



COMMONWEALTH of VIRGINIA

Lisa Coons, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

Office: (804) 225-2057
Fax: (804) 371-2099

April 16, 2024

The Honorable Glenn Youngkin
Governor of Virginia
Patrick Henry Building, Third Floor
1111 East Broad Street
Richmond, Virginia 23219

The Honorable Luke E. Torian
Chair, House Appropriations Committee
General Assembly Building, Room No: 1223
P. O. Box 396
Richmond, VA 23218

The Honorable L. Louise Lucas
Chair, Senate Finance and Appropriations Committee
General Assembly Building, Room No: 1404
P. O. Box 396
Richmond, VA 23218

Dear Governor Youngkin, Senator Lucas, and Delegate Torian:

We are pleased to submit the enclosed copy of the Child Care and Development Fund (CCDF) Annual Report as required by [Item 129 of the Appropriation Act](#).

The report includes a summary of all CCDF expenditures from FY2023, current grant balances and obligation and liquidation deadlines, and all anticipated spending for FY2024-2026. Spending is broken down by subsidies, administrative costs, and quality efforts. The report also certifies that all available federal funds were drawn down in FY2023.

Report appendices provide detailed data tables on children served through the Child Care Subsidy Program, child care providers receiving CCDF, and total licensed and regulated programs. Tables are disaggregated by locality for FY2023 and include projections for FY2024, 2025, and 2026. Appendices also include the most recent annual reports to the federal Office of Child Care.

As directed by the Appropriation Act, the report also includes detail about the impact of expanded allowances in the Child Care Subsidy Program enumerated in Item 129 Q and describes the department's plan to manage demand in the program going forward.

Please direct questions to Jenna Conway, Deputy Superintendent of Early Childhood Care and Education, at jenna.conway@doe.virginia.gov

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Coons".

Lisa Coons
Superintendent of Public Instruction
Virginia Department of Education

LC/JC/RU



SFY 2023 ANNUAL CHILD CARE AND DEVELOPMENT FUND (CCDF) REPORT

ANNUAL CHILD CARE AND DEVELOPMENT FUND (CCDF) REPORT

CONTENTS

<i>SFY 2023 Annual Child Care And Development Fund (CCDF) Report</i>	
<i>Annual Child Care and Development Fund (CCDF) Report</i>	0
I. Introduction	1
II. CCDF Expenditures	3
III. Program Service Levels	6
Children Receiving Child Care Subsidies	6
Child Care Providers	7
IV. Impact of CCSP Policy Changes and Plan for FY2025-2026 and Beyond	9
Meeting Family Demand for Services	9
Supporting Providers to Meet Health, Safety, and Quality Expectations.....	10
<i>Building Blocks for Virginia Families</i>	10
V. Managing Family Demand in the CCSP	12
Leveraging Wait Lists	12
Appendices	13
Appendix A: Unduplicated Count of Children Receiving Child Care Subsidies by Locality	13
Appendix B: Count of Providers Receiving CCDF Dollars by Locality.....	16
Appendix C: Overall Number of Child Care Providers by Locality, FY2023	19
Appendix D: Estimated Number of Children on the Wait List by Locality, FY2023-2026.....	24
Appendix E: Impact of the Building Blocks for Virginia Families Initiative for Children and Families, by locality.....	27
Appendix F: FFY2022 ACF-800	30
Appendix F: FFY2022 Quality Progress Report.....	35

I. INTRODUCTION

House Bill 30 (Chapter 2) of the 2022 Special Session I, [Item 129](#), directs the Virginia Department of Education (VDOE), in collaboration with the Virginia Department of Social Services (VDSS), to prepare an annual Child Care and Development Fund (CCDF) report. The specific language of the mandate is as follows:

L. The Department of Education, in collaboration with the Department of Social Services, shall prepare an annual Child Care and Development Fund (CCDF) report that reflects all CCDF expenditures from the previous fiscal year, current grant balances and obligation and liquidation deadlines, as well as all anticipated spending for the current and two subsequent fiscal years. Identified spending should, at a minimum, be broken down by subsidies (mandated and discretionary), administrative costs, and quality efforts. The plan also shall include a certification from the Department that the maximum amount of federal funds were drawn down in the preceding fiscal year. Should the Department be unable to certify that maximum federal funds were drawn down, the Department shall identify strategies for Virginia to obtain the maximum amount of federal funds in the following fiscal year(s) as part of this plan. In addition, this plan should report, by locality, the number of subsidies (mandated and discretionary) provided, number of providers receiving CCDF dollars, the overall number of child care providers, and the waitlist for services. This information should be provided the previous fiscal year, current fiscal year, and two subsequent fiscal years. The plan shall also include an appendix with the most recently completed CCDF annual report as required by the federal Office of Child Care. The department shall submit the report by October 1 of each year to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees. In addition, the department shall post this report on its website along with any reports from previous fiscal years.

In addition, Item Q of the budget directs VDOE to provide additional data on the implementation of key policy initiatives supported by COVID relief dollars. Specifically:

Q. Notwithstanding 8VAC-20-790, the Department of Education shall increase participation in the Child Care Subsidy Program among families and providers using non-general funds by: 1) making child care assistance available to parents or guardians who are searching for work; 2) piloting the use of categorical eligibility for families with young children participating in Medicaid and WIC; 3) issuing payments to Child Care Subsidy Program vendors for authorized enrollment, subject to the attendance threshold established by the Department of Education; 4) issuing payments to providers for up to 15 days of planned closure for all vendors in the Child Care Subsidy Program for holidays, vacations, and professional development or planning time; 5) issuing payments to family day homes in the Child Care Subsidy program for up to three sick days to care for themselves or a family member; 6) increasing provider payment rates based on the cost methodology developed by the Department in its Child Care Cost Estimation Report; 7) ensuring that Child Care Subsidy Program vendor payment rates for infants and toddlers fully reflect the cost of care; 8) eliminating copayments for families at or below 100 percent of the federal poverty guidelines and reducing copayments for families above

100 percent of the federal poverty guidelines; 9) maximizing federal Child Care Development Funds to eliminate the waitlist for child care subsidy assistance; and 10) making all families eligible for assistance through the Child Care Subsidy Program for each child in the family who is under the age of 13 for as long as (i) the family's income does not exceed 85% of the state median income; (ii) the family includes at least one child who is five years of age or younger and has not started kindergarten; and (iii) the family meets all other eligibility requirements of the Child Care Subsidy Program. These expanded allowances for families and providers under the Child Care Subsidy Program are effective only in state FY 2023 and state FY 2024. In the Department of Education's October 1 annual Child Care Development Fund report, required by paragraph L. of this Item, the Department shall include detail about the impact of these expanded allowances on the number of families and children served, the number of participating child care vendors, and the Child Care Development Fund balance, as well as the Department's plan for phasing out these expanded allowances at the end of state FY 2024.

Accordingly, VDOE implemented the following policy changes as mandated by the Virginia General Assembly:

- Removed all employment requirements, allowing caretakers searching for work to remain indefinitely eligible for the program, reducing limited capacity for working parents or those participating in education/training;
 - JLARC's 2023 Self-Sufficiency report highlights concerns about this policy revision cited by local DSS department staff, and provides a suite of recommendations to reform working requirements;
- Transitioned vendor reimbursements from attendance to enrollment, increasing paid absence days, whereby the child has not attended the program, but the provider gets reimbursed, by 67%, moving from 36 to 60 days annually. While this move requires state payments for services not participated in by subsidy enrollees, this is aligned with federal regulations aimed to alleviate administrative and fiscal burden by providers who otherwise reserve seats for enrolled students but are unpaid for absences;
- Implemented paid days of planned closure for all child care providers and paid sick days for family day homes to more closely align with the private sector;
- Revised reimbursement rates to incent greater vendor participation in the CCSP based on the VDOE's Child Care Cost Estimation Report and introduced a separate rate for two-year-olds to align with required ratios and group sizes;
- Waived all family copayments in the CCSP for 19 months (April 2021-December 2022);
- Instituted a new copayment scale, resulting in Virginia families contributing 2% of household income, on average. The federal government considers child care affordable when a household is spending 7% or less of its income on child care. Revisions to copayment schedules that remain affordable can build capacity for additional CCSP slots;
- Expanded income eligibility for families with young children up to 85% of State Median Income (\$96,969 for a family of 4);
- Used one-time federal funding eliminate wait lists based on parent choice and onboard an expanded class of eligible students at more affordable rates prior to identifying replacement funding to provide continuity of service; and
- Elimination of wait lists also resulted in 60% more school-age children (5-18 year olds) receiving child care services.

This report summarizes the required data elements as mandated in Item 129 L, and provides additional details on the impact of CCSP policy enhancements and plans for FY25-26 and beyond as required in Item 129 Q.

Note that available data suggests family demand will exceed available federal funding beginning in FY2025 and additional resources will be needed to avoid a decline in children and families served.

II. CCDF EXPENDITURES

CCDF expenditures in FY 2023 totaled \$476.7 million, including \$228.5 million in regular federal grant funds and \$224.2 million in one-time federal relief funds.

Activities funded by CCDF assist the health, safety, and well-being of Virginia children and their families. CCDF is the primary federal funding source for Virginia’s Child Care Subsidy Program (CCSP), which helps low-income families access child care while they work, search for work, or participate in education or training programs. CCDF dollars also support broader quality improvement and supply building efforts for the entire child care system.

Table 2 provides a detailed breakdown of past and projected expenditures by category.

- **Child care subsidies:** Includes subsidies covered by mandatory and discretionary dollars. Mandatory dollars support TANF/VIEW Working and Transitional child care. Discretionary dollars support the Head Start Wrap-Around and Fee Child Care programs. COVID-funded expenditures for include one-time federal relief funds to support expanded access to child care subsidies by reducing copayments, increasing paid absence days, expanding eligibility, and increasing reimbursement rates. These initiatives will be reflected in payments to participating CCSP vendors.
- **Administrative costs:** Includes personnel and operating costs for staff at VDOE and VDSS supporting Child Care and Development Fund activities; indirect costs for VDOE; and cost-allocated expenses for VDSS.
- **Quality efforts:** Includes child care licensing activities—including coverage of fingerprint background check costs for child care providers—and infrastructure to support Virginia’s quality measurement and improvement system (VQB5), such as regional coordinating entities, third party observers, data system, and RecognizeB5.
- **Other:** Includes costs for data systems and state support for local staff. Does not include local funds utilized for state CCDF match.
- **COVID relief funded initiatives:** includes one-time, short-term activities funded by federal relief funds appropriated through CCDBG.
 - *Provider grants, including associated administrative functions* via the CARES Incentive Grant program and the federally mandated Child Care Stabilization Grant Program;
 - *Supply building* to expand the supply of licensed and regulated child care in Virginia, targeting child care deserts and children and families for whom care is in

short supply generally, such as infants and toddlers, children with disabilities, and children in need of nontraditional hour care.

Total CCDF grant balances at the end of FY 2023 equaled \$498,509,131, \$164.7 million of which is COVID relief funding.

Table 1: CCDF expenditures, FY 2022–FY 2025

Expenditure		FY 2023 (actual)	FY 2024 (projected)	FY 2025 ¹ (projected)	FY 2026 ² (projected)
Child care subsidies	<i>Mandatory</i> ³	\$34,324,343	\$54,765,838	\$59,694,763	\$65,067,292
	<i>Discretionary</i>	\$143,375,971	\$325,170,082	\$94,177,003	\$90,451,184
	<i>COVID-funded</i> ⁴	\$137,814,578	\$31,567,573	--	--
Administrative costs ⁵		\$13,472,744	\$15,566,076	\$15,877,398	\$15,909,152
Quality efforts	<i>Regular appropriations</i>	\$29,020,723	\$25,589,067	\$73,567,711	\$75,617,833
	<i>COVID-funded</i> ⁶	\$30,540,949	\$68,088,870	--	--
Other		\$24,796,375	\$26,035,200	\$23,431,680	\$23,665,997
COVID relief activities	<i>Provider grants, including grant admin</i> ⁷	\$32,100,000	--	--	--
	<i>Supply building</i> ⁸	\$23,743,157	\$36,805,681	--	--
Total expenditures		\$469,188,846	\$583,588,387	\$266,748,555	\$270,711,458

Note: FY25-26 projected expenditures reflect only federal Child Care and Development Block Grant funding and annual state general fund appropriations for mandatory subsidies under TANF VIEW. Funding projections do not include state general fund or ARPA SLRF investments under Building Blocks for Virginia Families that would increase the total funding available and ensure slots are sustained from FY24 into the next biennium. HB30/SB30 includes SGF totaling \$173.3 million in FY25 and \$237.8 million in FY26, plus \$39 million in ARPA SLRF in FY25 for the Child Care Subsidy Program.

¹ Discretionary funding from CCDF has a three year liquidation window. Following the directive to eliminate wait lists in the CCSP, VDOE projects that all rollover funding from prior fiscal years will be exhausted by March 2024. Projections for FY2025-2026 assume VDOE will spend the minimum funding set aside for direct services after accounting for quality infrastructure costs that are currently being supported with COVID relief dollars.

² Discretionary funding from CCDF has a three year liquidation window. Following the directive to eliminate wait lists in the CCSP, VDOE projects that all rollover funding from prior fiscal years will be exhausted by March 2024. Projections for FY2025-2026 assume VDOE will spend the minimum funding set aside for direct services after accounting for quality infrastructure costs that are currently being supported with COVID relief dollars.

³ FY2024 projections are based on estimates from VDSS. FY2025-2026 projections assume participation increases by 9 percent year over year.

⁴ All COVID funding sources remaining for direct services must be fully liquidated by September 30, 2024, however VDOE anticipates that they will be fully spent by June 30, 2024, if not earlier.

⁵ Assumes a 2 percent increase in costs year over year for FY2025-2026.

⁶ All COVID funding sources remaining for quality initiatives must be fully liquidated by September 30, 2024. Some final SFY2024 expenditures may not be paid until the first quarter of SFY2025. VDOE does not have sufficient data to project those amounts at this time.

⁷ The ARPA Child Care Stabilization Grant Fund has a liquidation date of September 30, 2023. VDOE has fully liquidated all funds for provider grants and administration and the program is fully sunset as of October 1, 2024.

⁸ All COVID funding sources remaining for supply-building initiatives must be fully liquidated by September 30, 2024. Some final SFY2024 expenditures may not be paid until the first quarter of SFY2025. VDOE does not have sufficient data to project those amounts at this time.

III. PROGRAM SERVICE LEVELS

Tables 2-5 summarize the availability of services through CCSP in FY23 and in future fiscal years. Information in the following sections are based on best estimates.

Children Receiving Child Care Subsidies

A total of 47,720 children were served by the CCSP statewide in FY 2023 (see Table 2), with an average of 36,599 per month.⁹ This represents a significant increase from pre-pandemic, when Virginia served an average of approximately 20,000 children per month.

