

Quality Progress Report (QPR) For Virginia FFY 2018

1) Overview

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

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the State/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 1434

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 947

N/A

Describe:

c. Licensed center-based programs # 2665

N/A

Describe:

d. Legally exempt center-based programs # 966

N/A

Describe:

e. In-home (care in the child's own home) # 0

N/A

Describe:

f. Other (explain)

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible.

Increasing the number and percent of children in quality rated care: The number of children in quality rated programs increased from 38,591 on 10/1/2017 to 47,029 on 9/30/2018. That is just under a 22% increase.

Increasing the number of CCDF providers that participate in the QRIS: The number of providers enrolled in Virginia Quality increased from 915 as of 10/1/2017 to 1127 as of 9/30/2018. That is a 23.2% increase.

Identifying and addressing areas of the State that lack high quality care: Assessment of Virginia's Child Care Underserved Areas and Target Populations - In 2016 VDSS/CCECD convened a workgroup of stakeholders from across the state to assess the current state of child care needs among localities and target populations. The workgroup split into subgroups that focused on: Underserved areas, Infant and Toddler Care, child care during non-traditional hours, and caring for children with special needs. As a result of the Needs Assessment findings, VDSS/CCECD contracted with James Madison University to Pilot an initiative called Child Care Provider S.T.E.P.S. (Shared Training, Education and Professional Development Services). The pilot targeted rural areas located in three regions of the State - Eastern, Piedmont and Western. It focused on building the capacity of Family Day Home providers. James Madison University was to recruit at a minimum 5 and maximum 15 Family Day Home Providers in the three localities; assess where they are; establish a shared services network of providers; and assist the Family Day Home providers to develop quality improvement plans to help develop goals to build their

capacity. James Madison University would collaborate with other early childhood organizations and community resources to assist the Family Day Home providers in reaching their goals. The contract began July 1, 2018. No evaluation available by 9/30/2018.

Virginia Early Childhood Foundation facilitated the [School Readiness Committee](#) (State Advisory Committee) in work to address the development and alignment of an effective professional development and credentialing system for the early childhood education workforce in the Commonwealth, including:

1. The development of a competency-based professional development pathway for practitioners who teach children from birth to age five in both public and private early childhood programs; including review and revision of state competencies for early childhood educators
2. Development of articulation agreements between associate and baccalaureate degree programs; including new 2+2 pathway from associate to baccalaureate degrees across the state and new state teaching licensure at the baccalaureate degree level
3. Review of teacher licensure and education programs, including programs offered at comprehensive community colleges in the state, to address competencies specific to early childhood development; including standardized / common curriculum across community college programs
4. Alignment of existing professional development funding streams;

Development of innovative approaches to increasing accessibility, availability, affordability, and accountability of the state's workforce development system for early childhood education teachers and providers; including conducting a statewide Workforce Survey & disseminating results; and managed Project Pathfinders, a higher education scholarship for early childhood educators to obtain certificates and degrees in early childhood education, Registered Apprenticeship, a learn-as-you-earn strategy.

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

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

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

A professional development registry has been under development and during the reporting period was not utilized to track the progression of professional development for teacher as the agency is working with developers to build new functionality. In the current state, it primarily collects PD information submitted by practitioners, and at their request it can be reviewed to determine a level designation. However, it does not track progression. The state does not currently have an alternative method to track it.

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

The registry is voluntary, however the Virginia Preschool Initiative Plus (VPI+) required teachers of classrooms participating in the grantfunded program to enroll in the registry. However, progress was not tracked as the requirement was simply to create a profile.

No.

If no, describe:

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 351

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and

September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions)

1406

Financial bonus/wage supplements tied to education levels

0

Career advisors, Mentors, Coaches, or Consultants

687

Reimbursement for training

88

Loans

0

Other.

Describe:

Through the Infant and Toddler Specialist network - incentives were given to 66 providers for progress on obtaining an endorsement, credential or certificate; scholarships were given to 56 providers to attend a statewide conference

N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

Yes.

