



# COMMONWEALTH of VIRGINIA

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Superintendent of Public Instruction

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December 31, 2025

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 1223  
201 North 9th Street  
Richmond, VA 23219

The Honorable L. Louise Lucas  
Chair, Senate Finance and Appropriations  
Committee  
General Assembly Building, Room 1404  
P. O. Box 396  
Richmond, VA 23218

Dear Governor Youngkin, Senator Lucas, and Delegate Torian:

We are pleased to submit the enclosed Annual Report on Early Childhood Education and Care, as required by Appropriation Act Item 125.10.I (Chapter 725, 2025 Acts of Assembly).

The report includes a summary of all Child Care Development Fund (CCDF) expenditures from FY2025, and current grant balances, obligations, and liquidation deadlines. Spending is broken down by subsidies, administrative costs, and quality efforts. This report also certifies that all available funds were drawn down in FY2025.

Other sections of the report provide data on children served through the Child Care Subsidy Program (CCSP), the Virginia Early Childhood Foundation's (VECF) Mixed Delivery program, and the Virginia Preschool Initiative (VPI). Data on children served and providers participating in the CCSP reflect FY 2025, with detailed tables disaggregated by locality in appendices. Appendices also include the most recent annual reports to the Federal Office of Child Care.

While the VPI and VECF Mixed Delivery enrollment data reflect current 2025-2026 reports, the VPI inclusion data is calculated based on end of year totals and thus reflect school year 2024-2025. Additionally, it should be noted that both VPI and the VECF Mixed Delivery Program will continue limited late enrollment through December 31, 2025, per Appropriation Act language. These final enrollment numbers will be known by January 16, 2026. For information on final enrollments reflecting late enrollment, please contact Tiffanie Meehling, Associate Director of Preschool Programs, at [Tiffanie.Meehling@doe.virginia.gov](mailto:Tiffanie.Meehling@doe.virginia.gov).

Please direct questions to Jenna Conway, Chief of Early Learning and Specialized Populations at [Jenna.Conway@doe.virginia.gov](mailto:Jenna.Conway@doe.virginia.gov).

Sincerely,

A handwritten signature in black ink, appearing to read "Emily Anne Gullickson", with a long, sweeping horizontal line extending to the right.

Emily Anne Gullickson, M.Ed. J.D.  
Superintendent of Public Instruction

EAG/JLC/RSU

CC: The Honorable Aimee Rogstad Guidera  
Virginia Secretary of Education

# ANNUAL REPORT ON EARLY CHILDHOOD CARE AND EDUCATION (SFY25)

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Appropriation Act Item 125.10.L (Chapter 725, 2025 Acts of Assembly)



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## INTRODUCTION

House Bill 6001 (Chapter 725) of the 2025 Session, [Item 125.10](#), directs the Virginia Department of Education (VDOE), in collaboration with the Virginia Department of Social Services (VDSS), to prepare and submit an annual report to the Governor and Chairs of the House Appropriations and Senate Finance and Appropriations Committees. The specific language of the mandate is as follows:

*L. The Department of Education, in collaboration with the Department of Social Services, shall prepare and submit an annual report to the Governor and Chairs of the House Appropriations and Senate Finance and Appropriations Committees no later than December 15 each year. Such annual report shall include the following information:*

*1. 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, discretionary and general fund), administrative costs, and quality efforts.*

*2. 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.*

*3. The number of subsidies (mandate, discretionary and general fund) provided, by locality, the number of providers receiving subsidy funds, 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.*

*4. The recently completed CCDF annual report as required by the federal Office of Child Care.*

*5. For the Virginia Preschool Initiative and Mixed Delivery Programs, information detailing the use of state funds, including the number of calculated slots and funding allocated to each local program or provider, and the number of such slots that have been filled. Such information shall be aggregated in a manner to identify: (i) funding and the number of slots used to serve a student in a public school and non-public school setting; (ii) the number of three-year olds served; (iii) waitlist slots requested, offered, and provided; and (iv) the number of students served whose families are at or below 130 percent poverty, above 130 percent but at or below 200 percent of poverty, above 200 percent but at or below 350 percent of poverty, and above 350 percent of poverty.*

*6. For Virginia Preschool Initiative, a description of the programs' progress towards the target inclusion rate, such that 10 percent of all children enrolled in each program are*

*children with disabilities, defined as those with an Individualized Education Plan. To compile this information, Virginia Preschool Initiative programs shall report the share of children with Individualized Education Plans in inclusive classrooms annually, and if the program's current inclusion rate falls below 10 percent, the program shall provide reasons a 10 percent inclusion rate was not achieved in the given school year and what actions the program could implement to increase its rate of inclusion in the next year.*

*7. Waitlist information for the CCSP, Mixed Delivery Program, and the Virginia Preschool Initiative, including an estimate of how many children on the waitlist could be served immediately if a slot became available based on eligibility and regional capacity.*

This report summarizes these required data elements.

## CHILD CARE DEVELOPMENT FUND (CCDF) EXPENDITURES

CCDF expenditures in FY 2025 totaled \$531 million. These expenditures were successfully used to:

1. Ensure families have a wide range of high-quality, affordable public and private options to choose the best care for their children;
2. Support working families, enabling parents to return to and/or participate in the workforce, strengthening Virginia's economy;
3. Empower Virginia families to pursue greater self-sufficiency by ensuring they can choose quality child care for their children while they are working, attending school or job training; and
4. Increase school readiness for birth-to-five children across different child care settings.

Activities funded by CCDF assist the health, safety, and well-being of more than 40,000 Virginia children and their families each year. 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 through Virginia's nation-leading quality measurement and improvement system (VQB5) which provides all families with comparable health, safety and quality information so families can choose the public or private option that meets their unique needs. Finally, Virginia relies on CCDF funds to help build supply, strengthen the early childhood workforce and explore innovative approaches to ensuring a best-in-class early childhood care and education system.

Table 1 provides a detailed breakdown of FY25 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.
- **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 Virginia Department of Social Services (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, LinkB5 data system, and RecognizeB5.
- **Other:** Includes costs for other data systems and state support for local staff. Does not include local funds utilized for state CCDF match.

Total CCDF grant balances as of June 30, 2025 equaled \$168.9 million. The traditional CCDF grant balances exist because the federal funds are on a three-year schedule and funds typically rollover. These funds are all fully accounted for and will be expended within FY 2026. All federal funds available to Virginia for FY 2025 were drawn down.

**Table 1: CCDF Subsidy Related Expenditures, FY 2025 – FY 2028**

Expenditure		FY 2025 (actual)	FY 2026 (projected)	FY 2027 (projected)	FY 2028 (projected)
Child care subsidies	<i>Mandated</i>	\$ 94,116,316	\$ 69,429,592	\$ 69,429,592	\$ 69,429,592
	<i>Discretionary</i>	\$ 80,262,397	\$ 90,227,930	\$ 103,379,778	\$ 107,719,888
	<i>SLRF</i>	\$ 69,014,425	\$ -	\$ -	\$ -
	<i>General Fund</i>	\$ 199,660,814	\$ 293,208,246	\$ 364,195,362	\$ 359,855,252
	<b>Total Subsidies</b>	<b>\$ 443,053,952</b>	<b>\$ 452,865,768</b>	<b>\$ 537,004,732</b>	<b>\$ 537,004,732</b>
Administrative	<i>Mandated</i>	\$ 6,200,415	\$ 6,448,432	\$ 6,706,369	\$ 6,974,624
	<i>Discretionary</i>	\$ 6,508,912	\$ 6,769,269	\$ 7,040,039	\$ 7,321,641
	<i>General Fund</i>	\$ -	\$ -	\$ -	\$ -
	<b>Total Admin</b>	<b>\$ 12,709,327</b>	<b>\$ 13,217,700</b>	<b>\$ 13,746,408</b>	<b>\$ 14,296,265</b>
Quality	<i>Mandated</i>	\$ 18,086	\$ 28,027	\$ 29,148	\$ 30,314
	<i>Discretionary</i>	\$ 60,777,935	\$ 59,287,281	\$ 61,658,772	\$ 64,125,123
	<i>General Fund</i>	\$ -	\$ -	\$ -	\$ -
	<b>Total Quality</b>	<b>\$ 60,796,021</b>	<b>\$ 59,315,308</b>	<b>\$ 61,687,920</b>	<b>\$ 64,155,437</b>
Other	<i>Mandated</i>	\$ 1,643,817	\$ 1,709,570	\$ 1,777,952	\$ 1,849,071
	<i>Discretionary</i>	\$ 12,945,622	\$ 13,463,447	\$ 14,001,985	\$ 14,562,064
	<i>General Fund</i>	\$ -	\$ -	\$ -	\$ -
	<b>Total Other</b>	<b>\$ 14,589,439</b>	<b>\$ 15,173,017</b>	<b>\$ 15,779,937</b>	<b>\$ 16,411,135</b>
Total	<i>Mandated</i>	\$ 101,978,634	\$ 77,615,620	\$ 77,943,061	\$ 78,283,600
	<i>Discretionary</i>	\$ 160,494,866	\$ 169,747,926	\$ 186,080,574	\$ 193,728,716
	<i>SLRF</i>	\$ 69,014,425	\$ -	\$ -	\$ -
	<i>General Fund</i>	\$ 199,660,814	\$ 293,208,246	\$ 364,195,362	\$ 359,855,252
	<b>Total All:</b>	<b>\$ 531,148,739</b>	<b>\$ 540,571,793</b>	<b>\$ 628,218,998</b>	<b>\$ 631,867,568</b>

Note: projections are based on the 2026-2028 proposed budget, introduced on December 17, 2025—these are subject to change based on final budget negotiation



# CHILD CARE SUBSIDY PROGRAM

## Children Receiving Child Care Subsidies

A total of 53,977 children were served by the CCSP statewide in FY2025 (see Table 2). During the FY2023-2024 biennium, the General Assembly directed the VDOE to use all available funds, including federal COVID relief dollars, to eliminate waitlists. During this period, the VDOE and the Virginia Department of Social Services (VDSS) awarded slots to Local Departments of Social Services (LDSS) based on family demand, resulting in demand-driven continuous enrollment growth in the CCSP.

The FY2025-2026 biennial budget, through *Building Blocks for Virginia Families*, included a historic statewide investment of \$1.1 billion in Virginia’s ECCE system, ensuring families would not lose their child care subsidy slots due to the sunset of federal pandemic-relief funds. The budget also directed VDOE to establish child care targets (slots) based on the prior year’s actual usage of child care by locality. New state law also allowed VDOE to reallocate \$5.2 million of unused FY25 VPI funding to the CCSP in December 2024, and an additional \$2.3 million in February 2025, ensuring alignment of supply with family demand and for the first time no early childhood care and education monies were left unspent.

Note that unduplicated counts of children served are always greater than targeted slots due to natural transitions in enrollment. Information by locality is available in *Appendix A*.

**Table 3: Unduplicated Count of Children Served and Available Slots in CCSP**

	<i>FY25 (actual)</i>	<i>FY26 (projected)</i>	<i>FY27 (projected)</i>	<i>FY28 (projected)</i>
Unduplicated Count of Children Served	53,977	-	-	-
Available Slots as of end of FY	43,550	47,676	54,421	54,421

*Note: Projections for unduplicated counts of children served are unreliable, as they are subject to natural rates of attrition and transitions in enrollment as well as available slots. Slots available indicate the maximum estimated number of children that can be served at any given time based on annual appropriations. FY27-28 projections are based on the Governor’s introduced budget and are subject to change based on final enacted legislation.*

The FY2025-2026 biennial budget also re-established waitlists for eligible families who cannot be served with existing slots allotted to their locality. The CCSP began running waitlists on July 1, 2024, moving families into services as slots within each locality become available. Over 13,000 children were on the CCSP waitlist as of June 30, 2025, 60% of which were birth-to-five children and roughly 40% were school-age children (ages 6-13). Total waitlist counts by locality are available in *Appendix B*. Due to volatility since July 1, 2024, it should be noted that the count of children on the waitlist each year cannot be projected, as it is subject to variations in demand, slot availability, and local processing.

**Table 4: CCSP Waitlist – Statewide by Age Group**

	<i>FY25 (actual as of June 30, 2025)</i>	<i>FY26 (actual as of December 1, 2025)</i>	<i>FY27 (projected)</i>	<i>FY28 (projected)</i>

Infant/Toddler (ages 0-2)	4,568	4,273	-	-
Preschool (ages 3-4)	3,533	2,534	-	-
School Age (ages 5-13)	5,385	5,337	-	-
<b>Total</b>	<b>13,486</b>	<b>12,144</b>	<b>-</b>	<b>-</b>

*Note: The count of children on the waitlist each year cannot be projected, as it is subject to variations in demand, slot availability, and local processing.*

The waitlist surged after its implementation in the early months of FY25, but has since remained relatively stable, fluctuating between 12,000 and 14,000 children on the waitlist at any given time, with school-age children included. As of December 1, 2025, there were 12,144 children on CCSP waitlist, 56% of which were birth-to-five children and 44% were school age or 6–13-year-olds.

## Child Care Providers

Table 5 summarizes the total number of providers that are approved to serve children through the CCSP and the number that received CCDF dollars in FY2025. 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. Information by locality is included in *Appendix C*.

**Table 5: Approved Subsidy Providers – Statewide**

	<i>FY 2025</i>	<i>FY 2026 (projected)<sup>1</sup></i>	<i>FY 2027 (projected)</i>	<i>FY 2028 (projected)</i>
Approved subsidy providers at end of FY	3,101 <sup>2</sup>	3,256	3,419	3,590
Providers that received payment at any point during the FY	2,758	2,896	3,041	3,193

Table 6 summarizes the overall number of child care providers in the Commonwealth as of July 1, 2025, with projections assuming no major changes in funding or policy that would impact provider operations. Data by locality is available in *Appendix D*.

**Table 6: Overall Number of Child Care Providers – Statewide**

<i>FY 2025</i>	<i>FY 2026 (projected)<sup>3</sup></i>	<i>FY 2027 (projected)</i>	<i>FY 2028 (projected)</i>
6,607	6,739	6,874	7,011

<sup>1</sup> Assumed 5% growth rate of approved and paid providers for projections.

<sup>2</sup> Subsidy vendors as of July 1, 2025.

<sup>3</sup> Assumed 2% growth rate for overall number of child care providers for projections.

## MIXED DELIVERY

### Enrollment and Funding

Mixed Delivery is administered by the Virginia Early Childhood Foundation (VECF) via nine Ready Region lead agencies across the state. The Biennial Budget allocated VECF \$38.8 million in State General Fund to serve children through Mixed Delivery in FY26. In addition, VDOE awarded VECF \$2.3 million in CCDF for costs associated with administering the program at the state and regional levels. The following section reports Mixed Delivery data for FY26.

As of October 31, 2025, 2,722 Mixed Delivery slots were allocated to Ready Regions for implementation, with funding awarded based on an adjusted contract as of October 2025.

**Table 7: VECF Mixed Delivery – Enrollment and State Funding (FY26)**

<i>Ready Region</i>	<i>Infants</i>	<i>Toddlers</i>	<i>Two-year-olds</i>	<i>Pre-K</i>	<i>Total 10/31/25 Point-in-Time Enrollment</i>	<i>Total Allocated</i>	<i>State Funding</i>	<i>CCDF Funding for State and Regional Admin</i>
<b>Total</b>	<b>100</b>	<b>126</b>	<b>387</b>	<b>2,094</b>	<b>2,707</b>	<b>2,722</b>	<b>\$37,676,634.17</b>	<b>\$2,308,425.00</b>
Blue Ridge	4	15	48	445	512	517	\$7,127,434.47	\$327,700.00
Capital Area	1	8	16	92	117	117	\$1,808,242.54	\$182,900.00
Central	9	13	86	431	539	540	\$7,607,433.18	\$331,300.00
Chesapeake Bay	5	5	18	194	222	222	\$3,060,422.01	\$238,800.00
North Central	6	7	31	72	116	116	\$1,849,262.15	\$177,000.00
Southeastern	19	19	66	279	383	385	\$5,615,820.19	\$289,625.00
Southside	11	11	36	172	230	230	\$3,065,049.70	\$240,850.00
Southwest	24	30	61	251	366	372	\$5,489,803.04	\$305,800.00
<i>Ready Together Pilot Slots</i>	15	14	11	20	60	61		
West	6	4	14	138	162	162	\$2,053,166.89	\$214,450.00

Table 8 is based on point-in-time enrollment on October 31, 2025, and the age of enrolled children as of September 30, 2025.

**Table 8: VECF Mixed Delivery – Family Income by Federal Poverty Levels (FY26)**

<i>Age Range</i>	<i>Infants (0-15 months)</i>	<i>Toddlers (16-23 months)</i>	<i>Two-Year- Olds (24- 35 months)</i>	<i>Preschoolers (36 months to K entry)</i>			<i>Total</i>
				<i>Three- Year-Olds</i>	<i>Four-Year- Olds</i>	<i>Five- Year- Olds</i>	
<b>Total</b>	<b>100</b>	<b>126</b>	<b>387</b>	<b>1,074</b>	<b>1,003</b>	<b>17</b>	<b>2,707</b>
0% FPL	10	12	22	67	45	1	157
1-100% FPL	29	50	152	370	415	7	1,023
101-125% FPL	14	13	42	105	108	4	286
126-150% FPL	8	8	38	119	96	0	269
151-175% FPL	8	10	31	115	78	2	244
176-200% FPL	10	13	41	115	104	0	283
201-250% FPL	2	4	14	57	40	2	119
251-300% FPL	6	5	14	43	37	0	105
301-350% FPL	5	2	15	22	24	0	68
At or above 351% FPL	8	9	18	61	56	1	153

Current Mixed Delivery ECCE sites reported a total Mixed Delivery-specific waitlist of 1,381 children. Table 9 reports the unduplicated count of children on the waitlist as of November 3, 2025. Waitlists are only collected at sites that currently participate in the Mixed Delivery program, and thus likely underestimate actual parental demand.

