

Child Care and Development Fund (CCDF) Plan

For

State/Territory:

Virginia

FFY 2014-2015

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2013 – 9/30/2015. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described.

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

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

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

Form ACF-118 Approved OMB Number expires

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PART 1

ADMINISTRATION

This section provides information on how the CCDF program is administered, including the designated Lead Agency, funding information, the administrative structure, program integrity and accountability policies and strategies, coordination efforts, and emergency preparedness plans and procedures.

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

- 1.1.1 Who is the Lead Agency designated to administer the CCDF program?** Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals, and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: Virginia Department of Social Services

Address of Lead Agency: 801 East Main Street, Richmond, VA 23219-2901

Name and Title of the Lead Agency's Chief Executive Officer: Margaret Ross Schultze, Commissioner

Phone Number: 804-726-7011

Fax Number: 804-726-7015

E-Mail Address: margaret.schultze@dss.virginia.gov

Web Address for Lead Agency (if any): www.dss.virginia.gov

- 1.1.2. Who is the CCDF administrator?** Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c) (1))

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: Barbara A. Newlin

Title of CCDF Administrator: Director, Division of Child Care and Early Childhood Development

Address of CCDF Administrator: 801 East Main Street, Third Floor, Richmond, VA 23219-2901

Phone Number: 804-726-7398

Fax Number: 804-726-7655

E-Mail Address: barbara.newlin@dss.virginia.gov

Phone Number for CCDF program information (for the public) (if any): 800-552-3431(toll-free); 804-726-7000

Web Address for CCDF program (for the public) (if any): www.dss.virginia.gov

Web address for CCDF program policy manual: (if any):

<http://www.dss.virginia.gov/family/cc/assistance.cgi>

Web address for CCDF program administrative rules: (if any): N/A

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator: N/A

Title of CCDF Co-Administrator:

Address of CCDF Co-Administrator:

Phone Number:

Fax Number:

E-Mail Address:

Description of the role of the Co-Administrator:

1.2 Estimated Funding

- 1.2.1. What is your expected level of funding for the first year of the FY 2014– FY 2015 plan period?** The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from period from October 1, 2013 through September 30, 2014. (§98.13(a)).

FY 2014 Federal CCDF allocation (Discretionary, Mandatory, and Matching): \$106,787,587

Federal TANF Transfer to CCDF: \$ 11,399,666

Direct Federal TANF Spending on Child Care: \$ 0

State CCDF Maintenance-of-Effort Funds: \$ 21,328,762

State Matching Funds: \$ 42,013,365

Reminder – Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2014 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

- 1.2.2. Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)?** Check all that apply. Territories not required to meet CCDF Matching and MOE requirements should mark ☐ N/A here. **Note:** The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

☒ Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds: A combination of State General, Pre-K, and local funds will be the source of public funds used to meet Federal CCDF Matching requirements.

If known, identify the estimated amount of public funds the Lead Agency will receive: \$63,342,127.

☐ Private donated funds to meet the CCDF Matching Funds requirement. Only private funds received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

☐ donated directly to the State?

☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact, and type. If known, identify the estimated amount of private donated funds the Lead Agency will receive: \$.00

☒ State expenditures for pre-k programs to meet the CCDF Matching Funds requirement. If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): 22%

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services: Locally, child care staff and the state's pre-k programs coordinate needed child care services to wrap around both pre-k and Head Start programs, when needed. Communities are encouraged to plan early learning networks as a partnership among local school superintendents, local departments of social services, Head Start directors, and representatives of the child care community so that the various funding streams can be leveraged and used most effectively to provide choices for parents and to meet their work-life needs.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: \$9,242,940

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: The state-funded pre-k programs are administered by the local school system and operate for at least a half day. Locally, child care staff and the state's pre-k programs coordinate needed child care services to wrap around both pre-k and Head Start programs, when needed. Communities are encouraged to plan early learning networks as a partnership among local school superintendents, local departments of social services, Head Start directors, and representatives of the child care community so that the various funding streams can be leveraged and used most effectively to provide choices for parents and to meet their work-life needs.

☒ State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,

☒ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): 20%

If percentage is more than 10% of the MOE requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care: Staff from the state pre-k program and from the Division of Child Care and Early Childhood Development at VDSS serve together on committees that promote coordination and cooperation. Early learning opportunities across child care, Head Start, and state-funded preschool programs are coordinated in ways that leverage access, availability, and quality.

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: \$ 4,265,753

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: Locally, child care staff and the state's pre-k programs coordinate needed child care services to wrap around both pre-k and Head Start programs, when needed. Communities are encouraged to plan early learning networks as a partnership among local school superintendents, local departments of social services, Head Start directors, and representatives of the child care community so that the various funding streams can be leveraged and used most effectively to provide choices for parents and to meet their work-life needs.

- 1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2014 - 2015. Note:** Funding estimate is limited to FY 2014. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Infant/Toddler Targeted Funds \$2,718,208	Training and on-site coaching on social emotional development to infant and toddler child care providers; Continue to implement the Virginia Quality Rating and Improvement System; Continue the statewide Infant and Toddler Specialist Network	Promote the social and emotional development of infants and toddlers in child care through existing organizations; Provide mentoring and Quality Improvement Plans for caregivers/ programs that serve children ages birth through 36 months; Achieve excellence in early care by increasing the educational level and skills of those who care for infants and toddlers, whether in family homes or in centers, including those that serve at-risk children.	Increase caregiver, teacher & director competence & confidence in supporting social & emotional develop of infants and toddlers (0 to 3); Improved program quality through environmental and programming changes, increasing knowledge of caregivers/teachers/directors, and providing resources and community connections for providers; Onsite consultation, mentoring, and support for selected programs using quality improvement plans resulting in increased quality according to ITERS-R/FCCERS-R and achievement of program goals; training and technical assistance leading to increased knowledge of caregivers/teachers and directors; and provide resources/linkages to existing professional development opportunities.

Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
School-Age/Child Care Resource and Referral Targeted Funds \$359,884	Provide statewide resource and referral services for families and providers through Child Care Aware of Virginia, a private, non-profit organization.	Support resource and referral/school-age activities statewide to support families in their search for quality care that meets their needs; provide leadership support for school-age child care practitioners through Virginia Partnership for Out-of-School Time (VPOST); as well as to provide technical assistance for child care practitioners statewide.	Increased assistance for families seeking child care for children with special needs, provide technical assistance for child care providers and families about quality care, track requirements for providers receiving subsidy dollars, and provide technical assistance on professional development for all child care providers. Child Care Aware of Virginia is leading the way on school-age programs and statewide collaboration, also.
Quality Expansion Targeted Funds \$3,485,677	Child Care Licensing Inspectors	Provide basic health and safety inspections and the follow-up needed to ensure that regulated facilities meet minimum standards	Accountability and documentation of basic health and safety of child care programs.