VDOE and VDSS jointly implemented General Assembly directives that largely contributed to this significant growth in the program using one-time funding. First, Virginia expanded income eligibility limits and removed work requirements. Second—and most significantly—VDOE and VDSS worked with local departments to enroll children in the CCSP based on family choice, increasing annual expenditures and reducing wait lists by 99 percent in two years.¹⁰

Ongoing growth in enrollment and services is projected into FY2024 before a plateau beginning in FY2025. Based on funding proposed in the Governor’s *Building Blocks for Virginia Families* initiative, VDOE projects stable unduplicated counts of children served from FY2024 into the next biennium (see Table 2). Actual counts of children served may be higher or lower, depending on the final budget and the ages, locality, and provider choices of enrolled families. Information by locality is available in Appendix A.

Table 2: Children Receiving Child Care Subsidies

	<i>FY 2023</i>	<i>FY 2024 (projected)</i>	<i>FY 2025 (projected)</i>	<i>FY 2026 (projected)</i>
Unduplicated count	47,720	52,492	52,492	52,492

VDOE will continue to maintain limited wait lists for as long as funds are available to meet federally-required minimum eligibility periods of 12 months. However, current projections suggest that family demand will exceed available federal funding beginning in FY2025. Based on funding proposed in the Governor’s *Building Blocks for Virginia Families* initiative, the VDOE estimates that no families or children will lose access. At the same time, Virginia will need to establish a wait list as of July 1, 2024 to capture family demand and preference above current service levels (see Table 3; local estimates provided in Appendix D). Wait list estimates assume off-boarding or "churn" of students served due to household income growth, changes in family preference, conversion to alternative care, and aging out of eligible students, organically providing seat capacity for new enrollees on waitlist.

⁹ The number of children enrolled in the CCSP at any point in time is lower than the fiscal year unduplicated total count, given that children enter and leave the program over the course of the year.

¹⁰ In FY21, the maximum number of children on the wait list at any one time was 3,154. In FY2023, it was 3.

Table 3: Children on the Child Care Subsidy Program Waitlist Statewide

FY	<i>Estimated number of children*</i>
FY 2023	0
FY 2024 (projected) ¹¹	0
FY 2025 (projected) ¹²	2,248
FY 2026 (projected) ¹³	3,927

**Estimate assumes 50% of maximum number of families on the waitlist based on prior enrollment and participation.*

VDOE is closely monitoring enrollment and spending and is working with the VDSS and local departments to prepare to implement wait lists as of July 1, 2024. The proposed plan for managing demand is detailed in Section V.

Child Care Providers

Table 4 summarizes the total number of providers that received CCDF dollars in FY2023, which increased by 11 percent over the previous year. Providers are paid for services rendered to authorized children in the CCSP. Some providers approved to serve children in the CCSP do not have any authorized children currently enrolled.

The number of providers paid to provide services has grown faster than the number of overall approved vendors and the gap between the number of approved vendors and paid vendors has narrowed in the last two years. This likely means that as family demand for services grew, approved vendors either began to enroll children in the CCSP for the first time, or they expanded the number of slots available to CCSP-funded children.

VDOE projects that the number of approved vendors will remain stable if slots are sustained under the *Building Blocks* initiative (see Table 5). The overall share of approved vendors paid each year is projected to remain stable as well. Information by locality is included in Appendix B.

Table 4: Providers Receiving CCDF Dollars (Subsidy)- Statewide

	<i>FY 2023</i>	<i>FY 2024 (projected)</i>	<i>FY 2025 (projected)</i>	<i>FY2026 (projected)</i>
Unduplicated count	2,417	2,680	2,680	2,680
Approved vendors at end of FY	2,782	2,893	2,893	2,893

¹¹ Assumes that VDOE and VDSS implement wait lists to preserve seats for new enrollees in July 2024 as described in Section V. Off-boarding or "churn" of students served, due to household income growth, changes in family preference, conversion to alternative care, aging out of eligible students, and more provide organic capacity for seat-growth to outpace new enrollees on waitlist.

¹² Number of children on the wait list in FY2025 is based on the number of students and school-aged children who organically churn from the program from FY2024 to FY2025.

¹³ Number of children on the wait list in FY2026 assumes demand outpaces organic churn.

Table 6 summarizes the overall number of child care providers in the Commonwealth as of July 1, 2023. The number of child care providers licensed, registered, or otherwise tracked through the licensing system is projected to increase in FY2024 based on historical data, and to remain stable through the following biennium. VDOE anticipates that expanded availability in care from the capital investment grant program proposed by the *Building Blocks* initiative would not be evident in the data until FY27-28. Data by locality is available in Appendix C.

Table 5: Overall Number of Child Care Providers – Statewide

<i>FY 2023</i>	<i>FY 2024 (projected)</i>	<i>FY 2025 (projected)</i>	<i>FY2026 (projected)</i>
6,822	7,027	7,150	7,378

IV. IMPACT OF CCSP POLICY CHANGES AND PLAN FOR FY2025-2026 AND BEYOND

Meeting Family Demand for Services

At the direction of the General Assembly, Virginia expanded program eligibility and leveraged funds to continuously respond to family demand for services in each locality and eliminate wait lists.

Beginning in April 2021, Virginia expanded eligibility for the CCSP in the following ways:

- For families with at least one child ages 5 and younger, initial income eligibility is 85% of the state median income (\$96,969 for a family of 4), the maximum level allowable under federal law.
- Removed the employment requirement, allowing parents who were searching for work to access programming without attestation to job searching efforts.
- Eliminated all family copayments indiscriminate of income level.

These expanded eligibility provisions, coupled with one-time federal funding, accelerated enrollment (see Table 6).

Table 6: Families enrolled under expanded eligibility provisions, FY2021-2023

	FY 2021	FY 2022	FY 2023
Families with young children served due to expanded income eligibility	1,968	5,706	9,321
<i>Share of total cases</i>	17%	29%	37%
Families served due to removal of work requirement	279	2,675	4,223
<i>Share of total cases</i>	2%	14%	17%
Total cases	11,443	19,400	24,860

As a result of expanded eligibility, Virginia saw a significant shift in the ages of children served by the CCSP. While family demand for care grew across all age groups, there was a particularly large increase in the number of infants and toddlers served in the CCSP—an age group for whom child care is in incredibly short supply (see Table 7). Over this period, the proportion of infants and toddlers served grew materially. School-aged children remain the largest age group of children/students served.

Table 7: Children enrolled by age group, FY2021 vs. FY2023

	FY 2021	FY 2023	% increase
Infants and toddlers (ages birth—2)	5,134	11,373	122%
Preschoolers (ages 3—4)	5,928	11,832	100%
School-age (ages 5 and older)	10,812	17,254	60%

Including job search as an eligible activity has materially contributed to increased enrollment in the program (see Table 8). JLARC’s 2023 Self-Sufficiency report notes, “Staff at every local

department JLARC staff spoke with about the subsidy program voiced concerns that the program does not limit how long parents can search for employment and remain eligible for the subsidy... the absence of a time limit has resulted in some parents saying they are looking for work but not doing so in earnest (or at all). Staff at multiple local departments described situations where ‘people are coming back in for their annual [eligibility] renewal who are saying they have been searching [for work for] 40 hours a week for a year and haven’t found anything and still need child care.’ Although the local department staff are skeptical of these subsidy recipients’ job search efforts, they have no choice but to find them eligible for subsidized child care.”

JLARC recommended a per job loss occurrence program eligibility limitation, proposing 90 days of CCSP eligibility for every job loss occurrence, allowing families to continue receiving assistance for 90 days while they are searching for work on a full-time basis. This ensures that the limited slots are as available as possible to already-employed parents or those that are in training or education.

Table 8. Enrollment changes due to job search eligibility

	FY21	FY22	FY23
Total cases with one or more parents approved for job search	279	2,675	4,223
Cases in which all available parents are job searching AND working part-time <i>*includes single- and two-parent households</i>	123	1,104	1,834
Cases in which one parent is job searching and the other is working/in school <i>*includes two-parent households only</i>	79	640	988
Cases in which all available parents are job searching <i>*includes single- and two-parent households</i>	77	931	1,401

Supporting Providers to Meet Health, Safety, and Quality Expectations

VDOE also implemented new maximum reimbursement rates based on a best-in-class methodology for estimating the “true cost” of operating a quality child care program and introduced a separate rate for two-year-olds to align with required ratios and group sizes. When setting reimbursement rates, VDOE prioritized bringing reimbursement rates for infant and toddler care providers closer to the true cost of care, as directed by the budget. These revised payment rates support providers to meet health, safety, and quality expectations as established in state and federal law and regulation. A summary of Virginia’s cost estimation model is available on Virginia’s child care website, [ChildCareVA](https://www.childcareva.com).

Building Blocks for Virginia Families

In December 2023, the Governor announced *Building Blocks for Virginia Families*, his proposal to invest new state general funds in ECCE services, in part to ensure that all families currently enrolled in publicly-funded ECCE and out-of-school-time care can retain services into the next fiscal year. This investment would have a significant impact on children, families, and employers, as depicted in Table 9.

Table 9: Impact of Retaining Slots on Children, Parents, and Employers

ECCE Slots retained¹⁴	<i># of children</i>
Children that will retain care with SGF investments proposed in Building Blocks	35,617
Impacts on working parents¹⁵	<i># of parents</i>
Estimated number of working parents in FY25 that would experience a child care related job disruption without proposed investments	37,398
Impacts on employers¹⁶	<i># of parents</i>
Top sectors employing parents of children in CCSP	
Health care and social assistance, including child care	4,691
Education, including local school divisions	2,285
Retail	1,843
Hospitality and food services	1,376
Government and public administration	932

¹⁴ Based on projected peak enrollment for CCSP and Mixed Delivery during FY 2024 and projected slots for FY2025.

¹⁵ Estimated number of working parents assumes an average of 1.05 parents per children based on caseload data from the Child Care Subsidy Program. Includes parents supported through Mixed Delivery.

¹⁶ Employer figures are based on employment data for heads of household in Child Care Subsidy Program cases. Employers were coded into sectors based on the North American Industry Classification System codes.

V. MANAGING FAMILY DEMAND IN THE CCSP

Current projections suggest that family demand will exceed available federal funding beginning in FY2025. Based on funding proposed in the Governor’s *Building Blocks for Virginia Families* initiative, the VDOE estimates that no families or children will lose access. At the same time, under this proposal, Virginia will need to establish a wait list as of July 1, 2024 to capture family demand and preference above current service levels. This means that VDOE, VDSS, and local departments of social services will need to work together to establish a wait list for the program beginning in FY25.

Leveraging Wait Lists

Beginning July 1, 2024, VDOE and VDSS will work with local departments of social services to initiate wait lists for new, non-TANF applicants. Families with children ages 0-5, not yet in kindergarten and families that meet one of the following criteria will receive priority at the top of the wait list:

- Families with a child with special needs;
- Families experiencing homelessness;
- Families involved in CPS or foster care prevention; and
- Families with teen parents enrolled in high school.

Beginning in FY2026, families whose cases were discontinued at redetermination due to lack of funds will also receive priority placement on the wait list.

VDOE and VDSS will regularly track and report wait list data beginning in FY2025.

APPENDICES

Appendix A: Unduplicated Count of Children Receiving Child Care Subsidies by Locality

Note: Projections for FY 2025-2026 reflect the anticipated child target rather than unduplicated counts of children served.

Locality	SFY 2023	SFY2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Accomack County	79	87	87	87
Albemarle County	306	337	337	337
Alexandria City	711	782	782	782
Alleghany County	85	94	94	94
Amelia County	27	30	30	30
Amherst County	365	402	402	402
Appomattox County	112	123	123	123
Arlington County	544	598	598	598
Augusta County	214	235	235	235
Bath County	1	1	1	1
Bedford County	374	411	411	411
Bland County	14	15	15	15
Botetourt County	128	141	141	141
Bristol City	152	167	167	167
Brunswick County	68	75	75	75
Buchanan County	0	0	0	0
Buckingham County	42	46	46	46
Buena Vista City	13	14	14	14
Campbell County	527	580	580	580
Caroline County	207	228	228	228
Carroll County	222	244	244	244
Charles City County	35	39	39	39
Charlotte County	21	23	23	23
Charlottesville City	187	206	206	206
Chesapeake City	1,899	2,089	2,089	2,089
Chesterfield County	2,011	2,212	2,212	2,212
Clarke County	34	37	37	37
Colonial Heights City	134	147	147	147
Covington City	54	59	59	59
Craig County	55	61	61	61
Culpeper County	677	745	745	745
Cumberland County	11	12	12	12
Danville City	459	505	505	505
Dickenson County	22	24	24	24
Dinwiddie County	210	231	231	231
Essex County	140	154	154	154
Fairfax County	4,403	4,843	4,843	4,843
Fauquier County	212	233	233	233
Floyd County	58	64	64	64
Fluvanna County	125	138	138	138

Locality	SFY 2023	SFY2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Franklin City	86	95	95	95
Franklin County	341	375	375	375
Frederick County	244	268	268	268
Fredericksburg City	401	441	441	441
Galax City	67	74	74	74
Giles County	173	190	190	190
Gloucester County	140	154	154	154
Goochland County	32	35	35	35
Grayson County	27	30	30	30
Greene County	97	107	107	107
Greensville County	100	110	110	110
Halifax County	160	176	176	176
Hampton City	1,349	1,484	1484	1484
Hanover County	442	486	486	486
Harrisonburg City	230	253	253	253
Henrico County	3,383	3,721	3,721	3,721
Henry County	338	372	372	372
Highland County	18	20	20	20
Hopewell City	257	283	283	283
Isle of Wight County	94	103	103	103
James City County	221	243	243	243
King and Queen County	27	30	30	30
King George County	182	200	200	200
King William County	71	78	78	78
Lancaster County	55	61	61	61
Lee County	26	29	29	29
Lexington City	10	11	11	11
Loudoun County	1,292	1,421	1,421	1,421
Louisa County	145	160	160	160
Lunenburg County	31	34	34	34
Lynchburg City	767	844	844	844
Madison County	43	47	47	47
Manassas City	358	394	394	394
Manassas Park City	96	106	106	106
Martinsville City	138	152	152	152
Mathews County	28	31	31	31
Mecklenburg County	139	153	153	153
Middlesex County	109	120	120	120
Montgomery County	519	571	571	571
Nelson County	32	35	35	35
New Kent County	69	76	76	76
Newport News City	2,299	2,529	2,529	2,529
Norfolk City	2,227	2,450	2,450	2,450
Northampton County	71	78	78	78
Northumberland County	45	50	50	50

