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## **Quality Progress Report (QPR)**

**For**

**Virginia**

**FFY 2022**

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

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

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

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

## QUALITY PROGRESS REPORT

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

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

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

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

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

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

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

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

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

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

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

### **Reporting Activities Related to ARP Act Child Care Stabilization Grants**

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

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

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

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

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

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

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

### **Glossary of Terms**

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

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

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

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

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

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

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

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

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

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

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

## 1) Overview

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

### 1.1 State or Territory Child Care Provider Population

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

Licensed center-based programs **2691**

N/A. Describe:

License exempt center-based programs **895**

N/A. Describe:

Licensed family child care homes **1356**

N/A. Describe:

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

N/A. Describe:

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

N/A. Describe:

Other. Explain:

### 1.2 Goals for Quality Improvement

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

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

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

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

Practice Year 2 will include the following sites:

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

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

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

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

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

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



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

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

### 2.1 Lead Agency Progression of Professional Development

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

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

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

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

2.1.2 Are any teachers/providers required to participate?

Yes. If yes, describe:

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

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

## 2.2 Workforce Development

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

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

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

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

N/A. Describe:

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

2.6 Spending:

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### ECMHC program

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

### 3) Improving early learning and development guidelines

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

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

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

No

N/A Describe:

#### 3.2 Spending:

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

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

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

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

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

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

Virginia Infant and Toddler Specialist Network measures and progress include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

The lead agency is operating another system of quality improvement.

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

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

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

Please include your definition of high quality care:

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

Licensed child care centers

Licensed family child care homes

License-exempt providers

Programs serving children who receive CCDF subsidy

Early Head Start programs

Head Start programs

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

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

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

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

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

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

No.

N/A Describe

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

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

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

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

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

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

- ii. Toddler **594**

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

iii. **Preschool 1072**

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

iv. **School-age 0**

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

b. Other. Describe

c. N/A. Describe:

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

Yes, the following programs received grants.

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

No.

N/A. Describe:

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

Yes, the following programs received stipends.

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

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

No.

N/A. Describe:

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

Yes, the following programs received higher subsidy rates.

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

No.

N/A. Describe:

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

Yes, the following programs received ongoing technical assistance.

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

No.

N/A. Describe:

**4.11 Spending:**

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

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

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

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



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

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

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

**Link to VA Quality Standards: VA Quality standards information:**

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

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

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

- Level 1 = 328

- Level 2 = 272

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

VA Quality at Level 3.)

- Level 4 = 170

- Level 5 = 71

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

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

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

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

General Knowledge: As of September 30, 2022, 81% (35/43) of survey respondents rated the module content as very helpful/extremely helpful. FFY2022 Module Survey results can be found at: [https://www.surveymonkey.com/results/SM-AivdNmJYGoFYeFjM0kaDbg\\_3D\\_3D/](https://www.surveymonkey.com/results/SM-AivdNmJYGoFYeFjM0kaDbg_3D_3D/)

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

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

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

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

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

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

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

children are having in their early learning site

### **StreamIn3**

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

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

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

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

Yes, specialists are available.

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

No, there are no funded specialists.

N/A. Describe:

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

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

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

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

Infant/toddler health consultants available. Describe:

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

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

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

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

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

Development and launch of an ELDS introductory micro-credential, through a partnership with Radford University, took place beginning Summer 2021-Summer 2022. The 5 hour, non-credit bearing micro-credential was piloted to a group of 1000 educators (in English and Spanish) who work in varied Birth through 5 early childhood settings including family day homes and center-based settings June-September 2022. Data gathered by a Third Party source revealed that 90% of the learners felt that the micro-credential content was informative and educational and would change their practices in one or more ways that will directly impact better child outcomes for children in the Birth through 5 age range. The full report can be found here. [VDOE\\_ELDS\\_EVALUATION\\_REPORT\\_2022.pdf](#) The micro-credential will be relaunched to new learners beginning Fall 2022.

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

N/A. Describe:

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

Number of staffed family child care networks:

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

No staffed family child care networks supported by CCDF funds.

N/A. Describe:

**5.6 Spending**

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

services occurred virtually.

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

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

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

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

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

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

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

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

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

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

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

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

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

-441 sites served infants

-724 sites served toddlers

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

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

**-1168 sites serving infants**

**-2278 sites serving toddlers**

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

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

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

**Total Families Served - 8,072**

**Total Referrals - 24,773**

**Total number of children served - 10,845**

**Total Number of trainings - 340**

**6.2 Spending**

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

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

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

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

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

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

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

**Total Families Served - 8,072**

**Total Referrals - 24,773**

**Total number of children served - 10,845**

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

**CPR/FA - 74**

**Trauma Informed Care - 44**

**Emergency Preparedness - 34**

**Strengthening Business Practices - 47**

**Subsidy Orientation - 109**

**Steps to Success for Subsidy Vendors - 29**

**Regional Business Training 3**

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





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

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

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

a. Licensing standards

Yes.

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

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

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

b. Caring for Our Children Basics

Yes.

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

c. Head Start

Yes.

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

d. State pre-k

Yes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**7.5 Spending:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

N/A. Describe:

### 8.3 Spending:

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

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

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

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

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

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

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

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs
- b. License-exempt center-based programs
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. Programs serving children who receive CCDF subsidy

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

N/A. Describe:

### 9.2 Spending

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

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

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

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

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

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

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

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

**10.2 Spending**

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

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

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

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



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

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

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

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

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

No.

N/A. Describe:

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

COVID-19 vaccinations. Describe:

COVID-19 testing. Describe:

Access to infant formula. Describe:

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

Post-disaster recovery efforts. Describe:

Other. Describe:

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

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

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

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

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

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

No

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

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

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

No

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

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

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

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

Reviewing policies/program design using DEI assessment tools

Development of DEI assessment tools

Incorporate into QRIS

Incorporate into PD Framework

Strategic planning

Supply building efforts

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

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

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

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

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

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

**11.8 Spending:**

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

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

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

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

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

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

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

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

**Specialist training topic for FFY 2022 was 13.5%**

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

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

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

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

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

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

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

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



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

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

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

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

Yes. Describe:

No

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

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

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

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

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

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

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

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