

Quality Progress Report (QPR) For Virginia FFY 2020

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 # 1442

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 712

N/A

Describe:

c. Licensed center-based programs # 2659

N/A

Describe:

d. Legally exempt center-based programs # 908

N/A

Describe:

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

N/A

Describe:

f. Other (explain)

The data shown in this section reflects the total number of child care providers that were active in the licensing database as of September 30th of the last federal fiscal year.

1.2 Goals for Quality Improvement

Based on Question 7.1.1 and 7.1.2 from the FFY2019-2021 CCDF State Plan, 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.

1. Increase the number and percent of children in quality rated care: The number of children in Virginia Quality (VA's QRIS) quality rated programs continued to increase from 51,749 in FFY 2019 to 52,750 in FFY 2020 an increase of 1,001 children or 2%.
2. Increasing the number of CCDF providers that participate in the QRIS: The number of providers in Virginia Quality increased from 1268 in FFY 2019 to 1282 in FFY 2020 an increase of 14 providers or 1%.
3. Increasing the number of QRIS providers at Levels 3, 4, and 5:

Level 3: Curriculum and Assessment. This standard measures how programs intentionally promote children's learning and development. Level 3 providers decreased from a high of 562 in FFY 2019 to 556 in FFY 2020. A decrease of six Level 3 providers.

Level 4 and Level 5 are the highest two levels: Based on observation they measure environment and interactions. Environment measures the types of materials available to the children and the types of activities children are involved in throughout the day. Interactions measure if children experience high quality interactions with teachers and peers.

Level 4 providers increased from 122 in FFY 2019 to 123 in FFY 2020; an increase of one Level 4 provider.

Level 5 providers decreased from 55 in FFY 2019 to 40 in FFY 2020; a decrease of fifteen Level 5 providers.

(Note: In FFY 2019 a Virginia Preschool Initiative Plus (VPI+) pilot program ended July 31st that required Virginia Preschool Initiative (VPI) classrooms to participate in the QRIS. The

removal of that requirement and the decision of VPI classrooms to not renew their QRIS rating resulted in a decrease of 63 VPI+/VPI improved classrooms, the number of publicly funded children in Virginia Quality rated programs, and the number of levels 3, 4 and 5 rated programs. At the end of FFY 2019 the participation rates had decreased to 531 Level 3; 109 Level 4; and 43 Level 5. In FFY 2020, QRIS was on track increasing the number of providers at Levels 3, 4, and 5 when the coronavirus pandemic hit. In person validation visits and on site observations scheduled to be conducted after March 19, 2020 were cancelled in response to Governor Northam's press release that included COVID-19 Guidance for Child Care Providers: <https://www.governor.virginia.gov/newsroom/all-releases/2020/march/headline-854722-en.html>)

The Virginia Early Childhood Foundation (VECF) facilitated the [School Readiness Committee](#) (State Advisory Committee) 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. Development of a universal associate degree program that articulates directly with no loss of credits into baccalaureate degree programs with a concentration in early childhood education at participating universities. This new pathway leads to teacher licensure with a focus on the entire continuum of early childhood from birth through age 8. Seven 4-year institutions have launched or are in process of launching +2 programs for the Early Childhood Education (ECE) workforce: Averett University, Bluefield College, George Mason University, James Madison University, Longwood University, Old Dominion University, and Virginia Commonwealth University.
2. Continued facilitation of higher education workgroup to align and evaluate existing and new programs at the associate and baccalaureate levels.
3. Continued 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; managed Project Pathfinders (State General Fund (SGF)/Virginia Department of Education (VDOE)-funded), a higher education scholarship for early childhood educators to obtain certificates and degrees in early childhood education, and worked with partners to pilot Registered Apprenticeship, a learn-as-you-earn strategy.
4. A study to examine the impact of higher education coursework on early educator practice.
5. Through a Virginia Department of Social Services (VDSS) Supplemental Nutrition Assistance Program (SNAP) 50/50 grant (federally funded), a pilot of a 3-semester initiative that combined 1:1 navigation assistance and financial incentives for Project Pathfinders recipients who were also SNAP recipients.
6. Through the federal Preschool Development Grant B-5 (federal/VDOE-funded), coordination of CLASS (Classroom Assessment Scoring System) observations and

teacher feedback and targeted professional development in partnership with leaders of ten Cohort 1 pilot communities (2,815 teachers) for the period October 1, 2019 - September 30, 2020, and an additional eight Cohort 2 pilot communities (with numbers of teachers still being determined) beginning July 1, 2021.

7. Through the state-funded Mixed Delivery grants, 12 communities across the state use CLASS to measure the quality of interactions in participating classrooms and development of professional development supports for teachers based on observation results and feedback. Also, evaluation of previous cohorts of Mixed Delivery grantees showed that while teacher qualifications varied across Mixed Delivery classrooms and public VPI classrooms, children achieved similar outcomes across different settings.

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 a teacher's progression of professional development. Phase 1 user acceptance testing was completed September 30, 2019. To date, practitioners can create a professional profile that encompasses self-reported employment, compensation, training, and educational credentials. Practitioners can request that supporting documentation be reviewed to determine a Career Pathway level designation. However, a state level process is not currently in place to track

professional development progression in Virginia.

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

No.

If no, describe:

Virginia does not require teachers or providers to participate.

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 825

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)

2989

Financial bonus/wage supplements tied to education levels

25

Career advisors, Mentors, Coaches, or Consultants

34

Reimbursement for training

82

Loans

#

Other.