**Table 9: VECF Mixed Delivery – Waitlist**

<i>Ready Region</i>	<i>Infants</i>	<i>Toddlers</i>	<i>Two-Year- Olds</i>	<i>Preschoolers</i>	<i>Total Waitlist</i>
<b>Total</b>	<b>223</b>	<b>205</b>	<b>422</b>	<b>531</b>	<b>1,381</b>
Blue Ridge	38	44	77	61	220
Capital Area	6	3	2	7	18
Central	37	43	85	127	292
Chesapeake Bay	15	17	31	23	86
North Central	16	14	29	64	123
Southeastern	32	20	75	76	203
Southside	22	17	43	62	144
Southwest	42	28	51	68	189
West	15	19	29	43	106

# VIRGINIA PRESCHOOL INITIATIVE

## Enrollment and Funding

The FY26 budget allocated \$156 million for the Virginia Preschool Initiative (VPI). Table 9 provides anticipated slots and funding based on fall student record collection (SRC); see *Appendix E* for enrollment and state funding by locality. Once late enrollment requests are accounted for as of January 1, 2026, VDOE estimates that approximately \$5.5 million in excess VPI funding will be reallocated to the Child Care Subsidy Program.

**Table 9: Total VPI Enrollment and State Funding (FY26) – Statewide**

Age Group	Slots (Full Day Equivalent) <sup>4</sup>	State Share	Waitlist Slots Provided <sup>5</sup>	Actual Division Community Add ons (Full-Day)	Actual Division Total Community Add ons
4-year-olds	20,316.1	\$128,909,910	751	435	\$697,500
3-year-olds	2,672.5 <sup>6</sup>	\$16,722,350	-	370	\$510,000

Table 10 reports family income data for FY26. Nearly 50% of families in VPI have family income at or below 130% FPL. See *Appendix F* for detail by locality.

**Table 10: VPI Family Income by Federal Poverty Levels (FY26) – Statewide**

Income Level	State Total	Percentage
At or below 130% FPL	11,546	48.58%
131-200% FPL	6540	27.52%
201-350% FPL	3882	16.33%
351% FPL+	1797	7.56%

VPI inclusion data is calculated based on end of year totals. Therefore, the VPI inclusion data reported below is for FY25. The full inclusion report by division, including for divisions with improvement plans under 10%, can be found in *Appendices G and H*.

**Table 11: Inclusion Data (FY25) – Statewide**

	Students with an IEP in Inclusive VPI Classrooms	Students in VPI Classrooms
Total	4,088	27,227

<sup>4</sup> Full-day equivalent (FDE) converts half-day slots into full-day slots (2 half-day slots equal 1 full-day slot). The FDE represents 20,895 actual students served.

<sup>5</sup> Waitlist slots are a subset of total four-year-old slots.

<sup>6</sup> Represents 2,870 students served.

## APPENDICES

### Appendix A: Unduplicated Count of Children Receiving Child Care Subsidies by Locality, FY 2025-2028

Locality	SFY 2025	SFY 2026 (projected)	SFY 2027 (projected)	SFY 2028 (projected)
Accomack County	130	-	-	-
Albemarle County	280	-	-	-
Alexandria City	954	-	-	-
Alleghany County	109	-	-	-
Amelia County	31	-	-	-
Amherst County	375	-	-	-
Appomattox County	161	-	-	-
Arlington County	636	-	-	-
Augusta County	229	-	-	-
Bath County	13	-	-	-
Bedford County	395	-	-	-
Bland County	16	-	-	-
Botetourt County	122	-	-	-
Bristol City	180	-	-	-
Brunswick County	87	-	-	-
Buchanan County	-	-	-	-
Buckingham County	49	-	-	-
Buena Vista City	18	-	-	-
Campbell County	661	-	-	-
Caroline County	254	-	-	-
Carroll County	198	-	-	-
Charles City County	64	-	-	-
Charlotte County	20	-	-	-
Charlottesville City	186	-	-	-
Chesapeake City	2,382	-	-	-
Chesterfield County	2,304	-	-	-
Clarke County	27	-	-	-
Colonial Heights City	163	-	-	-
Covington City	73	-	-	-
Craig County	86	-	-	-
Culpeper County	629	-	-	-
Cumberland County	18	-	-	-
Danville City	407	-	-	-
Dickenson County	17	-	-	-
Dinwiddie County	213	-	-	-
Emporia City	0	-	-	-
Essex County	171	-	-	-
Fairfax County	5,942	-	-	-
Fairfax City	0	-	-	-
Fauquier County	271	-	-	-
Falls Church	0	-	-	-
Floyd County	63	-	-	-
Fluvanna County	127	-	-	-
Locality	SFY 2025	SFY 2026 (projected)	SFY 2027 (projected)	SFY 2028 (projected)

Franklin City	180	-	-	-
Franklin County	432	-	-	-
Frederick County	316	-	-	-
Fredericksburg City	536	-	-	-
Galax City	92	-	-	-
Giles County	166	-	-	-
Gloucester County	165	-	-	-
Goochland County	47	-	-	-
Grayson County	51	-	-	-
Greene County	145	-	-	-
Greensville County	135	-	-	-
Halifax County	157	-	-	-
Hampton City	1,392	-	-	-
Hanover County	504	-	-	-
Harrisonburg City	263	-	-	-
Henrico County	3,952	-	-	-
Henry County	439	-	-	-
Highland County	15	-	-	-
Hopewell City	353	-	-	-
Isle of Wight County	129	-	-	-
James City County	225	-	-	-
King and Queen County	40	-	-	-
King George County	182	-	-	-
King William County	90	-	-	-
Lancaster County	70	-	-	-
Lee County	20	-	-	-
Lexington City	17	-	-	-
Loudoun County	1,565	-	-	-
Louisa County	196	-	-	-
Lunenburg County	28	-	-	-
Lynchburg City	956	-	-	-
Madison County	69	-	-	-
Manassas City	411	-	-	-
Manassas Park City	111	-	-	-
Martinsville City	153	-	-	-
Mathews County	21	-	-	-
Mecklenburg County	173	-	-	-
Middlesex County	117	-	-	-
Montgomery County	531	-	-	-
Nelson County	50	-	-	-
New Kent County	96	-	-	-
Newport News City	2,548	-	-	-
Norfolk City	2,473	-	-	-
Northampton County	75	-	-	-
Northumberland County	66	-	-	-
Norton City	15	-	-	-
Nottoway County	81	-	-	-
Orange County	244	-	-	-
Locality	SFY 2025	SFY 2026 (projected)	SFY 2027 (projected)	SFY 2028 (projected)
Page County	125	-	-	-
Patrick County	53	-	-	-



<b>Petersburg City</b>	842	-	-	-
<b>Pittsylvania County</b>	321	-	-	-
<b>Poquoson City</b>	0	-	-	-
<b>Portsmouth City</b>	1,853	-	-	-
<b>Powhatan County</b>	112	-	-	-
<b>Prince Edward County</b>	46	-	-	-
<b>Prince George County</b>	198	-	-	-
<b>Prince William County</b>	2,769	-	-	-
<b>Pulaski County</b>	172	-	-	-
<b>Radford City</b>	128	-	-	-
<b>Rappahannock County</b>	78	-	-	-
<b>Richmond City</b>	2,043	-	-	-
<b>Richmond County</b>	53	-	-	-
<b>Roanoke City</b>	1,833	-	-	-
<b>Roanoke County</b>	1,030	-	-	-
<b>Rockbridge County</b>	68	-	-	-
<b>Rockingham County</b>	320	-	-	-
<b>Russell County</b>	48	-	-	-
<b>Salem City</b>	0	-	-	-
<b>Scott County</b>	-	-	-	-
<b>Shenandoah County</b>	315	-	-	-
<b>Smyth County</b>	145	-	-	-
<b>Southampton County</b>	74	-	-	-
<b>Spotsylvania County</b>	1,278	-	-	-
<b>Stafford County</b>	1,126	-	-	-
<b>Staunton City</b>	117	-	-	-
<b>Suffolk City</b>	653	-	-	-
<b>Surry County</b>	24	-	-	-
<b>Sussex County</b>	91	-	-	-
<b>Tazewell County</b>	181	-	-	-
<b>Virginia Beach City</b>	3,010	-	-	-
<b>Warren County</b>	211	-	-	-
<b>Washington County</b>	164	-	-	-
<b>Waynesboro City</b>	102	-	-	-
<b>Westmoreland County</b>	126	-	-	-
<b>Williamsburg City</b>	64	-	-	-
<b>Winchester City</b>	236	-	-	-
<b>Wise County</b>	28	-	-	-
<b>Wythe County</b>	195	-	-	-
<b>York County</b>	225	-	-	-

## Appendix B: Number of Children on the Child Care Subsidy Program Waitlist by Locality, FY2025-2028

Locality	SFY 2025 (Actual as of June 30, 2025)	SFY 2026 (Actual as of December 1, 2025)	SFY 2027 (projected)	SFY 2028 (projected)
Accomack County	18	31	-	-
Albemarle County	62	0	-	-
Alexandria City	158	502	-	-
Alleghany County	3	3	-	-
Amelia County	6	0	-	-
Amherst County	10	15	-	-
Appomattox County	25	17	-	-
Arlington County	2	0	-	-
Augusta County	78	52	-	-
Bath County	3	0	-	-
Bedford County	59	96	-	-
Bland County	15	12	-	-
Botetourt County	22	0	-	-
Bristol City	0	6	-	-
Brunswick County	0	0	-	-
Buchanan County	0	0	-	-
Buckingham County	0	0	-	-
Buena Vista City	3	6	-	-
Campbell County	80	17	-	-
Caroline County	22	23	-	-
Carroll County	0	13	-	-
Charles City County	11	4	-	-
Charlotte County	0	0	-	-
Charlottesville City	29	27	-	-
Chesapeake City	220	346	-	-
Chesterfield County	887	614	-	-
Clarke County	0	9	-	-
Colonial Heights City	40	14	-	-
Covington City	0	3	-	-
Craig County	4	0	-	-
Culpeper County	144	156	-	-
Cumberland County	0	0	-	-
Danville City	123	130	-	-
Dickenson County	0	0	-	-
Dinwiddie County	39	29	-	-
Emporia City	25	28	-	-
Essex County	26	26	-	-
Fairfax County	0	233	-	-
Fairfax City	0	5	-	-
Fauquier County	0	0	-	-
Falls Church	0	1	-	-
Floyd County	4	19	-	-
Locality	SFY 2025 (Actual as of June 30, 2025)	SFY 2026 (Actual as of December 1, 2025)	SFY 2027 (projected)	SFY 2028 (projected)

Fluvanna County	16	46	-	-
Franklin City	2	0	-	-
Franklin County	24	34	-	-
Frederick County	97	94	-	-
Fredericksburg City	86	0	-	-
Galax City	2	0	-	-
Giles County	20	18	-	-
Gloucester County	3	0	-	-
Goochland County	0	0	-	-
Grayson County	0	0	-	-
Greene County	24	15	-	-
Greensville County	16	23	-	-
Halifax County	21	3	-	-
Hampton City	531	619	-	-
Hanover County	0	126	-	-
Harrisonburg City	16	0	-	-
Henrico County	830	613	-	-
Henry County	115	72	-	-
Highland County	0	0	-	-
Hopewell City	97	69	-	-
Isle of Wight County	26	0	-	-
James City County	47	45	-	-
King and Queen County	0	0	-	-
King George County	22	0	-	-
King William County	0	0	-	-
Lancaster County	18	0	-	-
Lee County	0	0	-	-
Lexington City	3	9	-	-
Loudoun County	1155	967	-	-
Louisa County	54	28	-	-
Lunenburg County	4	8	-	-
Lynchburg City	267	207	-	-
Madison County	17	0	-	-
Manassas City	75	68	-	-
Manassas Park City	3	10	-	-
Martinsville City	0	12	-	-
Mathews County	0	0	-	-
Mecklenburg County	33	3	-	-
Middlesex County	2	0	-	-
Montgomery County	118	62	-	-
Nelson County	0	0	-	-
New Kent County	57	22	-	-
Newport News City	830	602	-	-
Norfolk City	1017	1221	-	-
Northampton County	4	0	-	-
Northumberland County	7	0	-	-
Norton City	1	0	-	-
Locality	SFY 2025 (Actual as of June 30, 2025)	SFY 2026 (Actual as of December 1, 2025)	SFY 2027 (projected)	SFY 2028 (projected)
Nottoway County	28	26	-	-
Orange County	113	69	-	-

<b>Page County</b>	0	0	-	-
<b>Patrick County</b>	0	0	-	-
<b>Petersburg City</b>	180	349	-	-
<b>Pittsylvania County</b>	133	97	-	-
<b>Poquoson City</b>	0	9	-	-
<b>Portsmouth City</b>	476	464	-	-
<b>Powhatan County</b>	0	0	-	-
<b>Prince Edward County</b>	60	87	-	-
<b>Prince George County</b>	94	104	-	-
<b>Prince William County</b>	1316	888	-	-
<b>Pulaski County</b>	20	1	-	-
<b>Radford City</b>	15	0	-	-
<b>Rappahannock County</b>	0	0	-	-
<b>Richmond City</b>	1302	835	-	-
<b>Richmond County</b>	0	1	-	-
<b>Roanoke City</b>	1	0	-	-
<b>Roanoke County</b>	117	80	-	-
<b>Rockbridge County</b>	8	10	-	-
<b>Rockingham County</b>	84	19	-	-
<b>Russell County</b>	0	2	-	-
<b>Salem City</b>	0	0	-	-
<b>Scott County</b>	1	0	-	-
<b>Shenandoah County</b>	30	27	-	-
<b>Smyth County</b>	16	2	-	-
<b>Southampton County</b>	0	0	-	-
<b>Spotsylvania County</b>	135	0	-	-
<b>Stafford County</b>	242	16	-	-
<b>Staunton City</b>	66	19	-	-
<b>Suffolk City</b>	445	437	-	-
<b>Surry County</b>	0	0	-	-
<b>Sussex County</b>	7	0	-	-
<b>Tazewell County</b>	35	80	-	-
<b>Virginia Beach City</b>	437	796	-	-
<b>Warren County</b>	79	102	-	-
<b>Washington County</b>	32	0	-	-
<b>Waynesboro City</b>	30	14	-	-
<b>Westmoreland County</b>	47	92	-	-
<b>Williamsburg City</b>	0	1	-	-
<b>Winchester City</b>	34	0	-	-
<b>Wise County</b>	43	5	-	-
<b>Wythe County</b>	30	4	-	-
<b>York County</b>	52	75	-	-

## Appendix C: Count of Providers Receiving CCDF Dollars by Locality, FY2025-2028

Locality	SFY 2025	SFY 2026 (projected)	SFY 2027 (projected)	SFY 2028 (projected)
Accomack County	8	8	9	9
Albemarle County	24	25	26	28
Alexandria City	95	100	105	110
Alleghany County	1	1	1	1
Amelia County	-	-	-	-
Amherst County	9	9	10	10
Appomattox County	2	2	2	2
Arlington County	51	54	56	59
Augusta County	11	12	12	13
Bath County	2	2	2	2
Bedford County	12	13	13	14
Bland County	1	1	1	1
Botetourt County	6	6	7	7
Bristol City	8	8	9	9
Brunswick County	2	2	2	2
Buchanan County	-	-	-	-
Buckingham County	1	1	1	1
Buena Vista City	-	-	-	-
Campbell County	11	12	12	13
Caroline County	9	9	10	10
Carroll County	11	12	12	13
Charles City County	1	1	1	1
Charlotte County	-	-	-	-
Charlottesville City	20	21	22	23
Chesapeake City	81	85	89	94
Chesterfield County	88	92	97	102
Clarke County	1	1	1	1
Colonial Heights City	6	6	7	7
Covington City	1	1	1	1
Craig County	1	1	1	1
Culpeper County	16	17	18	19
Cumberland County	-	-	-	-
Danville City	16	17	18	19
Dickenson County	1	1	1	1
Dinwiddie County	9	9	10	10
Emporia City	3	3	3	3
Essex County	4	4	4	5
Fairfax County	623	654	687	721
Fairfax City	2	2	2	2
Fauquier County	17	18	19	20
Falls Church	7	7	8	8
Floyd County	4	4	4	5
Fluvanna County	8	8	9	9
Franklin City	9	9	10	10
Franklin County	21	22	23	24
Frederick County	4	4	4	5

Locality	SFY 2025 (Actual as of June 30, 2025)	SFY 2026 (Actual as of December 1, 2025)	SFY 2027 (projected)	SFY 2028 (projected)
Fredericksburg City	8	8	9	9
Galax City	4	4	4	5
Giles County	5	5	6	6
Gloucester County	4	4	4	5
Goochland County	3	3	3	3
Grayson County	1	1	1	1
Greene County	6	6	7	7
Greensville County	4	4	4	5
Halifax County	1	1	1	1
Hampton City	52	55	57	60
Hanover County	27	28	30	31
Harrisonburg City	14	15	15	16
Henrico County	131	138	144	152
Henry County	17	18	19	20
Highland County	1	1	1	1
Hopewell City	13	14	14	15
Isle of Wight County	11	12	12	13
James City County	12	13	13	14
King and Queen County	1	1	1	1
King George County	8	8	9	9
King William County	4	4	4	5
Lancaster County	3	3	3	3
Lee County	1	1	1	1
Lexington City	1	1	1	1
Loudoun County	88	92	97	102
Louisa County	10	11	11	12
Lunenburg County	1	1	1	1
Lynchburg City	34	36	37	39
Madison County	2	2	2	2
Manassas City	23	24	25	27
Manassas Park City	1	1	1	1
Martinsville City	6	6	7	7
Mathews County	1	1	1	1
Mecklenburg County	5	5	6	6
Middlesex County	5	5	6	6
Montgomery County	24	25	26	28
Nelson County	-	-	-	-
New Kent County	7	7	8	8
Newport News City	60	63	66	69
Norfolk City	100	105	110	116
Northampton County	5	5	6	6
Northumberland County	2	2	2	2
Norton City	3	3	3	3
Nottoway County	4	4	4	5
Orange County	13	14	14	15
Page County	4	4	4	5
Patrick County	2	2	2	2

Locality	SFY 2025 (Actual as of June 30, 2025)	SFY 2026 (Actual as of December 1, 2025)	SFY 2027 (projected)	SFY 2028 (projected)
Petersburg City	28	29	31	32
Pittsylvania County	5	5	6	6
Poquoson City	2	2	2	2
Portsmouth City	69	72	76	80
Powhatan County	4	4	4	5
Prince Edward County	4	4	4	5
Prince George County	7	7	8	8
Prince William County	184	193	203	213
Pulaski County	9	9	10	10
Radford City	4	4	4	5
Rappahannock County	2	2	2	2
Richmond City	58	61	64	67
Richmond County	3	3	3	3
Roanoke City	42	44	46	49
Roanoke County	16	17	18	19
Rockbridge County	4	4	4	5
Rockingham County	18	19	20	21
Russell County	5	5	6	6
Salem City	12	13	13	14
Scott County	-	-	-	-
Shenandoah County	13	14	14	15
Smyth County	5	5	6	6
Southampton County	2	2	2	2
Spotsylvania County	46	48	51	53
Stafford County	52	55	57	60
Staunton City	4	4	4	5
Suffolk City	37	39	41	43
Surry County	1	1	1	1
Sussex County	2	2	2	2
Tazewell County	8	8	9	9
Virginia Beach City	98	103	108	113
Warren County	7	7	8	8
Washington County	7	7	8	8
Waynesboro City	6	6	7	7
Westmoreland County	6	6	7	7
Williamsburg City	1	1	1	1
Winchester City	13	14	14	15
Wise County	4	4	4	5
Wythe County	8	8	9	9
York County	17	18	19	20

## Appendix D: Overall Number of Child Care Providers by Locality, FY2025

Provider type key provided at end of table.