Locality	SFY 2023	SFY2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Nottoway County	61	67	67	67
Orange County	240	264	264	264
Page County	55	61	61	61
Patrick County	34	37	37	37
Petersburg City	674	741	741	741
Pittsylvania County	268	295	295	295
Portsmouth City	1,481	1,629	1,629	1,629
Powhatan County	61	67	67	67
Prince Edward County	61	67	67	67
Prince George County	175	193	193	193
Prince William County	2,702	2,972	2,972	2,972
Pulaski County	85	94	94	94
Radford City	123	135	135	135
Rappahannock County	66	73	73	73
Richmond City	1,786	1,965	1,965	1,965
Richmond County	42	46	46	46
Roanoke City	1,370	1,507	1,507	1,507
Roanoke County	781	859	859	859
Rockbridge County	41	45	45	45
Rockingham County	193	212	212	212
Russell County	73	80	80	80
Scott County	2	2	2	2
Shenandoah County	238	262	262	262
Smyth County	77	85	85	85
Southampton County	72	79	79	79
Spotsylvania County	1,055	1,161	1,161	1,161
Stafford County	983	1,081	1,081	1,081
Staunton City	116	128	128	128
Suffolk City	513	564	564	564
Surry County	11	12	12	12
Sussex County	51	56	56	56
Tazewell County	151	166	166	166
Virginia Beach City	2,651	2,916	2,916	2,916
Warren County	194	213	213	213
Washington County	117	129	129	129
Waynesboro City	146	161	161	161
Westmoreland County	163	179	179	179
Williamsburg City	64	70	70	70
Winchester City	167	184	184	184
Wise County	30	33	33	33
Wythe County	102	112	112	112
York County	194	213	213	213
Total	49,386	54,325	54,325	54,325

Appendix B: Count of Providers Receiving CCDF Dollars by Locality

Locality	SFY 2023	SFY 2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Accomack County	10	15	15	15
Albemarle County	49	58	58	58
Alleghany County	4	5	5	5
Amelia County	14	19	19	19
Amherst County	30	36	36	36
Appomattox County	18	20	20	20
Arlington County	98	120	120	120
Augusta County	28	32	32	32
Bath County	1	1	1	1
Bedford County	56	76	76	76
Bland County	4	5	5	5
Botetourt County	27	38	38	38
Brunswick County	11	13	13	13
Buchanan County	0	0	0	0
Buckingham County	19	22	22	22
Campbell County	40	43	43	43
Caroline County	44	58	58	58
Carroll County	16	18	18	18
Charles City County	8	9	9	9
Charlotte County	6	6	6	6
Chesterfield County	205	250	250	250
Clarke County	10	13	13	13
Craig County	4	5	5	5
Culpeper County	46	47	47	47
Cumberland County	4	4	4	4
Dickenson County	1	1	1	1
Dinwiddie County	41	52	52	52
Essex County	12	12	12	12
Fairfax County	639	689	689	689
Fauquier County	45	52	52	52
Floyd County	13	14	14	14
Fluvanna County	21	22	22	22
Franklin County	39	41	41	41
Frederick County	29	37	37	37
Giles County	11	12	12	12
Gloucester County	25	27	27	27
Goochland County	15	16	16	16
Grayson County	8	10	10	10
Greene County	22	30	30	30
Greensville County	10	11	11	11
Halifax County	7	7	7	7
Hanover County	64	75	75	75
Henrico County	224	253	253	253

Locality	SFY 2023	SFY 2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Henry County	30	36	36	36
Highland County	1	1	1	1
Isle of Wight County	29	34	34	34
James City County	25	28	28	28
King and Queen County	11	12	12	12
King George County	28	36	36	36
King William County	25	35	35	35
Lancaster County	5	7	7	7
Lee County	1	1	1	1
Loudoun County	114	124	124	124
Louisa County	42	49	49	49
Lunenburg County	7	8	8	8
Madison County	14	19	19	19
Mathews County	8	9	9	9
Mecklenburg County	7	7	7	7
Middlesex County	14	17	17	17
Montgomery County	30	29	29	29
Nelson County	8	8	8	8
New Kent County	33	49	49	49
Northampton County	10	11	11	11
Northumberland County	10	15	15	15
Nottoway County	13	15	15	15
Orange County	46	52	52	52
Page County	6	7	7	7
Patrick County	11	12	12	12
Pittsylvania County	31	33	33	33
Powhatan County	7	7	7	7
Prince Edward County	10	15	15	15
Prince George County	55	60	60	60
Prince William County	287	319	319	319
Pulaski County	19	25	25	25
Rappahannock County	8	9	9	9
Richmond County	8	9	9	9
Roanoke County	61	72	72	72
Rockbridge County	6	6	6	6
Rockingham County	27	29	29	29
Russell County	6	5	5	5
Scott County	1	1	1	1
Shenandoah County	26	28	28	28
Smyth County	5	4	4	4
Southampton County	12	12	12	12
Spotsylvania County	81	96	96	96
Stafford County	124	145	145	145
Surry County	8	8	8	8
Sussex County	10	15	15	15

Locality	SFY 2023	SFY 2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Tazewell County	13	15	15	15
Warren County	26	29	29	29
Washington County	14	14	14	14
Westmoreland County	21	27	27	27
Wise County	5	5	5	5
Wythe County	14	18	18	18
York County	53	53	53	53
Alexandria City	154	156	156	156
Bristol City	10	10	10	10
Buena Vista City	4	10	10	10
Charlottesville City	39	40	40	40
Chesapeake City	224	239	239	239
Colonial Heights City	45	49	49	49
Covington City	4	5	5	5
Danville City	22	22	22	22
Franklin City	15	14	14	14
Fredericksburg City	58	67	67	67
Galax City	9	10	10	10
Hampton City	128	141	141	141
Harrisonburg City	25	28	28	28
Hopewell City	36	34	34	34
Lexington City	3	3	3	3
Lynchburg City	48	52	52	52
Manassas City	55	60	60	60
Manassas Park City	24	28	28	28
Martinsville City	18	19	19	19
Newport News City	139	145	145	145
Norfolk City	213	225	225	225
Petersburg City	89	114	114	114
Portsmouth City	167	188	188	188
Radford City	19	20	20	20
Richmond City	178	200	200	200
Roanoke City	65	72	72	72
Staunton City	14	14	14	14
Suffolk City	120	142	142	142
Virginia Beach City	187	203	203	203
Waynesboro City	18	20	20	20
Williamsburg City	20	24	24	24
Winchester City	20	23	23	23

Appendix C: Overall Number of Child Care Providers by Locality, FY2023

Provider type key provided at end of table.

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Accomack County	8	2	1			2				2	2	17
Albemarle County	41	8	12	1		4				1	4	71
Alexandria City	91	37	10	1		21		50		1		211
Alleghany County	1											1
Amelia County	3		2									5
Amherst County	9	1	3			1					1	15
Appomattox County	1		4		1							6
Arlington County	70	55	9	5		59		22				220
Augusta County	10	3	8			2				2		25
Bath County	1		1									2
Bedford County	14	2	8			12						36
Bland County	1		1									2
Botetourt County	11	1	3									15
Bristol City	8	1	4			4				1		18
Brunswick County	6											6
Buchanan County	7		1			2						10
Buckingham County	1		2		1	1						5
Buena Vista City	1					2				1		4
Campbell County	11	4	5							1	1	22
Caroline County	9	2	3							1		15
Carroll County	7	5	2			2						16
Charles City County	2											2
Charlotte County	1		2			5						8
Charlottesville City	22	8	6	3	1	11				1	4	56
Chesapeake City	71	12	42		1	9				3	5	143
Chesterfield County	86	29	41		1	43					17	217
Clarke County	5	2	1		1	1						10
Colonial Heights City	6	1	3			1					2	13
Covington City	1		2							1		4

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Craig County	1											1
Culpeper County	12	5	4							2	1	24
Cumberland County		2	1			1						4
Danville City	12	2	13			10					5	42
Dickenson County	3					2						5
Dinwiddie County	5	5	1									11
Emporia	3	2										5
Essex County	4	2	1		1							8
Fairfax City	465	532	72	8	2	509		245	3			1,836
Fairfax County	2	2	2									7
Falls Church	14	3	1		1	10		2				31
Fauquier County	28	9	14	1		18						70
Floyd County	5		2			2						9
Fluvanna County	5	2	4			1					2	14
Franklin City	15	4	8	1		3					1	32
Franklin County	5	1	2			1				1	3	13
Frederick County	10	4	10			20						44
Fredericksburg City	5	2	7			2				3		19
Galax City	2	3	1									6
Giles County	6		2							1		9
Gloucester County	5	1	5			1						12
Goochland County	3		2			8						13
Grayson County	1	1	1			15						18
Greene County	5		1									6
Greensville County	2	1	1			3				1		8
Halifax County	6	1	3									10
Hampton City	32	14	13			3				1	10	73
Hanover County	34	1	14			6						55
Harrisonburg City	16	5	3	1		11					1	37
Henrico County	120	36	48		5	29					14	252
Henry County	12	2	8		1	4					1	28
Highland County	1											1

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Hopewell City	7	4	4			3						18
Isle of Wight County	14	3	3			6				1	2	29
James City County	31	1	5			8					1	46
King and Queen County	2											2
King George County	5	2	2									9
King William County	7	2	2			2						13
Lancaster County	3	2	1		1							7
Lee County	10		1									11
Lexington City	3											3
Loudoun County	171	144	26	3		29					29	402
Louisa County	5	2	5			2	4				3	21
Lunenburg County	2											2
Lynchburg City	23	5	16		1	19						64
Madison County	2		2								1	5
Manassas City	22	2	1			2				1	2	30
Manassas Park City	4	2										6
Martinsville City	7	2	2			1						12
Mathews County	3	1	1									5
Mecklenburg County	6		5			3						14
Middlesex County	3	4	1									8
Montgomery County	28	5	10	4	1	8						56
Nelson County	3		2			1						6
New Kent County	5	1	4			9						19
Newport News City	59	4	21			9					12	105
Norfolk City	80	23	19	1		14				3	20	160
Northampton County	4	4	3							1	1	13
Northumberland County	1	1	3			3						8
Norton City	3		1									4
Nottoway County	3		2			4						9
Orange County	11	8	2								3	24
Page County	3	1	3		1	2						10
Patrick County	3	2	2									7

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Petersburg City	16	10	10			6					4	46
Pittsylvania County	9	1	1			1				1		13
Poquoson	3		1			1						5
Portsmouth City	47	21	10	1		6				1	7	93
Powhatan County	6	3	4			3						16
Prince Edward County	7	1	1			1						10
Prince George County	5	2	3								2	12
Prince William County	147	122	35	1		110				4	27	446
Pulaski County	10		1			2						13
Radford City	6		1									7
Rappahannock County	5											5
Richmond City	5		1			1						7
Richmond County	53	7	26		1	36					17	140
Roanoke City	16	6	17		1	16						56
Roanoke County	37	11	21	1		6					1	77
Rockbridge County	5		2			4						11
Rockingham County	14	4	7			7					1	33
Russell County	4	2	3			7						16
Salem	15		4			5						24
Scott County	9		1			2						12
Shenandoah County	7	5	10				3			1		26
Smyth County	7	1	4									12
Southampton County	2		2			1						5
Spotsylvania County	45	10	6			5					2	68
Stafford County	50	26	11			1				1	2	91
Staunton City	6		6	1		6					1	20
Suffolk City	26	12	7	1		26					7	79
Surry County	1	1										2
Sussex County	3	1	2									6
Tazewell County	11	5	2									18
Virginia Beach City	121	33	43	2		67				2	7	275
Warren County	7	2	4									13

Locality	CDC	FDH	CCE	CCS	CNS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Washington County	14	3	7			2						26
Waynesboro City	4		8			1						13
Westmoreland County	8	2				1						11
Williamsburg City	1		3									4
Winchester City	12	2	4			5				1		24
Wise County	5	2	4									11
Wythe County	6	2	4			1						13
York County	19	2	8			23					2	54
State Totals	2,651	1,339	853	36	22	1,322	7	319	3	41	228	6,822

CDC = licensed child day center

FDH = licensed family day home

CCE = religious-exempt child day center

CCS = short-term child day center

CNS = certified preschool

FEXP = filing exempt child day program

LGA = local-government approved child day center

LOH = local ordinance approved family day home

SAH = system-approved family day home

UFD = unlicensed/unregistered family day home

VR = voluntarily registered family day home

Appendix D: Estimated Number of Children on the Wait List by Locality, FY2023-2026

Locality	SFY 2023	SFY2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Accomack County	0	0	4	6
Albemarle County	0	0	15	25
Alexandria City	0	0	33	57
Alleghany County	0	0	4	7
Amelia County	0	0	2	2
Amherst County	0	0	17	30
Appomattox County	0	0	5	9
Arlington County	0	0	25	44
Augusta County	0	0	10	17
Bath County	0	0	0	0
Bedford County	0	0	17	30
Bland County	0	0	1	1
Botetourt County	0	0	6	10
Bristol City	0	0	7	12
Brunswick County	0	0	3	6
Buchanan County	0	0	0	0
Buckingham County	0	0	2	3
Buena Vista City	0	0	1	1
Campbell County	0	0	25	42
Caroline County	0	0	10	17
Carroll County	0	0	10	18
Charles City County	0	0	1	3
Charlotte County	0	0	1	2
Charlottesville City	0	0	8	15
Chesapeake City	0	0	87	154
Chesterfield County	0	0	94	163
Clarke County	0	0	2	3
Colonial Heights City	0	0	6	11
Covington City	0	0	3	4
Craig County	0	0	2	4
Culpeper County	0	0	31	55
Cumberland County	0	0	1	1
Danville City	0	0	21	36
Dickenson County	0	0	1	2
Dinwiddie County	0	0	10	17
Essex County	0	0	6	12
Fairfax County	0	0	205	354
Fauquier County	0	0	10	16
Floyd County	0	0	3	4
Fluvanna County	0	0	6	10
Franklin City	0	0	4	7
Franklin County	0	0	16	26

Locality	SFY 2023	SFY2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Frederick County	0	0	11	20
Fredericksburg City	0	0	17	33
Galax City	0	0	3	5
Giles County	0	0	8	14
Gloucester County	0	0	7	12
Goochland County	0	0	2	3
Grayson County	0	0	1	2
Greene County	0	0	5	8
Greensville County	0	0	4	8
Halifax County	0	0	8	13
Hampton City	0	0	63	108
Hanover County	0	0	20	36
Harrisonburg City	0	0	11	16
Henrico County	0	0	155	271
Henry County	0	0	15	27
Highland County	0	0	1	2
Hopewell City	0	0	12	21
Isle of Wight County	0	0	5	6
James City County	0	0	10	18
King and Queen County	0	0	2	2
King George County	0	0	8	14
King William County	0	0	4	6
Lancaster County	0	0	3	5
Lee County	0	0	1	2
Lexington City	0	0	1	1
Loudoun County	0	0	60	54
Louisa County	0	0	7	11
Lunenburg County	0	0	2	3
Lynchburg City	0	0	35	62
Madison County	0	0	2	3
Manassas City	0	0	16	29
Manassas Park City	0	0	4	8
Martinsville City	0	0	6	11
Mathews County	0	0	2	3
Mecklenburg County	0	0	7	11
Middlesex County	0	0	5	9
Montgomery County	0	0	24	42
Nelson County	0	0	2	3
New Kent County	0	0	3	5
Newport News City	0	0	107	186
Norfolk City	0	0	103	180
Northampton County	0	0	3	6
Northumberland County	0	0	2	3
Nottoway County	0	0	3	5
Orange County	0	0	11	18