Describe:

Incentives given to 215 providers for progress on obtaining an endorsement, credential, or certificate; scholarships given to 35 providers to attend a statewide conference (97 providers requested to use scholarships to attend conferences before COVID caused cancellations); payment for 192 practical assessment gradings as part of the endorsement process; payment for 21 online courses as part of the endorsement process all provided by the Infant Toddler Specialist Network.

The Head Start State Collaboration Office provided funds for 351 participants that attended the Virginia Head Start Association Education Summit.

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, its partners, and stakeholders do not collect this data.

#:

%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect this data.

#:

%:

2.5 Licensed child care center teachers

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect this data.

#:

%:

2.6 Licensed family child care providers

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect this data.

#:
%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect this data.

#:

%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect this data.

#:
%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

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

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

The state, its partners, and stakeholders do not collect this data.

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

The state, its partners, and stakeholders do not collect 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, its partners, and stakeholders do not collect 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

Yes.

If yes, %: 39

No

N/A

Describe:

Contracts to support professional development :

Virginia Commonwealth University Cross-sector Professional Development \$500,000

University of Virginia Center for the Advanced Study of Teaching and Learning \$420,000

Pennsylvania State Health and Safety Update \$221,457

Community College Workforce Alliance \$171,000

Scholarships \$518,762

Child Care Aware of Virginia \$1,145,490

Infant and Toddler Network \$4,912,205

The mathematical equation for all percentages calculated is the total in the particular section/question divided by the total quality expenditures for the grant year.

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.

Yes.

If yes, describe:

\$502,136 - Support QRIS Implementation - VQ Northern Region

\$44,724 - Support QRIS Implementation - VQ Northern Region

\$2,000 - Grant from United Way Rappahannock for Smart Beginnings Rappahannock Area Annual Fall Conference

\$10,000 - Cohort partnership with Virginia Beach GrowSmart Foundation sponsored by Geico to support QRIS.

\$1 million per SFY - Project Pathfinders Scholarships, State General Funds, Virginia Early Childhood Foundation. The project was completely funded with state general funds.

The mathematical equation for all percentages calculated is the total in the particular section/question divided by the total quality expenditures for the grant year.

No

N/A

Describe:

2.10.3 Did the State/Territory 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:

No

N/A

Describe:

2.10.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

No

N/A

Describe:

2.11 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.

Virginia Quality measured progress in the following ways:

A. The number of Technical Assistant (TA) assignments made through the Virginia Quality Access online system. The system tracked the number of TA assignments made in response to online requests. In FFY 2020 there were 798 TA assignments submitted into Access

between October 1, 2019 and September 30, 2020 to assist providers working on Quality Improvement Plan (QIP) goals related to Virginia Quality Standards.

B. The VA Quality Hub offered ten TA webinars or webinar series on six topics in FFY 2020 for the TA Specialists and Raters. The individual webinars offered and successfully completed were TA Specialist Fall Refresher, VQ Annual Rater Refresher, CLASS Support Session for Mixed Delivery (this webinar was offered twice), InterACT Peer-Sharing for CLASS Coaches/TA Specialists (this webinar was offered twice), Virginia CLASS Affiliate Trainer Information Session. The VA Quality Hub also offered a webinar series on Designing and Implementing Learning Communities for Early Childhood TA Providers. This series consisted of six sessions and was offered three times, for a total of 18 sessions.

Higher level indicators include such items as:

Percent of early care and education programs that participate in Virginia's voluntary child care and early education quality rating and improvement system. The percentage is based on the eligible universe of 4577 set 8/29/19, a point in time count of program types eligible to be included in Virginia Quality. In FFY 2020, 1282 or 28% of eligible providers participated. (Data is extracted from Virginia Quality Access online enrollment and data system.)

The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2020 was 21.5%. The average percentage increase of participants' knowledge of the Infant Toddler Mental Health Consultant training topic for FFY 2020 was 11.2%.

676 providers passed the classroom based infant and toddler endorsement courses during FFY 2020. This number is duplicated as some of the same providers participate in more than one course.

The average overall evaluation score for trainings conducted by Infant Toddler Specialists was 4.90 out of 5.

The average overall evaluation score for trainings conducted by Infant and Toddler Mental Health Consultants was 4.89 out of 5.

Virginia quality standards are based on the Milestones of Early Childhood

Development and professional development support is offered to ECE educators in VQ through technical assistants.

A. One of the ways we measure progress for supporting training and the professional development of the childcare workforce in Virginia Quality is to track in the ACCESS online system Technical Assistant (coach, mentor) assignments. 799 TA assignments represent that providers working on quality improvement activities that support domains of child development wanted additional one-on-one in-person support. TA's and providers document online the goals and activities that they are working on. Most of the TA assignments were made between Oct 1, 2019, and March 2020 when on-site TA was suspended due to COVID.

B. The numbers in Item B: 10 TA webinars or webinar series for TA's and Raters represent progress in providing ongoing professional development to the TA's which is a requirement for them to continue to serve as a TA. These build on or update training offered in FFY 2019. The webinar series that consisted of 6 sessions offered three times was newly developed based on survey results administered by the VQ Hub to TA's across the state.

Higher level Indicators:

VQ is voluntary, therefore one of our measures of progress for supporting training and professional development of early care and education providers is to track enrollment into our program based on the eligible universe of providers over time. The numbers indicate the percentage of facility types in the state that met VQ eligibility criteria and did enroll compared to how many could have enrolled. FFY 2019 the percentage was 27%, in FFY 2020 it was 28% which is a lower growth rate from previous years, but considered progress because recruitment efforts were suspended between March 2020 and October 2020 due to state required restrictions on in-person contact with child care providers.