If yes, describe:

No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The state currently has no way to capture this data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The state currently has no way to capture this data.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The state currently has no way to capture this data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

The state currently has no way to capture this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state currently has no way to capture this data.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The state currently has no way to capture this data.

#:

%:

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state has no way capture this data.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The state has no way capture this data.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state has no way capture this data.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state has no way to capture this data.

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

The state has no way to capture this data.

#:
%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

[x] Yes.

If yes, %: 37.28

[] No

[] N/A

Describe:

- Infant Toddler Specialist Network (ITSN) \$ 3,426,764.57
Child Care Aware (CCAWARE) \$1,925,675.00
Quality Improvement Rating Scale \$ 561,661.00
Community College Workforce Alliance \$25,000.00

TOTAL \$6,539,100.57

Divided the total quality target during Federal Fiscal Year 2018 of \$17,540,141.00

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

[x] Yes.

If yes, describe:

Project Pathfinders Scholarships by the Virginia Early Childhood Foundation (VECF), State General Funds, \$1million SFY: Project Pathfinders is part of a larger initiative to elevate and emphasize the importance of the early education workforce and includes efforts to smooth the career pathway for early educators by making credentials more

stackable and accessible. This scholarship opportunity, administered by the Virginia Early Childhood Foundation, is designed to increase the skills of early learning professionals in preschool and child care settings in Virginia by accessing community college coursework and credentials. This PD opportunity is in addition to the Child Care Provider Scholarship Program operated by the Lead Agency with CCDF funds.

Mixed-Delivery Preschool Program by the Virginia Early Childhood Foundation, State General Funds, \$1.5 million SFY: Through a state appropriation, VECF funds local pilots to field-test potential solutions to barriers that have prevented all eligible children from participating in Virginia's preschool initiative by encouraging communities to design robust public-private mixed-delivery systems. A key component of these projects is quality improvement, including training and professional development of the early education workforce.

City funds from Norfolk, VA former early childhood funding - \$16,809.78 & \$14,619.53

City funds from Virginia Beach, VA from prior Virginia Beach GrowSmart funding \$10,700

Kroger (Business)-

July 1, 2017-June 30, 2018 - \$10,000

Roanoke City Grant (Local)

July 1, 2017- June 30, 2018- \$11,000

Local funds from the Fairfax County Board of Supervisors and private donors were used to provide learning opportunities that enhance the quality of early childhood programs in the Northern Region. \$465,217 provided the salaries and benefits of early childhood professionals to design and deliver professional learning opportunities to educators. \$43,996 provided materials and supplies to support:

- a) professional learning opportunities
- b) enhance the quality of early childhood

No

N/A

Describe:

2.10.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

Details are described in section 7.3 of the 2019-2021 State Plan: Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds.

- Fifty-four stackable Endorsement courses are offered online, with classroom versions available for approved trainers, through a contract with the Community College Workforce Alliance. These evidence-based courses include all developmental domains listed with evidence-based and developmentally-appropriate content. They are paid for with CCDF funds and practitioner payments.
- The Lead Agency offers a 10-hour, online preservice course that is required for practitioners working in programs receiving state child care subsidy funds, and all licensed and regulated child care programs. Content is developmentally appropriate, evidence-based, and uses age-appropriate strategies. The course covers topics on health and safety information and child development (cognitive, social, emotional, and physical). This course is funded with CCDF funds in a contract with Pennsylvania State University's Better Kid Care Program.
- The Virginia Child Care Provider Scholarship Program pays tuition and technology fees for eligible practitioners to take undergraduate courses leading to a certificate or degree in early childhood or school-age care. Courses are standardized at the 23 community colleges, promoting effective evidence-based, age-appropriate strategies, and cover all topics listed above. This program is state-appropriated with federal CCDF funds.
- Child Care Aware of Virginia administers the Read-A-Book program where practitioners may read professional books and complete a graded assignment. Books include topics about brain development, play, and language/literacy, among other things. The information is evidence-based and developmentally appropriate. CCDF funds pay for this contract.
- The Infant and Toddler Specialist Network offers training and coaching on domain topics for infant and toddler practitioners through a series of courses and Institutes offered annually. These courses are geared toward practitioners serving infants and toddlers, are evidence-based, and are paid for with Quality CCDF funds

targeted for the Infant and Toddler set-aside.