Estimated Amount of CCDF Quality Funds For FY 2014	Activity (Lead Agency should include description of quality activities that cover FY 2014 and also information about activities for FY 2015, if available)	Purpose	Projected Impact and Anticipated Results (if possible)
Quality Funds (not including Targeted Funds) \$11,368,739	<p>Quality Initiative activities for the Local Departments of Social Services, including subcontracting for, or providing, professional development for child care practitioners, purchasing curricula and educational manipulatives/toys/books for children in low quality child care programs, paying for QRIS assessments and technical assistance, etc.</p> <p>Professional development for the child care workforce including online courses in early childhood that contribute to CDA training, other distance learning options, undergraduate college courses for child care practitioners, QRIS training and conference assistance, as needed; a portion of statewide resource and referral services through Child Care Aware of Virginia; a major portion of the salaries for Child Care Licensing Inspectors; Continue to implement the Virginia Quality Rating and Improvement System;</p>	<p>Provide training for child care providers, including distance learning; training for Quality Rating and Improvement System (QRIS) raters, mentors and local coordinators; coaching and mentoring literacy training; QRIS mentoring training; and implementation of a new training/trainer approval process. Provide scholarships for undergraduate classes that lead to an early childhood certificate or degree.</p> <p>Provide localities with funding to support Quality Initiatives in their child care communities that relate to the four Quality Rating and Improvement System standards.</p>	<p>Improved program quality for past and current Quality Rating and Improvement System (QRIS) programs, higher level of skill and knowledge for child care staff, improved program implementation based on research and best practices, and successful trainer/training quality assurance program implementation.</p> <p>Meet local needs with a 15.5% local match to enhance the quality of child care through training providers, purchase of educational materials, or educating parents about quality child care; increasing the availability of quality child care for all; and/or improving the accessibility of quality child care to low-income children.</p>

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

Note: This question is to obtain information on whether the Lead Agency retains decision-making responsibilities regarding the quality dollars at the State/Territory level or if funds are distributed to local entities

Does the State maintain decisions at the State level, or are funds distributed to locals that have some decisions on how funds are spent.

☐ No, the Lead Agency will not distribute any quality funds directly to local entities

☐ Yes, all quality funds will be distributed to local entities

☒ Yes, the Lead Agency will distribute a portion of quality funds directly to local entities. Estimated amount or percentage to be distributed to localities \$1,420,702

☐ Other. Describe:

1.3. CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place.

The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities. The Fiscal Unit within the Division of Child Care and Early Childhood Development (CC&ECD) acts as liaison between CC&ECD and the Department's Division of Finance (DOF). The Fiscal Unit manages CC&ECD's financial activities. Routine functions include formulating the annual budget based on federal awards and state general fund appropriations; monitoring program expenditures; ensuring that subsidy and quality activities are managed within appropriated amounts; reconciling transactions initiated by CC&ECD to expenditures on the federal quarterly 696 report within federal obligation and liquidation requirements as prescribed in 45 CFR §98.50; and performing periodic desktop reviews of reimbursements to local departments and other sub-recipients to ensure that funds are used according to federal and state guidelines. Upon identification of ineffective internal controls, the Fiscal Unit coordinates with the program and DOF to develop guidance documents to correct deficiencies identified.

- a. **Fiscal Reporting** The Federal Grants Unit within DOF is responsible for preparing the quarterly 696 financial report. Total reported expenditures are taken from state accounting systems. The Fiscal Unit within CC&ECD collaborates with the Federal Grants Unit to compare detailed program records to totals posted to state accounting systems. Prior to preparing the federal 696 report, program records are reviewed and reconciled to amounts posted to state accounting systems. The reports are then reviewed with the division director prior to submission.
- b. **Quality** Completing a risk assessment is part of the sub-recipient monitoring process. Monthly or quarterly and annual fiscal reports are required and reviewed carefully by the contract/grant manager. Site visits with a fiscal component are conducted when there is a determined high level of risk, a new program, or large grant/contract. Sub-recipient monitoring plans are in place and reviewed/updated annually. Sub-recipients who receive a large dollar amount are required to provide annual third party audit reports of their organization according to state requirements.
- c. **Subsidy** Federal 801 reporting is an automated monthly process. Form 800 reporting is completed annually and uploaded via ACF website on or before the last working day of December.

Program monitoring includes the review of financial reports available from the Virginia Case Management System (VaCMS). The level of monitoring of each sub-recipient is determined in part by an assessment of risk. On-site visits to review programmatic records, observe local operations, interview local Child Care and fiscal staff are conducted when there is a determined high level of risk. A sub-recipient monitoring plan schedule is reviewed and updated annually.

1.3.2 Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient** and **vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Quality and Head Start: Memoranda of Understanding/Agreement are written for all sub-recipients of federal Child Care and Development Funds that include performance measures and criteria for receiving funds. Fund disbursement is typically based on documentation for reimbursement of purchases or services, according to the requirements of the contract. All contracts are reviewed closely by the Department's Office of General Services and meet the state standards for contracts, including the requirement to meet all federal, state, and local laws. Written monitoring plans are in place for all sub-recipients. Monitoring plans include a risk assessment to be completed in the first 30-60 days of the grant or contract for non-state entities, close scrutiny of quarterly or monthly reports of program performance and fiscal management, site visits as prescribed based on the dollar amount and level of risk, as well as independent audits for organizations receiving large dollar amounts. A second and third level of fiscal monitoring is completed during the payment process by the Division of Child Care and Early Childhood Development's fiscal manager and randomly by audit staff, as well as the fiscal staff in the Division of Finance. When an error or issue is identified with a sub-recipient, immediate action is taken to reimburse the state for monies reported or received incorrectly and/or 30-day improvement needed action plans are implemented.

Subsidy: VDSS staff within the Division of Child Care and Early Childhood Development are responsible for training, technical assistance, and monitoring of the implementation of the child care subsidy program by local departments of social services. Monitoring assures the accurate and appropriate use of federal, state, and local funding, and the correct implementation of program policies and procedures. Program monitoring includes the regular review of case management reports, financial reports, case records, and may include staff interviews. VDSS Regional Consultants follow a process outlined in an annual monitoring plan to ensure case accuracy and local department compliance. Each Regional Consultant reviews a minimum of seven local departments annually. The major components of Program reviews include:

- A desk review of available fiscal and program management reports.
- Review of client cases in the VaCMS and associated vendors (providers).
- On-site interviews with local Child Care staff, local fiscal staff, or Office Manager and the local Director when necessary, to assure required processes and procedures are followed.