Locality	CCE	CCS	CDC	CNS	FDH	FDS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Accomack County	2		10		2		1					3	18
Albemarle County	13	1	38		8		16					4	80
Alexandria City	14	1	89		37		16		33	1			191
Alleghany County			1										1
Amelia County	2		2	1									5
Amherst County	1		12		1							1	15
Appomattox County	4		2										6
Arlington County	14	6	66		54		62		23				225
Augusta County	6		12		2						1		21
Bath County	1		2										3
Bedford County	9	1	13		2								25
Bland County			2										2
Botetourt County	3		11										14
Bristol City	3		8		2						1		14
Brunswick County			4		1						1		6
Buchanan County	1		8				1						10
Buckingham County	2		1	1			1						5
Buena Vista City			1				1						2
Campbell County	4		12		3		2						21
Caroline County	3		10		2		5				1		21
Carroll County	2		10		3		1						16
Charles City County			2										2
Charlotte County	2		1				1						4
Charlottesville City	6	3	22	1	8		3						43
Chesapeake City	40		71	1	15		13				4	8	152
Chesterfield County	43		89	1	30		29				2	17	211
Clarke County	2		5	1	3		2					1	14
Colonial Heights City	1		5		1		1					2	10
Covington City	2		1										3
Craig County			1										1
Culpeper County	3		12		5						2		22
Cumberland County	1				2		1					1	5
Danville City	13		11		2		6					5	37



Locality	CCE	CCS	CDC	CNS	FDH	FDS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Dickenson County			2				2						4
Dinwiddie County	2		3		6								11
Emporia City			3		2								5
Essex County	1		4	1	2								8
Fairfax City	2		2		2	1							7
Fairfax County	89	7	458	2	536		344		292	8			1,736
Falls Church	3		13		4		16						36
Fauquier County	15		26		8		4						53
Floyd County	2		6		1								9
Fluvanna County	5		5		2						1	1	14
Franklin City	2		4		1		3				1	3	14
Franklin County	6	1	15		4								26
Frederick County	10		10		4		12					1	37
Fredericksburg City	6		5		3						1		15
Galax City	1		2		3								6
Giles County	2		4								2		8
Gloucester County	6		5		1		3						15
Goochland County	2		5				9					2	18
Grayson County	1		1		1		4						7
Greene County	1		5		1		1						8
Greensville County	1		2		1						1		5
Halifax County	2		4		1		3						10
Hampton City	14		39		14		7					10	84
Hanover County	15		35				9					1	60
Harrisonburg City	7		19		4		10					1	41
Henrico County	47	2	130	5	35		22				6	16	263
Henry County	7		13	1	3		1						25
Highland County			1										1
Hopewell City	4		7		2						1	1	15
Isle of Wight County	3		14		2		12				1	1	33
James City County	4	1	29		1		5				1	2	43
King and Queen County			2										2
King George County	2		6		1								9
King William County	3		7		3		4						17
Lancaster County	1		3	1	2								7
Lee County	1		10		1								12
Locality	CCE	CCS	CDC	CNS	FDH	FDS	FEXP	LGA	LOH	SAH	UFD	VR	Total

Lexington City			3									3	
Loudoun County	27	2	113	1	159		109				20	431	
Louisa County	5		5		2			4			2	18	
Lunenburg County			2									2	
Lynchburg City	17		25	1	6		3					52	
Madison County	2		2				3					7	
Manassas City	3	1	23		1		1					29	
Manassas Park City			2									2	
Martinsville City	2		6		2		1					11	
Mathews County	1		2				3					6	
Mecklenburg County	6		6				1					13	
Middlesex County	1		3		4		2			1		11	
Montgomery County	11		28	1	4		3					47	
Nelson County	2		3									5	
New Kent County	4		6		1		5	1			1	18	
Newport News City	21		55		3		11			3	6	99	
Norfolk City	16	1	92		29		9		2		2	161	
Northampton County	2		6		3		2			1	1	15	
Northumberland County	2		3		1		6					12	
Norton City	1		4				1					6	
Nottoway County	3		3				5					11	
Orange County	3		9	1	7						1	21	
Page County	3		4		1		4			1		13	
Patrick County	2		2									4	
Petersburg City	9		17		9		4			3	4	46	
Pittsylvania County	2		9				1					12	
Poquoson City	1		3									4	
Portsmouth City	10	1	50		22	1	5			2	6	97	
Powhatan County	5		6		2		3					16	
Prince Edward County	1		6		1		1					9	
Prince George County	4		6		1							11	
Prince William County	32	1	149		119		73		1	4	22	401	
Pulaski County	1		10									11	
Radford City	1		6									7	
Rappahannock County			3									3	
Richmond City	23	1	52	1	9		7				11	104	
Locality	CCE	CCS	CDC	CNS	FDH	FDS	FEXP	LGA	LOH	SAH	UFD	VR	Total
Richmond County			5		1		3						9

<b>Roanoke City</b>	22		37		8		4				1	1	73
<b>Roanoke County</b>	18		16	1	6		13						54
<b>Rockbridge County</b>	4		6										10
<b>Rockingham County</b>	8		20		3		13				1		45
<b>Russell County</b>	2		4		2								8
<b>Salem City</b>	4		15				2						21
<b>Scott County</b>			9										9
<b>Shenandoah County</b>	10		7		3		2	3			1		26
<b>Smyth County</b>	2		6		1		8						17
<b>Southampton County</b>	3		2										5
<b>Spotsylvania County</b>	7		46		13		3				1	2	72
<b>Stafford County</b>	12		46		24		6				1	3	92
<b>Staunton City</b>	7	1	5				6					1	20
<b>Suffolk City</b>	7		25		15		25				2	4	78
<b>Surry County</b>			1		1								2
<b>Sussex County</b>	2		3		1						1	1	8
<b>Tazewell County</b>	1		12		1								14
<b>Virginia Beach City</b>	36	1	129		30		86					6	288
<b>Warren County</b>	3		6		3								12
<b>Washington County</b>	6		14		3		10						33
<b>Waynesboro City</b>	6		4				3						13
<b>Westmoreland County</b>	1		7		2						1		11
<b>Williamsburg City</b>	3		1										4
<b>Winchester City</b>	5		14		2		3				1		25
<b>Wise County</b>	3		6		2								11
<b>Wythe County</b>	4		6		3								13
<b>York County</b>	9		22		1		14					1	47
<b>Total</b>	<b>872</b>	<b>32</b>	<b>2,631</b>	<b>22</b>	<b>1,345</b>	<b>2</b>	<b>1,097</b>	<b>8</b>	<b>350</b>	<b>10</b>	<b>54</b>	<b>184</b>	<b>6,607</b>

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

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 E: VPI – Enrollment and State Funding by Division (FY26)

Division Name	Total 4-year old Slots (Full Day Equivalent)*	State Share for 4-year-olds	Waitlist Slots (4-year-olds) Provided**	Actual Division Community Add ons Full-Day 4-year-olds	Actual Division Total Community Adds on, 4-year-olds	Total 3-year-old Slots (Full Day Equivalent)***	State Share for 3-year-olds	Actual Division Community Add ons Full-Day 3-year-olds	Actual Division Total Community Adds on, Three-year-olds
<b>Total</b>	<b>20316.1</b>	<b>\$128,909,910</b>	<b>751</b>	<b>435</b>	<b>\$697,500</b>	<b>2672.5</b>	<b>\$16,722,350</b>	<b>370</b>	<b>\$510,000</b>
Accomack County	91	\$590,786	0	0	\$0	0	\$0	0	\$0
Albemarle County	160.622	\$800,540	0	0	\$0	0	\$0	0	\$0
Alleghany Highlands	72	\$521,263	0	0	\$0	0	\$0	0	\$0
Amelia County	41	\$255,103	1	0	\$0	0	\$0	0	\$0
Amherst County	125	\$870,331	0	0	\$0	0	\$0	0	\$0
Appomattox County	44	\$314,821	0	0	\$0	0	\$0	0	\$0
Arlington County	384	\$2,054,592	0	0	\$0	0	\$0	0	\$0
Augusta County	269	\$1,638,867	0	0	\$0	58	\$353,362	0	\$0
Bath County	6	\$29,904	0	0	\$0	4	\$19,936	0	\$0
Bedford County	155	\$1,061,133	0	0	\$0	27	\$184,843	0	\$0
Bland County	11	\$76,249	0	0	\$0	0	\$0	0	\$0
Botetourt County	93	\$549,911	2	0	\$0	41	\$242,434	0	\$0
Brunswick County	34	\$190,502	1	0	\$0	0	\$0	0	\$0
Buchanan County	16	\$118,707	2	0	\$0	0	\$0	0	\$0
Buckingham County	66	\$435,588	39	0	\$0	0	\$0	0	\$0
Campbell County	222	\$1,576,246	19	0	\$0	0	\$0	0	\$0
Caroline County	83	\$537,691	30	0	\$0	20	\$129,564	0	\$0
Carroll County	125	\$896,622	34	0	\$0	0	\$0	0	\$0
Charles City County	9	\$44,856	0	0	\$0	6	\$29,904	0	\$0
Charlotte County	48	\$360,283	2	0	\$0	0	\$0	0	\$0
Chesterfield County	434	\$2,784,718	0	0	\$0	16	\$102,662	0	\$0
Clarke County	19.5	\$98,972	0	0	\$0	0	\$0	0	\$0
Craig County	12	\$76,207	11	0	\$0	13	\$82,558	8	\$0
Culpeper County	119	\$771,047	0	0	\$0	0	\$0	0	\$0
Cumberland County	39	\$259,570	0	0	\$0	0	\$0	0	\$0
Dickenson County	45	\$351,806	0	0	\$0	15	\$117,269	0	\$0
Dinwiddie County	89	\$622,958	16	0	\$0	0	\$0	0	\$0
Essex County	38	\$220,111	1	0	\$0	5	\$28,962	0	\$0
Fairfax County	2100	\$11,236,050	0	167	\$417,500	395.5	\$2,116,123	152	\$380,000
Fauquier County	97	\$492,324	0	0	\$0	0	\$0	0	\$0
Floyd County	31	\$183,674	1	0	\$0	0	\$0	0	\$0
Fluvanna County	48	\$290,236	0	0	\$0	0	\$0	0	\$0
Franklin County	184	\$991,154	16	0	\$0	8	\$43,094	0	\$0
Frederick County	103	\$611,544	0	0	\$0	0	\$0	0	\$0
Giles County	44	\$345,742	0	0	\$0	21	\$165,013	0	\$0
Gloucester County	79	\$472,562	0	0	\$0	13	\$77,763	0	\$0
Goochland County	44	\$219,296	0	0	\$0	0	\$0	0	\$0
Grayson County	36	\$244,160	0	0	\$0	0	\$0	0	\$0

Division Name	Total 4-year old Slots (Full Day Equivalent)*	State Share for 4-year-olds	Waitlist Slots (4-year-olds) Provided**	Actual Division Community Add ons Full-Day 4-year-olds	Actual Division Total Community Adds on, 4-year-olds	Total 3-year-old Slots (Full Day Equivalent)***	State Share for 3-year-olds	Actual Division Community Add ons Full-Day 3-year-olds	Actual Division Total Community Adds on, Three-year-olds
Greene County	41	\$269,285	0	0	\$0	0	\$0	0	\$0
Greensville County	15	\$91,237	8	0	\$0	0	\$0	0	\$0
Halifax County	189	\$1,316,506	2	0	\$0	106	\$738,358	0	\$0
Hanover County	136	\$692,194	0	0	\$0	72	\$366,456	0	\$0
Henrico County	985	\$5,623,044	0	134	\$0	149	\$850,592	148	\$0
Henry County	262	\$2,024,786	57	0	\$0	12	\$92,738	0	\$0
Highland County	0	\$0	0	0	\$0	0	\$0	0	\$0
Isle Of Wight County	94	\$589,930	0	0	\$0	0	\$0	0	\$0
James City County	72	\$358,848	0	0	\$0	39	\$194,376	0	\$0
King George County	12	\$76,160	0	0	\$0	0	\$0	0	\$0
King And Queen County	21	\$125,639	0	0	\$0	10	\$59,828	0	\$0
King William County	43	\$293,779	8	0	\$0	0	\$0	0	\$0
Lancaster County	36	\$179,424	0	0	\$0	24	\$119,616	0	\$0
Lee County	0	\$0	0	0	\$0	0	\$0	0	\$0
Loudoun County	320	\$1,712,160	0	0	\$0	0	\$0	0	\$0
Louisa County	98	\$488,432	0	0	\$0	0	\$0	0	\$0
Lunenburg County	44	\$323,944	0	0	\$0	0	\$0	0	\$0
Madison County	24	\$125,692	0	0	\$0	0	\$0	0	\$0
Mathews County	13	\$64,792	0	0	\$0	0	\$0	0	\$0
Mecklenburg County	120	\$730,495	0	0	\$0	0	\$0	0	\$0
Middlesex County	31	\$154,504	0	0	\$0	15	\$74,760	0	\$0
Montgomery County	173	\$1,027,608	0	0	\$0	20	\$118,799	0	\$0
Nelson County	20	\$99,680	10	0	\$0	0	\$0	0	\$0
New Kent County	39	\$218,051	0	0	\$0	23	\$128,594	0	\$0
Northampton County	50	\$249,200	0	0	\$0	0	\$0	0	\$0
Northumberland County	42	\$209,328	1	0	\$0	0	\$0	0	\$0
Nottoway County	56	\$407,715	0	0	\$0	0	\$0	0	\$0
Orange County	60	\$336,001	0	0	\$0	0	\$0	0	\$0
Page County	100	\$662,274	21	0	\$0	0	\$0	0	\$0
Patrick County	70	\$525,064	3	0	\$0	0	\$0	0	\$0
Pittsylvania County	253	\$1,855,617	41	0	\$0	55	\$403,395	0	\$0
Powhatan County	53	\$279,790	0	0	\$0	15	\$79,186	0	\$0
Prince Edward County	80	\$496,327	50	0	\$0	0	\$0	0	\$0
Prince George County	173	\$1,324,216	0	0	\$0	0	\$0	0	\$0
Prince William County	877	\$5,977,164	0	0	\$0	13.5	\$92,009	0	\$0
Pulaski County	84	\$560,748	0	0	\$0	33	\$220,294	0	\$0
Rappahannock County	16	\$79,744	0	0	\$0	0	\$0	0	\$0
Richmond County	47	\$322,794	7	0	\$0	0	\$0	0	\$0
Roanoke County	191	\$1,211,825	0	5	\$0	68	\$431,435	0	\$0
Rockbridge County	66	\$339,010	50	0	\$0	7	\$35,956	0	\$0

Division Name	Total 4-year old Slots (Full Day Equivalent)*	State Share for 4-year-olds	Waitlist Slots (4-year-olds) Provided**	Actual Division Community Add ons Full-Day 4-year-olds	Actual Division Total Community Adds on, 4-year-olds	Total 3-year-old Slots (Full Day Equivalent)***	State Share for 3-year-olds	Actual Division Community Add ons Full-Day 3-year-olds	Actual Division Total Community Adds on, Three-year-olds
Rockingham County	333	\$1,875,761	38	0	\$0	0	\$0	0	\$0
Russell County	85	\$655,371	0	0	\$0	69	\$532,007	0	\$0
Scott County	94	\$761,587	21	0	\$0	24	\$194,448	0	\$0
Shenandoah County	144	\$825,637	20	4	\$0	2	\$11,467	2	\$0
Smyth County	151	\$1,170,268	10	0	\$0	7	\$54,251	0	\$0
Southampton County	78	\$545,264	10	0	\$0	0	\$0	0	\$0
Spotsylvania County	211.5	\$1,352,141	0	0	\$0	0	\$0	0	\$0
Stafford County	96	\$651,743	0	0	\$0	0	\$0	0	\$0
Surry County	19	\$94,696	0	0	\$0	0	\$0	0	\$0
Sussex County	33	\$215,985	0	0	\$0	0	\$0	0	\$0
Tazewell County	107	\$804,092	0	0	\$0	0	\$0	0	\$0
Warren County	94	\$523,185	0	0	\$0	10	\$55,658	0	\$0
Washington County	116	\$756,328	0	0	\$0	38	\$247,763	0	\$0
Westmoreland County	45	\$224,280	4	0	\$0	0	\$0	0	\$0
Wise County	180	\$1,431,804	0	0	\$0	90	\$715,902	0	\$0
Wythe County	106	\$713,950	0	0	\$0	0	\$0	0	\$0
York County	43	\$276,291	0	0	\$0	17	\$109,231	0	\$0
Alexandria City	279	\$1,492,790	0	103	\$257,500	124	\$663,462	49	\$122,500
Bristol City	65	\$455,034	5	0	\$0	15	\$105,008	0	\$0
Buena Vista City	12	\$98,049	0	0	\$0	8	\$65,366	0	\$0
Charlottesville City	123	\$613,032	0	0	\$0	60	\$299,040	0	\$0
Colonial Heights City	69	\$410,887	0	0	\$0	0	\$0	0	\$0
Danville City	179	\$1,354,084	0	0	\$0	67	\$506,836	0	\$0
Falls Church City	14	\$74,907	1	0	\$0	10	\$53,505	0	\$0
Fredericksburg City	42	\$213,171	2	0	\$0	0	\$0	0	\$0
Galax City	35	\$256,043	0	0	\$0	12	\$87,786	0	\$0
Hampton City	497	\$3,676,435	0	0	\$0	0	\$0	0	\$0
Harrisonburg City	200	\$1,328,734	0	13	\$0	24	\$159,448	8	\$0
Hopewell City	95	\$769,878	29	0	\$0	32	\$259,327	0	\$0
Lynchburg City	245	\$1,496,556	0	0	\$0	40	\$244,336	0	\$0
Martinsville City	68	\$526,737	6	0	\$0	36	\$278,861	0	\$0
Newport News City	817.98	\$5,928,500	0	0	\$0	0	\$0	0	\$0
Norfolk City	1108	\$7,497,036	27	0	\$0	54	\$365,379	0	\$0
Norton City	23	\$173,966	3	0	\$0	13	\$98,328	0	\$0
Petersburg City	199.5	\$1,575,978	0	0	\$0	98	\$774,165	0	\$0
Portsmouth City	442	\$3,362,109	0	0	\$0	0	\$0	0	\$0
Radford City	17	\$141,360	1	0	\$0	6	\$49,892	0	\$0
Richmond City	408	\$2,033,472	0	0	\$0	183	\$912,072	0	\$0
Roanoke City	380	\$2,504,520	0	0	\$0	131	\$863,400	0	\$0
Staunton City	80	\$497,044	16	0	\$0	10	\$62,131	0	\$0