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

To improve school readiness, in FFY 20 the Virginia Department of Education (VDOE) developed unified early learning and development standards that support birth to five programs to:

- Understand child development and provide developmentally-appropriate practice,
- Use quality instructional tools and engage in aligned professional development,
- Individualize care and instruction to meet the needs of all learners, and
- Promote holistic and intentional learning and development at each age and stage.

Historical Context:

- VDOE uses Foundation Blocks for Early Childhood Learning (2013) for four year olds.
- Virginia Department of Social Services (VDSS) uses Milestones of Child Development (2013) for child care for ages birth-five.
- Head Start and Early Head Start use the Early Learning Outcomes Framework for ages birth-five.
- Virginia received federal funding through the Preschool Development Grant Birth-Five (PDG B-5) to produce comprehensive, birth to five early learning and development standards.
- Worked in collaboration with a variety of partners and stakeholders to develop a new set of research-based early learning and development guidelines known as Early Learning and Development Standards (ELDS). The Virginia Department of Education used Preschool Development Grant funds to facilitate to the development of the ELDS which were in development and under review during FFY 2020.

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:

PDG B5 Funds were used to initiate the development of new Birth-to-Five Early Learning Standards. \$80,000 was spent on a contract with Virginia Commonwealth University to assist in the development and stakeholder engagement. The contract with VCU ran from October 2019 through June 2020, and resulted in a complete draft of the Birth to Five guidelines.

No

N/A

Describe:

3.2.3. Did the State/Territory 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:

3.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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.

For programs completing on-site coaching on social emotional topics, 368 goals, or an average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants (ITMHC) with verification that 164 (44.6%) of these goals were accomplished (new ITMHC started later in the year and authored goals but did not complete, as well as, goals were changed and added to accommodate for COVID-19 related issues.

This is part of why there was a high number of goals versus goals completed)

- The average percentage increase of participants' knowledge of the Infant Toddler Specialist (ITS) training topic for FFY 2020 was 21.5%
- The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2020 was 11.2%
- 11,215 participants trained by Infant Toddler Specialists (duplicated)
- 5765 participants trained by Infant and Toddler Mental Health Consultants (duplicated)
- 55 programs received technical assistance from Child Development Resources, VA Infant and Toddler Specialist Network (VA ITSN) Central Office staff (duplicated)
- 160 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)
- 888 programs received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching). There may be duplication of programs. Due to COVID-19, some of these services occurred virtually.
- 7127 providers received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching). There may be duplication of providers. Due to COVID-19, some of these services occurred virtually.

Virginia has developed a complete set of revised birth-to-five early learning and development

standards. During October 1 to September 30, the standards were drafted and shared extensively with stakeholders around the state. The standards were reviewed by over 300 interested individuals. Following this time frame, the standards were prepared for the Virginia Board of Education, where they have since been accepted.

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):*

Virginia Quality (Virginia's QRIS) has five levels with Level 4 and Level 5 representing high quality. Programs must demonstrate that they meet qualifications at each level before advancing to the next level. Levels 1-3 can be achieved through documentation submission and review (curriculum and assessment are typically verified and observed in-person but have been done virtually during COVID-19). Programs can advance to Levels 4 or 5 through onsite observations from a trained observer.

- Level 1 - Basic Health and Safety
- Level 2 - Education and Qualifications
- Level 3 - Curriculum and Assessment requirements
- Level 4 & 5 - Classroom Assessment Scoring System and Environmental Rating System (ERS); see standards link below for threshold requirements on both instruments to achieve Level 4 & 5 ratings

Link to standards:

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

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:

Two facility types exclusive to the Northern Region were added: Local Ordinance Approved Family Day Home (Northern VA Only) and Infant Toddler Family Day Care (NOVA only)

- No

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

- Yes

Describe;

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 # 1
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 72
- d) Legally exempt center-based programs # 3
- e) In-home (care in the child's own home) # 0

N/A

Describe:

87 Virginia Department of Education Virginia Preschool Initiative (VPI) programs are not a designated licensing type, but are included in this count of Level 4 and Level 5 rated programs. The categories listed above are categories regulated by VDSS licensing. They total 76. The 87 providers are in addition to the programs regulated by VDSS licensing. The 87 programs are regulated by the Virginia Department of Education and part of the Virginia Preschool Initiative (VPI) which is a state funded preschool program that serves children 3 to pre-K. The combined total of VDSS license regulated and VDOE VPI regulated is 163 Level 4/5 programs.

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 # 1558
- b) 3 years up to kindergarten entry # 5758
- c) School Aged (post kindergarten entry) # 0
- d) Other. Describe:

Virginia does not include School-Aged children in its QRIS system. The 75 centers and 1 family child care provider (VDSS license regulated) served a total of 4,647 children ages Birth to Pre-K. The 87 VPI (VDOE regulated) programs served a total of 2669 children ages 3 to Pre-K. The combined total of both categories is 7,316 children being served in 163 Level 4/5 programs.

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 % 3
- b) 3 years up to kindergarten entry % 11
- c) School Aged (post kindergarten entry) % 0
- d) Other. Describe:

Virginia does not include School-Ages children in it's QRIS system.