Case Management reports available in the VaCMS include locality-specific information as well as statewide data. The monthly review of Agency Demographic Data, Exception Reports, and Budget Line data reports can indicate the need for technical assistance, training, or a Program review.

A standardized monitoring schedule based on risk assessment is used to determine which localities will be reviewed in a given year and what type of review will be conducted. The agency size, frequency, and nature of technical assistance provided, knowledge of local operations, and past history of performance are used as part of the risk assessment to determine the order in which local departments will be reviewed in a given year.

When a Program review warrants corrective action to be taken, local departments are required to submit a Corrective Action Plan (CAP) to the VDSS Regional Consultant. Upon receipt of the local department's

CAP, the VDSS Regional Consultant will determine if it appropriately addresses all the findings cited. In addition, the VDSS Regional Consultant will advise the local department of any follow-up procedures necessary to ensure that the CAP has been implemented and that the local department is in compliance. The type of follow-up review will depend on the particular finding. Repeat findings from case record reviews will warrant the need for re-reviews of all areas cited during the initial review. Re-reviews are conducted upon receipt, approval, and implementation of the local department's CAP.

While sub-recipient monitoring provides for the review of local operations, it can also identify program weaknesses and training or technical assistance needs. Technical assistance is offered to each local department when deficiencies are noted and upon request.

In addition, training is offered at least twice each year in each region, in addition to an online new worker training.

- 1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below.** Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input type="checkbox"/>	<input type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input type="checkbox"/>	<input type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe: _____	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe

Virginia maintains a Payment Accuracy unit within the Division of Child Care and Early Childhood Development. The purpose of this unit is to review a sample of 276 Child Care Subsidy cases for the federal fiscal year and report review findings to the Office of Child Care. Virginia's program submitted the ACF-402 report and review findings to the OCC in June, 2012. The next report will be due to OCC in June, 2015.

Subsidy program activities designed to insure program integrity in sub-recipient monitoring are described in Section 1.3.2. Periodic desktop reviews of local department subsidy expenditures and financial activities are conducted in order to substantiate projections and to identify anomalies.

Allegations of vendor fraud are investigated thoroughly. It is the responsibility of the Attorney General to determine if the facts warrant criminal prosecution.

Quality and Head Start program strategies utilized to maintain program integrity are described in Sections 1.3.1 and 1.3.2.

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity: N/A

- 1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error?** Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduce payments in subsequent months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe: The Lead Agency requires sub-recipients (county/city local departments of social services) to investigate and collect improper payments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe.

- 1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?**

☐ None

☒ Disqualify client. If checked, please describe, including a description of the appeal process for clients

who are disqualified. Parents will be disqualified from participating in the child care subsidy program for three months upon the first finding of child care fraud, 12 months upon the second finding, and permanently upon the third finding through the conviction of child care fraud by a court of appropriate jurisdiction. Recipients who wish to appeal must make their request known orally or in writing within 30 days of notification of the disqualification. Valid appeals are scheduled for a hearing with a hearing officer, at which time they or their representative may present their facts and substantiating arguments. Appellants may request a judicial review of the hearing officer's decision within 30 days of the receipt of the decision. Appellants may also request an administrative review of the hearing process to review the hearing process; however, this review does not change the decision provided by the hearing officer.

- ☒ Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified. Vendors will be permanently disqualified from participating in the child care subsidy program upon the first finding of child care fraud by a court of appropriate jurisdiction. Disqualified vendors may appeal the disqualification within 30 days of receipt of notice of the disqualification. The hearing is conducted by a hearing officer (an attorney provided by the Supreme Court of Virginia) at which time the vendor or their representative may present evidence and question state and local staff. The provider may request judicial review of the hearing officer's decision within 30 days of receipt of the decision.
- ☒ Prosecute criminally. See above.
- ☐ Other. Describe.

1.3.6. Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below.

Territories not required to complete the Error Rate Review should mark ☐ N/A here.

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned if known)
Local departments are no longer responsible for obtaining the vendor Memorandum of Agreement (MOA). Prior to VDSS assuming responsibility for the MOA, vendors had to sign an MOA with each locality with whom they worked. With VDSS assuming responsibility for payments and the MOA, one point of contact assures that the required MOAs are obtained.	No Vendor Memorandum of Agreement.	The VDSS will now obtain the MOA and maintain them in a central location and enter the data into VaCMS. The eligibility worker will be able to access the information in VaCMS. The CCECD has contracted with Child Care Aware of Virginia to provide management services for all non-licensed child care vendors participating in the Subsidy program. The management services provided by Child Care Aware have relieved local departments of the responsibility to verify and track initial and on-going requirements for non-licensed vendors. This has also centralized the	Full statewide implementation was completed in 12/11. All requirements for child care vendor (provider) participation in the Child Care Subsidy Program are now managed by the state office and through a contract with Child Care Aware.

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned if known)
		<p>management of participating vendors and standardized the collection and retention of required documentation. In addition, the vendor management module within the VaCMS will assist with the ongoing management of all child care vendors receiving payment through the Subsidy program.</p> <p>VDSS subsidy staff will monitor.</p>	
<p>Many of the required documentations have been incorporated into the Virginia Case Management System (VaCMS) including verification of citizenship. Eligibility workers will not be able to proceed with eligibility determination if citizenship has not been verified via TANF verification or noting what documentation was provided by the parent. This should result in a reduced errors relating to verification of citizenship or alien status. In addition, VaCMS will interface with the GIS (Geographic Information System) to verify the client's locality, SPIDeR (Systems Partnering in a Demographic Repository) for file clearance to reduce the possibility of more than one client identification number and DOLPHIN (Division of Licensing Programs Help and Information Network) for verification of the regulated vendor's legal operating status. VaCMS does not link to TANF, CS or SNAP at this</p>	<p>No verification of citizenship</p>	<p>VaCMS was developed to assist local staff with case management but will eliminate a variety of errors identified to date, as it will require a complete case assessment and evaluation in accordance with standardized policy and procedures.</p> <p>VDSS Regional Consultants will monitor the LDSS Corrective Action Plans directly with the local supervisors and workers as well as targeted monitoring of case eligibility determinations through VaCMS.</p>	<p>VaCMS was fully implemented statewide as of June 2012. While a client's basic information was entered into VaCMS as each agency changed over, it took up to 12 months as each case was re-determined for all client data to be fully loaded into the system. Full implementation occurred in June 2013.</p>