Division Name	Total 4-year old Slots (Full Day Equivalent)*	State Share for 4-year-olds	Waitlist Slots (4-year-olds) Provided**	Actual Division Community Add ons Full-Day 4-year-olds	Actual Division Total Community Adds on, 4-year-olds	Total 3-year-old Slots (Full Day Equivalent)***	State Share for 3-year-olds	Actual Division Community Add ons Full-Day 3-year-olds	Actual Division Total Community Adds on, Three-year-olds
Suffolk City	435	\$2,821,487	78	0	\$0	0	\$0	0	\$0
Virginia Beach City	889	\$5,194,642	0	0	\$0	0	\$0	0	\$0
Waynesboro City	126	\$799,675	39	0	\$0	54	\$342,718	0	\$0
Williamsburg-James City County	14	\$69,776	0	0	\$0	5	\$24,920	0	\$0
Winchester City	109	\$647,168	0	0	\$0	23	\$136,558	0	\$0
Fairfax City	31	\$165,866	0	9	\$22,500	5.5	\$29,428	3	\$7,500
Franklin City	53	\$375,941	8	0	\$0	0	\$0	0	\$0
Chesapeake City	360	\$2,413,971	0	0	\$0	0	\$0	0	\$0
Lexington City	0	\$0	0	0	\$0	0	\$0	0	\$0
Emporia	25	\$190,887	0	0	\$0	0	\$0	0	\$0
Salem City	76	\$482,419	0	0	\$0	33	\$209,472	0	\$0
Poquoson City	3	\$19,539	0	0	\$0	0	\$0	0	\$0
Manassas City	114	\$808,681	0	0	\$0	22	\$156,061	0	\$0
Manassas Park City	93	\$724,899	0	0	\$0	32	\$249,427	0	\$0
Colonial Beach	19	\$119,790	0	0	\$0	0	\$0	0	\$0
West Point	13	\$97,331	0	0	\$0	14	\$104,818	0	\$0

\*Full-day equivalent (FDE) converts half-day slots into full-day slots (2 half-day slots equal 1 full-day slot). The FDE represents 20,895 actual students served

\*\* Waitlist slots are a subset of total four-year-old slots

\*\*\*Represents 2,870 students served

Items highlighted were prorated due to less than full year operation

## Appendix F: VPI Family Income by FPL by Division (FY26)

Virginia Preschool Initiative - Family Income by Federal Poverty Levels									
FY26									
School Division (Division Code)	AT OR BELOW 130%		131% to 200%		201% to 350%		351% AND ABOVE		TOTALS
State Totals	11546	48.58%	6540	27.52%	3882	16.33%	1797	7.56%	23765
Accomack County (001)	48	52.75%	25	27.47%	18	19.78%	0	0.00%	91
Albemarle County (002)	106	53.81%	48	24.37%	27	13.71%	16	8.12%	197
Alexandria City (101)	181	44.91%	111	27.54%	95	23.57%	16	3.97%	403
Alleghany Highlands (003)	24	33.33%	28	38.89%	20	27.78%	0	0.00%	72
Amelia County (004)	14	34.15%	9	21.95%	18	43.90%	0	0.00%	41
Amherst County (005)	60	48.00%	37	29.60%	25	20.00%	3	2.40%	125
Appomattox County (006)	37	84.09%	6	13.64%	1	2.27%	0	0.00%	44
Arlington County (007)	213	55.47%	78	20.31%	91	23.70%	2	0.52%	384
Augusta County (008)	151	46.18%	89	27.22%	57	17.43%	30	9.17%	327
Bath County (009)	0	0.00%	7	70.00%	2	20.00%	1	10.00%	10
Bedford County (010)	90	49.45%	47	25.82%	31	17.03%	14	7.69%	182
Bland County (011)	5	45.45%	3	27.27%	2	18.18%	1	9.09%	11
Botetourt County (012)	47	35.07%	21	15.67%	38	28.36%	28	20.90%	134
Bristol City (102)	49	61.25%	18	22.50%	10	12.50%	3	3.75%	80
Brunswick County (013)	16	47.06%	11	32.35%	6	17.65%	1	2.94%	34
Buchanan County (014)	11	68.75%	5	31.25%	0	0.00%	0	0.00%	16
Buckingham County (015)	37	56.06%	7	10.61%	14	21.21%	8	12.12%	66
Buena Vista City (103)	5	25.00%	9	45.00%	4	20.00%	2	10.00%	20
Campbell County (016)	122	54.95%	89	40.09%	11	4.95%	0	0.00%	222
Caroline County (017)	35	33.98%	32	31.07%	25	24.27%	11	10.68%	103
Carroll County (018)	59	47.20%	30	24.00%	36	28.80%	0	0.00%	125
Charles City County (019)	7	46.67%	6	40.00%	2	13.33%	0	0.00%	15
Charlotte County (020)	32	66.67%	4	8.33%	7	14.58%	5	10.42%	48
Charlottesville City (104)	123	67.21%	34	18.58%	20	10.93%	6	3.28%	183
Chesapeake City (136)	173	48.06%	117	32.50%	53	14.72%	17	4.72%	360
Chesterfield County (021)	251	55.78%	125	27.78%	48	10.67%	26	5.78%	450
Clarke County (022)	13	65.00%	1	5.00%	4	20.00%	2	10.00%	20
Colonial Beach (202)	9	47.37%	5	26.32%	4	21.05%	1	5.26%	19
Colonial Heights City (106)	46	66.67%	10	14.49%	10	14.49%	3	4.35%	69
Craig County (023)	8	32.00%	6	24.00%	7	28.00%	4	16.00%	25
Culpeper County (024)	33	27.73%	56	47.06%	16	13.45%	14	11.76%	119
Cumberland County (025)	16	41.03%	23	58.97%	0	0.00%	0	0.00%	39
Danville City (108)	241	97.97%	5	2.03%	0	0.00%	0	0.00%	246
Dickenson County (026)	29	48.33%	15	25.00%	12	20.00%	4	6.67%	60
Dinwiddie County (027)	46	51.69%	22	24.72%	16	17.98%	5	5.62%	89
Emporia (138)	20	80.00%	3	12.00%	2	8.00%	0	0.00%	25
Essex County (028)	21	48.84%	15	34.88%	5	11.63%	2	4.65%	43
Fairfax City (134)	15	39.47%	16	42.11%	6	15.79%	1	2.63%	38
Fairfax County (029)	1180	43.92%	681	25.34%	617	22.96%	209	7.78%	2687
Falls Church City (109)	15	62.50%	0	0.00%	5	20.83%	4	16.67%	24
Fauquier County (030)	19	19.59%	45	46.39%	26	26.80%	7	7.22%	97
Floyd County (031)	12	38.71%	5	16.13%	14	45.16%	0	0.00%	31
Fluvanna County (032)	25	52.08%	18	37.50%	2	4.17%	3	6.25%	48
Franklin City (135)	42	79.25%	7	13.21%	3	5.66%	1	1.89%	53
Franklin County (033)	90	46.88%	53	27.60%	29	15.10%	20	10.42%	192
Frederick County (034)	50	48.54%	21	20.39%	22	21.36%	10	9.71%	103
Fredericksburg City (110)	20	47.62%	13	30.95%	4	9.52%	5	11.90%	42
Galax City (111)	37	78.72%	9	19.15%	0	0.00%	1	2.13%	47
Giles County (035)	19	29.23%	18	27.69%	27	41.54%	1	1.54%	65
Gloucester County (036)	34	32.08%	47	44.34%	18	16.98%	7	6.60%	106
Goochland County (037)	20	45.45%	15	34.09%	6	13.64%	3	6.82%	44
Grayson County (038)	15	41.67%	14	38.89%	6	16.67%	1	2.78%	36
Greene County (039)	12	29.27%	17	41.46%	5	12.20%	7	17.07%	41
Greensville County (040)	12	80.00%	0	0.00%	1	6.67%	2	13.33%	15
Halifax County (041)	125	42.37%	72	24.41%	72	24.41%	26	8.81%	295
Hampton City (112)	198	39.84%	211	42.45%	77	15.49%	11	2.21%	497
School Division (Division Code)	AT OR BELOW 130%		131% to 200%		201% to 350%		351% AND ABOVE		TOTALS
Hanover County (042)	45	21.63%	78	37.50%	40	19.23%	45	21.63%	208



Harrisonburg City (113)	118	52.68%	62	27.68%	35	15.63%	9	4.02%	224
Henrico County (043)	690	60.85%	272	23.99%	137	12.08%	35	3.09%	1134
Henry County (044)	130	47.45%	73	26.64%	56	20.44%	15	5.47%	274
Hopewell City (114)	67	52.76%	45	35.43%	13	10.24%	2	1.57%	127
Isle of Wight County (046)	47	50.00%	21	22.34%	18	19.15%	8	8.51%	94
James City County (047)	100	45.05%	65	29.28%	34	15.32%	23	10.36%	222
King George County (048)	1	8.33%	4	33.33%	5	41.67%	2	16.67%	12
King William County (050)	7	16.28%	8	18.60%	2	4.65%	26	60.47%	43
King and Queen County (049)	23	74.19%	3	9.68%	5	16.13%	0	0.00%	31
Lancaster County (051)	39	65.00%	16	26.67%	5	8.33%	0	0.00%	60
Loudoun County (053)	119	37.19%	105	32.81%	81	25.31%	15	4.69%	320
Louisa County (054)	60	61.22%	21	21.43%	14	14.29%	3	3.06%	98
Lunenburg County (055)	38	86.36%	3	6.82%	3	6.82%	0	0.00%	44
Lynchburg City (115)	203	71.23%	67	23.51%	12	4.21%	3	1.05%	285
Madison County (056)	16	66.67%	7	29.17%	0	0.00%	1	4.17%	24
Manassas City (143)	0	0.00%	233	85.66%	0	0.00%	39	14.34%	272
Manassas Park City (144)	64	51.20%	29	23.20%	19	15.20%	13	10.40%	125
Martinsville City (116)	71	68.27%	27	25.96%	5	4.81%	1	0.96%	104
Mathews County (057)	4	30.77%	5	38.46%	1	7.69%	3	23.08%	13
Mecklenburg County (058)	91	75.83%	23	19.17%	6	5.00%	0	0.00%	120
Middlesex County (059)	21	45.65%	14	30.43%	7	15.22%	4	8.70%	46
Montgomery County (060)	106	54.92%	44	22.80%	11	5.70%	32	16.58%	193
Nelson County (062)	5	25.00%	4	20.00%	8	40.00%	3	15.00%	20
New Kent County (063)	18	29.03%	18	29.03%	9	14.52%	17	27.42%	62
Newport News City (117)	426	51.95%	254	30.98%	97	11.83%	43	5.24%	820
Norfolk City (118)	642	55.25%	183	15.75%	188	16.18%	149	12.82%	1162
Northampton County (065)	29	58.00%	9	18.00%	10	20.00%	2	4.00%	50
Northumberland County (066)	38	90.48%	4	9.52%	0	0.00%	0	0.00%	42
Norton City (119)	25	69.44%	10	27.78%	1	2.78%	0	0.00%	36
Nottoway County (067)	56	100.00%	0	0.00%	0	0.00%	0	0.00%	56
Orange County (068)	8	13.33%	24	40.00%	23	38.33%	5	8.33%	60
Page County (069)	46	46.00%	24	24.00%	26	26.00%	4	4.00%	100
Patrick County (070)	24	34.29%	17	24.29%	20	28.57%	9	12.86%	70
Petersburg City (120)	186	62.42%	103	34.56%	5	1.68%	4	1.34%	298
Pittsylvania County (071)	116	37.66%	57	18.51%	90	29.22%	45	14.61%	308
Poquoson City (142)	2	33.33%	2	33.33%	1	16.67%	1	16.67%	6
Portsmouth City (121)	277	62.67%	100	22.62%	53	11.99%	12	2.71%	442
Powhatan County (072)	12	17.65%	25	36.76%	28	41.18%	3	4.41%	68
Prince Edward County (073)	75	93.75%	5	6.25%	0	0.00%	0	0.00%	80
Prince George County (074)	54	31.21%	73	42.20%	34	19.65%	12	6.94%	173
Prince William County (075)	364	35.37%	313	30.42%	172	16.72%	180	17.49%	1029
Pulaski County (077)	57	48.72%	37	31.62%	19	16.24%	4	3.42%	117
Radford City (122)	14	48.28%	7	24.14%	4	13.79%	4	13.79%	29
Rappahannock County (078)	7	43.75%	4	25.00%	4	25.00%	1	6.25%	16
Richmond City (123)	364	61.59%	148	25.04%	55	9.31%	24	4.06%	591
Richmond County (079)	21	44.68%	14	29.79%	10	21.28%	2	4.26%	47
Roanoke City (124)	336	65.75%	92	18.00%	54	10.57%	29	5.68%	511
Roanoke County (080)	122	47.10%	52	20.08%	52	20.08%	33	12.74%	259
Rockbridge County (081)	27	36.99%	25	34.25%	14	19.18%	7	9.59%	73
Rockingham County (082)	127	38.14%	70	21.02%	91	27.33%	45	13.51%	333
Russell County (083)	100	64.94%	54	35.06%	0	0.00%	0	0.00%	154
Salem City (139)	28	25.69%	55	50.46%	17	15.60%	9	8.26%	109
Scott County (084)	36	30.51%	35	29.66%	25	21.19%	22	18.64%	118
Shenandoah County (085)	66	45.21%	44	30.14%	27	18.49%	9	6.16%	146
Smyth County (086)	78	49.37%	31	19.62%	38	24.05%	11	6.96%	158
Southampton County (087)	41	52.56%	33	42.31%	3	3.85%	1	1.28%	78
Spotsylvania County (088)	83	34.16%	78	32.10%	38	15.64%	44	18.11%	243
Stafford County (089)	23	19.01%	51	42.15%	31	25.62%	16	13.22%	121
Staunton City (126)	53	58.89%	18	20.00%	12	13.33%	7	7.78%	90
Suffolk City (127)	149	34.25%	143	32.87%	106	24.37%	37	8.51%	435
Surry County (090)	18	94.74%	1	5.26%	0	0.00%	0	0.00%	19
School Division (Division Code)	AT OR BELOW 130%		131% to 200%		201% to 350%		351% AND ABOVE		TOTALS
Sussex County (091)	23	69.70%	6	18.18%	4	12.12%	0	0.00%	33
Tazewell County (092)	52	48.60%	19	17.76%	24	22.43%	12	11.21%	107
Virginia Beach City (128)	387	43.53%	335	37.68%	113	12.71%	54	6.07%	889
Warren County (093)	43	41.35%	49	47.12%	7	6.73%	5	4.81%	104

Washington County (094)	81	52.60%	34	22.08%	25	16.23%	14	9.09%	154
Waynesboro City (130)	68	37.78%	56	31.11%	31	17.22%	25	13.89%	180
West Point (207)	14	51.85%	8	29.63%	3	11.11%	2	7.41%	27
Westmoreland County (095)	28	62.22%	7	15.56%	6	13.33%	4	8.89%	45
Williamsburg-James City County (131)	28	73.68%	6	15.79%	4	10.53%	0	0.00%	38
Winchester City (132)	67	50.76%	48	36.36%	12	9.09%	5	3.79%	132
Wise County (096)	144	53.33%	48	17.78%	56	20.74%	22	8.15%	270
Wythe County (097)	59	55.66%	26	24.53%	15	14.15%	6	5.66%	106
York County (098)	21	17.50%	37	30.83%	31	25.83%	31	25.83%	120

## Appendix G: VPI Inclusion Report by Division (FY25)

VPI Inclusion Report FY25			
VPI inclusion data is calculated based on end of year totals. Therefore, the VPI inclusion report included here is for fiscal year 2025			
Division Number	Division Name	Total Students with an IEP in Inclusive VPI Classrooms	All Students in VPI Classrooms
<b>Totals</b>		<b>4,088</b>	<b>27,227</b>
1	Accomack County	14	119
2	Albemarle County	38	209
101	Alexandria City	47	257
3	Alleghany Highlands	22	70
4	Amelia County	3	50
5	Amherst County	20	124
6	Appomattox County	8	57
7	Arlington County	69	417
8	Augusta County	73	333
9	Bath County	10	31
10	Bedford County	28	188
11	Bland County	2	10
12	Botetourt County	19	128
102	Bristol City	20	110
13	Brunswick County	1	38
14	Buchanan County	21	102
15	Buckingham County	15	94
103	Buena Vista City	5	31
16	Campbell County	42	273
17	Caroline County	41	190
18	Carroll County	28	153
19	Charles City County	2	30
20	Charlotte County	11	73
104	Charlottesville City	42	208
136	Chesapeake City	56	355
21	Chesterfield County	92	431
22	Clarke County	9	38
202	Colonial Beach	3	23
106	Colonial Heights City	18	76
23	Craig County	9	20
24	Culpeper County	21	127
25	Cumberland County	11	51
108	Danville City	36	228
26	Dickenson County	8	54
27	Dinwiddie County	5	100
28	Essex County	5	42
29	Fairfax County	478	4111
109	Falls Church City	22	63
30	Fauquier County	19	96
31	Floyd County	9	51
32	Fluvanna County	12	68
135	Franklin City	9	58
33	Franklin County	34	188
34	Frederick County	17	72
110	Fredericksburg City	N/A	N/A
111	Galax City	8	51
35	Giles County	11	69
Division Number	Division Name	Total Students with an IEP in Inclusive VPI Classrooms	All Students in VPI Classrooms
36	Gloucester County	20	113