- Virginia Quality (QRIS) offers training and coaching for practitioners serving children from birth through age 5. Training on the developmental domains is included and addresses age-appropriate strategies and evidence-based practices. CCDF funds pay for this training.
- The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. The workshop sessions include social, emotional, physical (nutrition), and cognitive development of school-age youth. The Mott Foundation and VDOE fund this event annually.
- A new training module in physical activity and nutrition has been developed and began to be offered in spring 2018 through a contract with PSU's Better Kid Care Program.
- The Infant and Toddler Specialist Network will continue to offer training to practitioners on CSEFEL social-emotional development to help reduce challenging behaviors in infants and toddlers. This training is paid for with Quality CCDF funds targeted for the Infant and Toddler set-aside.

No

N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

2.11 Progress Update:Based on the State/Territory's response to question 6.2.1 in the FFY2016-2018 CCDF Plan describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures *not* described in the FFY2016-2018 CCDF Plan to evaluate progress in training and professional development for the child care workforce please also describe:

Results of measures referenced in the response to 6.2.1 are described below:

The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2018 was 25.97%. The average percentage increase of

participants' knowledge of the Infant Toddler Mental Health Consultant training topic for FFY 2018 was 6.47%.

152 providers passed the classroom based infant and toddler endorsement courses during FFY 2018. This number is duplicated as some of the same providers participate in more than one course.

21 providers completed the distance learning professional development administered by Child Care Aware of Virginia online endorsements (8 infant and toddler, 9 preschool, 1 ECE II Creative Series, 3 School-Age) and 1 Read-A-Book .

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory 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, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

There were no changes or updates for this time period.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

Yes.

If yes, %:

No

N/A

Describe:

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

3.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines

Yes.

If yes, describe:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

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

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

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC*

definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- Yes, the State/Territory QRIS is now operating State/Territory-wide
- Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- Yes, the State/Territory is now operating another system of quality improvement.

Describe:

- Yes, the State/Territory no longer has a QRIS.
- No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- Yes
 - Added licensed family child care
 - Removed licensed family child care
 - Added legally exempt family child care (care in providers' home)
 - Removed legally exempt family child care (care in providers' home)
 - Added licensed center-based programs
 - Removed licensed center-based programs
 - Added legally exempt center-based programs
 - Removed legally exempt center-based programs
 - Added in-home (care in the child's own home)
 - Removed in-home (care in the child's own home)
 - Other.

Describe:

- Removed legally exempt center-based programs that were not also VDSS Subsidy Vendors. Added Voluntary Registered Family child care providers who were also subsidy vendors.

No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

Yes

Describe;

Other funding sources have required participation in the state QRIS which is voluntary. The VPI+ grantees were required to participate. Head Start phased in a requirement for participation in the state QRIS with an initial compliance date of September 2018 which was later changed beyond that date.

No

N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 0
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 319
- d) Legally exempt center-based programs # 3
- e) In-home (care in the child's own home) # 0

N/A

Describe:

In addition to the program counts listed above there are 93 Department of Education VPI/VPI+ Classrooms to include in this count.

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 5323

- b) 3 years up to kindergarten entry # 23073
- c) School Aged (post kindergarten entry) # 0
- d) Other. Describe:

Virginia Quality focuses on classrooms for children birth up to Kindergarten, and does not include School Age children in its measurement of quality.