Locality	SFY 2023	SFY2024 (projected)	SFY 2025 (projected)	SFY 2026 (projected)
Page County	0	0	2	4
Patrick County	0	0	1	3
Petersburg City	0	0	31	54
Pittsylvania County	0	0	13	21
Portsmouth City	0	0	66	120
Powhatan County	0	0	3	5
Prince Edward County	0	0	3	5
Prince George County	0	0	8	14
Prince William County	0	0	126	220
Pulaski County	0	0	4	7
Radford City	0	0	5	10
Rappahannock County	0	0	3	6
Richmond City	0	0	88	145
Richmond County	0	0	2	4
Roanoke City	0	0	64	111
Roanoke County	0	0	36	63
Rockbridge County	0	0	2	3
Rockingham County	0	0	9	15
Russell County	0	0	4	6
Scott County	0	0	0	0
Shenandoah County	0	0	11	19
Smyth County	0	0	3	6
Southampton County	0	0	4	6
Spotsylvania County	0	0	49	85
Stafford County	0	0	46	80
Staunton City	0	0	5	8
Suffolk City	0	0	24	41
Surry County	0	0	1	2
Sussex County	0	0	3	4
Tazewell County	0	0	7	12
Virginia Beach City	0	0	73	215
Warren County	0	0	9	15
Washington County	0	0	5	8
Waynesboro City	0	0	7	12
Westmoreland County	0	0	8	13
Williamsburg City	0	0	3	5
Winchester City	0	0	8	13
Wise County	0	0	2	3
Wythe County	0	0	5	8
York County	0	0	9	15
Total	3	3	2,248	3,927

Appendix E: Impact of the Building Blocks for Virginia Families Initiative for Children and Families, by locality

Note: Estimates include children and families served through the CCSP and Mixed Delivery

Locality	Number of Slots Retained by Building Blocks	Number of Working Parents That Would Child Care-Related Job Disruptions Without Additional Funding
Accomack County	57	60
Albemarle County	221	232
Alexandria City	513	538
Alleghany County	61	64
Amelia County	19	20
Amherst County	263	276
Appomattox County	81	85
Arlington County	392	412
Augusta County	154	162
Bath County	1	1
Bedford County	270	283
Bland County	10	11
Botetourt County	92	97
Bristol City	110	115
Brunswick County	49	51
Buchanan County	-	-
Buckingham County	30	32
Buena Vista City	9	10
Campbell County	380	399
Caroline County	149	157
Carroll County	160	168
Charles City County	25	27
Charlotte County	15	16
Charlottesville City	135	142
Chesapeake City	1,370	1,438
Chesterfield County	1,450	1,523
Clarke County	25	26
Colonial Heights City	97	101
Covington City	39	41
Craig County	40	42
Culpeper County	488	513
Cumberland County	8	8
Danville City	331	348
Dickenson County	16	17
Dinwiddie County	151	159
Essex County	101	106
Fairfax County	3,175	3,334
Fauquier County	153	161
Floyd County	42	44
Fluvanna County	90	95

Locality	Number of Slots Retained by Building Blocks	Number of Working Parents That Would Child Care-Related Job Disruptions Without Additional Funding
Franklin City	62	65
Franklin County	246	258
Frederick County	176	185
Fredericksburg City	289	304
Galax City	48	51
Giles County	125	131
Gloucester County	101	106
Goochland County	23	24
Grayson County	19	20
Greene County	70	73
Greensville County	72	76
Halifax County	115	121
Hampton City	973	1,022
Hanover County	319	335
Harrisonburg City	166	174
Henrico County	2,440	2,562
Henry County	244	256
Highland County	13	14
Hopewell City	185	195
Isle of Wight County	68	71
James City County	159	167
King and Queen County	19	20
King George County	131	138
King William County	51	54
Lancaster County	40	42
Lee County	19	20
Lexington City	7	8
Loudoun County	932	978
Louisa County	105	110
Lunenburg County	22	23
Lynchburg City	553	581
Madison County	31	33
Manassas City	258	271
Manassas Park City	69	73
Martinsville City	100	105
Mathews County	20	21
Mecklenburg County	100	105
Middlesex County	79	83
Montgomery County	374	393
Nelson County	23	24
New Kent County	50	52
Newport News City	1,658	1,741
Norfolk City	1,606	1,686
Northampton County	51	54

Locality	Number of Slots Retained by Building Blocks	Number of Working Parents That Would Child Care-Related Job Disruptions Without Additional Funding
Northumberland County	32	34
Nottoway County	44	46
Orange County	173	182
Page County	40	42
Patrick County	25	26
Petersburg City	486	510
Pittsylvania County	193	203
Portsmouth City	1,068	1,121
Powhatan County	44	46
Prince Edward County	44	46
Prince George County	126	133
Prince William County	1,949	2,046
Pulaski County	61	64
Radford City	89	93
Rappahannock County	48	50
Richmond City	1,288	1,352
Richmond County	30	32
Roanoke City	988	1,037
Roanoke County	563	591
Rockbridge County	30	31
Rockingham County	139	146
Russell County	53	55
Scott County	1	2
Shenandoah County	172	180
Smyth County	56	58
Southampton County	52	55
Spotsylvania County	761	799
Stafford County	709	744
Staunton City	84	88
Suffolk City	370	388
Surry County	8	8
Sussex County	37	39
Tazewell County	109	114
Virginia Beach City	1,912	2,007
Warren County	140	147
Washington County	84	89
Waynesboro City	105	111
Westmoreland County	118	123
Williamsburg City	46	48
Winchester City	120	126
Wise County	22	23
Wythe County	74	77
York County	140	147

Appendix F: FFY2022 ACF-800

Continued on next page.

Grantee: Virginia

ACF-800 - CHILD CARE AND DEVELOPMENT FUND ANNUAL REPORT							OMB Control Number: 0970-0150						
FOR SERVICES PROVIDED FROM OCTOBER 1, 2021 THROUGH SEPTEMBER 30, 2022							Expiration Date: 3/31/2025						
Barbara Denise Branscome (804) 484-0334 denise.branscome@doe.virginia.gov	(A) TOTAL	Category / Type of Child Care											
		CARE PROVIDED BY A LICENSED OR REGULATED PROVIDER IN A					CARE PROVIDED BY A LEGALLY OPERATING PROVIDER (LICENSE CATEGORY UNAVAILABLE IN A STATE OR LOCALITY) IN A						
		(B) Child's Home	(C) Family Home	(D) Group Home	(E) Center	CHILD'S HOME BY A		FAMILY HOME BY A		GROUP HOME BY A		(L) CENTER	
(F) Relative	(G) Non-Relative	(H) Relative	(I) Non-Relative	(J) Relative	(K) Non-Relative								
Number Served:													
1. Number of families receiving child care services	23732												
2. Number of children receiving child care services	39771	0	3420	0	33750	0	2	72	197	0	0	2330	
2a. Number of child fatalities	0	0	0	0	0	0	0	0	0	0	0	0	
3a. Does the State claim public pre-kindergarten expenditures on CCDF-eligible children as State CCDF Match?	Yes												
3b. Does the State claim public pre-kindergarten expenditures on CCDF-eligible children as State CCDF MOE?	Yes												
4. If yes to 3a or 3b, indicate the estimated number of CCDF eligible children receiving public pre-kindergarten services for which CCDF Match or MOE is claimed.	2666												
Payment Methods:													
5. Number of children served through grants or contracts	0	0	0	0	0	0	0	0	0	0	0	0	
6. Number of children receiving child care services through certificates and/or cash	39771	0	3420	0	33750	0	2	72	197	0	0	2330	
7. Of children served through certificates, number of children served through cash payments directly to parents (only)	0	0	0	0	0	0	0	0	0	0	0	0	
Provider Information:													
8. Number of child care providers receiving CCDF funding by type of care	2142	0	649	0	1291	0	1	25	65	0	0	111	
Consumer Education:													
9a. Estimated number of families receiving consumer education	23732												
9b. How is the estimated number of families receiving consumer education determined?	Using the Virginia Case Management System, case worker select a button if they provide consumer education to families during enrollment or recertification.												
10. No longer collected effective FFY2016.													
11. Indicate the Methods Used on a Regular Basis:													

11a. Written materials including brochures, booklets, checklists, newspaper articles, or billboards about child care topics	Y	
11b. Counseling from Resource and Referral Agencies, eligibility workers, and other entities	Y	
11c. Mass media broadcasts including TV announcements or radio announcements about child care topics	Y	
11d. Electronic media publications or broadcasts including Internet sites and webcasts about child care topics	Y	
11e. Referral to other programs for which parents might be eligible	Y	
Pooling Factor:		
12. Is this report based on pooled CCDF and non-CCDF funds?	No	
13. If this report is based on pooled CCDF and non-CCDF funds, what is the percent of funds which are CCDF?	100	
15. Please enter data elements as appropriate - The Office of Child Care (OCC) understands that state and territory systems vary in how they collect and report data for families, children, and providers funded fully or partially with any of the COVID-19 supplemental CCDF funds appropriated by the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act versus other CCDF or non-CCDF monies. Please specify the COVID-19 supplemental CCDF funds used for the population of families, children, and providers reported under #1, #2, and #8 of this form: [please specify - refer to the ACF-800 instructions for guidance]		
CCDF CARES Act Funding		
My state has included ALL families, children, and providers with subsidies funded with CCDF CARES Act funding in this report.	N	
My state has NOT included families, children, and providers funded with CCDF CARES Act funds.	Y	
My state has included a subset of families, children, and providers with subsidies funded by CCDF CARES Act: (check all the subsets that apply)	N	
CCDF CRRSA Act Funding		
My state has included ALL families, children and providers with subsidies funded with CCDF CRRSA Act funding in this report.	N	
My state has NOT included families, children, and providers funded with CCDF CRRSA Act funds in this report.	Y	
My state has included a subset of families, children, and providers with subsidies funded by CCDF CRRSA Act: (check all the subsets that apply)	N	
CCDF ARP Act Discretionary Supplemental Funding		
My state has included ALL families, children and providers with subsidies funded with CCDF ARP Act Discretionary Supplemental funding.	N	

My State has NOT included families, children, and providers funded with CCDF ARP Act Discretionary Supplemental funds in this report.	Y	
My state has included a subset of families, children, and providers with subsidies funded by CCDF ARP Act Discretionary Supplemental funding: (check all the subsets that apply)	N	
While your actual counts of families, children, and providers funded with COVID-19 supplemental CCDF funds (CARES Act, CRRSA Act, and/or ARP Act dollars) may not be available as described above, we want all states and territories to provide annual estimates to help us understand how COVID-19 supplemental CCDF funds (CARES Act, CRRSA Act, and/or ARP Act Discretionary Supplemental dollars) were used. Please provide numerical annual unduplicated estimates of the following broad categories of families, children and providers receiving subsidies for slots only, funded fully or partially through grants, contracts, or certificates. Do not include ARP Act Stabilization Grants funds or quality and supply grants that are NOT linked to the eligibility of specific families and children as those will be included under the Quality Progress Report.		
15-1a. Number of families served whose subsidy was fully or partially funded with COVID-19 supplemental CCDF funds (CCDF CARES Act, CCDF CRRSA Act, CCDF ARP Act Discretionary Supplemental dollars).	0	
15-1b. Number of children served whose subsidy was fully or partially funded with COVID-19 supplemental CCDF funds (CARES Act, CRRSA Act, and/or ARP Act Discretionary Supplemental dollars).	0	
15-1c. Specify COVID-19 supplemental funds used (check all that apply):		
CCDF CARES Act	N	
CCDF CRRSA Act	N	
CCDF ARP Act Discretionary Supplemental	N	
15-2a. Number of essential worker (e.g., medical workers, first responders, etc. as defined by the state) families who received a subsidy because of the COVID-19 crisis (funded with CCDF CARES Act, CCDF CRRSA Act, CCDF ARP Act Discretionary Supplemental, and broader CCDF dollars).	0	
15-2b. Number of children of essential workers (e.g., medical workers, first responders, etc. as defined by the state) who received a subsidy because of the COVID-19 crisis (funded with CCDF CARES Act, CCDF CRRSA Act, CCDF ARP Act Discretionary Supplemental, and broader CCDF dollars).	0	
15-2c. Specify COVID-19 supplemental funds used (check all that apply):		
CCDF CARES Act	N	
CCDF CRRSA Act	N	
CCDF ARP Act Discretionary Supplemental	N	
Broader CCDF	N	
15-3. No longer collected effective FFY2021.		
15-4a. Number of providers that received subsidies while the provider was temporarily closed, based on enrollment rather than attendance of subsidy-eligible children (funded with CCDF CARES Act, CCDF CRRSA Act, CCDF ARP	0	

Act Discretionary Supplemental, and broader CCDF dollars).		
--	--	--

15-4b. Specify COVID-19 supplemental funds used (check all that apply):		
--	--	--

CCDF CARES Act	N	
----------------	---	--

CCDF CRRSA Act	N	
----------------	---	--

CCDF ARP Act Discretionary Supplemental	N	
---	---	--

Broader CCDF	N	
--------------	---	--

Appendix F: FFY2022 Quality Progress Report

Continued on next page.

OMB Control No: 0970-0517

Expiration date: 12/31/2024

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

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

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

Quality Progress Report (QPR)

For

Virginia

FFY 2022

QPR Status: Accepted as of 2023-02-14 19:39:45 GMT

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

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

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

QUALITY PROGRESS REPORT

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

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

Specifically, this report will be used to:

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

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

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

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

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

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

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

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

Glossary of Terms

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

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

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

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

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

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

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

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

Provider means the entity providing child care services.

Staffed family child care network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

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

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs **2691**

N/A. Describe:

License exempt center-based programs **895**

N/A. Describe:

Licensed family child care homes **1356**

N/A. Describe:

License-exempt family child care homes (care in providers' home) **607**

N/A. Describe:

In-home (care in the child's own home)

N/A. Describe:

Other. Explain:

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. Include any significant areas of progress that were not anticipated in the Plan as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible. **In FFY 2022, Virginia has continued to improve quality systems and supports for Virginia's care and family day home providers. This has included a key focus on the following areas:**

Successful completion of Practice Year 1 of the VQB5 Unified Measurement and Improvement System: In March 2020, the Virginia Department of Education (VDOE) began work with the new Early Childhood Advisory Committee (ECAC) to establish the new, legislatively required, mandatory unified measurement and improvement system, called VQB5. VQB5 Practice Year 1 concluded in September 2022, with Practice Year 2 beginning in Summer 2022. The VQB5 Practice Year 2 guidelines were approved by the Board of Education (BOE) in June 2022, and can be found here:

<https://www.doe.virginia.gov/early-childhood/build-unified-early-childhood-system/index.shtml>

As part of the VQB5, participating communities measure program quality by using the CLASS observation tool and use of quality curriculum. Each classroom, which includes family day homes, that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system, including use of curriculum. As of September 2022, LinkB5 had 2,632 sites registered. This year, sites that are participating in Practice Year 2 of the VQB5 rating system, including family day homes, will receive information on program quality as part of their practice rating. All programs will have the opportunity to participate in at least one practice year (2021-2022 was VQB5 Practice Year 1 and 2022-2023 is VQB5 Practice Year 2). In 2023-2024 all publicly-funded programs will be required to participate in VQB5, with the first public ratings shared in the fall of 2024. Programs that do not receive any public funds, will have the option to participate in VQB5.