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned if known)
time. Over time, other programs will be built off VaCMS, which will provide child care workers access to TANF and other information.			
The implementation of VaCMS has automated the eligibility and case management functions of the Subsidy program, which eliminates many of the manual eligibility processes previously performed by workers including calculation of income and subsequent co-payment amount.	Income calculation errors resulting in co-payment errors.	The VaCMS has automated all the eligibility and case management functions of the subsidy program, which will eliminate many of the manual eligibility processes previously performed by workers. VDSS Regional Consultants and Child Care worker Supervisors will monitor VaCMS for incorrect data entries	VaCMS was implemented statewide as of June 2012 with full caseload information added to the system by June 2013.
The VaCMS will assist workers in determining the amount of child care authorized. This will result in fewer errors made because it will remove confusion and ambiguity around the calculation and determination of what type of care to authorize.	The wrong payment rate being authorized.	The methodology for determining the amount of child care authorized was changed effective June 2010, to require that authorizations be based on part-day and full-day rates rather than weekly, daily or hourly rates. This will result in fewer errors made because it will remove confusion and ambiguity around calculation when less than a full week's care is authorized. VDSS Regional Consultants and Child Care worker Supervisors will monitor VaCMS for incorrect data entries.	Policy has been changed as described and implemented June 2010. VaCMS was fully implemented statewide as of June 2012.
5. VDSS has developed an automated case management system to support the Subsidy program. VaCMS was fully implemented statewide as of June 2012. The VaCMS has automated all the eligibility	5. VaCMS was developed to assist local staff with case management but will eliminate a variety of errors identified to date, as it will require a complete case assessment and evaluation in accordance with	5. Full statewide implementation occurred June 2012. The subsidy program maintains a list of enhancements for system functionality outside the	5. Full statewide implementation was completed on June, 2012. Ongoing development for enhancements continues.

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned if known)
and case management functions of the subsidy program, which will eliminate many of the manual eligibility processes previously performed by workers.	standardized policy and procedures. Many local options have been eliminated in order to achieve uniformity in application of policy.	original scope of the VaCMS. In August 2012, state and local Program users met with the automated systems vendor to discuss several of the enhancements identified for VaCMS.	
6. Subsidy staff, with input from a policy committee made up of a cross section of state and local Child Care staff, has re-designed the subsidy program service application in order to obtain more comprehensive information about the family and household members, including relationship and income, and the need for child care subsidy. The new application/redetermination form will enable local departments to capture information necessary to determine eligibility, and more information will be recorded in the case record, thereby decreasing the number of findings due to missing or insufficient documentation. The effective date of the new application/redetermination form was November 1, 2009.	6. Errors have been previously cited because of a lack of discernible information in the case record regarding the applicant and household members. The new service application form requires specific information based on policy requirements for determination of eligibility.	6. The new application form allows the worker to capture more comprehensive information on composition, relationships, and income of the household.	6. Completed in November 2009.
7. The methodology for determining the amount of child care authorized was changed effective June 2010, to require that authorizations be based on half-day and full-day rates rather than weekly, daily or hourly rates. This will result in fewer errors made because it will remove confusion and ambiguity around calculation when less than a full week's care is	7. This change will eliminate many errors previously cited because the methodology for authorizing care varied widely across the state, in some instances based on individual automated program requirements used across the state.	7. Policy has been changed as described.	7. Completed June 2010.

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned if known)
authorized.			
8. The CCECD has contracted with Child Care Aware of Virginia to provide management services for all non-licensed child care vendors participating in the Subsidy program. The management services provided by Child Care Aware has relieved local departments of the responsibility to verify and track initial and on-going requirements for non-licensed vendors. This has also centralized the management of participating vendors and standardized the collection and retention of required documentation. In addition, the vendor management module within the VaCMS will assist with the ongoing management of all child care vendors receiving payment through the Subsidy program.	8. This change will eliminate many errors previously cited due to child care vendors being out of compliance with program requirements receiving payment.	8. Contract awarded to Child Care Aware of Virginia for ongoing management services for all non-licensed child care vendors participating in the Subsidy program.	8. Ongoing

1.4. Consultation in the Development of the CCDF Plan

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

1.4.1. Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/> Representatives of general purpose local government (required) This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	<p>The State Plan Preprint was shared with the Virginia League of Social Services Executives Child Care Committee (directors/designees from the local departments of social services) on March 25, 2013, for input and questions.</p> <p>The information was posted on the VDSS SPARK Website for local and state social services' employee input and on the Lead Agency's public website at www.dss.virginia.gov for public comment.</p>
For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.	
<input checked="" type="checkbox"/> State/Territory agency responsible for public education This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21 st Century Community Learning Centers), or higher education.	<p>Input was solicited from partners at the Virginia Department of Education, Virginia Community College System's Early Childhood Development Peer Group, and Virginia Partnership for Out-of-School Time (to reach the public school-age programs).</p>
<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	<p>Feedback was requested from the Virginia Department of Behavioral Health and Developmental Services, the Virginia Department of Education's Special Education division, as well as the Partnership for People with Disabilities.</p>
<input checked="" type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	<p>The VDSS Division of Licensing Programs provided input on the State Plan. A link to the draft of the Child Care and Development Fund (CCDF) Plan for FFY 2014-2015, located on the Lead Agency's website at www.dss.virginia.gov was provided to the State Board of Social Services, the governing body that regulates child care.</p>
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	<p>The Head Start State Collaboration Office was consulted on the development of the Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</p>
<input checked="" type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	<p>The Office of Child Care and Early Childhood Development, providing staff support to the Virginia Early Childhood Advisory Council, provided information to the ECAC members for the State Plan. A link to the draft of the Child Care and Development Fund (CCDF) Plan for FFY 2014-2015, located on the Lead Agency's website at www.dss.virginia.gov, was provided to ECAC as well.</p>
<input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	<p>A link to the draft of the Child Care and Development Fund (CCDF) Plan for FFY 2014-2015, located on the Lead Agency's website at www.dss.virginia.gov, was provided to Child Care Aware of Virginia and to the Virginia Partnership for Out-of-School Time for comment.</p>