N/A

Describe:

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 19
- b) 3 years up to kindergarten entry % 81
- c) School Aged (post kindergarten entry) % 0
- d) Other. Describe:

Virginia Quality does not include School Age children in its measurement of quality. Only children birth up to kindergarten entry are included.

N/A

Describe:

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

2401

N/A

Describe:

ii. Licensed Family Child Care Homes:

1406

N/A

Describe:

iii. License-Exempt Providers:

907

N/A

Describe:

This number includes the following: Virginia Preschool Initiative (VPI) - 608; Religious Exempt and Subsidy Vendor (RE) - 135; Voluntary Registered Family Child Care Home (VR)-157

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

N/A

Describe:

611 of the 2401 licensed child care centers participated in the QRIS. (25%)

611

% 25

ii. Licensed Family Child Care Homes:

N/A

Describe:

173 of the 1406 licensed child care homes participated in the QRIS. (12%)

173

% 12

iii. License-Exempt Providers:

N/A

Describe:

The following breakdown of the numeric value and percentage shown in 4.7.1 iii is

as follows: Virginia Preschool Initiative (VPI) - 308; Religious Exempt and Subsidy Vendor (RE) - 31; Voluntary Registered Family Child Care Home (VR) -3
%: VPI = 34%; RE = 3%; VR =.03%

342
% 38

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

- Yes
- a) Licensed center-based programs: # 45
 - b) Licensed Family Child Care Homes: # 18
 - c) Legally exempt care in providers home: # 1
 - d) Legally exempt center-based programs: # 37
 - e) In-home (care in the child's own home): # 0

- No
 N/A

Describe:

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

- Yes
- a) Licensed center-based programs: # 40
 - b) Licensed Family Child Care Homes: # 6
 - c) Legally exempt care in providers home: # 0
 - d) Legally exempt center-based programs: # 8
 - e) In-home (care in the child's own home): # 0

- No
 N/A

Describe:

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal

fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 611
- b) Licensed Family Child Care Homes: # 173
- c) Legally exempt care in providers home: # 3
- d) Legally exempt center-based programs: # 34
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: #
- b) Licensed Family Child Care Homes: #
- c) Legally exempt care in providers home: #
- d) Legally exempt center-based programs: #
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

Yes.

If yes, %: 20

No

N/A

Describe:

Total QRIS Contract \$3,154,420.00

VECF Grant to Co-Adminster the QRIS Grant \$232,164.29

VCU TTAC -VA Quality Training \$79,895.17

VQ IT Maintenance/Enhancement \$36,120.00

Total \$3,502,599.46

The percentage was calculated based on the total of the listed contracts and expenditures divided by the total target of \$17,540,141.00

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

The State expects to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS as described in 2019-2021 CCDF State Plan.

No

N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Based on the State/Territory's response to Question 7.2.2 of the FFY20--16-2018 CCDF Plan describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures *not* described in the current State Plan to evaluate please also describe:

QRIS Standards for Child Care and Preschool Programs are used to measure progress in improving the quality of care at programs participating in the State quality rating and improvement system. The quality standards are:

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

Link to VA Quality Standards: VA Quality standards summary document?

https://www.virginiaquality.com/sites/default/files/VA_Quality_Standards_0.pdf

Between 10/01/2017 and 09/30/2018, QRIS tracked the number of programs in each level and considered the increase or decrease in the number and/or percentage of programs at each level. Many programs progressed upward, as illustrated by the summary data below. In addition to the overall increase in the number of programs participating (many of which came in at Level 1), there are significant increases in the numbers of programs in the higher levels of the QRIS.