Practice Year 2 will include the following sites:

- 2494 sites registered to participate in VQB5 Practice Year 2 - This represents 80% of Virginia's publicly funded sites.
- 613 Family Day Homes
- 735 Public School Preschools
- 1146 Centers
- 97% of participating sites are publicly funded. (2409/2494)

Continued development and expansion of services responding to child and provider needs: In response to the COVID 19 crisis, the VDOE has expanded the investment and attention to early childhood mental health supports. While mental health consultation is already being offered in infant/toddler classrooms through the Child Development Resources' Virginia Infant & Toddler Specialist Network, this service is now being expanded. During the 2021-2022 school year, via the use of GEER funding, Virginia launched an ECMHC pilot for birth to five classrooms and children who have been impacted by COVID 19; over 63 programs across 29 cities or counties in Virginia; 101 classrooms were served within these target regions. Year 2 of the Pilot, funded through ARPA, launched late summer/fall of the 2022-2023 school year.

Support of Workforce - ELDS Micro-credential, Pathfinders, Scholarship increase, LinkB5, and Educator Incentive: To increase the early childhood workforce capacity to respond to young children's unfinished learning needs, underscored with urgency by COVID 19, VDOE developed and piloted an ELDS introductory micro-credential (Spanish and English versions) during the 2021-2021 school year: 1,000 learners were enrolled learners to complete this 5 hour, on-line,

self-paced, competency-based micro-credential. The micro-credential will now be available to up to 1,000 new learners during the 2022-2023 school year. Although this work was not funded by CCDF funding (GEER for the pilot year and ARPA for this year's relaunch), infant and toddler educators were a focus group of interest for pilot participation and will continue to be prioritized for access to this professional learning resource.

Virginia has continued to invest in the child care workforce, with two supports for obtaining credentials via Virginia Early Childhood Foundation (VECF) Pathfinders Program, and the Child Care Scholarship Program using COVID relief dollars. Virginia has grown participation in the new unified data system, LinkB5, which is supported by PDG funding and new COVID relief dollars to support expansion. The LinkB5 data system collects information about Virginia's early childhood education (ECE) system to broaden and deepen our understanding of Virginia's unique needs and resources. Communities collect and share information about their ECE landscape through LinkB5, creating visibility into the vital network of diverse providers (including Virginia Preschool Initiative, Head Start, private centers, and family day homes) serving Virginia's youngest learners from birth to age five. With increased visibility into the unique ways children are served, we can build on and strengthen high-quality experiences for all children. As of September 2022, LinkB5 had 2,600 registered sites participating in data collection. This represents approximately 80% of publicly-funded births to five sites in Virginia.

Virginia has further invested significantly in RecognizeB5 in FY22 (formerly known as the Teacher Recognition Program). In FY22, the RecognizeB5 supported Recognition supported 5,099 teachers in center-based child care and family day homes (4,667 in center and 341 in family day homes), Teachers were eligible for up to \$2,000 to recognize their work in the sector and support movement towards wage equity. The program is supported by PDG funds, State General Funds, and CRRSA relief funding in FY22. In total, \$9,556,700 in incentive payments were disbursed in program year 2, which ended in June 2021. In FY23, Virginia will expand to include additional COVID relief funding and state funding to grow the program, with a significant increase in state investment. Virginia will also increase the educator incentive to be \$2,500.

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

Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A as appropriate.

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

Yes. If yes, describe: **Practitioners can create a professional profile that encompasses self-reported employment, compensation, training, and educational credentials through the IMPACT registry. However, a state level process is not currently in place to track professional development progression in Virginia. Teachers and directors also participate in LinkB5, which as of September 2022 had 2,600 site profiles, with 1,842 being from child care and family day home. The purpose of LinkB5 is to collect information about the sites and providers that make up Virginia's early childhood workforce, and to support VQB5. It does not track progression of training or credentials over time, but does collect a once a year snapshot. LinkB5 does record data on credentials and professional development completed within a year. LinkB5 is building a warehousing feature to enable more complete functionality as a workforce registry system.**

VDOE does not have future plans to track PD progression in VA. Virginia's new data system, VQB5, collects information on credentialing and some training. However, there is no plan to add a PD registry in the same format as IMPACT registry.

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

2.1.2 Are any teachers/providers required to participate?

Yes. If yes, describe:

No. If no, describe: **There are no participation requirements.**

2.1.3 Total number of participants in the registry as of September 30, 2022 **678**

2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- Scholarships (for formal education institutions) **3226**
- Financial bonus/wage supplements tied to education levels **16**
- Career advisors, mentors, coaches, or consultants **34**
- Reimbursement for training
- Loans
- Substitutes, leave (paid or unpaid)for professional development
- Other. Describe: **The Network provided (i) incentives to 273 providers for progress on obtaining an endorsement, credential, or certificate and (ii) scholarships to 81 providers to attend a statewide conference**

Other Virginia Quality-related supports: 85 Scholarships to Raising the Bar Early Care and Education Virtual Conference, 9 providers received scholarships resulting in CDA certificate and 6 renewal CDA certificates, 39 individuals were issued scholarships for attendance at virtual Intro to Infant, Toddler, or PreK CLASS training in October 2021, November 2021, and March 2022; CDA scholarships were issued to 9 providers for first time certification between October 2021 and June 2022

Virginia has expanded investments in RecognizeB5 in FY22 (formerly known as the Teacher Recognition Program). In FY22, the RecognizeB5 supported Recognition supported 5,099 teachers in center-based child care and family day homes (4,667 in center and 341 in family day homes), Teachers were eligible for up to \$2,000 to recognize their work in the sector and support movement towards wage equity. The program is supported by PDG funds, State General Funds, and CRRSA relief funding in FY22. In total, \$9,556,700 in incentive payments were disbursed in program year 2. UVA has supported various evaluations of this program to understand the impact of increased wages on the child care profession - those can be found here: <https://www.see-partnerships.com/virginia-reports--policy-briefs.html>

N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- Financial bonuses (not tied to education levels) **5099**
- Salary enhancements/wage supplements
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Other. Describe:
- N/A. Describe:

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:				
b. How many had a Child Development Associate (CDA)?				<p>The state, its partners, and stakeholders do not collect this data. Historical data is not available. We do not have future plans to collect this data on all licensed providers.</p>

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?				The state, its partners, and stakeholders do not collect this data. Historical data is not available. We do not have future plans to collect this data on all licensed providers.
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?				The state, its partners, and stakeholders do not collect this data. Historical data is not available. We do not have future plans to collect this data on all licensed providers.
e. How many had a State child care credential?				The state, its partners, and stakeholders do not collect this data. Historical data is not available. We do not have future plans to collect this data on all licensed providers.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
f. How many had State infant and toddler credentials?				The state, its partners, and stakeholders do not collect this data. Historical data is not available. We do not have future plans to collect this data on all licensed providers.
g. How many had an “other” degree? Define “other” degree:				The state, its partners, and stakeholders do not collect this data. Historical data is not available. We do not have future plans to collect this data on all licensed providers.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:				

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
b. How many had a Child Development Associate (CDA)?				<p>The state, its partners, and stakeholders do not currently collect this data. Historical data is not available. Effective the Fall of 2024, all CCDF-funded providers serving children ages 5 and younger will be registered in LinkB5 and will have the option to provide credential information.</p>

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?				<p>The state, its partners, and stakeholders do not currently collect this data. Historical data is not available. Effective the Fall of 2024, all CCDF-funded providers serving children ages 5 and younger will be registered in LinkB5 and will have the option to provide credential information.</p>

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?				<p>The state, its partners, and stakeholders do not currently collect this data. Historical data is not available. Effective the Fall of 2024, all CCDF-funded providers serving children ages 5 and younger will be registered in LinkB5 and will have the option to provide credential information.</p>

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
e. How many had a State child care credential?				<p>The state, its partners, and stakeholders do not currently collect this data. Historical data is not available. Effective the Fall of 2024, all CCDF-funded providers serving children ages 5 and younger will be registered in LinkB5 and will have the option to provide credential information.</p>

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
f. How many had State infant and toddler credentials?				<p>The state, its partners, and stakeholders do not currently collect this data. Historical data is not available. Effective the Fall of 2024, all CCDF-funded providers serving children ages 5 and younger will be registered in LinkB5 and will have the option to provide credential information.</p>

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
<p>g. How many had an “other” degree? Define “other” degree:</p>				<p>The state, its partners, and stakeholders do not currently collect this data. Historical data is not available. Effective the Fall of 2024, all CCDF-funded providers serving children ages 5 and younger will be registered in LinkB5 and will have the option to provide credential information.</p>

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
a) Business practices	1579					
b) Mental health	6467					
c) Diversity, equity, and inclusion	1148					
d) Emergency Preparedness Planning	102					

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
<p>e) Other: Note: the data reported in this section reflects individuals. The contractors who provide these services do not collect information on the provider type of the individuals who attend their trainings. All provider types are eligible to attend the PD opportunities listed.</p> <p>Child Care Aware: Subsidy, health and safety, emergency preparedness, and first aid/CPR (1,762).</p>	40300					

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
<p>+2,340 TA from CCAoVA Network - health & safety (305), early literacy (224) and VDOE infant toddler endorsement (73).</p> <p>The Lead Agency partners with Child Care Aware of Virginia and the Virginia Infant & Toddler Specialist Network to offer professional development opportunities described. Our partners do not have participation data broken down by provider type, only totals.</p> <p>PSU - VA Annual</p>						

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
Health & Safety Update Training total - 13,535 PSU - VA Preservice Training - 14,140 CCWA - Dailey Health Screening Training - 4,956 CCWA - Child Abuse and Neglect Training - 2,965						

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the training and professional development of the child care workforce during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent \$ 2869054.00</p> <p>If yes, describe how funds were used: Better Kid Care \$225,109</p> <p>Community College Workforce \$23,950</p> <p>Virginia Commonwealth University (VCU) \$50,000</p> <p>Scholarship payments \$395,868.00 from Virginia Department of Education (VDOE)</p> <p>\$350,684 from Virginia Department of Social services (VDSS)</p> <p>Infant and Toddler Network \$1,823,443</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p> <p>Describe:</p>

Funding source	Was this funding source used?
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent: \$ 10862479.92</p> <p>If yes, describe source(s) of funding and how funds were used: \$1 million per SFY - Project Pathfinders Scholarships, State General Funds, Virginia Early Childhood Foundation</p> <p>\$5,000,000 - State General Funds for the PDG B5 Teacher Recognition Program</p> <p>\$1,000,000.00 Early Childhood Mental Health Consultation Program (Governor's Emergency Education Relief Fund)</p> <p>TANF -\$18,507.10</p> <p>Virginia Early Childhood Foundation (VECF) Mixed Delivery Grant State - \$62,810.70</p> <p>VECF Innovation/Wonderschool ☑ State \$47,071.56</p> <p>Nemours Health - \$16,076.77</p> <p>Preschool Development Grant, \$80,513.22</p> <p>Eastern VA Quality: Cohort partnership with Virginia Beach GrowSmart Foundation sponsored by Geico to move programs through each level. Balance September 2021: \$1,642.30</p> <p>Northern VA Quality: Local funds were used to support QRIS, the implementation of early learning and development guidelines and the professional development of the early childhood workforce. Salaries and benefits of early childhood professionals: \$446,305.45</p> <p>Materials and supplies: \$16,172.82</p> <p>Peninsula VA Quality:</p> <p>Sentara Cares ☑ SE work. \$15,680</p> <p>Carolyn Lackey foundation ☑ outdoor learning environments \$1,500</p> <p>\$2,656,700 PDG B5 funds for RecognizeB5</p> <p>\$4,999,500 of State General Funds for Recognize B5</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p> <p>Describe:</p>

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 1900500.00 If yes, describe how funds were used: \$1,900,500 CRRSA for recognizeB5 <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Virginia Quality measured progress in the following ways:

The number of TA assignments made through the Virginia Quality Access online system (the system tracked the number of TA assignments made in response to online requests):

In FFY 2022 there were 286 TA assignments submitted into Access between October 1, 2021 and September 30, 2022 to assist providers working on Quality Improvement Plan (QIP) goals related to Virginia Quality Standards.

The VA Quality Hub offered 24 TA webinars or webinar series in FFY22 for the TA Specialists and Raters. The individual webinars offered and successfully completed were the VQ refreshers for Curriculum and Assessment TA, CLASS & ERS TA and annual VQ Rater Refresher; VQ Report Writing; trainings on the ITERS, ECERS, and FCCERS (this training was offered twice); a series of trainings on using the environment to support interactions (6 sessions offered in total on Physical Environment, Schedules & Routines, and Culturally Responsive Classrooms); and 10 VQ Summer Institute trainings that provided trainings on the Early Learning and Development Standards, developmentally appropriate practices, and overviews of various VDOE approved curricula.

Higher level indicators include such items as: Percent of early care and education programs that participate in Virginia's voluntary child care and early education quality rating and improvement system. The percentage is based on the eligible universe of 3452 set 4.13.2022, a point in time count of program types eligible to be included in Virginia Quality. In FFY2022, 1463 or 42% of eligible providers participated. (Data is extracted from Virginia Quality Access online enrollment and data system.)

The Virginia Infant & Toddler Specialist Network includes items such as:

The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2022 was 13.5%. The average percentage increase of participants' knowledge of the Infant Toddler Mental Health Consultant training topic for FFY 2022 was 10.3%.

620 providers passed the classroom based infant and toddler endorsement courses during FFY 2022. This number is duplicated as some of the same providers participate in more than one course.

The average overall evaluation score for trainings conducted by Infant Toddler Specialists was 4.9 out of 5.

The average overall evaluation score for trainings conducted by Infant and Toddler Mental Health Consultants was 4.92 out of 5.