37	Goochland County	9	50
38	Grayson County	6	37
39	Greene County	13	50
40	Greensville County/Emporia City	5	60
41	Halifax County	38	279
112	Hampton City	53	569
42	Hanover County	71	202
113	Harrisonburg City	37	182
43	Henrico County	103	698
44	Henry County	25	270
114	Hopewell City	21	146
46	Isle of Wight County	11	115
49	King and Queen County	2	33
48	King George County	3	14
50	King William County	3	35
51	Lancaster County	12	79
53	Loudoun County	48	371
54	Louisa County	23	113
55	Lunenburg County	11	77
115	Lynchburg City	51	310
56	Madison County	8	54
143	Manassas City	32	282
144	Manassas Park City	26	121
116	Martinsville City	15	107
57	Mathews County	7	18
58	Mecklenburg County	14	170
59	Middlesex County	11	56
60	Montgomery County	37	215
62	Nelson County	11	43
63	New Kent County	18	78
117	Newport News City	63	788
118	Norfolk City	198	1334
65	Northampton County	7	54
66	Northumberland County	1	45
119	Norton City	5	37
67	Nottoway County	7	79
68	Orange County	13	61
69	Page County	22	108
70	Patrick County	14	65
120	Petersburg City	14	287
71	Pittsylvania County	74	323
142	Poquoson City	5	23
121	Portsmouth City	12	414
72	Powhatan County	12	68
73	Prince Edward County	18	99
74	Prince George County	25	174
75	Prince William County	223	1962
77	Pulaski County	25	164
122	Radford City	8	30
78	Rappahannock County	5	23
123	Richmond City	68	588
79	Richmond County	12	50
<b>Division Number</b>	<b>Division Name</b>	<b>Total Students with an IEP in Inclusive VPI Classrooms</b>	<b>All Students in VPI Classrooms</b>
124	Roanoke City	97	593
80	Roanoke County	33	138
81	Rockbridge County	19	78
82	Rockingham County	60	338

83	Russell County	37	155
139	Salem City	27	88
84	Scott County	28	107
85	Shenandoah County	38	135
86	Smyth County	27	143
87	Southampton County	10	117
88	Spotsylvania County	70	315
89	Stafford County	55	330
126	Staunton City	30	101
127	Suffolk City	42	482
90	Surry County	6	33
91	Sussex County	3	34
92	Tazewell County	18	138
128	Virginia Beach City	144	911
93	Warren County	39	117
94	Washington County	49	198
130	Waynesboro City	28	178
207	West Point	3	30
95	Westmoreland County	4	66
131	Williamsburg-James City County	45	288
132	Winchester City	17	139
96	Wise County	63	365
97	Wythe County	30	90
98	York County	18	130

## Appendix H: VPI Inclusion Report (FY25) - Improvement Plans Under 10%

VPI Inclusion Report (FY25)					
VDOE will support school divisions with inclusion in one of three ways based on their reported plan to increase inclusion: 1. Connect with regional TTAC for additional training and technical support for staff related to increased inclusion 2. Provided technical assistance for administrators from VDOE staff related to Child Find efforts, development of IEPs, blending funding, and program structure 3. Provided technical assistance for data personnel from VDOE staff related to data reporting and coding of students					
Division Number	Division	FY25 Total IEP Students in Inclusive VPI Classrooms	FY25 All Students in VPI Classrooms (Total Denominator)	FY25 Inclusion Percentage	FY26 VPI Fall Verification Responses
4	Amelia County	3	50	6.00%	We had 8 students with IEPs in our VPI classrooms last year, so we are working to make sure that our data is entered correctly. This year we currently have 7 students with disabilities in our VPI classrooms, which is 17%.
13	Brunswick County	1	38	2.63%	To meet the General Assembly Inclusion Target of 10%, Brunswick County is expanding classroom support, providing targeted professional development on inclusive practices, and partnering with VCU/TTAC to strengthen teacher capacity. Specialists will collaborate with staff, and enrollment and placement data will be closely monitored to ensure students with disabilities are included in general education settings.
19	Charles City County	2	30	6.67%	We have a student who is a foster child who just joined our VPI class roster and was just identified with an IEP. We also have 2 students in speech eligibility.
27	Dinwiddie County	5	100	5.00%	Steps being taken to meet the inclusion target for this school year include interviews with parents and their 4 year olds prior to acceptance to discuss developmental concerns, if warranted referrals are made to the ECSE Coordinator; continued collaboration between the VPI and ECSE coordinator which include monthly meetings to discuss enrollment of students with disabilities in VPI classrooms; a tracking system has been created to track 4 year olds attending Child Find; the Early Learning Specialist attends all eligibility meetings for 4 year olds to provide a gen ed perspective on how to meet the needs of students with disabilities in the VPI classroom; a Screener is administered within the first 45 days of school on all VPI students and referrals are made to the SLP for students with speech and/or language concerns; and, current ECSE students are closely monitored for inclusion in VPI classrooms.
40	Greensville County/Emporia City	5	60	8.33%	A more organized child-find with a PK department totally involved to include special needs students, and students EL students.
112	Hampton City	53	569	9.31%	In order to increase our inclusion percentage we are working directly with the special education department to help transition students that are currently in 4-year-old self-contained classrooms to inclusion classrooms where appropriate. We also have several students currently undergoing evaluations to determine if special education services are appropriate.
44	Henry County	25	270	9.26%	Our inclusion rate for 2024-25 was 9.5%, which marks an increase from 2023-24. If multiple children with speech concerns had been identified before the inclusion rate was calculated, we would have reached the 10% inclusion rate. In 2025-26, we have 2 full inclusion 50/50 classrooms with dually-endorsed teachers. We are on track to meet or exceed the 10% inclusion rate for 2025-26. We plan to continue efforts to increase our number of full inclusion 50/50 classrooms with a dually endorsed teacher.
Division Number	Division	FY25 Total IEP Students in Inclusive	FY25 All Students in VPI Classrooms	FY25 Inclusion Percentage	FY26 VPI Fall Verification Responses

		VPI Classrooms	(Total Denominator)		
46	Isle of Wight County	11	115	9.57%	Isle of Wight County Schools did not know that we did not meet the General Assembly Inclusion Target of 10% with our numbers showing we did. This year, we have at least 10 students in an inclusion setting which meets our target of 10% since we have 94 students in our program.
49	King and Queen County	2	33	6.06%	The division will ensure early screening and accurate identification of children who may have disabilities. We will continue our Child Find campaigns and provide information to local families about programming options.
50	King William County	3	35	8.57%	We have expanded our programming to include a reverse inclusion class this year. This class has 10 students, 5 of which have IEPs and 7 that are typically developing peers.
58	Mecklenburg County	14	170	8.24%	The VPI Coordinator has met with the Ready Region to brainstorm ideas. All four-year-olds in the Early Childhood Special Education program are now enrolled in the PreK program. Any students in PK showing developmental needs will be screened for special education services. The VPI Coordinator has double checked to be sure all students are coded correctly in the division's student information system.
117	Newport News City	63	788	7.99%	The VPI Coordinator and ECSE Supervisor partnered early in the application planning process to ensure all families of currently identified ECSE students are made aware of VPI as an option and receive support submitting an application. The 2025-26 application for students new to the division was updated to include questions regarding the possibility of special needs; these families receive follow-up communication, directing them to the division office of special education. Administrators, office staff, and self-contained teachers will continue to build awareness of inclusion classrooms. All school offices and departments will continue to share information and communication with families regarding the evaluation process. Open preschool slots will continue to be prioritized for students with special needs. The VPI Coordinator and ECSE Supervisor will seek support from other NNPS stakeholders, community partners, and TTAC-ODU to identify additional strategies for achieving the 10% target.
66	Northumberland County	1	45	2.22%	Regular Ed and Special Ed teachers collaborate to ensure access for eligible SPED student participation (i.e. mainstreaming SPED students in specific classroom activities such as circle time, etc.)
67	Nottoway County	7	79	8.86%	The division is working with parents to create an understanding that the inclusive classroom is the best placement for their children. The division is reviewing all IEPs and determining the appropriate place. Training and support is being provided to school-based administration as well.
120	Petersburg City	14	287	4.88%	PCPS has provided additional professional development to assist with teachers providing supports and interventions to students with disabilities and collecting the needed data for students going through the eligibility process. We have also modified our instructional practices to include a General Education & ECSE teacher in the classroom all day to support students in the inclusive environment. The supports in the ECSE self-contained classrooms are set to help students adjust to the school routines and expectations and then transition to the inclusive classroom. These practices help us to increase our target percentage.
Division Number	Division	FY25 Total IEP Students in Inclusive VPI Classrooms	FY25 All Students in VPI Classrooms (Total Denominator)	FY25 Inclusion Percentage	FY26 VPI Fall Verification Responses
121	Portsmouth City	12	414	2.90%	Goal: By the end of the 25-26 school year and each year thereafter, there will be a 2% increase in the number and percentage of SWD serviced in the VPI GenEd classroom over the previous

					year's result until the 10% required target is met. #1: PreK & SPED staff will meet with the CAO monthly to review the proposed plan/action steps. #2: Establish a quarterly Collaborative Inclusion Team Meeting to align instructional strategies, share needs and student progress in order to develop instructional support for inclusion classrooms. (This Meeting may expand and change to an IPOP Team). #3: Provide direct support for Inclusion Classrooms using the ICP Model (ICP Pre-Observations, Direct Coaching and Post Observations). #4: Consult with the TTAC ODU #5: Provide PD (Best Practices, Inclusive Practices, Strategies, etc.) Sessions for all VPI Teachers and Assistants that directly impact student achievement and student outcomes.
87	Southampton County	10	117	8.55%	We met this goal this year!!!! We are working closely with the ECSE department for both screening and assuring that the needs are met and supports are in place for the success and resilience for every child.
127	Suffolk City	42	482	8.71%	Beginning in the 2024-2025 school year, SPS introduced an itinerant special education model within VPI classrooms, allowing special education teachers to support students across the district. This model fosters a more inclusive environment within the VPI program. During the summer VPI screening process, the Special Education Department partnered with the screening team to participate in student assessments, facilitating the identification and referral of students with disabilities. This early identification guided the placement of students with disabilities in our VPI program. VPI and ECSE leaders hold monthly meetings to review student data and collaborate on strategies to increase inclusion rates in VPI classrooms.
91	Sussex County	3	34	8.82%	Sussex Central Elementary School's administration, VPI teachers, and the SCPS Special Education Department are working collaboratively to identify students in order to meet the inclusion target.
95	Westmoreland County	4	66	6.06%	VPI and ECSE teams collaborate with community agencies, childcare providers, and pediatricians to identify eligible children with special needs early in enrollment. Outreach through early intervention programs and social services connects families to inclusive VPI opportunities. Leaders ensure families' easy access and complete applications, with staff available to assist and answer questions. Teams meet regularly to monitor inclusion rates, review enrollment data, and adjust outreach when needed to meet targets. Ongoing PD helps VPI teachers implement inclusive practices, differentiated instruction, and behavioral supports to foster confidence and effective teaching for diverse learners. Partnerships with community and healthcare providers strengthen service access and promote VPI as an inclusive option. For families hesitant to enroll, flexible options like trial periods or staggered entries support smooth transitions and demonstrate the program's commitment to every child's needs.



## **Appendix I: FFY2024 ACF-800**

*Continued on next page.*

## I. Grantee: Virginia

ACF-800 - CHILD CARE AND DEVELOPMENT FUND ANNUAL REPORT							OMB Control Number: 0970-0150						
FOR SERVICES PROVIDED FROM OCTOBER 1, 2023 THROUGH SEPTEMBER 30, 2024							Expiration Date: 3/31/2025						
Rebecca Ullrich (804) 921-6899 rebecca.ullrich@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		
<b>II. Number Served:</b>													
1. Number of families receiving child care services	32870												
2. Number of children receiving child care services	52886	0	4419	0	44239	0	1	50	266	0	0	3911	
2a. Number of child fatalities	1								1				
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.	2520												
<b>III. Payment Methods:</b>													
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	52586	0	4119	0	44239	0	1	50	266	0	0	3911	
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	
<b>IV. Provider Information:</b>													
8. Number of child care providers receiving CCDF funding by type of care	2582	0	784	0	1533	0	1	25	85	0	0	154	
<b>V. Consumer Education:</b>													
9a. Estimated number of families receiving consumer education	3280												

9b. How is the estimated number of families receiving consumer education determined?	Consumer education is part of the enrollment and recertification process for all families in the Child Care Subsidy Program.	
<b>10. No longer collected effective FFY2016.</b>		
<b>11. Indicate the Methods Used on a Regular Basis:</b>		
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	N	
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	
<b>VI. Pooling Factor:</b>		
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	
13a. If this year's pooling factor has changed more than +/- 5% since last year, please explain what led to the change		
<b>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]</b>		
<b>CCDF CARES Act Funding</b>		
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.	Y	
My State has NOT included families, children, and providers funded with CCDF ARP Act Discretionary Supplemental funds in this report.	N	
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	
<p><b>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.</b></p>		
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).	32870	
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).	52886	
<b>15-1c. Specify COVID-19 supplemental funds used (check all that apply):</b>		
CCDF CARES Act	N	
CCDF CRRSA Act	N	
CCDF ARP Act Discretionary Supplemental	Y	

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	
<b>15-2c. Specify COVID-19 supplemental funds used (check all that apply):</b>		
CCDF CARES Act	N	
CCDF CRRSA Act	N	
CCDF ARP Act Discretionary Supplemental	N	
Broader CCDF	Y	
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 Act Discretionary Supplemental, and broader CCDF dollars).	0	
<b>15-4b. Specify COVID-19 supplemental funds used (check all that apply):</b>		
CCDF CARES Act	N	
CCDF CRRSA Act	N	
CCDF ARP Act Discretionary Supplemental	N	
Broader CCDF	Y	

## **Appendix J: FFY2024 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.

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## **Quality Progress Report (QPR) For Virginia FFY 2024**

***QPR Status: Accepted as of 2025-04-08 13:54:43 GMT***

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

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

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

## **QUALITY PROGRESS REPORT**

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

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

### **Specifically, this report will be used to:**

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

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

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

### **How is the QPR Organized?**



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

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

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

### **When is the QPR Due to ACF?**

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

### **Glossary of Terms**

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

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

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

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

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

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

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

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

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

**Provider** means the entity providing child care services.

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

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

## 1) Overview

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

### 1.1 State or Territory Child Care Provider Population

#### 1.1.1 Total Number of Licensed Providers:

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

☒ Licensed center-based programs **2646**

☐ Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 1533 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.**

☒ Licensed family child care homes **1328**

☐ Unable to provide number. Indicate reason:

**Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 784 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.**

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

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

### 2.1 Lead Agency Progression of Professional Development

#### 2.1.1 Professional Development Registry:

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

☒ Yes. If yes, describe: **Data is collected on teachers and site administrators through the LinkB5 data system. This data system collects self reported data from teachers and site administrators about demographics, accreditations, and professional characteristics.** ☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

#### 2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

☒ Yes. If yes, describe: **Teachers and providers are required to participate if they work in a child care or family day home site that receives public funding, operates full-day, and serves more than three children.**

☐ No. If no, describe:

#### 2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **30,548**

#### 2.1.4 Spending - Professional Development Registry:

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

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

☒ CCDF quality funds

- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary ☐ ARP Stabilization 10% set-aside ☐ Unable to report. Indicate reason:
- ☐ No

## 2.2 Workforce Development

### 2.2.1 Professional Development and Career Pathways Support:

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

- ☒ Scholarships (for formal education institutions) **1,239**
- ☐ Financial bonus/wage supplements tied to education levels
- ☒ Career advisors, mentors, coaches, or consultants **33 (21 ITS, 11 ITBC, 1 Central office staff)**
- ☐ Reimbursement for training
- ☒ Loans **23**
- ☐ Substitutes, leave (paid or unpaid) for professional development
- ☒ Other. Describe: **The Network provided scholarships to 65 providers to attend a statewide conference.**
- ☐ N/A. Describe:

### 2.2.2 Spending - Professional Development and Career Pathways Support:

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

- ☒ Yes, if so which funding source(s) were used?
- ☒ CCDF quality funds
- ☒ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☒ ARP Supplemental Discretionary

- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:
- ☐ No

## 2.3 Child Care Provider Qualifications

### 2.3.1 Number of Licensed Child Care Programs Qualifications:

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

- ☐ Child Development Associate (CDA)
- ☐ Associate's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education)
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☒ Unable to report this data. Indicate reason: **Virginia collects this information as an optional field through the LinkB5 database, which is only required for programs taking public funds (e.g., CCDF).**

### 2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

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

- ☒ Child Development Associate (CDA) **1,459**
- ☒ Associate's degree in an early childhood education field (e.g. psychology, human development, education) **2,594 \*information is not collected about type of associate's degree**
- ☒ Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **9,069 \*information is not collected about type of bachelor's degree**
- ☐ State child care credential
- ☐ State infant/toddler credential
- ☐ Unable to report this data. Indicate reason:

## 2.4 Technical Assistance for Professional Development

### 2.4.1 Technical Assistance Topics:

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

[x] Business Practices

[x] Mental health for children

[x] Emergency Preparedness Planning

[x] Other. Describe other technical assistance available to providers as part of the professional development system: **Across Virginia's 16 Improvement Partners, teachers and leaders have access to many options to support professional development and training needs. These PD options include: Virginia's Early Learning and Development Standards, early language and literacy training, safe sleep practices, business capacity building, subsidy program support for Child Care Subsidy Program participants, CPR/First Aid training, Infant/Toddler attachment, Impacting Infant/Toddler Behavior Through Language, Developing Resiliency in Infants and Toddlers, Behavior Guidance, Promoting Empathy, Sharing, and Turn Taking with Toddlers, Strategies for Increasing Peer Social Interactions, Early Math for Infants and Toddlers, Supporting Infants, Toddlers, and Families Experiencing Stress, Self-Care for Caregivers, Connecting with Parents of Infants and Toddlers, Routines that Foster Social Emotional Development in Infants and Toddlers, Supporting Infants and Toddlers with Sensory Differences, Trauma and Its Impact on Infants and Toddlers, Benefits of Outdoor Play for Infants and Toddlers, CLASS Foundational training on the Infant, Toddler, and Pre-K tools, Distance learning courses to support health and safety requirements, on-site and online training in Early Childhood Science, Technology, Engineering, Mathematics, and Literacy in Preschool classrooms, promoting healthy social-emotional environments, teaching behaviors to help children develop behavioral regulation, positive, relationships, and social skills, supporting responses to behavioral challenges in collaboration with families, Inclusive Practices for Preschool Programs, Adapting Books using the Principles of Universal Design for Learning, Early Childhood Mental Health, Technology Use in Early Childhood Special Education, Sensory Behaviors and How to Support Them, Itinerant Early Childhood Special Education Service Delivery Model for Administrators and Teachers, Tips for Overcoming Challenging Situations, and Introduction to Early Childhood Education for Children with IEPs.**

One key partner is Child Care Aware of Virginia. Technical assistance and professional development opportunities available to child care providers through the VDOE

partnership with Child Care Aware of Virginia (CCAoVA) include:

- **Health and Safety Training:** Includes CPR/First Aid training and emergency preparedness to help providers meet regulatory requirements and ensure safe environments.
- **Subsidy Program Support:** Assistance with onboarding and ongoing participation in the Child Care Subsidy Program (CCSP).
- **Business Capacity Building:** Strengthening Business Practices training covering fiscal management, marketing, staff retention, and operational sustainability. Access to tools like the VA Shared Services Platform and child care business scholarships.
- **Specialized Training:** Sessions on consumer safety topics such as car safety, firearm safety, and safe sleep practices. Directors' forums for networking and addressing operational challenges.