QRIS Date

10/01/2017 Level 1 = 380 Level 2 = 65 Level 3 =423 Level 4= 40 Level 5= 7 Total =915

09/30/2018 Level 1 =347 Level 2 =148 Level 3 = 497 Level 4 = 97 Level 5 = 38 Total = 1127

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

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

5.1. Provide the total number of State funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers # 19
- b) Number of Specialists available to providers serving CCDF children # 19
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 19
- d) Number of providers served # 322
- e) Total number of children reached # 5185

N/A

Describe:

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers # 529
- b) Number of licensed family child care providers # 133
- c) Number of license-exempt providers of care in their home # 19
- d) Number of center directors # 109

N/A

Describe:

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

The State does not have data to answer this question.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State # 5
- b) Consultants available to providers serving CCDF children # 5

N/A

Describe:

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

Yes

(please provide link)

No

N/A

Describe:

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

- a) Number of staffed FCC networks: # 0

Describe what the hub provides to participating FCC providers:

The hub does not have an agreement to staff FCC networks.

N/A

Describe:

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds in addition to the 3% infant and toddler set-aside to improve the supply and quality of child care programs and services for infants and toddlers during October 1 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and

supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

Yes.

If yes, %:

No

N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

The State expects to spend the total of \$1,300,000.00 of increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers.

No

N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

A QRIS measure not described in state plan is as follows: Measure for improving the supply and quality of child care services for infants and toddlers: Increase the number of infants and toddlers served in QRIS participating programs. The number of infants and toddlers (birth through 35 months) served in QRIS programs was 11,672 on 10/1/2017 and 13,716 on 9/30/2018; an increase of 2,044 or 17.5%.

*Mean pre-ITERS-R score was 2.98 or "minimal" quality; mean post ITERS-R score was 3.91 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores

*Mean pre FCCERS-R score was 3.02 or "minimal" quality; mean post FCCERS-R was 4.16 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores

*Pre- to post-health and safety checklist scores increased an average of 28.2% for 31 of the 37 programs (religious exempt child day centers, family day homes not licensed)

*Overall increase in use of 1-2-3 READ! strategies from 2.64 to 3.43 (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist")

*792 goals, or an average of almost 5 goals per program, were created with verification that 742 (93.6%) of these goals were accomplished

* The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2018 was 25.97%

* The average percentage increase of participants' knowledge of the Infant Toddler Mental Health Consultant training topic for FFY 2018 was 6.47%

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

Goal: State/Territory 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 State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

Virginia did not use CCDF quality funds to establish or expand child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

HOWEVER, CCDF QUALITY FUNDS WERE USED TO MAINTAIN THE RESOURCE AND REFERRAL SYSTEM AT A CONSTANT LEVEL.

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

Yes

Describe:

No

N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a

statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

Yes.

If yes, %:

No

N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

Specific measures include: the number of families served and related demographics; the number of providers receiving assistance with becoming licensed; the number of Technical Assistance services provided (Level I, II, and III); the number of providers receiving virtual and print publications; monthly data log assessments to ensure accuracy of provider data; the number of child care providers in the NDS Provider database; the number of Information Updates in the NDS Provider database; the number of child care providers using Online Provider Services; the results of customer follow-up surveys; timely submission of four quarterly reports and one annual report; (within 30 days of the quarter end); the number of meetings attended and involvement in planning activities; and successful on-site sub-recipient monitoring visit.

Total # of Families Served - 2191

Total # of Referrals - 7352

Total # of Children Served - 2957

Number of Trainings:

- CPR/First Aid - 86
- Trauma Informed Care - 56
- Emergency Prep - 25

Number of Providers Receiving Print and Virtual Publications - 6200 (estimated)

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

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

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

Caring for Our Children were used as a reference, but standards do not totally align with licensing, inspection, monitoring, and health and safety standards and training.

b) Head Start

Yes.

No.

If not, describe:

Head Start Standards were used as a reference, but standards do not totally align with licensing, inspection, monitoring, and health and safety standards and training.

c) State pre-k

Yes.

No.

If not, describe:

State Pre-K Standards were not used as a reference.

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

- Licensing Standards
- Ongoing health and safety training or education
- Monitoring Protocols
- N/A

Describe:

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to September 30 of the last federal fiscal year?