Virginia has expanded investments in RecognizeB5 in FY22 (formerly known as the Teacher Recognition Program). In FY22, the RecognizeB5 supported Recognition supported 5,099 teachers in center-based child care and family day homes (4,667 in center and 341 in family day homes), Teachers were eligible for up to \$2,000 to recognize their work in the sector and support movement towards wage equity. The program is supported by PDG

funds, State General Funds, and CRRSA relief funding in FY22. In total, \$9,556,700 in incentive payments were disbursed in program year 2. UVA has supported various evaluations of this program to understand the impact of increased wages on the child care profession - those can be found here: <https://www.see-partnerships.com/virginia-reports--policy-briefs.html>

ECMHC program

Funded through GEER for its initial pilot year (July 2021-June 2022), Virginia's Early Childhood Mental Health Consultation Program launched in September 2022 to support healthy social emotional learning and development for children, ages 0-5, impacted by COVID 19. Using ARPA funding, Year 2 of the pilot continues to be offered in localities within two regions of the state (where services were provided during Year 1 as an in-person option; stat-wide access available virtually and according to case loads and proximity of the program).

3) Improving early learning and development guidelines

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

3.1 Were any changes or updates made to the State or Territory’s early learning and development guidelines during October 1, 2021 to September 30, 2022?

Yes. If yes, describe changes or updates: **The state collaborated with over 300 subject matter experts, stakeholders, and partners to develop Virginia's Early Learning and Development Standards. The comprehensive standards span the birth through 5 continuum based upon the core grounding principle that all children deserve to enter school ready to learn. The ELDS were approved by the Virginia Board of Education in March of 2021. The Virginia ELDS replaced the state's previous early learning and development guidelines, (The Milestones of Child Development and Virginia Foundation Blocks for Early Learning) and became effective in the fall of the 2021-2022 academic year as Virginia's early learning and development guidelines. The link to the Virginia ELDS can be found here: <https://www.doe.virginia.gov/early-childhood/curriculum/va-elds-birth-5.pdf>. Translation of a Spanish version took place in Fall 2022; now available here.**

No

N/A Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 426228.71 If yes, describe how funds were used: Development and launch of Virginia’s Introductory ELDS micro-credential pilot and WIDA Early Years membership to support implementation of the ELDS, and particularly the support of multilingual children and families. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Updates on Virginia's Standards: Virginia developed a complete set of revised birth-to-five early learning and development standards over a period of 18 months. During this developmental time span (October 1, 2020 to September 30, 2022) the standards were drafted and shared extensively with stakeholders around the state. The standards were reviewed by over 300 interested individuals. They were finalized and approved by the Board of Education in March 2021. The new ELDS were immediately posted online and available for use, though annualized programs were encouraged to begin using them by Fall 2021 (for the 2021-2022 academic year). A Spanish version was translated in Fall 2022 and is now available to educators and families.

Development and launch of an ELDS introductory micro-credential, through a partnership with Radford University, took place beginning Summer 2021-Summer 2022. The 5 hour, non-credit bearing micro-credential was piloted to a group of 1000 educators (in English and Spanish) who work in varied Birth through 5 early childhood settings including family day homes and center-based settings June-September 2022. Data gathered by a Third Party source revealed that 90% of the learners felt that the micro-credential content was informative and educational and would change their practices in one or more ways that will directly impact better child outcomes for children in the Birth through 5 age range. The micro-credential will be relaunched to new learners beginning Fall 2022.

The Virginia Infant & Toddler Specialist Network is providing copies of the Early Learning and Development Standards (ELDS) to classrooms receiving VA ITSN coaching.

Virginia Infant and Toddler Specialist Network measures and progress include:

*Mean pre-ITERS-R score was 2.77 or "minimal" quality for programs completing intensive on-site coaching provided by the Infant Toddler Specialists; mean post ITERS-R score was 3.58 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores.

*Mean pre-FCCERS-R score was 2.65 or "minimal" quality for programs completing intensive on-site coaching provided by the Infant Toddler Specialists; mean post-FCCERS-R score was 3.80 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores

*Pre- to post-health and safety checklist scores for programs completing intensive on-

site coaching provided by Infant Toddler Specialists increased an average of 15.6% for 34 of the 38 programs (religious exempt child day centers, family day homes not licensed)

*Overall increase in use of 1-2-3 READ! strategies from 2.88 to 3.44 on a scale from 1-4 for providers completing follow-up technical assistance after attending Network early literacy training (pre- and post-coaching as measured by the Infant/Toddler Environment Checklist)

*For programs completing intensive on-site coaching, 679 goals, or an average of about four goals per program, were created with the Infant Toddler Specialists with verification that 664 (97.7%) of these goals were accomplished

*For programs completing on-site coaching on social emotional topics, 342 goals, or an average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants with verification that 295 (86.3%) of these goals were accomplished

*The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2022 was 13.5%

*The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2020 was 10.3%

*7,663 participants trained by Infant Toddler Specialists (duplicated)

*5,655 participants trained by Infant and Toddler Mental Health Consultants (duplicated)

*665 programs received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)

*1,396 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)

*918 programs received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching) There may be duplication of programs. Due to program request, some of these services occurred virtually.

*7,515 providers received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching) There may be duplication of providers. Due to program request, some of these services occurred virtually.

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

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

4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

The lead agency QRIS is operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care:

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care:

The lead agency is operating another system of quality improvement.

Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics: **To support the overall transition from Virginia Quality (VQ) to the new Unified VQB5 system, VQ Regions are providing quality measurement and improvement support to VQ programs and other programs participating in the practice years in collaboration with PDG Communities and Ready Regions. In July 2022, all VQ quality rating levels were "frozen". VQ ratings will remain valid and publicly available on the VDOE-VQB5 website until the fall of 2024 when the new VQB5 ratings are released. (All VQ levels will expire in the fall of 2024). This is to facilitate the transition to the new, statewide and required VQB5 system which will occur in the fall of 2023.**

Under Virginia Quality (VQ), "high quality" refers to programs at Level 4 or 5.

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

Please include your definition of high quality care:

4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?

Licensed child care centers

Licensed family child care homes

License-exempt providers

Programs serving children who receive CCDF subsidy

Early Head Start programs

Head Start programs

- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe: 830 School based Prek: 725 DoD approved: 105
a. Number of providers eligible for QRIS or other system of quality improvement	1876	120	1375	501	0	1935	
b. Number of providers participating in QRIS or other system of quality improvement	1060	103	409	48	0	1563	
c. N/A, describe							

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

- Yes (check all that apply).
 - Licensed child care centers

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

No.

N/A Describe

4.5 Enter the number of programs that met the lead agency’s high quality definition as of September 30, 2022:

- a) Licensed child care centers **84**
- b) License-exempt child care centers
- c) Licensed family child care homes
- d) License-exempt family child care homes (care in providers’ home) **3**
- e) In-home (care in the child’s own home)
- f) Programs serving children who receive CCDF subsidy **33**

N/A. Describe **Programs that were awarded Level 4 and 5 are defined as high quality in Virginia Quality because programs have met the quality criteria for all four quality standards. In addition to the numbers above, 149 Virginia Department of Education Virginia Preschool Initiative (VPI) public school preschool programs are not a designated licensing type, but are included in this count of Level 4 and Level 5 rated programs.**

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:

- a. Total number of CCDF children in high quality care **1853**
 - i. Infant **187**

Define age range: from **0** weeks months years through **15** weeks months years

- ii. Toddler **594**

Define age range: from **16** weeks [] months [**x**] years [] through **35** weeks [] months [**x**] years []

iii. **Preschool 1072**

Define age range: from **36** weeks [] months [**x**] years [] through **5** weeks [] months [] years [**x**]

iv. **School-age 0**

Define age range: from **0** weeks [] months [] years [**x**] through **0** weeks [] months [] years [**x**]

b. Other. Describe

c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?

Yes, the following programs received grants.

- a. Licensed child care centers **184**
- b. License-exempt child care centers **9**
- c. Licensed family child care homes **52**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **245**

No.

N/A. Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?

Yes, the following programs received stipends.

- a. Licensed child care centers **22**
- b. License-exempt child care centers **21**

- c. Licensed family child care homes **1**
- d. License-exempt family child care homes (care in providers' home) **1**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **45**

No.

N/A. Describe:

4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers **53**
- b. License-exempt child care centers **4**
- c. Licensed family child care homes **17**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **74**

No.

N/A. Describe:

4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers **796**
- b. License-exempt child care centers **30**
- c. Licensed family child care homes **276**
- d. License-exempt family child care homes (care in providers' home) **9**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **724**

No.

N/A. Describe:

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 3700417.00 If yes, describe how funds were used: These funds were used to leverage existing Early Childhood care and education service delivery systems to provide opportunities for programs to engage with and prepare for the new unified measurement and improvement system through participation in the Virginia Quality and the Preschool Development Center. At the regional and local level these funds were used to strengthen collaboration among stakeholders, local business leaders, local DSS agencies, local school districts, Head Start, VPI, Resource & Referral agencies, VITSN, other quality initiatives and programs that voluntarily participate in Virginia Quality. Also they provide information and support to early care and education programs to improve and sustain quality of their service. Lastly, they provided families with the resources to understand the importance of quality, and how to select a high quality program</p> <ul style="list-style-type: none"> - ChildSavers-Memorial Child guidance Clinic \$472,976 - Fairfax County, acting through the Department of Neighborhood & Community Services/ Office for Children \$ 768,196 - Sentara RMH Medical Center \$305,420 - Smart Beginnings Rappahannock \$389,089 - Smart Beginnings Virginia Peninsula \$ 383,489 - Tidewater Community College \$ 490,830 - United Way of Roanoke Valley \$ 458,066 - United Way of Southwest Virginia \$ 432,351 <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent: \$ 14497854.00 If yes, describe source(s) of funding and how funds were used: Southwest (United Way Southwest Virginia): VECF PDG - 78,510</p> <p>Central (ChildSavers): VQRIS Affiliate CLASS trainers collaborated with Smart Beginnings Greater Richmond and Henrico Education Foundation to offer 6 CLASS observer trainings to approximately 32 participants. The source and total amounts of this funding was \$7650 from SBGR, and \$1200 from HEF. VQRIS Specialists also collaborated with Smart Beginnings Greater Richmond and Henrico Education Foundation to offer 29 CLASS based foundational trainings to approximately 439 teachers of infants through preschool between October 2021 and September 2022. The source and total amounts of this funding was \$2865 from SBGR, and \$612.50 from HEF. The breakdown of other funds used is as follows: Alisha Saunders-Wilson 50% WFD/ 50% VQRIS; Cristin McKnight 10% WFD/ 90% VQRIS; Lisa Thompson 7.5% WFD/ 20% VQRIS; Mary Thornton 100% WFD, Najiyah Abdullah 100% VQRIS work; Mary Lynn White 100% WFD.</p> <p>Eastern (Tidewater Community College): Cohort Eapartnership with Virginia Beach GrowSmart Foundation sponsored by Geico to move programs through each level. Balance September 2021: \$1,643</p> <p>Northern (Fairfax County): Local funds were used to support QRIS, the implementation of early learning and development guidelines and the professional development of the early childhood workforce. Salaries and benefits of early childhood professionals: \$446,306 Materials and supplies: \$16,173</p> <p>Peninsula (Smart Beginnings VA Peninsula): City of Newport News for level advancement \$23,555</p> <p>PDG B5 - \$6,263,142 Funds spent on PDG B5 Local</p>

Funding source	Was this funding source used?
	<p>Community Networks, to complete CLASS observations and use the LinkB5 data system, which informed the development of the new piloted QRIS, VQB5.</p> <p>PDG B5 - \$2,656,700 for RecognizeB5 incentive grants for child care educators</p> <p>State General Fund: \$4,999,500 for RecognizeB5 incentive grants for child care educators</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 1900500.00 If yes, describe how funds were used: \$1900500 for RecognizeB5 incentive grants for child care educators</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 2315200.00 If yes, describe how funds were used: LinkB5 Expansion <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Virginia Quality Standards for Child Care and Preschool Programs are used to measure progress in improving the quality of care at programs participating in the State quality rating and improvement system. The Virginia Quality standards are:

- 1. Basic Health and Safety - Compliance with regulating authority Level 1 - eligibility (Quality improvement measures begin with Level 2)**
- 2. Education and Qualifications (assessed by documentation) Level 2**
- 3. Curriculum and Assessment (assessed by documentation and observation) Level 3**
- 4. Learning Environment and Interactions (assessed by observation) Level 4 and Level 5**

Link to VA Quality Standards: VA Quality standards information:

<https://doe.virginia.gov/early-childhood/vqb5/vq-ratings-vecf-9-2-22.xlsx>

Between October 1, 2021 and September 30, 2022, Virginia Quality tracked the number of programs in each level and considered the number and/or percentage of programs at each level.

- As of September 30, 2022, a total of 1,463 programs participated in VQ. The number of providers at each level was as follows:

- Level 1 = 328

- Level 2 = 272

- Level 3 = 622 (Note: of these, 444 are Fast Track programs. The "fast track" option allows programs already demonstrating quality in education/qualifications and curriculum to enter

VA Quality at Level 3.)

- Level 4 = 170

- Level 5 = 71

- 351 sites moved up by at least one quality level since enrolling in Virginia Quality.

Additional QRIS measurable indicators referenced in CCDF 2022-2024 State Plan:

The percentage of early care and education (ECE) programs that are participating in QRIS out of the eligible universe: FFY 2022 - 80% of the eligible universe participated in QRIS.

Post training evaluations via surveys: 22 Modules from the Virginia Quality Online Professional Development Series were available this year on the Learn Point website. <http://virginiaquality.learnpointlms.com>. Modules were available to VQ programs and several ECE partners, such as ITSN, community colleges, and programs participating in VQB5. When the VQ Module website closed on June 30, 2022, there were 3,678 user accounts in the system. 29,632 modules were completed. The most viewed modules this year were: High Quality Interactions, Building Cultural Competence, Orientation to Virginia's QRIS, and Play-Based Learning Environments. Seven modules were updated to replace VQ and Milestone references with VQB5 and ELDS. All seven modules were translated into Spanish and added to the VECF website so providers can continue to access the instructional resources. (<https://vecf.org/quality-improvement-modules/>).

General Knowledge: As of September 30, 2022, 81% (35/43) of survey respondents rated the module content as very helpful/extremely helpful. FFY2022 Module Survey results can be found at: https://www.surveymonkey.com/results/SM-AivdNmJYGoFYeFjM0kaDbg_3D_3D/

VDOE is also leading the implementation of a new measurement and improvement system, called VQB5, which focuses on the quality of all publicly-funded birth-five classrooms and supports families to choose quality programming across different program types. All publicly funded providers will be required to participate in the new unified VQB5 system

beginning in August 2023. This effort will build on Virginia's federal preschool development grant birth-to-five (PDG B5) and efforts of regional community networks, called Ready Regions - <https://vecf.org/ready-regions/>

VQB5 will measure the quality of infant, toddler and preschool teaching and learning based on two nationally-recognized quality indicators, Interactions and Curriculum. Teacher-child interactions will be measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS). Curriculum will be measured through the use of approved curricula that are aligned with Virginia's Early Learning and Development Standards.