Agency/Entity		Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	A link to the draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> , located on the Lead Agency's website at www.dss.virginia.gov , was provided to colleagues at the Virginia Child and Adult Care Food Program for comment.
<input checked="" type="checkbox"/>	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	A link to the draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> , located on the Lead Agency's website at www.dss.virginia.gov was provided to colleagues at the Virginia Home Visiting Consortium for comment.
<input checked="" type="checkbox"/>	State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	Colleagues from the Virginia Department of Health's Early Childhood division were sent a link to the draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> , located on the Lead Agency's website at www.dss.virginia.gov for comment.
<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare	The Virginia Department of Social Services is responsible for child welfare and our Division of Family Services/Child Protective Services was consulted on the Plan.
<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	A link to the draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> , located on the Lead Agency's website at www.dss.virginia.gov was sent to Virginia's Child Care Aware liaison for military child care for comment.
<input checked="" type="checkbox"/>	State/Territory agency responsible for employment services/workforce development	A link to the draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> , located on the Lead Agency's website at www.dss.virginia.gov was sent to colleagues at the Virginia Department of Labor and shared with workforce development colleagues at the Virginia Community College System for comment.
<input checked="" type="checkbox"/>	State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	The Virginia Department of Social Services is the agency responsible for TANF, and the Division of Benefit Programs administers this program. Their division provided consultation for the Plan.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	Virginia's tribes are not federally recognized.
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	The Virginia Partnership for Out-of-School Time, Virginia's Mott After-school Network, provided input on the draft Plan.
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	A link to the draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> located on the Lead Agency's website at www.dss.virginia.gov was sent to our provider contacts within the Virginia Alliance of Family Child Care Associations, Virginia Association for Early Childhood Education, Greater Richmond Early Childhood Development Collaboration, City of Richmond Early Childhood Development Initiative, and Smart Beginnings Coalitions.
<input checked="" type="checkbox"/>	Parent groups or organizations	A draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> was posted on the VDSS website at www.dss.virginia.gov .
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	A link to the draft of the <i>Child Care and Development Fund (CCDF) Plan for FFY 2014-2015</i> located on the Lead Agency's website at

Agency/Entity		Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
		www.dss.virginia.gov , was sent to Child Care Aware of Virginia and its five member agencies for comment. Comments were received and incorporated as applicable. Voices for Virginia's Children provided comments on the draft State Plan.
<input type="checkbox"/>	Other	N/A

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description should include:

- a. Date(s) of notice of public hearing: March 26, 2013. **Reminder - Must be at least 20 days prior to the date of the public hearing.**
- b. How was the public notified about the public hearing? For all public hearings, notice was provided on the Lead Agency's website at www.dss.virginia.gov as well as by email notifications to interested parties.
- c. Date(s) of public hearing(s): April 16, 2013, April 23, 2013, April 30, 2013, and May 7, 2013. **Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2013).**
- d. Hearing site(s):

Virginia Department of Social Services, Central Regional Office, Hanover Room, 1604 Santa Rosa Road, Richmond VA 23229

Fairfax County Government Center, Conference Rooms 9 and 10, 12000 Government Center Parkway, Fairfax, VA 22035-0011

Virginia Department of Social Services, Piedmont Regional Office, 1351 Hershberger Road, Suite 210, Roanoke, VA 24012

Virginia Department of Social Services, Eastern Regional Office, 291 Independence Boulevard, Pembroke Office Park, Pembroke IV, Suite 300, Virginia Beach, VA 23462

- e) How was the content of the Plan made available to the public in advance of the public hearing(s)?
 - A draft of the Plan was available on the Lead Agency's website.
 - A paper copy of the draft Plan was available at each hearing.
 - Emails were sent to parties of interest and stakeholders with a link to the website where a draft of the Plan was available for review and comments.
- f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? All comments about the State Plan will be considered and discussed. If the input is relevant, practical, and provides for improved outcomes, it is highly likely that the Lead Agency will integrate the suggestion into the Plan. The input will be weighed against other priorities and analyzed based on resources needed versus resources available, as well as how the suggestion fits with the overall goals of the program. Individual input is also evaluated in relation to the needs of the entire state. The Division Director and the Commissioner of Social Services have the final authority on what is included in the Plan.

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages,

using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

- Different sites across the state were used
- Public meetings were held at times to accommodate parent and provider work schedules.
- Public comments were accepted online on Lead Agency's website.
- Interested parties/groups/organizations were briefed by division staff on the Plan and encouraged to attend the public hearings or provide written comment.

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a), (b), §98.16(d)).

Definition - Coordination involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

Note: Descriptions of how governments are organized for each State are provided at:

http://www2.census.gov/govs/cog/all_ind_st_descr.pdf

1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<input checked="" type="checkbox"/> Representatives of general purpose local government (required) This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	The Lead Agency participates in the Child Care Committee meetings of the Virginia League of Social Services Executives (VLSSE), an organization representing the directors of 120 local departments of social services. The Lead Agency is continuing the work of the ACF/OPRE data collection research and demonstration grant with local school divisions, local departments of social services, and other local groups yet to be named.	Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies. The ultimate goals are to correct current obstacles to success; standardize requirements; streamline the state-supervised, locally-administered processes through the implementation of automation; and leverage our resources to maximize our collective efforts to better serve families in need and all child care providers. The data collection project will begin to answer the research questions to inform state decision-makers. We plan to develop a data governance structure among agencies to access the data and provide informative linked data results.
<input checked="" type="checkbox"/> State/Territory agency responsible for public education (required)	The Lead Agency works with the Department of Education to align goals and learning objectives for early childhood through	Continued blending of funding and resources between VPI, Head Start, Child Care Subsidy, and Quality Initiatives.

<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>school-age programs. The Virginia Preschool Initiative (VPI), a voluntary education program for at-risk 4 year olds, is a partner in the CCDF Maintenance of Effort requirement. Early learning guidelines were aligned with VPI's <i>Foundation Blocks for Learning</i>.</p> <p>The Lead Agency serves on the Virginia Department of Education's 21st Century Community Learning Center Grant Request for Proposal (RFP) Consultation Team each year.</p> <p>The Lead Agency works with the Virginia Community College System Early Childhood Development Peer Group and 4-year college faculty to request input on initiatives, provide curricula development/review, and frequently provide progress reports, etc.</p> <p>The Lead Agency works with community colleges and 4-year institutions of higher learning to re-establish 4-year college and master's level degree programs dedicated to early childhood development.</p> <p>The Lead Agency partners with the Department of Education's Special Education division to participate in post-grant activities for the SpecialQuest and National Professional Development Center on Inclusion Programs.</p>	<p>Increased involvement of VPI programs in the QRIS.</p> <p>Increased resource sharing between VPI and the Lead Agency's professional development initiatives.</p> <p>Improve the design of the RFP, thus improving the quality of grantee work and outcomes for 21st CCLC grant recipients.</p> <p>Update the <i>Competencies for Early Childhood Professionals</i>, stay current on new trends and initiatives in academia, address statewide professional development issues, and maintain open communication with higher education partners.</p> <p>Build a stronger, formal education system to better prepare students to positively contribute to high quality child care programs.</p> <p>Infuse current training curricula with information on working with children who have special needs.</p> <p>Explore adding inclusion courses as a requirement for teacher licensure in early childhood and elementary education.</p>
<p><input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>The Lead Agency serves on the Virginia Partnership for Out-of-School Time, a public/private leadership board stemming from the Mott Foundation Grant to Child Care Aware of Virginia to improve school-age programs.</p> <p>The Lead Agency contracts with an external</p>	<p>Market the introductory school-age training endorsement and pursue the development of an advanced school-age child care credential.</p> <p>Increased collaboration among school-age programs, leveraging resources and funding to achieve collective goals.</p>