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:

1849

N/A

Describe:

ii. Licensed Family Child Care Homes:

1386

N/A

Describe:

iii. License-Exempt Providers:

1342

N/A

Describe:

Eligible universe of child care settings is based on a point in time report from the VDSS licensing data base run 8/29/19 for licensed child care centers, licensed family child care homes, and license-exempt providers regulated by licensing who are also subsidy vendors. Northern Virginia only data run from Fairfax County Office for Children and Infant Toddler Family Day Care list of approved providers run 8/29/19. Department of Education data is from the 2019 Fiscal Year VPI Program Report for 2018-2019 school year. Department of Defense (DoD) eligible universe count is the total number of DoD operated facilities currently enrolled in Virginia Quality and included in the monthly program count. The DoD Child Development Programs system has its own quality support structure and most do not pursue enrollment in Virginia Quality.

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:

Percentage calculation is the total number of participants in QRIS divided by the total number of eligible participants for each category of the eligible universe.

701

% 38

ii. Licensed Family Child Care Homes:

N/A

Describe:

Percentage calculation is the total number of participants in QRIS divided by the total number of eligible participants for each category of the eligible universe.

203

% 15

iii. License-Exempt Providers:

N/A

Describe:

Percentage calculation is the total number of participants in QRIS divided by the total number of eligible participants for each category of the eligible universe.

- License-Exempt Providers: Department of Education Virginia Preschool Initiative#:292 %:43
- Religious Exempt CDC and Subsidy Vendor #:38 %:30
- Voluntary Registered FDH and Subsidy Vendor #:8 %:12
- Local Ordinance Approved Family Day Home (Northern VA only) #:23 %:6
- Infant Toddler Family Day Care (NOVA only) #:11 %:13
- Department of Defense #:6 %:75

385

% 29

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: # 94
- b) Licensed Family Child Care Homes: # 21
- c) Legally exempt care in providers home: # 4
- d) Legally exempt center-based programs: # 25
- 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: # 30
- b) Licensed Family Child Care Homes: # 2
- c) Legally exempt care in providers home: # 5
- d) Legally exempt center-based programs: # 16
- 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: # 513
- b) Licensed Family Child Care Homes: # 98
- c) Legally exempt care in providers home: # 18
- d) Legally exempt center-based programs: # 17
- 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: # 0
- b) Licensed Family Child Care Homes: # 0
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

The State did not provide higher subsidy rates related to the QRIS or other quality

rating system during FFY 2020. (Rates were increased in FY 21)

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, %: 18

No

N/A

Describe:

The State used \$3,681,951.48 of CCDF quality set aside funds to support QRIS during FFY 2020.

The mathematical equation for all percentages calculated is the total in the particular section/question divided by the total quality expenditures for the grant year.

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, %:

Northern QRIS Region:

- Local funds were used to support QRIS, the implementation of early learning and development guidelines and the professional development of the early childhood workforce:
- Salaries and benefits of early childhood professionals: \$502,136.56
- Materials and supplies: \$44,724.54

Peninsula QRIS Region:

- City of Hampton \$5,697
- City of Newport News \$14,578
- Dominion Energy \$5,598
- Newport News Ship Building \$4,790

Eastern QRIS Region:

- Cohort partnership with Virginia Beach GrowSmart Foundation sponsored by Geico to move programs through each level. Total award: \$10,000

No

N/A

Describe:

4.12.3 Did the State/Territory 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 :

No

N/A

Describe:

4.12.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

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.

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:

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

Link to VA Quality Standards: VA Quality standards summary documents

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

- Between October 1, 2019 and September 30, 2020, QRIS tracked the number of programs in each level and considered the number and/or percentage of programs at each level. However, with the onset of COVID-19, Governor Northam's March 19, 2020 press release included COVID-19 Guidance for Child Care Providers: <https://www.governor.virginia.gov/newsroom/all-releases/2020/march/headline-854722-en.html> .
- In response to the guidance, many child care providers closed temporarily except those serving children of essential workers. QRIS kept programs as active as long as they indicated that their intent was to re-open once the Governor's guidance allowed it. QRIS shifted its focus and quality improvement to supporting basic health and safety efforts. QRIS regional/local coordinators remained in contact with all QRIS programs, offered virtual training and conference opportunities, and provided level 1 support including developmentally appropriate supplies to support small group activities and social distancing requirements to those programs that remained open.
- In the last quarter of FFY 2020 to align with public health recommendations, QRIS suspended all in person activities to include: recruitment outreach; curriculum validation visits; onsite observations; professional development and conferences. Since movement up two levels was based on validation visits and onsite observations, VQ only tracked the number of programs that moved up at least one level for FFY 2020 and who indicated that they were not permanently closing. QRIS data for the number of providers at each level and how many moved up at least one level are below:

QRIS Data

- 9/30/2020 Level 1 = 339, Level 2 = 224, Level 3 = *556, Level 4 = 123, Level 5 = 40 Total = 1282 (*412 current Level 3's are Fast Track programs. The "fast track" option allows programs already demonstrating quality in education/qualifications and curriculum to enter VA Quality at Level 3.)
- 9/30/2020: 278 sites moved up at least one quality level since enrolling in VA Quality.

Additional QRIS measurable indicators referenced in CCDF 2019-2021 State Plan:

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

QRIS out of the eligible universe: FFY 2020 - 28% of the eligible universe participated in QRIS.