VQB5 is being scaled over the next few years, including two years of practice with the new VQB5 system. In June 2022, the Board of Education approved the Guidelines for Practice Year 2 of the Early Childhood Unified Measurement and Improvement System . All programs will have the opportunity to participate in at least one practice year (2021-2022 was VQB5 Practice Year 1 and 2022-2023 is VQB5 Practice Year 2). In 2023-2024 all publicly-funded programs will be required to participate in VQB5, with the first public ratings shared in the fall of 2024. Programs that do not receive any public funds, will have the option to participate in VQB5.

VQB5 Practice Year 1 Participation Data as of 9/30/22

- 2494 sites registered to participate in VQB5 Practice Year 2
- 613 Family Day Homes
- 735 Public School Preschools
- 1146 Centers
- 97% of participating sites are publicly funded. (2409/2494)

VQB5 is supported by the ongoing development and expansion of the LinkB5 data system. LinkB5 collects information on the characteristics of communities, sites, and classrooms, and is the collection point of information for VQB5, which will ultimately be used to provide information to parents on the measured quality of the early learning programs available to them. Several enhancements have been made to LinkB5 in FY22 to improve user experience, data accuracy, and system functionality. Alongside improvements to LinkB5, investments were made to strengthen, expand, and integrate early childhood data systems in Virginia. Plans for a new system to align the Virginia Kindergarten Readiness Program (VKRP), Virginia Literacy Screener, and LinkB5 data systems have been developed, with expected launch in Fall 2023. The integrated data system will allow Virginia to leverage data to inform policy and practice as a result of Virginia's investment in its youngest learners, and provide additional information to families on the experiences

children are having in their early learning site

StreamIn3

To reduce disparities in access to high quality curriculum that promotes learning and development for young children, Virginia entered into a multi-year research and practice partnership with the University of Virginia's Center for the Advanced Study of Teaching and Learning (UVA CASTL) to offer an open source, no-to-low cost curriculum option, STREAMin3, to any publicly-funded birth to five program in December of 2021. This 18 million dollar, ARPA funded investment, includes targeted professional development and implementation support for high priority programs who currently do not use a VDOE approved curriculum. Target groups, two cohorts of up to 2,000 classrooms for the 22-23 and 22-24 SY, include infant and toddler classrooms, family day homes and child care centers. Curriculum use of one of two quality indicators measured by VQB5.

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

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

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.

Yes, specialists are available.

- a. Number of specialists available to all providers **21**
- b. Number of specialists available to providers serving children who receive CCDF **21**
- c. Number of specialists available specifically trained to support family child care providers **21**
- d. Number of providers served **5143**
- e. Total number of children reached **5726**

No, there are no funded specialists.

N/A. Describe:

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching	124	18	64	31	0
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	0%	0%	0%	0%	0%

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
c. N/A, describe	Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type.	Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type.	Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type.	Percentage of programs receiving on-site coaching that serve children who receive CCDF is not available by license type.	In-home care providers are not eligible for coaching.

5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

Infant/toddler health consultants available. Describe:

Infant/toddler mental health consultants available. Describe: **Ten FTE infant toddler mental health consultants provide training, coaching, and TA across the state to promote social emotional development and screening of infants and toddlers, improve the quality of teacher-child interactions, and help to reduce challenging behaviors. Two FTE Early Childhood Mental Health consultants provide coaching to help early childhood teachers and families promote social emotional development of infants and toddlers in two regions of the state.**

Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe:

Other. Describe: **Central: Nine FDH programs received a one-time additional mini-grant to enhance infant and toddler environments between October 2021 and May 2022. VQRIS Specialists also collaborated with Smart Beginnings Greater Richmond and Henrico Education Foundation to offer 29 Infant CLASS foundational trainings to approximately 439 teachers of infants through preschool between October 2021 and September 2022. The source and total**

amounts of this funding was \$2865 from SBGR, and \$612.50 from HEF.

VDOE has expanded its curriculum review process to include infant, toddler and mixed-aged options as of July 2021. A baseline criterion for high-quality curriculum per state vetting standards is alignment to the new ELDS. Of the now 47 birth to five curriculum options, 32 are infant and/or toddler. An Infant and Toddler CLASS (interactions) and Curriculum correlations document was also developed and shared with the field, as a companion to the preschool version.

Development and launch of an ELDS introductory micro-credential, through a partnership with Radford University, took place beginning Summer 2021-Summer 2022. The 5 hour, non-credit bearing micro-credential was piloted to a group of 1000 educators (in English and Spanish) who work in varied Birth through 5 early childhood settings including family day homes and center-based settings June-September 2022. Data gathered by a Third Party source revealed that 90% of the learners felt that the micro-credential content was informative and educational and would change their practices in one or more ways that will directly impact better child outcomes for children in the Birth through 5 age range. The full report can be found here. [VDOE_ELDS_EVALUATION_REPORT_2022.pdf](#) The micro-credential will be relaunched to new learners beginning Fall 2022.

CCAoVA provides technical assistance, training and resources on age and developmentally-appropriate practice and services, partners with and refers to the Virginia Infant & Toddler Specialist Network for specialized infant/toddler-focused services.

N/A. Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.

Number of staffed family child care networks:

Describe what the hub provides to participating family child care providers:

No staffed family child care networks supported by CCDF funds.

N/A. Describe:

5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to improve the supply and quality of child care

programs and services for infants and toddlers during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 701716.67 If yes, describe how funds were used: Virginia Infant & Toddler Specialist Network</p> <p>Note: These were quality funds not earmarked for infant and toddler programs</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent: \$ 1555212.24</p> <p>If yes, describe source(s) of funding and how funds were used: VECF PDG - \$11,689.68 - Infant/Toddler CLASS Observer Trainings</p> <p>Central: As listed in 4.11, VQRIS Affiliate CLASS trainers collaborated with Smart Beginnings Greater Richmond and Henrico Education Foundation to offer 6 CLASS observer trainings to approximately 32 participants. The source and total amounts of this funding was \$7650 from SBGR, and \$1200 from HEF. VQRIS Specialists also collaborated with Smart Beginnings Greater Richmond and Henrico Education Foundation to offer 29 CLASS based foundational trainings to approximately 439 teachers of infants through preschool between October 2021 and September 2022. The source and total amounts of this funding was \$2865 from SBGR, and \$612.50 from HEF. The breakdown of other funds used is as follows: Alisha Saunders-Wilson 25% PDG work/ 25% VQRIS work; Cristin McKnight 10% PDG work/ 90% VQRIS work; Lisa Thompson 7.5% PDG work/ 20% VQRIS work; Mary Thornton 100% PDG work, Najiyah Abdullah 100% VQRIS work; Mary Lynn White 100% PDG work. Eastern: Cohort partnership with Virginia Beach GrowSmart Foundation sponsored by Geico to move programs through each level. Balance September 2021: \$1,642.30 Northern: Of the total amount of local funds (\$446,305.45) salaries and benefits of early childhood professionals, and \$16,172.82 materials and supplies, 79% were used to support QRIS, the implementation of early learning and development guidelines and the professional development of the early childhood workforce providing high quality early childhood experiences to infants and toddlers. Salaries and benefits of early childhood professionals \$352,581.30 Materials and supplies \$12,776.52.</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p> <p>Describe:</p>

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 219180.28 If yes, describe how funds were used: Pilot early childhood mental health consultation for providers caring for children 0-36 months <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Virginia Infant and Toddler Specialist Network measures and progress include:

***Mean pre-ITERS-R score was 2.77 or ☐minimal☑ quality for programs completing**

intensive on-site coaching provided by the Infant Toddler Specialists; mean post ITERS-R score was 3.58 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores.

*Mean pre-FCCERS-R score was 2.65 or "minimal" quality for programs completing intensive on-site coaching provided by the Infant Toddler Specialists; mean post-FCCERS-R score was 3.80 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores

*Pre- to post-health and safety checklist scores for programs completing intensive on-site coaching provided by Infant Toddler Specialists increased an average of 15.6% for 34 of the 38 programs (religious exempt child day centers, family day homes not licensed)

*Overall increase in use of 1-2-3 READ! strategies from 2.88 to 3.44 on a scale from 1-4 for providers completing follow-up technical assistance after attending Network early literacy training (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist")

*For programs completing intensive on-site coaching, 679 goals, or an average of about four goals per program, were created with the Infant Toddler Specialists with verification that 664 (97.7%) of these goals were accomplished

*For programs completing on-site coaching on social emotional topics, 342 goals, or an average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants with verification that 295 (86.3%) of these goals were accomplished

*The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2022 was 13.5%

*The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2020 was 10.3%

*7,663 participants trained by Infant Toddler Specialists (duplicated)

*5,655 participants trained by Infant and Toddler Mental Health Consultants (duplicated)

*665 programs received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)

*1,396 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)

*918 programs received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching) There may be duplication of programs. Due to program request, some of these services occurred virtually.

*7,515 providers received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching) There may be duplication of providers. Due to program request, some of these

services occurred virtually.

*Six TPITOS were conducted for on-site consultation for the Early Childhood Mental Health Program.

*The mean increase score of teacher and director self-assessment of knowledge on 13 social emotional items is 14.25%.

*The mean average score of teacher and director level of comfortability using strategies to foster social emotional development is 4.31, based on a scale of 1-5, with 5 being the highest.

*The mean score of how successful families were at accomplishing their goal plans was 3.62, based on a scale of 1-4, with 4 being very successful.

*The mean satisfaction evaluation score was 4.84, on a scale of 1-5, with 5 being the highest. The mean overall quality of the program's services was 92.7%. The mean overall recommendation that a participating child care program would recommend that another child care program participate in services was 100%.

QRIS measured progress to improve the supply and quality of child care programs and services for infants and toddlers (birth through 35 months) by tracking the number of infant and toddler children served; the number of programs serving infants and toddlers; and the percentage of QRIS programs serving infants and toddlers in the QRIS system.

- The number of infants and toddlers serviced in FFY 2021: 17,743, the number serviced in FFY 2022: 18,506 an increase of 763 or 4.3%

- The number of QRIS programs serving infants and toddlers: FFY 2021: 953, in FFY 2022: 721

- The percentage of early care and education programs that participate in QRIS that serve infants and toddlers in FFY

- FFY2020 - Total QRIS programs - 1282, 59% serving infants and toddlers

- FFY2021 - Total QRIS programs - 1457, 65% serving infants and toddlers

- FFY2022 - Total QRIS programs - 1464, 49% serving infants and toddlers

VQB5 Practice Year 1 Infant and Toddler Site Participation Data during the 2021-2022 year:

-441 sites served infants

-724 sites served toddlers

VQB5 Practice Year 1 Infant and Toddler Site Participation Data for the 2022-2023 year:

(Data based on Practice Year 2 registration numbers as of 9/30/22)

-1168 sites serving infants

-2278 sites serving toddlers

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

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

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022. Funds were used to maintain CCR&R services through Virginia’s contract with Child Care Aware of VA. During this contract year, the CCA funding supported the operation of the CCR&R services contracted through CCAoVA to provide consumer education, child care resource & referral services in Virginia. These services were maintained.

Total Families Served - 8,072

Total Referrals - 24,773

Total number of children served - 10,845

Total Number of trainings - 340

6.2 Spending

6.2.1 Did the lead agency spend funds from any of the following sources to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 1287407.00 If yes, describe how funds were used: During this contract year, the CCA funding supported the operation of the CCR&R services contracted through CCAoVA to provide consumer education, child care resource & referral services in Virginia. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. CCAoVA provides CCR&R

They Spent - \$1,287,407 during the time period

The funding supported the operation of the CCR&R services contracted through CCAoVA to provide consumer education, child care resource & referral services in Virginia. These services were maintained.

Total Families Served - 8,072

Total Referrals - 24,773

Total number of children served - 10,845

Total Number of trainings funded by CCDGB - 340 - 18% increase from last year

CPR/FA - 74

Trauma Informed Care - 44

Emergency Preparedness - 34

Strengthening Business Practices - 47

Subsidy Orientation - 109

Steps to Success for Subsidy Vendors - 29

Regional Business Training 3

Total number of child care providers receiving printed or virtual publications - 7113

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

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

7.1 Has the lead agency aligned CCDF health and safety standards with the following?

a. Licensing standards

Yes.

No. If not, describe why: **While there is close alignment between CCDF health & safety requirements and licensing standards, they are not fully aligned. VDOE continues to engage in a comprehensive review of all licensing regulations with the goal of alignment with CCDF as closely as possible.**

In FFY22, VDOE has also been engaged in the Commonwealth's regulatory process for 3 sets of regulations, seeking to align with CCDF health and safety standards and simplify regulations for providers:

**Background Checks for Child Day Programs and Family Day Systems
General Procedures and Information for Licensure
Standards for Licensed Child Day Centers**

b. Caring for Our Children Basics

Yes.

No. If not, describe why: **Caring for Our Children was used as a reference in the last revision of the Child Care Subsidy Program standards. VDOE is undertaking a comprehensive review of all licensing regulations and will consider Caring for Our Children as a reference during this effort.**

c. Head Start

Yes.

No. If not, describe why: **Head Start program performance standards go beyond basic health and safety. VDOE considers basic health and safety essential to the quality of instruction and interactions, but monitors quality separately from health and safety.**

d. State pre-k

Yes.

No. If not, describe why: **State pre-K standards are focused primarily on curriculum, assessment, teaching, and learning. VDOE considers basic health and safety**

essential to the quality of instruction and interactions, but monitors quality separately from health and safety.

7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

- a. Licensed providers **719**
- b. License-exempt providers **60**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022? **Virginia's standard operating procedures require that a complaint investigation is initiated within 7 days if the allegation involves alleged abuse or neglect, and within 30 days for all other allegations. Investigations are to be completed within 60 days of receipt unless there are extenuating circumstances. Our reports currently allow us to monitor receipt dates and inspection end dates to identify if SOP requirements are being met, but not necessarily inspection start dates. Revisions to Virginia's licensing system may allow for these reporting capabilities in the future.**

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **0**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **251**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **0**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **2**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022: **data is not available since some inspections were still completed remotely between October 2021 through March 2022; however, all complaints entered in the licensing system receive an investigation.**

All complaint investigations, monitoring and renewal inspections, and self reported incident investigations are unannounced. Inspection results are posted online at <https://www.doe.virginia.gov/cc/index.html> and are required to be posted in licensed facilities. To find a facility, click on Search for Child Care

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2021 to September 30, 2022?

- a. Licensed center-based programs
- b. License-exempt center-based programs
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. N/A Describe: **Data on the exact number of child care programs in each category that received coaching or technical assistance is not available because the system only pulls statistics of completed inspections for current active licensing inspector user IDs, and we had to change our user IDs in February 2022 once our access to DSS user IDs were discontinued and our DOE user IDs were activated. Therefore, the following numbers are significantly underestimated because of that change. It is estimated that 8124 inspections were conducted during FFY 22 (Licensed child care center = 5212; Licensed family child care = 2536; Licensed exempt child care center = 194; and Licensed exempt family child care = 182). Technical assistance aimed at improving understanding and compliance with health and safety standards occurs at every visit.**

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 14627534.00 If yes, describe how funds were used: Background checks \$2,195,374. Child care licensing \$ 12,432,160 <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 1136903.00 If yes, describe how funds were used: Funds were used to update the system that the Office of Health and Safety uses to track all child care licensing data. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Between October 1, 2021 to September 30, 2022, 14,158 child care providers and staff have completed the Virginia Preservice Training for Child Care Staff, reflecting many more staff who have improved their foundational understanding of foundational child care health and safety requirements.