Agency/Entity (check all that apply)		Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
		<p>entity through a competitive proposal process to implement Virginia's Star Rating Initiative for center-based and family-based child care programs.</p> <p>The Lead Agency contracts with Child Care Aware of Virginia to provide resource and referral services statewide and tracking of the subsidy program participation requirements for unlicensed child care providers.</p> <p>The Lead Agency contracts with an external entity to administer the Infant and Toddler Specialist Network.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>Continue the QRIS grants, expanding them as funding allows, infusing the home-based pilot into the framework, and making program improvements.</p> <p>Continue the resource and referral services to families and tracking of subsidy program requirements for providers as funding allows. Improve monitoring of unlicensed providers.</p> <p>Continue the Infant and Toddler Specialist Network to provide technical assistance and training/mentoring to more programs statewide.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>The Lead Agency partners with the Virginia Department of Health (VDH) on Project Child HANDS (data integration), as well as with VDH's Home Visiting Consortium, Early Childhood Division, and Health Consultant Network.</p> <p>The Lead Agency partners with the Virginia Department of Behavioral Health and Development Services on the Infant and Child Mental Health Committee of Virginia by providing representation on the Committee.</p>	<p>Add VDH data to the federated data collection system developed under the ACF/OPRE grant.</p> <p>Share resources and professional development opportunities statewide.</p> <p>Share resources and coordinate Medication Administration Training of Trainers with the Health Consultant network through Medical Home Plus. Continue the work of the Infant and Child Mental Health Committee of Virginia, leveraging resources across sectors.</p> <p>Continue support of the the Head Start State Collaboration Office for the Infant and Child Mental Health Coordinator position.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>With the development of the child care and early childhood professional registry, we will be able to provide data on numbers of registered working child care practitioners, their education levels, and experience in the field.</p>	<p>To supply data about the child care industry workforce that will help policy-makers and workforce development staff make decisions about identified needs.</p> <p>Enhanced ability to evaluate program and</p>

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
		policy decisions because of the availability of integrated data.
<input checked="" type="checkbox"/> State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)	The Lead Agency is responsible for providing TANF funds to families in need.	Continue to assist families that need child care services while they transition off TANF benefits.
<input type="checkbox"/> Indian Tribes/Tribal Organizations (required) <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	The Virginia Tribes are not federally-recognized and are not formally coordinated.	N/A
For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery		
<input checked="" type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	<p>The Lead Agency has the Head Start State Collaboration grant and will participate with the grant director to conduct an alignment of the revised <i>Competencies for Early Childhood Professionals with The Head Start Child Development and Early Learning Framework</i> (Framework). This process will include a review of the relationship between the Child Care Manual and the Framework.</p> <p>The Lead Agency will earmark funds for Head Start wrap-around child care services, provided by Head Start programs and child care providers.</p> <p>The Lead Agency will be the conduit for approval of the Office of Head Start-approved Infant/Toddler Certificate and Early Childhood Development Certificate.</p> <p>The Lead Agency participates, along with the Head Start Collaboration Office, in a state-level cross-sector professional development leadership team.</p>	<p>Closer alignment of CCDF and Head Start requirements.</p> <p>Stable or increased supply of Head Start wrap-around services to enable families to obtain the comprehensive services of Head Start and have child care needs met.</p> <p>Enhanced ability to evaluate program and policy decisions because of the availability of integrated data.</p> <p>Continue the grant to the Rural Family Development of the Virginia Council of Churches for Eastern Shore migrant families to receive extended day child care for Head Start children.</p>
<input type="checkbox"/> State/Territory agency	N/A	N/A

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
responsible for Race to the Top – Early Learning Challenge (RTT-ELC) <input checked="" type="checkbox"/> N/A: State/Territory does not participate in RTT-ELC		
<input checked="" type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	The Virginia Department of Health administers the Child and Adult Care Food Program. The Lead Agency will continue to work with VDH as issues arise, including communication of program availability to providers and coordination of cross-sector training.	Continue the technical assistance relationship as needed. Partner to provide more comprehensive information to child care providers.
<input checked="" type="checkbox"/> State/Territory agency responsible for programs for children with special needs. This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	The Lead Agency participates in the Infant and Toddler Mental Health Committee of Virginia, as led by the Virginia Department of Behavioral Health and Developmental Services (DBHDS), the administrator of Part C for infants and toddlers. This Department provides technical assistance on early intervention issues. The Lead Agency collaborates with the Virginia Department of Education's Special Education division and their Training and Technical Assistance Centers (T-TACs) on the SpecialQuest post-grant activities, as well as the Virginia Cross-sector Professional Development leadership team. One T-TAC organization, The Partnership for People with Disabilities at Virginia Commonwealth University, also provides training services for the raters and mentors of The Virginia Star Quality Initiative. These organizations provide ongoing technical assistance/ feedback regarding early childhood initiatives.	Align the competencies for the professionals who work with children who have special needs with the Competencies for Early Childhood Professionals. Continue our positive relationships with these agencies and organizations that specialize in working with children who have special needs. Continue to embed inclusion best practices in the Competencies for Early Childhood Professionals, as well as all VDSS training curricula, and eventually higher education curricula.
<input checked="" type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation	The Lead Agency collaborates with the Virginia Department of Health's Home Visiting Consortium on the Virginia Cross- sector Professional Development leadership	Include Home Visiting Professionals in the Competencies document. Continue to partner on relevant initiatives

Agency/Entity (check all that apply)		Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
	programs grant	team. The Home Visiting Consortium is represented on the data collection task force.	Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies. to leverage resources, provide technical assistance opportunities, and streamline efforts.
<input checked="" type="checkbox"/>	State/Territory agency responsible for child welfare	The Lead Agency is responsible for child welfare; however, those programs are administered by a separate division, Family Services. Our divisions work together to provide child care services for eligible child welfare recipients in need.	Continue to explore ways in which we can collaborate more, possibly with consumer education. Continue division representation on the agency's Prevention Committee, led by Family Services.
<input checked="" type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	Through Child Care Aware of America, the Lead Agency works with the Virginia Military Liaison to understand the needs of military families and share lessons learned.	Continue to share training resources. Explore the benefits of more stringent program standards of approved military child care.
<input checked="" type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	The Lead Agency participates on the leadership board for Virginia Partnership for Out-of-School Time, Virginia's MOTT Statewide After-school Networks sub-grantee, administered by Child Care Aware of Virginia. The Lead Agency adopted the Strengthening Families Framework for integration in all activities.	Continue to serve on this board and provide support for after-school quality improvement initiatives. Use the Strengthening Families Framework to infuse prevention initiatives in all relevant contracts and activities.
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	Renew the contract with Child Care Aware of Virginia, a network of 5 member agencies statewide, aligned with the 5 VDSS regions. Collaborate on cross-sector professional development opportunities within the state. The Lead Agency will continue to partner with local child care coalitions and local departments of social services (LDSS), providing technical assistance and educational resources through the LDSS Quality Initiative grants, The Virginia Star Quality Initiative for center-based and home-based child care programs, the Infant and Toddler Specialist Network, and the Infant and Child Mental Health Committee work.	Continue the resource and referral services, specializing in identifying programs that serve children with special needs, such as odd hour care, sick care, or medical/ developmental assistance. Collect data when possible and continue supporting the initiatives to improve child outcomes.