- Post training evaluations via surveys.
- 19 Modules from the Virginia Quality Online Professional Development Series were available this year on the Learn Point website. <http://virginiaquality.learnpointlms.com>.
 - Modules continue to be shared with several ECE partners, such as ITSN, Community Colleges, and Smart Beginnings.
 - At the end of the SFY 4th quarter, there were 2,841 user accounts in the VA Quality system. 21,735 modules were completed.
 - The most viewed modules this year were: High Quality Interactions, Building Cultural Competence, Orientation to Virginia's QRIS, and Play-Based Learning Environments.
 - One new module was completed this year: Cognition & General Knowledge for Infants and Toddlers (New Oct 2019)
- General Knowledge: As of September 30, 2020, 88% (99/113) of survey respondents rated the module content as very helpful/extremely helpful. FFY2020 Module Survey results can be found at: <https://www.surveymonkey.com/results/SM-8TYVHHD89/>

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 # 21
- b) Number of Specialists available to providers serving CCDF children # 21
- c) Number of infant toddler specialists available specifically trained to support FCC providers # 21
- d) Number of providers served # 684

Total number of children reached # 9183

N/A

Describe:

5,950 (Infant toddler Specialist Network) 3,233 (Infant Toddler Mental Health Consultant) = 9,183

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 # 1201
- b) Number of licensed family child care providers # 275
- c) Number of license-exempt providers of care in their home # 65
- d) Number of center directors # 185

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 # 0
- b) Number of licensed family child care providers # 0
- c) Number of license-exempt providers of care in their home # 0
- d) Number of center directors # 0

N/A

Describe:

The Virginia Infant and Toddler Specialist Network does not capture this information.

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 # 9
- b) Consultants available to providers serving CCDF children # 9

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:

N/A

Describe:

The State has no agreements with FCC networks.

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, %: 5

No

N/A

Describe:

Child Care Aware of Virginia utilized \$750,675 and James Madison University's STEPS program utilized \$220,589 in addition to the 3% of the infant and toddler set-aside funds to improve the supply and quality of child care programs and services for infants and toddlers during FFY 2020.

The mathematical equation for all percentages calculated is the total in the particular section/question divided by the total quality expenditures for the grant year.

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:

Northern QRIS Region:

- Of the total amount of local funds (\$502,136.56) salaries and benefits of early childhood professionals, and \$44,724.54 materials and supplies, 76% were used to support QRIS, the implementation of early learning and development guidelines and the professional development of the early childhood workforce providing high quality early childhood experiences to infants and toddlers.
- Salaries and benefits of early childhood professionals \$381,623.79
- Materials and supplies \$33,990.65

Eastern QRIS Region:

- Cohort partnership with Virginia Beach GrowSmart Foundation sponsored by Geico to move programs through each level. Total award: \$10,000.

No

N/A

Describe:

5.7.3. Did the State/Territory 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:

No

N/A

Describe:

5.7.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

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.

The Virginia Infant & Toddler Specialist Network measures progress, which includes:

- Mean pre-Infant/Toddler Environmental Rating Scale-Revised (ITERS-R) score was 3.03 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists: mean post ITERS-R score was 3.84 or "minimal to good" quality, which yielded an extremely statistically significant increase between ITERS-R pre and post assessment scores.
- Mean pre-Family Child Care Environmental Rating Scale-Revised (FCCERS-R) score was 3.30 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists; mean post-FCCERS-R score was 4.23 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores
- Pre-to post-health and safety checklist scores for programs completing intensive on-site coaching provided by Infant Toddler Specialists increased an average of 33.3% for 8 of the 12 programs (religious exempt child day centers, family day homes not licensed)
- Overall increase in use of 1-2-3 READ! strategies from 2.40 to 3.56 on a scale from 1-4 for providers completing follow-up technical assistance after receiving Network early literacy training (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist")
- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2020 was 21.5%
- The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2020 was 11.2%
- For programs completing intensive on-site coaching, 824 goals, or an average of about four goals per program, were created with the Infant Toddler Specialists with verification that 674 (81.7%) of these goals were accomplished
- For programs completing on-site coaching on social emotional topics, 368 goals, or an

average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants with verification that 164 (44.6%) of these goals were accomplished (new ITMHC started later in the year and authored goals but did not complete, as well as, goals were changed and added to accommodate for COVID related issues. This is part of why there was a high number of goals versus goals completed)

- The pandemic affected obtainment of pre and post TPITOS assessments beginning in March. Mean pre-TPITOS score was 69% for programs completing on-site coaching on social emotional topics; mean post-TPITOS score was 72%. Both pre and post scores are slightly above average scores.
- The overall evaluation score for trainings conducted by Infant Toddler Specialists was 4.90 out of 5.
- The overall evaluation score for trainings conducted by Infant and Toddler Mental Health Consultants was 4.89 out of 5.
- The average overall quality of on-site coaching provided by Infant Toddler Specialists was 4.9 out of 5.

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

- The number of infants and toddlers serviced in FFY 2019 - 15,298; FFY 2020 - 16,443 an increase of 1,145 or 7.5%
- The number of QRIS programs serving infants and toddlers: FFY 2019 - 697; FFY 2020 - 754, an increase of 57 programs or 8%
- The percentage of early care and education programs that participate in QRIS that serve infants and toddlers: FFY 2019 - Total QRIS programs -1268, 54.9% serving infants and toddlers, FFY 2020 - Total QRIS programs - 1282, 59% serving infants and toddlers.

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.

Resource and referral services were not expanded in FFY 2020 with CCDF quality funds. However, Resource and Referral services were maintained.

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, %: 2

No

N/A

Describe:

Child Care Aware of Virginia utilized \$500,000 of quality set-aside funds during FFY 2020

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. Did the State/Territory spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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.