Infant Toddler Network TA involved 3,300 incidences of supporting teacher child interactions, 115 incidences of supporting health & safety, and 112 incidences of supporting early literacy.

#### **2.4.2 Spending - Technical Assistance for Professional Development:**

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

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

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary ☐ ARP

Stabilization 10% set-aside ☐ Unable to report. Indicate reason:

☐ No

### **2.5 Spending – Training and Professional Development**

#### **2.5.1 Spending – Training and Professional Development:**



What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$16887514**

☐ Unable to report total amount spent. Indicate reason:

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

## **2.6 Progress Update**

### **2.6.1 Progress Update – Training and Professional Development:**

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

**Numerous program-specific measures and indicators are utilized to assess progress, as well as higher-level measures and indicators. The Lead Agency includes performance measures for any contract that it has in order to measure the progress made and to identify trends that need to be addressed.**

**The Virginia Infant and Toddler Specialist Network conducts satisfaction surveys and pre- and post-tests for participants to measure the transfer of learning and overall satisfaction. They also capture qualitative data in the form of provider feedback.**

**Virginia Quality captures technical assistance assessment data, feedback and provides a survey to the regional coordinators. With the results, VQ evaluates its program for improvement.**

**Technical assistance providers (CCA-VA, ITSN, and VQ) gather qualitative data from their observations and analysis of performance. This information is then directly used with the practitioners to improve performance and increase quality.**

In accordance with state legislation (HB30 Item 137.H), effective the 2019-2020 school year, statewide implementation of the Virginia Kindergarten Readiness Program (VKRP) is required of all school divisions statewide. This mandate specifically requires that all entering kindergartners' readiness skills are assessed in the fall and upon the conclusion of the kindergarten year as a post-test. The VKRP measures students' literacy (through PALS or the Phonological Awareness Screener), mathematics (through the EMAS or Early Mathematics Assessment System) and self-regulation and social skills (through the CBRS or Child Behavior Rating Scale). Funded through the federal Governor's Emergency Education Relief (GEER) Fund (HB30 item 137.H.c) and allocated to the University of Virginia, initial implementation of the VKRP for Preschool is available to all state-funded, school based, 4-year-old classrooms for fall and spring assessment windows beginning in the fall of 2021. Implementation is required for Virginia Preschool Initiative (VPI) and Mixed Delivery Programs, while other state supported prekindergarten classrooms (e.g., a full ECSE classroom, Head Start, Title I or other locally supported preschool classrooms) have the option to participate during the 2021-2022 school year.

Prekindergarten classrooms that are not required to implement the VKRP during the 2021-2022 school year may choose to only assess students using the Child Behavior Rating Scale (CBRS), the self-regulation and social skills component of VKRP. Also through GEER funding, the VKRP is being developed and piloted for three-year-olds effective fall 2021, with availability for statewide implementation in fall of 2022.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **The following measures demonstrate progress and success from VQB5:**

#### **2023-2024 VQB5 Progress Update for Sites and Classrooms**

- **Quality Ratings available at [EarlyChildhoodQuality.doe.virginia.gov](https://EarlyChildhoodQuality.doe.virginia.gov)**
  - **Participation increased by 525 sites from 2022-2023 Program Year**
    - **1,514 Centers**
    - **855 Public Schools**
    - **752 Family Day Homes**
  - **This encompasses 10,678 classrooms within VQB5 Sites.**
  - **98% of VQB5 sites met or exceeded the state's quality expectations.**

- The Statewide Average was 588 points.
- Rating Band Breakdown:
  - 79 sites received an Exceeds Expectations Rating
  - 2,991 received a Meets Expectations Rating
  - 51 sites received a Needs Support Rating
    - As of August 2023, all Needs Support Sites are required to participate in VDOE Site Improvement Planning. This includes completing a Needs Assessment and Quality Improvement Plan with a VDOE Quality Consultant who will monitor their progress on a regular basis.
    - All Needs Support sites are also required to participate in coaching from Virginia Early Childhood Consultation (VECC) during the 2024-2025 year to improve interactions and use of quality curriculum.

#### **CLASS Observations VQB5 Classrooms:**

- Overview of Local and External CLASS Observations in VQB5  
(<https://www.doe.virginia.gov/home/showpublisheddocument/56093/638574080824400000>)
- Total CLASS Observations completed = 28,404
  - Total Local Observations: 21,344
  - Total External Observations: 7,060
  - Local CLASS Observation Totals by Site Type:
    - Child Care Centers: 14,432
    - Public Schools: 5,37
    - Family Day Homes: 1,540
  - External CLASS Observation Totals by Site Type:
    - Child Care Centers: 1,522
    - Public Schools: 4,749
    - Family Day Homes: 789
- Infant Local CLASS Observations
  - 2,914 local CLASS observations
  - Avg Score 5.21; Range 2.00-7.00
- Infant External CLASS Observations
  - 1,246 external CLASS observations
  - Avg Score 5.03; Range 1.94-7.00
- Toddler Local CLASS Observations
  - 6,633 local CLASS observations

- Avg score 4.97; Range 2.09-7.00
- Toddler External CLASS Observations
  - 2,309 external CLASS Observations
  - Avg score 4.69; Range 2.09-6.56
- Preschool Local CLASS Observations
  - 11,797 local CLASS observations
  - Avg score 5.14; Range 1.90-7.00
- Preschool External CLASS Observations
  - 3,505 external CLASS Observations
  - Avg score 4.86; Range 2.13-6.75
- Additional information about domain and dimension averages for VQB5 CLASS observations can be found in Virginia CLASS Data Averages July 2024 (<https://www.doe.virginia.gov/home/showpublisheddocument/56047/638580395583500000>)

- Use of Approved Curriculum in VQB5 Sites and Classrooms
  - View List of VDOE-Approved Early Childhood Curricula
  - 84% of VQB5 Sites use an approved curriculum (2,610 out of 3,121)
    - 85% of Child Care Centers use an approved Curriculum
    - 99% of Public Schools use an approved Curriculum
    - 64% of Family Day Homes use an approved Curriculum
  - 85% of VQB5 Classrooms use an approved curriculum (9,095 out of 10,678)
    - 89% of Preschool Classrooms use an approved curriculum
    - 80% of Toddler Classrooms use an approved curriculum
    - 80% of Infant Classrooms use an approved curriculum

The following measures demonstrate progress and success from 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 2024 was 10%.
- The average percentage increase of participants' knowledge of the Infant Toddler Behavior Consultant training topic for FFY 2024 was 11%.
- 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 Behavior Consultants was 4.9 out of 5.

The following measures demonstrate progress and success in access to curriculum, specifically STREAMin3 curriculum:

Through the VDOE sponsorship of STREAMin3 as an open source curriculum, 844 sites opted to use STREAMin3 (<https://streamin3.org/>), and it was the most frequently used VDOE approved curriculum in VQB5 year 2023-2024. VDOE prioritized publicly funded providers to receive curriculum guides, books, and manipulatives at low to no cost, with family day homes and child care centers receiving higher priority for curriculum access. The STREAMin3 coaching team provided a variety of professional development opportunities to meet the unique needs of providers interested in using the curriculum. Offerings included In-person, live online, on-site, webinar, trainer focused, and on demand learning opportunities in addition to more intensive coaching. (( <https://streamin3.org/streamin%C2%B3-curriculum-model-2/newsandevents/webinar-series/>)

722 participants enrolled in direct coaching in three cohorts; eligible participants were teachers, teacher assistants, family day home providers, leaders, and staff serving in multiple roles. Additionally, the ECE Resource Hub website, which offers free early childhood resources was expanded with additions to the classroom strategy library focused on language and literacy skills and additions to the Book Collections for infants and toddlers. (<https://eceresourcehub.org/>)

The following measures demonstrate progress and success for VKRP and Virginia's progress towards measuring school readiness:

Beginning in the 2022 school year, VKRP (<https://vkrponline.org/>) was administered to publicly-funded 3-and 4-year-old children in Virginia Preschool Initiative (VPI) and Virginia Early Childhood Foundation (VECF) Mixed Delivery classrooms in the fall of 2022 and in the spring of 2023. Pre-kindergarten classrooms in public schools that are not funded by VPI (such as a full Early Childhood Special Education (ECSE) classroom, Head Start classroom, Title I classroom, or other locally supported pre-kindergarten classroom) may chose to administer the VKRP assessments, but it is not required.

**Over 25,000 (83%) 4-year-old pre-kindergarten children were assessed in both the fall of 2023 and the spring of 2024 in all four domains of literacy, mathematics, self-regulation, and social skills. 7,290 (81%) of assessed 3-year-old pre-kindergarten children had complete VKRP data on all four measures literacy (VALLS: Pre-K), mathematics (EMAS), and self-regulation and social skills assessments (CBRS) in the fall of 2023.**

**In January 2024, a VKRP Mid-year Assessment Pilot was conducted that incorporated pilot measures for mathematics, self-regulation, and social skills to compliment the pre-existing literacy measure. The VKRP team recruited teachers for participation across divisions and programs in the Commonwealth to participate in the pilot. In pre-kindergarten, 337 teachers, 1,002 3-year-old children, and 3,887 4-year-old children participated in the pilot. Results of the post-pilot survey of teachers showed that that pre-kindergarten and kindergarten teachers were likely to use the VKRP mid-year data for a wide range of purposes including identifying gaps in student knowledge, planning instruction for small groups, communicating with families about student development, and planning instruction to meet the needs of individual students.**

**Lastly, Ready Region Family Council members were invited to review Family Information Reports and VKRP family resources, leading to the improvement of the readability of individual child reports and resources to support home learning.  
(<https://vkrponline.org/virginia-kindergarten-readiness-program-2/for-families/>)**

### 3) Improving early learning and development guidelines

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

#### 3.1 Early Learning and Development Guidelines

##### 3.1.1 Spending - Early Learning and Development Guidelines:

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

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

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐ ARP

Stabilization 10% set-aside ☐ Unable to

report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$45055**

☐ Unable to report total amount spent. Indicate reason

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

☐ No

#### 3.2 Progress Update

##### 3.2.1 Progress Update - Early Learning and Development Guidelines:

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

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

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

**VDOE is in the process of developing trainings for providers on the ELDs. As part of this planning and rollout, VDOE will include provider assessments of training effectiveness and track completion rates among staff.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **Through a partnership with Radford University, Virginia's Early Learning and Development Standards (ELDS) Introductory Micro-credential relaunched in August of 2023 for a third year of availability to the field. The 5-hour, non-credit-bearing, micro-credential was available for up to 500 educators in fiscal year 2023-2024 who work in varied Birth through 5 early childhood settings, including family day homes and center-based settings. The course is offered in English and Spanish, and registration and course access remained available until July 2023. 517 (103% of registration target) educators enrolled in the course, with 100 participants completing the course during the 2023-2024 fiscal year. From July 2024 through October 2024 there have been 241 learners register for the ELDS micro-credential. Data gathered by our partners at Radford University revealed that 94% 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. Additionally, the Office of Early Childhood Learning hosted a refresher webinar in September 2024 to support the field in the use of the ELDS and ELDS aligned resources. The Virginia Infant & Toddler Specialist Network provides copies of the Early Learning and Development Standards (ELDS) to classrooms receiving VA ITSN coaching. From 10/1/23-9/30/24, 349 copies of ELDS were provided.**



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

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

##### **4.1 Quality rating and improvement system status**

###### **4.1.1 QRIS or other system of quality improvement status:**

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

**[x]** The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **Virginia's early childhood system must ensure that all children have quality teaching and learning experiences that meet their unique needs. To do this, Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve. VQB5 strengthens the quality of teaching and learning experiences in early childhood programs that serve infants, toddlers, and preschoolers, by setting shared expectations for measuring quality and supporting teachers for all birth-to-five programs. Through VQB5, teachers and leaders receive the feedback and support they need to help young children learn.**

**As of August 2023, all publicly-funded programs that serve children ages birth-to-five are now required by state law to participate in VQB5. This includes child care centers, family day homes, Head Start and public school preschools.**

**VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions and Curriculum.**

- **INTERACTIONS** - Teacher-child interactions are measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)®.
- **CURRICULUM** - Curriculum is measured by recognizing programs that use

**VDOE-approved curricula that are aligned with Virginia’s Early Learning and Development Standards.**

**Interactions and curriculum were chosen because research shows high quality teacher-child interactions and a quality early childhood curriculum.**

### **VQB5 Required Participation Activities**

**Publicly-funded sites must complete three activities annually to meet the legislative requirement. Non-publicly-funded sites who opt-in to VQB5 must also complete these activities in order to receive a public quality profile.**

- 1. All VQB5 participants are required to use the data portal called LinkB5 to provide information about their sites, classrooms, teachers, and child enrollment through the completion of various profiles.**
- 2. Every eligible classroom must complete two local CLASS observations, one in the fall and one in the spring, with scores entered in LinkB5.**
- 3. In addition to the two local CLASS observations, all participating sites must participate in external CLASS observations for each age-level served, between August 15 and May 31. (<https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/quality-measurement-and-improvement-vqb5/measuring-quality-interactions/-fsiteid-1#!/>)**

**Virginia has regional early childhood partners called Ready Regions (<https://vecf.org/ready-regions/>) who support the coordination of VQB5 at the local level across all communities in the Commonwealth.**

### **VQB5 Annual Quality Profiles**

**All VQB5 participating programs/sites receive an overall rating at the end of each annual cycle. Overall scores will range from 100-800 points based on CLASS scores and the optional use of VDOE-approved Early Childhood Curriculum which correspond to one of three levels on the rating scale, ranging from Needs Support to Exceeds Expectations.**

**VQB5 helps families learn about different birth-to-five programs so they can choose a program that best meets their needs.**

- In the fall of 2024, 3,121 VQB5 Quality profiles from the 2023-2024 participation year were published on a new VQB5 Quality Profile website [EarlyChildhoodQuality.doe.virginia.gov](http://EarlyChildhoodQuality.doe.virginia.gov).

VQB5 Quality Profiles include information about performance on quality measurements and other topics of interest to families, policymakers, and the general public and will be updated on an annual basis.

- How many tiers/levels? **3** [insert number of tiers below as required and describe each tier and check off which are high quality]
  - Tier/Level 1: **Exceeds Expectations (700-800 Points)** - The site performing at this level demonstrates performance that consistently and considerably surpasses the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the state’s mission and goals for early childhood care and education.

☒ High Quality

- Tier/Level 2: **Meets Expectations (400-699 Points)** - The site meets the standard in a manner that is consistent with the state’s mission and goals for early childhood care and education.

☒ High Quality

- Tier/Level 3: **Needs Support (100-399 Points)** - The site is performing below the established standard or in a manner that is inconsistent with the state’s mission and goals for early care and education.

☐ High Quality

- Tier/Level 4:

☐ High Quality

- Tier/Level 5:

☐ High Quality

- Tier/Level 6:

☐ High Quality

- Tier/Level 7:

☐ High Quality

- Tier/Level 8:

☐ High Quality

- Tier/Level 9:

☐ High Quality

- Tier/Level 10:

☐ High Quality

- Total number of licensed child care centers meeting high quality definition: **1,360 Centers (this is all centers in meets or exceeds (1,502), less the religious exempt (142))**
- Total number of licensed family child care homes meeting high quality definition: **710 Family Child Care Homes (this is all FDHs in meets or exceeds (715), less the non-licensed (5))**
- Total number of CCDF providers meeting high quality definition: **1,887**
- Total number of children served by providers meeting high quality definition:

**100,298 children (95,395 in Centers; 4903 in FDH)**

☐ 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.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality

- Tier/Level 1:

☐ High Quality

- Tier/Level 2:

☐ High Quality

- Tier/Level 3:

☐ High Quality

- Tier/Level 4:

☐ High Quality

- Tier/Level 5:

☐ High Quality

- Tier/Level 6:

☐ High Quality

- Tier/Level 7:

☐ High Quality

- Tier/Level 8:

☐ High Quality

- Tier/Level 9:

☐ High Quality

- Tier/Level 10:

☐ High Quality

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

☐ The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

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

- Do you have a definition of high quality care?