- a) Licensed providers # 809
- b) Licensed-exempt providers # 96

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year?
This data is not available.

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 679

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 266

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 40

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 0

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

Inspections may be announced or unannounced. Inspection findings are posted online and at the facility.

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: #
- b) Licensed family child care staff: #
- c) Licensed exempt child care staff: #
- d) Licensed exempt family child care staff: #

e) N/A

Describe:

While data on the exact number of professionals in each category is not available, 13,829 inspections were conducted (licensed child care centers = 8,812, licensed family day homes = 3,751, exempt child care centers = 430, exempt family day homes = 836). Technical assistance aimed at improving the provider's understanding and compliance with health and safety standards is considered to have taken place at every inspection.

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

Yes.

If yes, %: 25

No

N/A

Describe:

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

The Virginia Department of Social Services (VDSS) pays for fingerprinting fees for all individuals in child care programs that are licensed, registered, or regulated, including child care programs that are subsidy vendors. The cost of each fingerprint background check was \$57. If the individual was a volunteer, the cost was \$38. VDSS is billed for these child care fingerprint background checks from the state fingerprint vendor. This initiative relieves the child care provider of the burden of covering these costs, and helps ensure that all required individuals submit for fingerprint background checks. Background checks are screened by the VDSS Office of Background Investigations, and any individual who is found to have a barrier crime conviction is not eligible to work or provide service to children.

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The state Infant & Toddler Specialist Network evaluates improvement between "pre" and "post" (technical assistance or training) scores in multiple areas. Assessment tools that touch health and safety include:

- 1. A health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues)**
- 2. 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**
- 3. Survey to programs receiving on-site technical assistance**
- 4. Satisfaction surveys after trainings**

QRIS measurable indicators:

- 1. The percentage of early care and education (ECE) programs that are participating**

in QRIS.

2. Increase in Environmental Rating Scale ratings.

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

- The Infant and Toddler Specialist Network used: ITERS-R, health and safety checklist, Infant/Toddler Environmental Checklist.
- Virginia Quality measures structural quality through education and curriculum documentation review, with an on-site Curriculum Validation Visit. Process quality is measured with the ERS and CLASS assessment tools.
- Division of Licensing-Children's Program uses State Licensing Regulations to measure health, safety, age appropriate child development and effective practices with on-site monitoring visits that are announced and unannounced, TA is provided by the Inspector on-site at the time of the visit.
- Mixed-Delivery Preschool Program administered by Virginia Early Childhood Foundation used Program surveys to measure program quality.

b) To measure effective practice, describe:

- The Infant and Toddler Specialist Network used: TPITOS, Infant/Toddler Environmental Checklist - The *Teaching Pyramid Infant-Toddler Observation Scale* (TPITOS) is an assessment instrument that measures fidelity to Tier 1 Universal Practices of the Pyramid Model in infant toddler care settings. The TPITOS' three sections consist of an observational checklist, interview and evaluation of environmental and teacher red flags. This observational tool captures a glimpse of the daily environmental and provider practices that promote or hinder social emotional development in infants and toddlers.
- Part of the Curriculum Validation Visit involves an on-site observation of Developmentally Appropriate practices, in alignment with NAEYC's DAP guidelines. ERS and CLASS are also used to measure effective classroom practices.
- Division of Licensing-Children's Program uses State Licensing Regulations to measure health, safety, age appropriate child development and effective practices

with on-site monitoring visits that are announced and unannounced, TA is provided by the Inspector on-site at the time of the visit.

