _____ sq. ft. of classroom area required.

b. Elementary Grades 1-6

30 sq. ft. x _____ (number of children) = _____ sq. ft. of classroom area required.

c. Junior High and Senior High Schools (Grades 7-12)

25 sq. ft. x _____ (number of children) = _____ sq. ft. of classroom area required.

TOTAL SQUARE FOOTAGE OF CLASSROOM AREA REQUIRED: _____.
TOTAL SQUARE FOOTAGE OF CLASSROOM AREA PROVIDED: _____.

OUTDOOR RECREATION SPACE:

a. Day Nursery/Kindergarten, preschool and after-school care
45 sq. ft. x _____ (½ of children) = _____

b. Grades 1-6
500 sq. ft. x _____ (first 30 children) = _____
300 sq. ft. x _____ (remaining children) = _____

c. Grades 7-12
800 sq. ft. x _____ (first 30 children) = _____
300 sq. ft. x _____ (next 300 children) = _____
150 sq. ft. x _____ (remaining children) = _____

TOTAL SQUARE FOOTAGE OF OUTDOOR RECREATION SPACE REQUIRED: _____.
TOTAL SQUARE FOOTAGE OF OUTDOOR RECREATION SPACE PROVIDED: _____.

TREES: See §33-151.18(g), and the Planning Division (12th Floor) for additional requirements.

a. 28 trees are required per net acre. Trees required: _____ Trees provided: _____.

b. Ten shrubs are required for each tree required. Shrubs required ___ Shrubs provided ____.

c. Grass area for organized sports/play area in square feet: _____.

d. Lawn area in square feet (exclusive of organized sports/play area): _____.

School Address: _____ Zip Code: _____.

THE INFORMATION ABOVE IS COMPLETE AND IS CORRECT TO THE BEST OF MY KNOWLEDGE.

Signed, witnessed, executed and acknowledged on this _____ day of _____, _____.

WITNESSES:

_____
Signature

_____
Print Name

_____
Signature

_____
Print Name

_____
Signature

_____
Print Name

Address:

_____
_____
_____
_____

STATE OF FLORIDA
COUNTY OF MIAMI-DADE

The foregoing instrument was acknowledged before me by _____ who is personally known to me or has produced _____, as identification.

Witness my signature and official seal this _____ day of _____, _____, in the County and State aforesaid.

_____
Notary Public-State of _____

_____
Print Name

My Commission Expires: _____