☐ Yes, define:

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

☐ No

#### **4.1.2 Spending - Quality rating and improvement system status:**

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

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

☒ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds  
☐ CRRSA Funds  
☒ ARP Supplemental Discretionary ☐ ARP  
Stabilization 10% set-aside ☐ Unable to  
report. Indicate reason:

☐ No

## **4.2 Quality Rating and Improvement Systems participation**

### **4.2.1 QRIS or other system of quality improvement participation:**

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

- ☒ 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 Quality Rating and Improvement Systems Benefits**

### **4.3.1 Quality Rating and Improvement Systems Benefits:**

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

- ☐ One-time grants, awards or bonuses
  - ☐ Licensed child care centers
  - ☐ Licensed family child care homes
- ☐ On-going or periodic quality stipends
  - ☐ Licensed child care centers

- ☐ Licensed family child care homes
- ☐ Higher CCDF subsidy rates (including tiered rating)
  - ☐ Licensed child care centers
  - ☐ Licensed family child care homes
- ☒ Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS) [
- ☐ Other. Describe

#### 4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

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

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

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐ ARP

Stabilization 10% set-aside ☐ Unable to report. Indicate reason:

☐ No

#### 4.4 Spending – Quality Rating and Improvement Systems

##### 4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to **QRIS or other quality rating systems** during October 1, 2023 to September 30, 2024? **\$14087305**

☐ Unable to report total amount spent. Indicate reason

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

#### 4.5 Progress Update

#### **4.5.1 Progress Update – Quality Rating and Improvement Systems:**

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

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

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

**1. QRIS Standards for child care and preschool programs, and data generated through assessment using these standards, are used to measure progress in improving the quality of care at programs participating in Virginia Quality, the State quality rating and improvement system.**

**2. The quality standards areas are: - Basic Health & Safety (compliance with regulating authority)**

**Level 1 - Education & Qualifications (assessed by documentation)**

**Level 2 - Curriculum and Assessment (assessed by documentation and observation) Level3**

**- Interactions and Learning Environment (assessed by observation using**

**Environmental Rating Scales and Classroom Assessment Scoring System Research-**

**based tools**

**Level 4 and Level 5**

**3. QRIS measurable indicators:**

**The percentage of early care and education (ECE) programs that are participating in QRIS**

**out of the eligible universe**



**Progress of participating programs maintaining and/or moving up levels during a 12-month period and at annual reviews.**

**Increase in Environmental Rating Scale and Classroom Assessment Scoring System average scores upon renewal ratings**

**4. Additional quality of services measures include:**

**Post training evaluations via surveys**

**Quarterly progress reports on regional work plan elements with evaluation methods and outcomes identified for each listed activity**

**Monthly regional coordinator calls to monitor progress,**

**Address regional coordinator concerns and to provide administrative technical assistance.**

**The measures for the new Unified Measurement Improvement System will be defined and implemented as a pilot for practice year 1 in 2021-2022. The VDOE expects to refine these annually as the system will be implemented statewide in 2023-2024.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **The information below provides a summary of statewide performance information for the VQB5 2023-2024 program year. Since this was the first full year of required participation for the new VQB5 system, the ratings data below is considered baseline information.**

#### **Overall Quality Ratings 2023-2024**

- **During the 2023-2024, 98% of 3,121 sites met or exceed the state's quality expectations.**
- **Statewide average across all VQB5 sites was 588 points.**
  - **79 sites Exceeded Expectations (3%)**
  - **2,991 sites Met Expectations (95%)**
  - **51 sites Need Support (2%)**

#### **Quality Ratings by Site Type**

- **There were high performers across site types with slight variation by site type.**
  - **855 Public Schools**
    - **32 schools Exceeded Expectations**
    - **823 schools Met Expectations**
    - **0 schools Need Support**
  - **754 Family Day Homes (FDH)**
    - **28 FDH Exceeded Expectations**
    - **697 FDH Met Expectations**
    - **39 FDH Need Support**
- **1,414 Child Care Centers**
  - **19 centers Exceeded Expectations**
  - **1,481 centers Met Expectations**
  - **12 centers Need Support**

#### **Quality Ratings by Ready Region**

- **There were high performers across regions with slight variation across regions.**
  - **Southwest (215 sites)**
    - **7 sites Exceeded Expectations**
    - **208 sites Met Expectations**
    - **0 sites Need Support**
  - **West (179 sites)**
    - **2 sites Exceeded Expectations**

- 175 sites Met Expectations
  - 2 sites Need Support
- Southside (151 sites)
  - 8 sites Exceeded Expectations
  - 143 sites Met Expectations
  - 0 sites Need Support
- Central (414 sites)
  - 6 sites Exceeded Expectations
  - 402 sites Met Expectations
  - 6 sites Need Support
- Southeastern (465 sites)
  - 7 sites Exceeded Expectations
  - 452 sites Met Expectations
  - 6 sites Need Support
- Chesapeake Bay (222 sites)
  - 0 sites Exceeded Expectations
  - 219 sites Met Expectations
  - 3 sites Need Support
- Capital Area (796 sites)
  - 34 sites Exceeded Expectations
  - 729 sites Met Expectations
  - 31 sites Need Support
- North Central (467 sites)
  - 10 sites Exceeded Expectations
  - 455 sites Met Expectations
  - 2 sites Need Support
- Blue Ridge (214 sites)
  - 5 sites Exceeded Expectations
  - 208 sites Met Expectations
  - 1 site Need Support

**NOTE:** Percentages in this document may not sum to 100 due to rounding.

The information below is provides a summary of statewide performance information for the VQB5 2023-2024 program year. Since this was the first full year of required participation for the new VQB5 system, the ratings data below is considered baseline information.

## **Overall Quality Ratings 2023-2024**

- **During the 2023-2024, 98% of 3,121 sites met or exceed the state's quality expectations.**
- **Statewide average across all VQB5 sites was 588 points.**
  - **79 sites Exceeded Expectations (3%)**
  - **2,991 sites Met Expectations (95%)**
  - **51 sites Need Support (2%)**

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

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

### 5.1 Infant/Toddler Specialists

#### 5.1.1 Infant/Toddler Specialists:

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

☒ Yes

- Number of specialists available to all providers **21 specialists as well as 11 infant and toddler behavior consultants**
- Number of specialists available to providers serving children who receive CCDF **21 specialists as well as 11 infant and toddler behavior consultants**
- Number of specialists available specifically trained to support family child care providers **21 specialists as well as 11 infant and toddler behavior consultants**
- Number of providers served **By ITS 15,085, by ITBC 9,576 for a total of 24,661 duplicated (these numbers include coaching, training, and TA)**
- Total number of children reached **VA ITSN provides services to programs participating in VQB5 (QRIS) that served a total of 4,200 infants and 35,866 toddlers in FFY 2024. ITBC provided individualized services to providers and families for 93 infants/toddlers**

☐ No, there are no infant/toddler specialists in the state/territory.

☐ N/A. Describe:

#### 5.1.2 Infant/Toddler Specialists Supports Provided:

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

☒ Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

☒ On-site and virtual coaching

☒ Health and safety practices

☒ Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

- ☒ Group professional development
- ☒ Family engagement and partnerships
- ☐ Part C early intervention services
- ☒ Mental health of babies, toddlers, and families
- ☒ Mental health of providers
- ☒ Behavioral Health
- ☒ Other. Describe **Coaching in Language Environment Analysis (LENA) Grow™ and training on screening of infants and toddlers, milestones/development, infant and toddler observation and monitoring, and program leadership and management.**

### 5.1.3 Spending – Infant/Toddler Specialists:

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

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

- ☒ CCDF quality funds
- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:
- ☐ No

## 5.2 Staffed Family Child Care Networks

### 5.2.1 Number and Description of Staffed Family Child Care Networks:

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

- ☐ Number of staffed family child care networks:
  - ☐ Describe what the network/hub provides to participating family child care providers:
- ☒ No staffed family child care networks operate in state/territory

### 5.2.2 Spending - Staffed Family Child Care Networks:

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

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

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐ ARP

Stabilization 10% set-aside ☐ Unable to report.

Indicate reason:

☒ No

### **5.3 Spending - Programs and services for infants and toddlers**

#### **5.3.1 Spending - Programs and services for infants and toddlers:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? **\$814013**

☐ Unable to report total amount spent. Indicate reason:

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

### **5.4 Progress Update**

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

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

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.  
**Virginia Infant and Toddler Specialist Network evaluates improvement between pre and post (technical assistance or training) scores using the following assessment tools:**

**ITERS-R and/or FCCERS-R scores (research based tools that the average total score relates to positive child development)**

**A health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues)**

**Infant/Toddler Environmental Checklist (an early literacy checklist consisting of five areas for evaluation using a Likert scale with 1=almost none and 4=numerous)**

**Verification of achievement of program goals Knowledge measures**

**The Pyramid Infant-Toddler Observation Scale (TPITOS) for onsite consultation for Early Childhood Mental Health**

**Mean score of teacher and director self-assessment of knowledge on 13 social emotional items**

**Mean score of teacher and director level of comfortability using strategies to foster social emotional development**

**Before and after pictures (#\_msocom\_1" id="\_anchor\_1" name="\_msoanchor\_1) [VP1] - QRIS measurable indicators:**

**The percentage of early care and education (ECE) programs that are participating in QRIS**

**Progress of participating programs maintaining and/or moving up Levels . Increase in**

**Environmental Rating Scale and Classroom Assessment Scoring System (CLASS) average scores**

**upon renewal ratings**

**Survey to programs receiving technical assistance**



**Satisfaction surveys and calls after training and after completion of 10 hours of technical assistance and**

**Questionnaires administered during onsite TA and afterward**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **VQB5 measured the quality of child care and family day home programs for infants and toddlers (birth through 35 months) based on two nationally recognized indicators, Interactions and Curriculum. Data gathered from VQB5 measurements is used to target improvements for site leaders and educators in infant and toddler programs. Required VQB5 participation started with 2023-2024 with the first public quality ratings posted in the fall of 2024.**

**2023-2024 VQB5 Progress Update for Sites and Classrooms that serve Infants and Toddlers**

- **Quality Ratings - 1881 sites who serve Infants and Toddlers received a VQB5 Quality Rating Rating Profiles available at [EarlyChildhoodQuality.doe.virginia.gov](https://EarlyChildhoodQuality.doe.virginia.gov)**
  - **39 sites received an Exceeded Expectations Rating**
  - **1798 received a Meets Expectations Rating**
  - **44 sites received a Needs Support**
    - **As of August 2023, all Needs Support Sites are required to participate in VDOE Site Improvement Planning. This includes completing a Needs Assessment and Quality Improvement Plan with a VDOE Quality Consultant who will monitor their progress on a regular basis.**
- **All Needs Support sites are also required to participate in coaching from Virginia Early Childhood Consultation (VECC) during the 2024-2025 year to improve interactions and use of quality curriculum.**
- **# of children served at VQB5 Quality Rated Sites by age-level**
  - **14,200 Infants**
  - **35,866 Toddlers**
  - **88,621 Preschoolers (ages 3-5)**

- **CLASS Observations in Infant and Toddler Classrooms**
  - **Overview of Local and External CLASS Observations in VQB5**  
(<https://www.doe.virginia.gov/home/showpublisheddocument/56093/638574080824400000>)
    - **Total Infant and Toddler CLASS Observations completed = 13,102**
- **Infant Local CLASS Observations**
  - **2,914 local CLASS observations**
  - **Avg Score 5.21; Range 2.00-7.00**
- **Infant External CLASS Observations**
  - **1,246 external CLASS observations**
  - **Avg Score 5.03; Range 1.94-7.00**
- **Toddler Local CLASS Observations**
  - **6,633 local CLASS observations**
  - **Avg score 4.97; Range 2.09-7.00**
- **Toddler External CLASS Observations**
  - **2,309 external CLASS Observations**
  - **Avg score 4.69; Range 2.09-6.56**
- **Additional information about domain and dimension averages for Infant and Toddler CLASS observations can be found in Virginia CLASS Data Averages July 2024**  
(<https://www.doe.virginia.gov/home/showpublisheddocument/56047/638580395583500000>)
- **Use of Approved Curriculum in Infant and Toddler Classrooms**
  - **View List of VDOE Approved Infant and Toddler Curricula**  
(<https://www.doe.virginia.gov/home/showpublisheddocument/45243/638665310070400000>)
    - **80% of Infant Classrooms use an approved curriculum (1182 out of 1474)**
    - **80% of toddler classrooms use an approved curriculum (2557 out of 3195)**

**Virginia Infant and Toddler Specialist Network measures and progress include:**

- **For classrooms and directors completing coaching, 1114 goals were created with the Infant Toddler Specialists with verification that 994 (86.5%) of these goals were accomplished. Numerous classrooms and directors continued receiving services and are working on goals during the 2024-2025 program year.**
- **For classrooms and directors completing coaching on social emotional topics, 264 goals were created with the Infant and Toddler Behavior Consultants with verification that 205 (77.7%) of these goals were accomplished. Numerous classrooms and directors continued receiving services and are working on goals during the 2024-2025 program year. A majority of**

infant/toddler child- and classroom-referrals from the third year of the Early Childhood Mental Health Consultation Pilot (75% of requested cases) were shifted to Infant Toddler Behavior Consultation (ITBC) while the ECMHC infant/toddler consultant position was being filled.

- For classrooms serving infants and participating in ITS/ITBC coaching, CLASS scores increased from 4.78 (fall of 2023 or 8/15-12/22) to 4.93 (spring of 2024 or 1/20-5/31) or a .15 increase on a scale of 1-7. For classrooms serving toddlers and participating in ITS/ITBC coaching, CLASS scores increased from 4.57 (fall of 2023 or 8/15-12/22) to 4.70 (spring of 2024 or 1/20-5/31) or a .13 increase on a scale of 1-7. For classrooms serving infants or toddlers that started coaching in the 2022-2023 year and continued coaching to the 2023 year, CLASS scores increased from 4.12 to 4.79 or a .67 increase.
- For classrooms completing coaching on social emotional topics, the average TPITOS pre-score was 62% while the average TPITOS post-score was 65% or a change of 3. Numerous classrooms continued receiving services and are working on TPITOS improvements during the 2024-2025 program year.
- Overall increase in use of 1-2-3 READ! strategies from 3.2 to 3.6 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 Checklist)
- 7,594 participants trained by Infant Toddler Specialists (duplicated)
- 5,789 participants trained by Infant and Toddler Behavior Consultants (duplicated)
- 139 programs received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)
- 264 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)
- 787 programs received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching). There may be duplication of programs. Due to program request, some of these services occurred virtually.
- 11,266 providers received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching). There may be duplication of providers. Due to program request, some of these

services occurred virtually.

See 2.6.1 for change in participants' knowledge after participating in training.

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

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

### 6.1 Spending – Child Care Resource and Referral Services

#### 6.1.1 Spending – Child Care Resource and Referral Services:

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

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

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐

ARP Stabilization 10% set-aside ☐ Unable

to report. Indicate reason:

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

☐ Unable to report total amount spent. Indicate reason:

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

☒ No

### 6.2 Progress Update

#### 6.2.1 Progress Update – Child Care Resource and Referral Services:

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

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

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

**The number of families provided with child care referrals is tracked monthly. This Information is recorded by type of referral:**

**A standard referral includes a customized search of the provider database, based on individual needs and requests of the customer, a consumer education overview and materials, custom provider listing via email or mail, and follow-up services.**

**An enhanced referral includes provider vacancy checks to assist families struggling to find care (for example, a family receiving subsidy searching for affordable care, or a family with a child with behavior issues or special needs).**

**Internet referral searches are reported for consumers visiting the CCA-VA provider database for 24/7 access (and does not include staff searches).**

**Referral services are also made available to families at community outreach events and in-person at CCA-VA offices.**

**Consumer outreach is provided and reported at three levels quarterly:**

**Coordinated public awareness and networking meetings Representation at community events**

**On-site Choosing Quality Child Care workshops, including one-on-one consumer education and guidance to families**

**CCR&R initiates a follow up call with 100% of referral clients one week after referral, and a follow up customer service survey at six weeks which asks: whether client would recommend CCR&R services to others; whether client's knowledge was increased as a result of the CCR&R service; whether client had a subsequent problem finding child care; and whether client is satisfied or very satisfied with quality of the care provider they chose.**

**CCR&R quantifies additional client data on a quarterly basis:**

**Number of referrals and consumer education to families regarding subsidy assistance**  
**Number of unduplicated families served**  
**Number of referrals by age category**  
**Number of special needs requests**  
**Count of child care providers within the state by care type and licensing or regulation status.**

**All of the services listed above have been successfully converted to virtual platforms and teleconferences as a response to COVID 19.**

**VDOE is currently working with Child Care Aware to streamline key goals and objectives of CCR&R and vendor services in relation to the Agency's broader goals for the child care system, focusing on increasing the number of licensed providers and providers participating in the child care subsidy program. Data is not yet available.**

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: In the FFY2022-2024 CCDF Plan, The Lead Agency contracted with Child Care Aware of Virginia (CCA-VA), to provide Child Care Resource and Referral services to families in the state of Virginia.**

#### **Consumer Education Services**

- Number of referrals and consumer education to families regarding subsidy assistance: 702**
- Number of referrals by age category\* (\*data are based on self-report; not a required field to complete/receive a referral) :**

**Infant: 401**

**Toddler: 133**

**Preschool: 520**

**School Age: 235**

- Number of special needs requests: 142**
- Total Referrals: 34,741 searches**
- Number of families served: 17,055**
- Total number of children served: 25,383**
- Total consumer outreach hour or activities 727 activities/ Total Service hours - 936.5**

**CCA-VA also supports child care providers by:**

- **Facilitating an optional orientation training for providers interested in becoming child care subsidy vendors: 90 providers**
- **Supporting providers interested in becoming licensed and/or becoming a child care subsidy vendor: 1,495 total technical assistance requests**
- **Professional Development Opportunities by topic: 3,734 total providers attended**



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

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

**7.1 Complaints about providers**

**7.1.1 Number of Complaints about providers:**

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **1200**

**7.1.2 Spending - Complaints about providers:**

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

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

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐

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

☐ No

**7.2 Licensing Staff**

**7.2.1 Number of Licensing Staff:**

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **92**

**7.2.2 Spending – Licensing Staff:**

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

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

☒ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐

ARP Stabilization 10% set aside ☐ Unable

to report. Indicate reason:

☐ No

### 7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **Data on the exact number of child care programs in each category that received coaching or technical assistance (TA) is not available because the system only pulls statistics of completed inspections, not statistics related to whether coaching or TA resulted from the inspection. Because TA aimed at improving understanding and compliance with health and safety standards occurs at every visit, the number of inspections is included; however, they are underestimated because only inspection data for user IDs associated with active staff is available. Therefore, inspections completed by staff during the FFY that are now no longer with the agency, are not included in the data. The inspection count shows that 14,505 inspections were conducted during FFY 24 [Licensed child care center = 9383; Licensed family child care = 3787; Licensed exempt child care center = 756; and Licensed exempt family child care = 579.**

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

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

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

☒ CCDF quality funds

- ☐ Non-CCDF funds
- ☐ CARES funds
- ☐ CRRSA Funds
- ☐ ARP Supplemental Discretionary ☐
- ARP Stabilization 10% set-aside ☐ Unable to report. Indicate reason:
- ☐ No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$14889074**

☐ Unable to report total amount spent. Indicate reason:

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

## 7.5 Progress Update

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

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

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **As the new Lead Agency, VDOE is focused on increasing the supply of licensed and regulated child care and increasing the supply of child care providers that participate in the subsidy program, particularly in underserved areas and for target populations for whom care is particularly hard to find, like children with disabilities and infants and toddlers. Measurable indicators of progress to this end will include:**

**Increase in the number of licensed child care providers statewide and in target communities;**

**Increase in the overall licensed capacity among providers statewide and in target communities;**  
**Increase in the number of child care providers participating in the Child Care Subsidy Program statewide and in target communities;**  
**Increase in the licensed capacity of providers participating in the Child Care Subsidy Program;**  
**Increase in the number of providers serving infants and toddlers;**  
**Increase in the licensed capacity of providers serving infants and toddlers; Increase in the number of providers serving children with disabilities;**

**Virginia's new child care licensing system will include data that will allow the Lead Agency to more easily track progress against these indicators. As of the end of August 2021, Virginia has roughly 6,000 regulated child care providers, about two-thirds of which (~4000) are licensed child day centers or family day homes. Total capacity is nearly 400,000, the majority of which are in licensed child care centers. Half of Virginia's licensed programs participate in the Child Care Subsidy Program.**

**Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: As of 9/30/2024, there were 3974 licensed child care providers statewide, which is a 1.8% decrease from the 4046 licensed child care providers on 9/30/2023.**

**As of 9/30/2024, the overall licensed capacity among licensed child care providers statewide was 298906, which is a 1.4% decrease from the licensed capacity of 303303 on 9/30/2023.**

**As of 9/30/2024, there were 2998 child care providers participating in the Child Care Subsidy Program statewide, which is a 5.8% increase from the 2834 child care providers participating in the Child Care Subsidy Program on 9/30/2023.**

**As of 9/30/2024, the overall capacity of providers participating in the Child Care Subsidy Program statewide was 215767, which is a 4.9% increase from the overall capacity of 205616 of providers participating in the Child Care Subsidy Program on 9/30/2023.**

**As of 9/30/2024, the number of providers serving infants and toddlers statewide was 3513,**

which is a 0.7% increase from the 3488 providers serving infants and toddlers on 9/30/2023.