Additionally, during this same timeframe, 18,808 child care providers and staff have completed the Virginia Annual Health and Safety Update Training, which helps build foundational knowledge.

VDOE continues its work on developing a new child care licensing system, which will facilitate better data quality and allow VDOE to better leverage data to inform child care licensing policies and processes. Over the next several years, VDOE will look to increase the supply of licensed or regulated child care and increase the number of licensed and regulated providers participating in CCDBG.

8) Evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children

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

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?

[x] To measure program quality, describe: The Virginia Infant & Toddler Specialist Network measures program quality using ITERS-R, health and safety checklist, Infant/Toddler Environment Checklist, and Infant and Toddler CLASS.

As part of the VQB5, participating communities measure program quality by using the CLASS observation tool and use of quality curriculum. Each classroom, which includes family day homes, that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5

system, including use of curriculum. As of September 2022, LinkB5 had 2632 sites registered. This year, sites that are participating in Practice Year 2 of the VQB5 rating system, including family day homes, will receive information on program quality as part of their practice rating.

[x] To measure effective practice, describe: The Virginia Infant & Toddler Specialist Network measures effective practice using TPITOS, Infant/Toddler Environment Checklist. and Infant and Toddler CLASS. The Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) is an assessment instrument that measures fidelity to Tier 1 Universal Practices of the Pyramid Model in infant toddler care settings. The TPITOS' three sections consist of an observational checklist, interview and evaluation of environmental and teacher red flags. This observational tool captures a glimpse of the daily environmental and provider practices that promote or hinder social emotional development in infants and toddlers

As part of the VQB5, participating communities measure program quality by using the CLASS observation tool and use of quality curriculum. Each classroom, which includes family day homes, that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system, including use of curriculum. As of September 2022, LinkB5 had 613 family day homes registered to participate - an increase of nearly 400 family day homes from September 2021. This year, sites that are participating in Practice Year 2 of the VQB5 rating system, including family day homes, will receive information on program quality as part of their practice rating.

[x] To measure age appropriate child development, describe: Beginning in June 2021, the VDOE used COVID relief funding (GEER) to support the expansion of the Virginia Kindergarten Readiness Assessment (VKRP). The VKRP has historically been used to measure kindergarten readiness in the fall and spring for all of Virginia's public school kindergarteners. In school year 2021-2022, this was expanded to include four-year-olds attending Virginia Preschool Initiative and the VECF Mixed Delivery Program, both of which are hosted in child care centers. A VKRP pilot for three-year-olds (GEER funded) also occurred during the 2021-2022; this version is now available for all publicly funded programs serving three-year-olds as of the 2022-2022 SY. An increased investment in VKRP was passed in the 2022-2024 biennial budget, including funding for the piloting of 11) a mid-year assessment (item development during the 22-23 SY; piloting and refinement during the 23-24 SY and scaling during the 24-25 SY) for preK and K and 2) measures to collect longitudinal data for the full early learning continuum (preschool- Grade 3). While CCDF funding is not used to support this work, this will provide important insight into learning for three- and four-year-olds, particularly as the VDOE continues to support learning loss resulting from COVID 19.

Other, describe: The Virginia Infant & Toddler Specialist Network uses Ages and Stages Questionnaire, Social Emotional, 2nd Edition to identify and screen social emotional behaviors.
 N/A. Describe:

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

To measure program quality, describe: Virginia Quality measures structural quality through education and curriculum documentation review, with an on-site Curriculum Validation Visit. Process quality is measured with the FCCERS-R and CLASS assessment tools. The Virginia Infant & Toddler Specialist Network uses Infant and Toddler CLASS, FCCERS-R, health and safety checklist, and the Infant/Toddler Environment Checklist to measure quality.

As part of the VQB5, participating communities measure program quality by using the CLASS observation tool and use of quality curriculum. Each classroom, which includes family day homes, that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system, including use of curriculum. As of September 2022, LinkB5 had 613 family day homes registered to participate - an increase of nearly 400 family day homes from September 2021. This year, sites that are participating in Practice Year 2 of the VQB5 rating system, including family day homes, will receive information on program quality as part of their practice rating.

The Virginia Infant & Toddler Specialist Network measures program quality using FCCERS-R, health and safety checklist, Infant/Toddler Environment Checklist, and Infant and Toddler CLASS.

To measure effective practice, describe: Part of the Curriculum Validation Visit involves an on-site observation of Developmentally Appropriate practices, in alignment with NAEYC's DAP guidelines. FCCERS-R and CLASS are also used to measure effective family child care home practices. The Virginia Infant & Toddler Specialist Network uses Infant/Toddler CLASS, TPITOS and the Infant/Toddler Environment Checklist to measure effective practice.

Part of the Curriculum Validation Visit involves an on-site observation of Developmentally Appropriate practices, in alignment with NAEYC's DAP guidelines. FCCERS-R and CLASS are also used to measure effective family child care home practices. The Virginia Infant & Toddler Specialist Network uses Infant/Toddler CLASS, TPITOS and the Infant/Toddler Environment Checklist to measure effective practice.

As part of the VQB5, participating communities measure program quality by using the CLASS observation tool and use of quality curriculum. Each classroom, which includes family day homes, that is participating receives two CLASS observations a year, one in the spring and one in the fall. Programs also enter information about classroom characteristics via the LinkB5 system, including use of curriculum. As of September 2022, LinkB5 had 613 family d1. This year, sites that are participating in Practice Year 2 of the VQB5 rating system, including family day homes, will receive information on program quality as part of their practice rating - an increase of nearly 400 family day homes from September 2022.

The Virginia Infant & Toddler Specialist Network measures effective practice using TPITOS, Infant/Toddler Environment Checklist, and Infant and Toddler CLASS.

To measure age appropriate child development, describe: Virginia Quality/QRIS and VQB5 do not collect any child specific information, however family child care homes must include age-appropriate assessments within their curriculum practices as part of the VQ Curriculum Standard measurement and VQB5 programs report on use of child assessments through data collection profiles. The Virginia Infant & Toddler Specialist Network uses Ages and Stages Questionnaire, 3rd Edition

Other, describe: The Virginia Infant & Toddler Specialist Network uses Ages and Stages Questionnaire, Social Emotional, 2nd Edition, to identify and screen social emotional behaviors

N/A. Describe:

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input checked="" type="checkbox"/> Yes Amount spent: \$ 3600000.00 If yes, describe source(s) of funding and how funds were used: \$1,750,000.00 GEER to expand VKRP to preschool \$1,850,000.00 GEER to revise preschool literacy screener <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The VDOE has embedded evaluations within all quality agreements and supports described throughout the CCDF state plan and QPR. There are not applicable or additional measures to describe here.

9) Supporting providers in the voluntary pursuit of accreditation

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

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

- Yes, providers were supported in their pursuit of accreditation
- Licensed center-based programs
 - License-exempt center-based programs
 - Licensed family child care homes
 - License-exempt family child care homes (care in providers' home)
 - Programs serving children who receive CCDF subsidy
- No lead agency support given to providers in their pursuit of accreditation.
- N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Not applicable

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

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

10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes, check which indicators the lead agency has established:
 - Health, nutrition, and safety of child care settings
 - Physical activity and physical development in child care settings
 - Mental health of children
 - Mental health for staff/employees
 - Learning environment and curriculum
 - Ratios and group size
 - Staff/provider qualifications and professional development
 - Teacher/provider-child relationships
 - Teacher/provider instructional practices
 - Family partnerships and family strengthening
 - Other. Describe:
- No

10.2 Spending

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Not applicable

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

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

11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?

Yes. If yes, describe and check which types of providers were eligible and number served.

- Licensed center-based programs
- License-exempt center-based programs
- Licensed family child care homes
- License-exempt family child care homes (care in providers' home)
- In-home (care in the child's own home)
- Other (explain)

No.

N/A. Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

COVID-19 vaccinations. Describe:

COVID-19 testing. Describe:

Access to infant formula. Describe:

Cleaning supplies and/or personal protective equipment (PPE). Describe:

Post-disaster recovery efforts. Describe:

Other. Describe:

N/A. Describe: **Funds were not used for any of the above emergent health needs in the FY22 fiscal year.**

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a

workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2021 to September 30, 2022?

Yes. Describe: Virginia is continuing its investing in the growth and expansion of LinkB5. The LinkB5 data system collects information about Virginia's early childhood education (ECE) system to broaden and deepen the understanding of Virginia's unique needs and resources. Communities collect and share information about their ECE landscape through LinkB5, creating visibility into the vital network of diverse providers (including Virginia Preschool Initiative, Head Start, private centers, and family day homes) serving Virginia's youngest learners from birth to age five.

LinkB5 expands Virginia's ability to understand young children's experiences across a variety of settings by collecting consistent information across diverse providers. All sectors, including private child care centers (centers), publicly funded programs (public schools), and family or home-based providers (family day homes), have contributed to increased participation. LinkB5's expansion is supported by ARPA stabilization (supply-building) funds. While not formally used as a workforce registry, LinkB5 does collect information on credentialing, training, and professional backgrounds of educators. The VDOE is investigating strategies to warehouse this data across years to fulfill the functions of a workforce registry.

Virginia continues to develop a new child care licensing system that modernizes the approach for health and safety inspections, and automates the collection and maintenance of records. The first phase of the provider portal launched in March 2022, allowing new applicants to submit applications through the new system, and allowing new and existing providers to submit Virginia Central Registry requests and background check portability requests through the new system. Additional functionality has not yet launched and is still in development. This is expected to take place within the next year and will be supported through multiple funding sources, including some ARPA dollars.

No

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2021 to September 30, 2022?

Yes. Describe findings: Through a unique partnership between the Virginia Department of Education (VDOE), the University of Virginia (UVA), and the Virginia Department of Social Services (VDSS), the Building a Stronger Child Care System in Virginia Project aims to analyze data to provide insights and better understand how to increase families' access to affordable child care in Virginia. In June 2022, UVA completed a study on child care availability across Virginia. Some of the preliminary findings are that child care availability is lower in rural areas

and rural high poverty areas have less subsidized capacity per child in poverty than urban high poverty areas.

No

11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe: **Job search - Technical assistance and resources were provided by the Virginia Infant & Toddler Specialist Network to programs that were opening, expanding to add infants and toddlers, and/or were accepting children with disabilities.**

11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

Reviewing policies/program design using DEI assessment tools

Development of DEI assessment tools

Incorporate into QRIS

Incorporate into PD Framework

Strategic planning

Supply building efforts

Strengthened outreach/communication to better understand diverse community needs and assets

Other. Describe: **Technical assistance and resources were provided by the Virginia Infant & Toddler Specialist Network to programs needing assistance in order to accept children with disabilities.**

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
a) Increased rates	36	34	0	2	0	0
b) Increased wages	0					
c) Benefits: health insurance	0					
d) Mental health supports	0					
e) Start-up funds	0					
f) Other:	0					

11.7a Describe: **A total of 36 providers received increased rates as a result of tiered reimbursement between October 1, 2021 and September 30, 2022.**

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on **other activities to improve the quality of child care services** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 5861418.00 If yes, describe how funds were used: \$5,861,418 on all activities carried out by ITSN, which includes coaching for sites that serve infants and toddlers and children with disabilities. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input checked="" type="checkbox"/> Yes Amount spent \$ 10133151.00 If yes, describe how funds were used: Link B5 Expansion - 2,185,000 UVA/DSS/DOE Virginia Project/Build a Better Childcare \$3,000,000 Licensing System \$4,948,151. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

11.9 Progress Update: Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **Progress on LinkB5: As of September 2022, LinkB5 had 2,632 sites registered. This year, sites that are participating in Practice Year 2 of the VQB5 rating system, including family day homes, will receive information on program quality as part of their practice rating. All programs will have the opportunity to participate in at least one practice year (2021-2022 was VQB5 Practice Year 1 and 2022-2023 is VQB5 Practice Year 2).**

Child Care Subsidy Study: UVA completed a study on child care availability across Virginia in June 2022. These fundings informed VDOE strategies for revising subsidy rates.

Virginia Infant and Toddler Specialist Network measures and progress include:

***For programs completing intensive on-site coaching, 679 goals, or an average of about four goals per program, were created with the Infant Toddler Specialists with verification that 664 (97.7%) of these goals were accomplished**

***The average percentage increase of participants' knowledge of the Infant Toddler**

Specialist training topic for FFY 2022 was 13.5%

***The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2020 was 10.3%**

***7,663 participants trained by Infant Toddler Specialists (duplicated)**

***5,655 participants trained by Infant and Toddler Mental Health Consultants (duplicated)**

***665 programs received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)**

***1,396 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)**

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

12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. The Virginia Department of Education (VDOE) website provides an online form for CCDF-participating child care programs and other programs to report deaths and serious child injuries that require outside medical attention. These reports are entered onto a spreadsheet each month by the VDOE Office of Child Care Health and Safety. The information from the reports is analyzed and organized into various tables to track specific data (ex. number of injuries each month based on gender, region, location of injury, etc.). Any concerning trends or reports are presented to the Home Office management for guidance on the next course of action (i.e., training, consultation, etc.). Regional licensing offices review reports to determine if an investigation or inspection is necessary. If violations occur as a result of a review of an occurrence of a serious injury or death, procedures for enforcement are followed accordingly.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. In late 2021, VDOE convened a workgroup to complete a comprehensive review of The Standards for Licensed Child Day Centers (8VAC20-780). This process initiates the procedure for revising the regulation according to Virginia’s regulatory process. Draft regulations will be submitted to the Early Childhood Advisory Committee before being presented to the Board of Education for approval of a Notice for Intended Regulatory Action (NOIRA). Regulatory action has been initiated for Background Checks for Child Day Programs and Family Day Systems (8VAC20-770) and General Procedures and Information for Licensure (8VAC20-820). A proposal is under review to combine and condense requirements into one regulation to eliminate informational and redundant language, defer to statutory structures in order to reduce conflicts and the need to update regulatory text, and streamline processes for administrative convenience that will ultimately benefit

the public. VDOE will continue the comprehensive review of all child care licensing regulations.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes. Describe:

No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

Other (Describe): **Grantees could use stabilization funds to support their workforce.**

13.3 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

In order to control and eliminate fraud, waste and abuse for the stabilization grants the applications are put through several rounds of verification. The applicants are first verified as legitimate child care centers and in good standing with the Office of Health and Safety. Once the applicant is verified with the Office of Health and Safety or other licensing agency, additional information is collected to verify the applicant's tax information is valid. This matching process verifies the submitted TIN number with the IRS database. Also, each

application goes through a second round of review within the stabilization grant's team to verify all steps were followed.