The state did not expand CCR&R but maintained it during FFY 2020 though the following measures:

Total number of families served - 2637

Total number of referrals - 5347

Total number of children served - 2916

Total number of trainings to include CPR/First Aid = 65; Trauma Informed Care = 29;

Emergency Preparation = 25 Total = 119

Total number of providers receiving print and virtual publications = 6200

While no additional funds were used to expand CCR&R in FFY2020, the following data represents how the state maintained CCR&R activities. There was an increase in families served through the Resource and Referral services and in the total number of classes held for child care providers.

For October 1, 2019 - September 30, 2020:

TA Stats: # of Total Hours = 2087

of Providers served = 1457

(This is all TA, all 3 parts - Quality, Subsidy, and Inf/Tod)

Training: # trainings and # of participants for each:

October 1, 2019- September 30, 2020. 168 total classes held. 1552 participants served.

- 41 First Aid & CPR classes held, serving a total of 561 participants
- 34 Emergency Prep classes held, serving a total of 375 participants
- 20 Trauma-Informed Care Basics (Part I) classes held, serving a total of 253 participants
- 18 Trauma-Responsive Care in Early Childhood Programs (Part II) classes held, serving a total of 162 participants
- 55 Child Care Subsidy Program Orientation classes held, serving a total of 201 participants

Referrals: # of total referrals conducted (calls + online = total searches) = 22,558

of unduplicated families served = 8,563

of additional TA services = 350

consumer outreach events - parent-focused = 385

(total consumer ed. provided = all call-based referrals + TA + consumer outreach events) = 4976

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 was used as a reference but standards do not totally align with licensing, inspection, monitoring, and health and safety standards.

b) Head Start

Yes.

No.

If not, describe:

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

c) State pre-k

Yes.

No.

If not, describe:

No State pre-k standards were 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 # 543
- b) Licensed-exempt providers # 47

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 ? # 163

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 ? # 291

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? # 0

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? # 9

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:

Complaint inspections are unannounced. Inspection results are posted online at <https://www.dss.virginia.gov/family/cc/index.cgi> and in 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:

Data on the exact number of professionals in each category is not available however, 13,429 inspections were conducted during FFY 2020 (Licensed child care center =

8,557, Licensed family child care = 3,887, Licensed exempt child care center = 493, and Licensed exempt family child care = 492) Technical assistance aimed at improving understanding and compliance with health and safety standards occurs at every visit.

7.5 Spending

7.5.1 Did the 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, %: 37

No

N/A

Describe:

Background Checks \$ 1,920,615 was spent on background checks for child care providers across the state.

Penn State \$ 221,457 was spent on Pre-Service training for child care providers across the state.

Licensing staff \$ 5,556,719 was spent to support child care licensing administration including staff, DOLPHIN system, etc.

The mathematical equation for all percentages calculated is the total in the particular section/question divided by the total quality expenditures for the grant year.

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

Yes.

If yes, describe:

No

N/A

Describe:

7.5.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 to facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

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 number of early care and education providers successfully completing Virginia Preservice Training for Child Care Staff, demonstrating understanding of basic concepts

of health and safety, between September 2019 - October 2020 totaled 10,552. The number of early care and education providers successfully completing the Virginia Health and Safety Update Training for Child Care Staff totaled 11,767.

- The total number of prints submitted by child care categories between January 16, 2018 and August 28, 2018 was 65,716.

- 65,716 - Categories:

- CE = 12,378 CDC = 46,887 FDH = 4,680 FDS = 341 LOH = 848 UFD = 54 VR = 528

- FY20 - Total Prints 34,645 (July 1, 2019 to June 30, 2020) - Categories:

- CCE = 6,856 CDC = 26,052 FDH = 1,363 FDS = 66 LOH = 88 UFD = 44 VR = 176

The number of individuals completing the health and safety trainings demonstrate a basic understanding of the health and safety concepts. Licensing also uses a basic health and safety checklist for observations of frequent and/or critical health and safety issues. Virginia also uses a survey to test the satisfaction after the surveys and the necessary changes to the trainings are made. Virginia also uses the number of prints checked to gauge safety. The numbers may have decreased from last year because the COVID-19 pandemic caused many centers to close and not require staff to attend.

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:

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. The Virginia Infant & Toddler Specialist Network measures program quality with ITERS-R, health and safety checklist, and Infant/Toddler Environment Checklist. The Virginia Early Childhood Foundation uses CLASS.

b) To measure effective practice, describe:

Part of the QRIS Curriculum Validation Visit involves an on-site observation of Developmentally Appropriate Practice, in alignment with National Association for the Education of Young Children's (NAEYC) DAP guidelines. ERS and CLASS are also used

to measure effective classroom practices. The Virginia Infant & Toddler Specialist Network measures effective practice using TPITOS* and Infant/Toddler Environment 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. The Virginia Early Childhood Foundation uses CLASS (through PDG through the Virginia Department of Education).

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 their Curriculum Standard measurement.

The Virginia Early Childhood Foundation uses PALS-PreK (through Mixed Delivery Preschool Grant Program through the Virginia Department of Education)

d) Other, describe:

The Virginia Early Childhood Foundation uses Ages & Stages Questionnaires: Social-Emotional (ASQ:SE-2TM) and Ages & Stages Questionnaires: Third Edition (ASQ-3TM) (through the Developmental Screening Initiative through the Virginia Department of Health)

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:

Virginia Quality measures structural quality through education and curriculum documentation review, with an on-site Curriculum Validation Visit. Process quality is

measured with the FCCERS-R and CLASS assessment tools. The Virginia Infant & Toddler Specialist Network uses FCCERS-R, health and safety checklist, and the Infant/Toddler Environment Checklist to measure quality.

b) To measure effective practice, describe:

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

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. The Virginia Early Childhood Foundation uses PALS-PreK (through Mixed Delivery Preschool Grant Program through the Virginia Department of Education).

d) Other, describe:

No other tools were utilized by the State except beyond what is stated above.