- Mixed-Delivery Preschool Program used teacher surveys and VECF Innovative Partnership Grants with CLASS (SBCV).

c) To measure age appropriate child development, describe:

- Virginia Quality/QRIS does not collect any child specific information, however programs must include age-appropriate assessments within their curriculum practices as part of the Curriculum Standard measurement.
- Licensing does not collect any child specific information, however programs must include age appropriate assessment within their curriculum practices as part of the State Licensing Regulations.
- Mixed-Delivery Preschool Program utilized PALS-PreK, Woodcock-Johnson III, Heads Toes Knees Shoulders to measure age appropriate child development,

d) Other, describe:

N/A



N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

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

b) To measure effective practice, describe:

- The Infant and Toddler Specialist Network used: TPITOS, Infant/Toddler Environmental Checklist.
- Part of the Curriculum Validation Visit involves an on-site observation of Developmentally Appropriate practices, in alignment with NAEYC's DAP guidelines.

FCCERS and CLASS are also used to measure effective family child care home practices.

c) To measure age appropriate child development, describe:

- Virginia Quality/QRIS does not collect any child specific information, however family child care homes must include age-appropriate assessments within their curriculum practices as part of the Curriculum Standard measurement.

d) Other, describe:

N/A

N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %: 1

No

N/A

Describe:

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

- The Mixed-Delivery Preschool Program by Virginia Early Childhood Foundation utilized State General Fund Appropriation of \$1.5million SFY (five \$250k grants to

design and evaluate mixed-delivery preschool).

No

N/A

Describe:

8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

No

N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The effectiveness of QRIS is measured by:

- Number of participating programs: On 10/1/2017 there were 915 programs participating in QRIS compared to 1127 on 9/30/2018 an increase of 23%
- Number of programs that maintain or increase their assessed quality level over time: The website data base did not capture this level of detail by program, but did track the overall program totals by level over time.

Infant and Toddler Specialist Network progress update:

- 163 child care programs completed Level 1 services (32 hours on-site technical assistance for family child care homes, 40 hours for centers with 1-3 infant/toddler classrooms, 80 hours for centers with 4-6 infant/toddler classrooms; 120 hours for centers with 7 or more infant/toddler classrooms)
- 33 child care programs completed infant toddler mental health coaching
- Mean pre-ITERS-R score was 2.98 or "minimal" quality; mean post ITERS-R score was 3.91 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores;

- Mean pre FCCERS-R score was 3.02 or "minimal" quality; mean post FCCERS-R was 4.16 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores
- Pre- to post-health and safety checklist scores increased an average of 28.2% for 31 of the 37 programs (religious exempt child day centers, family day homes not licensed)
- Overall increase in use of 1-2-3 READ! strategies from 2.64 to 3.43 (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist")
- 792 goals, or an average of almost 5 goals per program, were created with verification that 742 (93.6%) of these goals were accomplished
- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2018 was 25.97%.
- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2018 was 25.97%.
- The average percentage increase of participants' knowledge of the Infant Toddler Mental Health training topic for FFY 2018 was 6.47%

9) Supporting providers in the voluntary pursuit of accreditation

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

9.1. How many providers did the State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- Number of licensed center based providers #
- Number of licensed FCC providers #
- Number of center based providers that serve CCDF children #
- Number of FCC providers that serve CCDF children #

N/A

Describe:

The State does not fund accreditation for providers.

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %:

No

N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

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

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

10.1 Quality Indicators

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes.
- No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory 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:

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

- Early Care and Education Learning Collaboratives, and a Childhood Obesity Prevention Program, were implemented by Virginia Early Childhood Foundation with a \$250,586 Nemours grant during October 1 to September 30 of the last federal fiscal year.

No

N/A

Describe:

10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

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 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

N/A

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

- Mixed-Delivery Preschool Program by Virginia Early Childhood Foundation used \$1.5 million of state general funds to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year.
- VECF Innovative Partnership Grants used \$250,000 of state general funds to improve the quality of child care services.
- Shared Services Alliances by Virginia Early Childhood Foundation used \$100,000 from private foundation funding to improve the quality of child care services.

No

N/A

Describe:

11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory 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. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

a) 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.

This is N/A at this time.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

This is N/A at this time.