Agency/Entity (check all that apply)		Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	Provide informal updates and technical assistance for the Virginia Alliance of Family Child Care Associations, Virginia Association of Early Childhood Education, vocational education teachers, individual employers, and other provider groups as needed.	Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies. Reach out more often to these groups to solicit their feedback as drafts of plans are completed.
<input checked="" type="checkbox"/>	Parent groups or organizations	The Lead Agency supports the efforts of Child Care Aware of Virginia in working with parents via the Parent Action and Information Center with over 1,000 parents enrolled.	Keep abreast of child care issues from the parents' perspective. Explore working with this group for consumer education.
<input type="checkbox"/>	Other	N/A	N/A

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan? Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

☒ Yes. If yes,

- a) Provide the name of the entity responsible for the coordination plan(s): Virginia's Early Childhood Advisory Council, Virginia Early Childhood Foundation and VDSS
- b) Describe the age groups addressed by the plan(s): Birth to Five
- c) Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007)

☒ Yes

☐ No

- d) Provide a web address for the plan(s), if available:
http://www.earlychildhood.virginia.gov/documents/VA_Plan.pdf

☐ No

1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs? (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

- ☐ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission. If yes, describe entity, age groups and the role of the Lead Agency
- ☐ State Advisory Council (as described under the Head Start Act of 2007). If yes, describe entity, age groups and the role of the Lead Agency
- ☐ Local Coordination/Council. If yes, describe entity, age groups and the role of the Lead Agency

☐ Other. Describe:

☒ None

1.5.4. Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))

☒ Yes. If yes, describe these activities or planned activities, including the tangible results expected from the public-private partnership. The Virginia Early Childhood Foundation (private, non-profit) works with the Lead Agency to implement the Virginia Star Quality Initiative (VSQI). We anticipate growth of this program to expand to all communities within the state. The Program is currently in a pilot phase. The tangible results would include a higher number of child care programs participating in VSQI, ratings that improve from year to year within the same program, and overall expansion of the initiative.

☐ No.

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-01) located on the Office of Child Care website at:

<http://www.acf.hhs.gov/programs/occ/resource/im-2011-01>

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

☒ **Developed.** A plan has been developed as of December 2012 and put into operation as of January 2013. Provide a web address for this plan, if available: None available.

The Division of Child Care and Early Childhood Development has had a Continuity Plan in place for the past seven years, most recently updated in December 2012. The Plan covers continuity of operations at the state level and is revised and improved annually, or as needed based on new information and guidelines. A tabletop test is staged at some point each calendar year to test the Plan and identify areas of improvement needed. The Continuity Plan is not available on a public Web site; however, it is available on a shared drive within the agency. Since Virginia's Child Care Program is state-supervised and locally administered, the plan covers operations at the state level, and the interaction with the 120 local departments of social services who in turn have direct contact with subsidy clients for their electronic transfer of service credits. VaCMS, Virginia's child care subsidy system, facilitates electronic payments made to vendors receiving subsidy payments for eligible children. We are in the process of adding the new VaCMS procedures to the Continuity Plan, as well as more detailed business functions. Many of the local departments work directly with the local government emergency management coordinators on child care, child welfare and sheltering plans in the event that an emergency occurs.

Both the Center and family day home standards require providers to develop emergency preparedness plans for the eventuality of emergencies that may crop up in their particular regions, in addition to standard emergency shelter-in-place and evacuation drills/plans (e.g., for train derailling, chemical spills, violence). The Lead Agency provides online resources for providers, families, and school administrators about disaster

planning and recovery by listing the Child Care Aware of America Web page on its website: <http://www.naccrra.org/programs-services/crisis-and-disaster-resources>; and the Office of Child Care information memorandum on its website: <http://www.acf.hhs.gov/programs/occ/resource/im-2011-01>.

The Lead Agency provides staff for State Managed Emergency Shelters, as directed by the Governor's Office and/or the Virginia Department of Emergency Management (<http://www.vaemergency.gov/>). For each State Managed Emergency Shelter, child care respite is available for all families housed at the Shelter, and this function is staffed by agency personnel.

☐ Other. Describe: _____

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.

- ☒ Planning for continuation of services to CCDF families
- ☒ Coordination with other State/Territory agencies and key partners
- ☒ Emergency preparedness regulatory requirements for child care providers
- ☒ Provision of temporary child care services after a disaster
- ☐ Restoring or rebuilding child care facilities and infrastructure after a disaster
- ☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

This section focuses on the child care assistance program. Lead Agencies are asked to describe their efforts to inform parents about the CCDF subsidy program and application policies and procedures, eligibility criteria, sliding fee scale, payment rate policies and procedures, and how Lead Agencies ensure continuity of care and parental choice of high quality settings for families.

2.1. Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? Identify the level at which the following CCDF program rules and policies are established.

- ☒ Eligibility rules and policies (e.g., income limits) are set by the:
 - ☒ State/Territory
 - ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set
 - ☐ Other. Describe: _____
- ☒ Sliding fee scale is set by the:
 - ☒ State/Territory
 - ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set
 - ☐ Other. Describe: _____
- ☒ Payment rates are set by the:
 - ☒ State/Territory
 - ☐ Local entity. If checked, identify the type of policies the local entity(ies) can set
 - ☐ Other. Describe: _____

2.1.2. How is the CCDF program operated in your State/Territory? In the table below, identify which agency(ies) performs these CCDF services and activities.