N/A

Describe:

No other tools were utilized by the State beyond what is stated in subquestions a-c.

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, %: 02

No

N/A

Describe:

\$23,825 of CCDF funds was used to conduct 48 QRIS Level Level 4/5 Observations and 37 QRIS Level 3 Validation Visits. \$15,876.92 for supplies and observations was used.

The mathematical equation for all percentages calculated is the total in the particular section/question divided by the total quality expenditures for the grant year.

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:

State General Funds Project Pathfinders Scholarship program for early educators, including a study on the impact of coursework on teacher practice (through VDOE), \$6,000

State General Funds (Mixed-Delivery Preschool Grants) \$1.5 million appropriated to VECF for State Fiscal Year (SFY) 2020; The amount incurred for SFY 2020 was \$1,308,465 (twelve grantees received funds during SFY 2020 to pilot mixed-delivery preschool)

No

N/A

Describe:

8.3.3 Did the State/Territory 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:

8.3.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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.

QRIS assesses child care programs' attainment and maintenance of quality improvement standards beyond licensing/regulated compliance for basic health and safety:

1. Level 1 confirms that a program requesting to enroll is in good standing with a recognized regulatory authority and has completed QRIS Orientation.
2. Level 2 (Education and Qualifications) measures include completion of required online learning modules and evidence of ECE formal education attainment.
3. Level 3 (Curriculum and Assessment) uses a curriculum checklist, CLASS/ERS self-study tools, and curriculum validation.
4. Levels 4/5 use ERS/CLASS observation average scores.

The tools have versions applicable to type of setting (Classroom Based or Family Day Home child care) and the ages of the children.

The effectiveness of QRIS is measured by:

- Number of participating programs: On 10/01/19 there were 1184 programs participating in QRIS compared to 1282 on 9/30/20 an increase of 8%.

- Number of Programs that maintain or increase their assessed QRIS quality level over time: Of the 1281 programs active 9/30/20, 704 maintained their quality level and 292 moved up at least one QRIS level.

The Virginia Infant & Toddler Specialist Network measures progress, which includes:

- 72 child care programs completed Network 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). Hours for 67 additional programs were completed but the post-assessments were not able to be completed due to COVID-19. Another 73 programs received Network Level 1 services but didn't complete the required hours because of COVID-19 restrictions.
- 89 child care programs participated in Network infant toddler mental health coaching (62 CDC, 6 CCE, 19 FDH and 2 military programs).
- Mean pre-ITERS-R score was 3.03 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists: mean post ITERS-R score was 3.84 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 3.30 or "minimal" quality for programs completing intensive on-site coaching provided by Infant Toddler Specialists; mean post-FCCERS-R score was 4.23 or "minimal to good" quality, which yielded an extremely statistically significant increase between FCCERS-R pre and post assessment scores.
- Pre-to post-health and safety checklist scores for programs completing intensive on-site coaching provided by Infant Toddler Specialists increased an average of 33.3% for 8 of the 12 programs (religious exempt child day centers, family day homes not licensed).
- Overall increase in use of 1-2-3 READ! strategies from 2.40 to 3.56 on a scale from 1-4 for providers completing follow-up technical assistance after receiving Network early literacy training (pre- and post-coaching as measured by the "Infant/Toddler Environment Checklist").
- For programs completing intensive on-site coaching, 824 goals, or an average of about four goals per program, were created with Infant Toddler Specialists verification that 674 (81.7%) of these goals were accomplished.
- For programs completing on-site coaching on social emotional topics, 368 goals, or an average of about three goals per program, were created with the Infant and Toddler Mental Health Consultants with verification that 164 (44.6%) of these goals were accomplished (new ITMHC started later in the year and authored goals but did not complete, as well as, goals were changed and added to accommodate for COVID-19 related issues. This is part of why there was a high number of goals versus goals completed).
- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2020 was 21.5%.
- The average percentage increase of participants' knowledge of the Infant and Toddler Mental Health Consultant training topic for FFY 2020 was 11.2%.
- 11,215 participants trained by ITS (duplicated).
- 6130 participants trained by ITMHC (duplicated).

- 55 programs received technical assistance from Child Development Resources Network staff (duplicated).
- 160 providers received technical assistance from Child Development Resources Network staff (duplicated).
- 888 programs received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching). There may be duplication of programs. Due to COVID-19, some of the services occurred virtually.
- 7127 providers received on-site Network services (ITS, ITMHC, TA, 1-2-3 READ! coaching). There may be duplication of providers. Due to COVID-19, some of the services occurred virtually.

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?

- a) Number of licensed center based providers # 0
- b) Number of licensed FCC providers # 0
- c) Number of center based providers that serve CCDF children # 0
- d) Number of FCC providers that serve CCDF children # 0

N/A

Describe:

The State does not fund accreditation for child care programs.

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. Did the State/Territory 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:

9.2.4. Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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:

No

N/A

Describe:

10.2.3 Did the State/Territory 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:

10.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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:

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:

Virginia used PDG B-5 funds to support a set of birth-to-five Community Networks, which support a variety of quality activities at the local level. Community Networks are charged with providing CLASS observations, feedback, and related professional development to participating sites, some of which include child care centers and family day homes. In addition to this, family day homes and child care centers that are participating in PDG B5 have access to an educator incentive program, which provides up to \$1,500 to educators

who remain at their site for the academic year. For Year 1 of PDG B5, which ran from January 2019-June 2020, the state spent \$3.7 million on the educator incentive program and \$1.9 million on improving quality practices via PDG community networks, noting these costs support all birth-to-five programs including child care.