As of 9/30/2024, the capacity of providers serving infants and toddlers statewide was 213746, which is a 1.3% increase from the capacity of 210960 of providers serving infants and toddlers on 9/30/2023.

The VDOE continues its work on enhancing the 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.

Additionally, between October 1, 2023, to September 30, 2024, 15466 child care providers and staff have completed the Virginia Preservice Training for Child Care Staff, reflecting many more staff who have improved their understanding of foundational child care health and safety requirements. Also, during this same timeframe, 31494 child care providers and staff have completed the Virginia Annual Health and Safety Update Training, which helps build foundational knowledge. Of the providers identified above, 268 of those child care providers completed the Spanish version of the Preservice training, and 277 providers and staff completed the Spanish version of the annual training, allowing participants to learn this valuable content in their preferred language.

In 2024, the comprehensive provider orientation to center based and home based subsidy standards was updated and began being regularly offered to prospective providers through a contract agency to help prospective and existing vendors understand the health and safety requirements that they must implement to ensure the care and protection of children in care.

The VDOE continues to work on developing two new trainings specifically for prospective religiously exempt child day programs to help agencies better understand the filing process for exemption and the health and safety standards that must be met.

The VDOE will continue to explore needed training opportunities and updates to help better ensure the quality of care received by children and to better support providers.

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

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

### **8.1 Evaluation and assessment of center-based programs**

#### **8.1.1 Evaluation and assessment of center-based programs:**

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

- ☐ QRIS
- ☒ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

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

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

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

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

☐ No

### **8.2 Evaluation and assessment of family child care programs**

### **8.2.1 Evaluation and assessment of family child care programs:**

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

- ☐ QRIS
- ☒ CLASS
- ☐ ERS
- ☐ FCCERS
- ☐ ITERS
- ☐ State evaluation tool. Describe
- ☐ Core Knowledge and Competency Framework
- ☐ Other. Describe
- ☐ Do not evaluate and assess quality and effective practice

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

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

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

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

☐ No

## **8.3 Spending - Evaluation and assessment of child care programs**

### **8.3.1 Spending - Evaluation and assessment of child care programs:**

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

**\$14087306**

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

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

## **8.4 Progress Update**

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

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

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

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

**N/A**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **Virginia's early childhood system must ensure that all children have quality teaching and learning experiences that meet their unique needs. To do this, Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve. VQB5 strengthens the quality of teaching and learning experiences in early childhood programs that serve infants, toddlers, and preschoolers, by setting shared expectations for measuring quality and supporting teachers for all birth-to-five programs. Through VQB5, teachers and leaders receive the feedback and support they need to help young children learn.**

**As of August 2023, all publicly-funded programs that serve children ages birth-to-five are now required by state law to participate in VQB5. This includes child care centers, family day homes, Head Start and public school preschools.**

**VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions and Curriculum.**

- **INTERACTIONS** - Teacher-child interactions are measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)®.
- **CURRICULUM** - Curriculum is measured by recognizing programs that use VDOE-approved



curricula that are aligned with Virginia's Early Learning and Development Standards.

In the fall of 2024, 3,121 VQB5 Quality profiles from the 2023-2024 participation year were published on a new VQB5 Quality Profile website [EarlyChildhoodQuality.doe.virginia.gov](https://www.doe.virginia.gov/home/showpublisheddocument/56093/638574080824400000).

**CLASS Observations VQB5 Classrooms:**

• **Overview of Local and External CLASS Observations in VQB5**

(<https://www.doe.virginia.gov/home/showpublisheddocument/56093/638574080824400000>)

• **Total CLASS Observations completed = 28,404**

• **Total Local Observations: 21,344**

• **Total External Observations: 7,060**

• **Local CLASS Observation Totals by Site Type:**

- **Child Care Centers: 14,432**
- **Public Schools: 5,372**
- **Family Day Homes: 1,540**

• **External CLASS Observation Totals by Site Type:**

- **Child Care Centers: 1,522**
- **Public Schools: 4,749**
- **Family Day Homes: 789**

• **Infant Local CLASS Observations:**

- **2,914 local CLASS observations**
- **Avg Score 5.21; Range 2.00-7.00**

• **Infant External CLASS Observations:**

- **1,246 external CLASS observations**
- **Avg Score 5.03; Range 1.94-7.00**

• **Toddler Local CLASS Observations:**

- **6,633 local CLASS observations**
- **Avg score 4.97; Range 2.09-7.00**

• **Toddler External CLASS Observations:**

- **2,309 external CLASS Observations**
- **Avg score 4.69; Range 2.09-6.56**

- **Preschool Local CLASS Observations:**
  - 11,797 local CLASS observations
  - Avg score 5.14; Range 1.90-7.00
- **Preschool External CLASS Observations:**
  - 3,505 external CLASS Observations
  - Avg score 4.86; Range 2.13-6.75
- **Additional information about domain and dimension averages for VQB5 CLASS observations can be found in Virginia CLASS Data Averages**  
(<https://www.doe.virginia.gov/home/showpublisheddocument/56047/638580395583500000>)

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

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

### 9.1 Accreditation Support

#### 9.1.1 Accreditation Support:

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

☐ Yes, providers were supported in their pursuit of accreditation

- 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. Programs serving children who receive CCDF subsidy

☒ No lead agency support given to providers in their pursuit of accreditation.

☐ N/A. Describe:

#### 9.1.2 Spending – Accreditation Support:

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

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

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐

ARP Stabilization 10% set-aside ☐ Unable

to report. Indicate reason:

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

☐ Unable to report total amount spent. Indicate reason:

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

☒ No

## **9.2 Progress Update**

### **9.2.1 Progress Update – Accreditation Support:**

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

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

**NA**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

**NA**

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

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

### **10.1 High-Quality Program Standards**

#### **10.1.1 High-Quality Program Standards:**

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

- ☐ QRIS, 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
- ☐ 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:
- ☐ Early Learning Guidelines
- ☐ State Framework. Describe
- ☐ Core Knowledge and Competencies
- ☐ Other. Describe
- ☒ N/A – did not help provider develop or adopt high quality program standards

#### **10.1.2 Spending - High-Quality Program Standards:**

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

- ☐ Yes, if so which funding source(s) were used?
- ☐ CCDF quality funds
- ☐ Non-CCDF funds

☐ CARES funds  
☐ CRRSA Funds  
☐ ARP Supplemental Discretionary ☐  
ARP Stabilization 10% set-aside ☐ Unable  
to report. Indicate reason:

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

☐ Unable to report total amount spent. Indicate reason:

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

☒ No

## **10.2 Progress Update**

### **10.2.1 Progress Update - High-Quality Program Standards:**

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

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

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

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:  
**N/A**

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

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

### **11.1 Sustainability funding to child care providers**

#### **11.1.1 Sustainability funding to child care providers:**

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

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

☐ Licensed center-based programs

☐ License-exempt center-based programs

☐ Licensed family child care homes

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

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

☐ Other (explain)

☒ No.

☐ N/A. Describe:

#### **11.1.2 Spending – Sustainability funding to child care providers:**

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

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

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐

ARP Stabilization 10% set-aside ☐ Unable

to report. Indicate reason:

☒ No

### **11.2 Data Systems Investment**

### 11.2.1 Data Systems Investment:

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

☒ 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.**

**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.**

☐ No

### 11.2.2 Spending - Data Systems Investment:

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

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

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds



☒ ARP Supplemental Discretionary ☐ ARP Stabilization 10% set-aside ☐ Unable to report. Indicate reason:

☐ No

### **11.3 Supply and Demand Analysis**

#### **11.3.1 Supply and Demand Analysis:**

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

☐ Yes. Describe findings:

☒ No

#### **11.3.2 Spending - Supply and Demand Analysis:**

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

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

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☐ ARP Supplemental Discretionary ☐

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

☒ No

### **11.4 Supply and Demand Initiatives**

#### **11.4.1 Supply and Demand Initiatives:**

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need

child care during non-traditional hours) during October 1, 2023 to September 30, 2024? Check all that apply.

☒ Child care deserts

☒ Infants/toddlers

☐ Children with disabilities

☐ English language learners

☐ Children who need child care during non-traditional hours

☒ Other. Describe: **The Virginia Early Childhood Foundation (VECF) Mixed Delivery Grant supported increased supply and demand in FY24. Mixed Delivery provides public funding for full-day, year-round early childhood care and education services (ECCE) for eligible infants, toddlers, and preschoolers, meeting growing demand for publicly funded ECCE at private sites that meet the varied needs and preferences of families. Mixed Delivery uses the same eligibility and curriculum standards as the Virginia Preschool Initiative (VPI). Mixed Delivery supports areas of the state with identified need for care, and utilizes both State and ARPA funding to support expansion of high-quality services.**

#### **11.4.2 Spending - Supply and Demand Initiatives:**

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

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

☐ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary ☐ ARP

Stabilization 10% set-aside ☐ Unable to report. Indicate reason:

☐ No

#### **11.5 Provider Compensation and Benefits**

##### **11.5.1 Spending - Provider Compensation and Benefits:**

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

☒ Financial bonuses (not tied to education levels) **17,179** ☐

Salary enhancements/wage supplements

☐ Health insurance coverage ☐

Dental insurance coverage ☐

Retirement benefits

☐ Loan Forgiveness programs

☐ Mental Health/Wellness programs

☐ Start up funds

☐ Other. Describe:

☐ N/A. Describe:

#### **11.5.2 Spending - Provider Compensation and Benefits:**

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

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

☐ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary ☐ ARP

Stabilization 10% set-aside ☐ Unable to report. Indicate reason:

☐ No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$75831184**

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

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

## **11.7 Progress Update**

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

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

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

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

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan:

**Virginia has expanded investments in RecognizeB5 in FY23 (formerly known as the Teacher Recognition Program). In FY24, the RecognizeB5 supported Recognition supported 17,179 teachers in center-based child care and family day homes. Teachers were eligible for up to \$3,000 to recognize their work in the sector and support movement towards wage equity. The program is supported by State General Funds, and ARPA relief funding in FY23. In total, \$41,575,500 in incentive payments were disbursed.**

## 12) Annual Report

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

### 12.1 Annual Report and Changes

#### 12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **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 into a spreadsheet upon receipt 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 are cited as a result of a review of an occurrence of a serious injury or death, procedures for enforcement are followed accordingly. VDOE reviews the aggregate data related to serious injuries and deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and homes annually. The data is reviewed for trends related to common injuries and the circumstances surrounding those injuries. This data is shared with management so that the data can be used to determine the specific content area that the annual health and safety training should focus on, when regulations are opened for review and amendments, and when proposals for legislative action can be made. The data is also used to assist with decisions related to content updates for other trainings made available to providers to ensure the safety of children in care.**

#### 12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **In October**

**2024, proposed revised Standards for Licensed Child Day Centers (8VAC20-781) were approved by the Board of Education. If the proposed regulations are approved through the executive review process, a 60-day public comment period will be held for the proposed regulation.**

**Additionally, the proposed revised General Procedures for Licensure and Background Checks (8VAC20-821) underwent public comment, which ended on November 8, 2024. The proposed regulations will continue to move through the regulatory process. This proposed regulation combines Background Checks for Child Day Programs and Family Day Systems (8VAC20-770) and General Procedures and Information for Licensure (8VAC20-820) to condense requirements into one regulation, eliminate informational and redundant language, defers to statutory requirements to reduce conflicting information, and streamlines processes for administrative convenience that will ultimately benefit the public.**

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

### 12.1.3 Data Systems Investment:

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

*[x] Yes. Describe: 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.*

*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.*

☐ No

### 12.1.4 Spending - Data Systems Investment:

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

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

☐ CCDF quality funds

☐ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

- ☒ ARP Supplemental Discretionary
- ☐ ARP Stabilization 10% set-aside
- ☐ Unable to report. Indicate reason:

☐ No

## **12.2 Supply and Demand Analysis**

### **12.2.1 Supply and Demand Analysis:**

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

- ☐ Yes. Describe findings:
- ☒ No

### **12.2.2 Spending - Supply and Demand Analysis:**

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

- ☐ Yes, if so which funding source(s) were used?

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

☒ No

## **12.3 Supply and Demand Initiatives**

### **12.3.1 Supply and Demand Initiatives:**

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need



child care during non-traditional hours) during October 1, 2023 to September 30, 2024?  
Check all that apply.

☒ Child care deserts

☒ Infants/toddlers

☐ Children with disabilities

☐ English language learners

☐ Children who need child care during non-traditional hours

*[x] Other. Describe: The Virginia Early Childhood Foundation (VECF) Mixed Delivery Grant supported increased supply and demand in FY24. Mixed Delivery provides public funding for full-day, year-round early childhood care and education services (ECCE) for eligible infants, toddlers, and preschoolers, meeting growing demand for publicly funded ECCE at private sites that meet the varied needs and preferences of families. Mixed Delivery uses the same eligibility and curriculum standards as the Virginia Preschool Initiative (VPI). Mixed Delivery supports areas of the state with identified need for care, and utilizes both State and ARPA funding to support expansion of high-quality services.*

### **12.3.2 Spending - Supply and Demand Initiatives:**

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

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

☐ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

## **12.4 Provider Compensation and Benefits**

### **12.4.1 Spending - Provider Compensation and Benefits:**

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

☒ Financial bonuses (not tied to education levels) **17,179**

☐ Salary enhancements/wage supplements

☐ Health insurance coverage

☐ Dental insurance coverage

☐ Retirement benefits

☐ Loan Forgiveness programs

☐ Mental Health/Wellness programs

☐ Start up funds

☐ Other. Describe:

☐ N/A. Describe:

#### **12.4.2 Spending - Provider Compensation and Benefits:**

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

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

☐ CCDF quality funds

☒ Non-CCDF funds

☐ CARES funds

☐ CRRSA Funds

☒ ARP Supplemental Discretionary

☐ ARP Stabilization 10% set-aside

☐ Unable to report. Indicate reason:

☐ No

#### **12.5 Spending – Other Activities to Improve the Quality of Child Care Services**

##### **12.5.1 Spending – Other Activities to Improve the Quality of Child Care Services:**

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$75831184**

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

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

## 12.6 Progress Update

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

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

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

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

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan:

**Virginia has expanded investments in RecognizeB5 in FY23 (formerly known as the Teacher Recognition Program). In FY24, the RecognizeB5 supported Recognition supported 17,179 teachers in center-based child care and family day homes. Teachers were eligible for up to \$3,000 to recognize their work in the sector and support movement towards wage equity. The program is supported by State General Funds, and ARPA relief funding in FY23. In total, \$41,575,500 in incentive payments were disbursed.**

## 13) ANNUAL REPORT

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

### 13.1 Annual Report and Changes

#### 13.1.1 Annual Report:

*Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. 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 into a spreadsheet upon receipt 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 are cited as a result of a review of an occurrence of a serious injury or death, procedures for enforcement are followed accordingly. VDOE reviews the aggregate data related to serious injuries and deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and homes annually. The data is reviewed for trends related to common injuries and the circumstances surrounding those injuries. This data is shared with management so that the data can be used to determine the specific content area that the annual health and safety training should focus on, when regulations are opened for review and amendments, and when proposals for legislative action can be made. The data is also used to assist with decisions related to content updates for other trainings made available to providers to ensure the safety of children in care.*

#### 13.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **In October**

*2024, proposed revised Standards for Licensed Child Day Centers (8VAC20-781) were approved by the Board of Education. If the proposed regulations are approved through the executive review process, a 60-day public comment period will be held for the proposed regulation.*

*Additionally, the proposed revised General Procedures for Licensure and Background Checks (8VAC20-821) underwent public comment, which ended on November 8, 2024. The proposed regulations will continue to move through the regulatory process. This proposed regulation combines Background Checks for Child Day Programs and Family Day Systems (8VAC20-770) and General Procedures and Information for Licensure (8VAC20-820) to condense requirements into one regulation, eliminate informational and redundant language, defers to statutory requirements to reduce conflicting information, and streamlines processes for administrative convenience that will ultimately benefit the public.*

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