Virginia used state funds (approximately \$1.5 million) to support Mixed Delivery programming through the Virginia Early Childhood Foundation. This program offers high quality preK services in child care settings, following many of the same quality criteria as the state funded Virginia Preschool Initiative. While most of these funds are for provision of services, some funds are supporting quality improvements in the site to meet program expectations.

11.1.1 Did the State/Territory set up a grant program designed to sustain the child care supply or provide sustainability funding to child care providers due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe it :

Virginia used Coronavirus Aid, Relief, and Economic Security (CARES) Act Funds to establish a child care incentive grant and disperse funds to child care providers to increase availability of child care for essential personnel and to provide sustainability funding to providers remaining open and operating throughout the pandemic.

- **Duration of the program** - CARES project has been underway since April 2020. CARES 1 covered the months of April 2020 - June 2020. CARES 2 covered the months of July 2020 - September 2020. CARES 3 covered the months of October 2020 - January 2021. The project is still underway for resolution matters (i.e. payments not received needing reissuance, etc.) and to kick off C4.
- **Frequency of the payments** - There were a handful of CARES 1 grantees that received multiple CARES 1 payments, but everyone else has been paid one lump sum per awarded grant. For example, if a provider applied for three grants, they received three payments.
- **Amount given to providers** - CARES 1 payments totaled \$23,463,250. CARES 2 payments totaled \$30,160,400. CARES 3 payments totaled \$49,844,820. Overall total sent to providers so far totals \$103,468,470 but **52,623,650** for FY 20. Note that this does not account for any funds returned voluntarily by providers.
- **Who the grants went to (e.g. open vs. closed programs)** - CARES 1 and CARES 2 allowed grants to be awarded to programs that were open providing care or willing to provide care. CARES3 grants were only awarded to open programs.

and check which types of providers were eligible and number served:

Licensed center-based programs

2522

Legally exempt center-based programs

491

Licensed family child care

1636

Legally exempt family child care (care in providers' home)

957

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

#

Other

(explain)

The number of providers that received a CARES grant will not match the number of active providers listed in section 1.1. This funding was made payable in multiple rounds and it is likely that a provider received multiple payments depending on their operating status. The data reflected in section 11.1.1 reflects the total number of grants issued to providers by program type, up to September 30th.

No

N/A

Describe:

11.1.2 Did the State/Territory provide cleaning supplies and/or personal protective equipment (PPE) to child care providers either through funding or directly in-kind due to Coronavirus Disease 2019 (COVID-19) pandemic?

Yes.

If yes, describe it :

The Department of Emergency Management worked with the Division of Licensing to issue PPE to all child care providers both licensed and registered during the pandemic.

One hundred and twenty-nine child care centers and 91 family day homes who participated (or will participate) in Virginia Infant and Toddler Specialist Network coaching or technical assistance services that were open for infant toddler care in May 2020 were provided a \$300 gift card to purchase cleaning supplies and PPE for use in the infant toddler area. One

hundred and forty-seven child care programs who participated in Network services that were open for infant toddler care in May 2020 received a professional deep cleaning in infant toddler areas (in response, multiple franchises donated additional work hours and materials to further clean child care facilities). Additionally two regional Network offices purchased a small amount of cleaning supplies and PPE for providers

and check which types of providers were eligible:

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

(explain)

- No
- N/A

Describe:

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:

Virginia used PDG B-5 funds to support a set of birth-to-five Community Networks, which support a variety of quality activities at the local level. Community Networks are charged with providing CLASS observations, feedback, and related professional development to participating sites, some of which include child care centers and family day homes. In addition to this, family day homes and child care centers that are participating in PDG B5 have access to an educator incentive program, which provides up to \$1,500 to educators who remain at their site for the academic year. For Year 1 of PDG B5, which ran from January 2019-June 2020, the state spent \$3.7 million on the educator incentive program and \$1.9 million on improving quality practices via PDG community networks, noting these costs support all birth-to-five programs including child care.

Virginia used state funds (approximately \$1.5 million) to support Mixed Delivery programming through the Virginia Early Childhood Foundation. This program offers high quality preK services in child care settings, following many of the same quality criteria as the state funded Virginia Preschool Initiative. While most of these funds are for provision of services, some funds are supporting quality improvements in the site to meet program expectations.

No

N/A

Describe:

11.2.3 Did the State/Territory 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:

11.2.4 Did the State/Territory spend at least some of the CCDF funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020 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:

CCDF CARES funds were used to provide incentive grants to child care providers.

The number of CARES funds used was \$30,608,194.

The Department of Emergency Management spent around 3M for PPE and cleaning supplies but CCDF Funds did not support this activity.

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.

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.

The Virginia Department of Social Services (VDSS) website provides an online form for CCDF-participating child care programs and other programs to report serious child injuries and deaths. These reports are entered onto a spreadsheet each month by the VDSS

Division of Licensing Programs Home Office. 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., investigation by the regional office, training, etc.).

If violations occur as a result of a review of an occurrence of a serious injury or death, procedures for enforcement are followed accordingly.

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

No changes to state regulations, enforcement mechanisms or policies have been made in response to review and assessment of aggregate data.