Implementation of CCDF Services/Activities	Agency (Check all that apply)
Who determines eligibility? Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe: _____	<input type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Who assists parents in locating child care (consumer education)?	<input checked="" type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____

Implementation of CCDF Services/Activities	Agency (Check all that apply)
	<input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input checked="" type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Who issues payments?	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)	Payments are issued directly to the child care provider via electronic deposit to bank account or issued debit card.
Other. List and describe: _____	

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- ☒ CCDF Lead Agency
- ☒ TANF offices
- ☒ Other government offices
- ☒ Child care resource and referral agencies
- ☐ Contractors
- ☒ Community-based organizations
- ☐ Public schools
- ☒ Internet (provide website): <http://www.dss.virginia.gov/>
- ☐ Promotional materials
- ☐ Community outreach meetings, workshops or other in-person meetings
- ☐ Radio and/or television
- ☐ Print media
- ☐ Other. Describe: _____

2.2.2. How can parents apply for CCDF services? Check all application methods that your State/Territory has chosen to implement.

- ☒ In person interview or orientation
- ☒ By mail

- ☒ By Phone/Fax
- ☒ Through the Internet (provide website) www.commonhelp.virginia.gov
- ☒ By Email
- ☒ Through a State/Territory Agency
- ☐ Through an organization contracted by the State/Territory
- ☐ Other. Describe: _____

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers in their communities.

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available. Parents are provided information on selecting and monitoring quality child care through brochures available at local departments of social services and the Lead Agency's website, discussions with their local child care subsidy worker, a contract with Child Care Aware of Virginia, and through a public web site for facilities approved through the Department's Division of Licensing Programs. This website provides general licensure information, complaint records, and violations with plans for correction. The Department is also working with its training unit to update consumer education materials for parents.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory. For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities. A differential payment scale is in place to provide higher reimbursement rates for licensed versus unlicensed programs.

2.2.5. Describe how the Lead Agency promotes access to the CCDF subsidy program? Check the strategies implemented by your State/Territory.

- ☐ Provide access to program office/workers such as:
 - ☐ Providing extended office hours
 - ☒ Accepting applications at multiple office locations
 - ☒ Providing a toll-free number for clients
 - ☒ Email/online communication
 - ☒ Other. Describe: CommonHelp (www.commonhelp.virginia.gov) is the VDSS website where individuals can complete a screening and apply for child care services.
- ☐ Using a simplified eligibility determination process such as:
 - ☐ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
 - ☐ Developing a single application for multiple programs
 - ☒ Developing web-based and/or phone-based application procedures
 - ☒ Coordinating eligibility policies across programs. List the program names: TANF
 - ☐ Streamlining verification procedures, such as linking to other program data systems
 - ☐ Providing information multi-lingually

- ☐ Including temporary periods of unemployment in eligibility criteria (job search, seasonal unemployment). Length of time _____ (Note: this period of unemployment should be included in the Lead Agency's definition of working, or job training/educational program at 2.3.3).
- ☐ Other. Describe: _____
- ☐ Other. Describe: _____
- ☐ None

2.2.6. Describe the Lead Agency's policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

- ☐ Provide CCDF assistance during periods of job search. Length of time _____
- ☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)
- ☐ Synchronize review date across programs. List programs: _____
- ☒ Longer eligibility re-determination periods (e.g., 1 year). Describe: Families remain eligible for one year unless a significant change occurs, such as a change in income to a level that exceeds the eligibility limit for their family.
- ☒ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe: Subsidy may continue for a child enrolled in a Head Start/Early Head Start program for the summer prior to attendance in a part-year Head Start/Early Head Start program and for the summer following the end of a part-year Head Start/Early Head Start.
- ☐ Extend periods of eligibility for school-age children under age 13 to cover the school year. Describe: _____
- ☒ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
- ☒ Individualized case management to help families find and keep stable child care arrangements. Describe: Child care workers in local departments of social services meet with all new applicants for assistance and provide information on the importance of quality child care and on how to find and maintain quality care. All families complete a service plan in conjunction with their child care worker that specifies steps that both the family and the worker will take to move the family toward self sufficiency.
- ☐ Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- ☒ Other. Describe: Income eligibility limits for families caring for children they are not legally obligated to support (grandparents, relative, adults acting in loco parentis) are set at the highest level used in the state in order to prevent foster care and to promote family support.
- ☐ None

2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Application in other languages (application document, brochures, provider notices)
- ☐ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☐ Website in non-English languages
- ☐ Lead Agency accepts applications at local community-based locations
- ☒ Bilingual caseworkers or translators available
- ☐ Outreach Worker
- ☐ Other: _____
- ☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the languages offered: The Department's on-line application is in English and Spanish. Some local departments of social services have bilingual caseworkers. All local departments also have access to translation services through a contract with Language Services Associates to provide translation services in approximately 230 languages. A list of languages covered by their services can be found at <http://lsaweb.com/languages/> Child Care Aware-Virginia, a contract agency, also provides services in multiple languages through a language line.

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☐ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☐ CCDF health and safety requirements in non-English languages
- ☐ Provider contracts or agreements in non-English languages
- ☐ Website in non-English languages
- ☒ Bilingual caseworkers or translators available
- ☐ Collect information to evaluate on-going need, recruit, or train a culturally or linguistically diverse workforce
- ☐ Other: _____
- ☐ None

If the Lead Agency checked any option above related to providing information or services in other non-English languages please list the languages offered: All local departments also have access to translation services through a contract with Language Services Associates to provide translation services in approximately 230 languages. A list of languages covered by their services can be found at <http://lsaweb.com/languages/> Child Care Aware-Virginia, a contract agency, also provides services in multiple languages through a language line.

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a)) Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available <http://www.dss.virginia.gov/family/cc/assistance.cgi>

Reminder – Lead Agencies are reminded that, for purposes of implementing the citizenship verification requirements mandated by title IV of Personal Responsibility and Work Opportunity Reconciliation Act, only the citizenship and immigration status of the child, who is the primary beneficiary of the child care benefit, is relevant for eligibility purposes. (ACYF-PI-CC-98-08) States may not deny child care benefits to an eligible child because the parent(s), legal guardians, persons standing in loco parentis, or other household members have not provided information regarding their immigration status.

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	A face-to-face interview is required at initial application. The interview is documented in the Virginia Case Management System (VaCMS). Declaration of applicant is accepted unless there is a reason to question the validity of that information.
<input checked="" type="checkbox"/> Household composition	An applicant must list household members at initial application and at eligibility redetermination. The information is documented on the application and within

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
	the VaCMS. Declaration of applicant is accepted unless there is a reason to question the validity of that information.
<input checked="" type="checkbox"/> Applicant's relationship to the child	An applicant must declare relationship on the application. The information is documented on the application and within the VaCMS. Declaration of applicant is accepted unless there is a reason to question the validity of that information.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	An applicant must declare child's information on the application. The information is documented on the application and within the VaCMS. Declaration of applicant is accepted unless there is a reason to question the validity of that information. The child's legal status is verified by viewing an original birth certificate. If a birth certificate is not available, the worker may view a United States passport, FS-240 form, FS-545 form, N-561 form, Statement provided by a U.S. consular official, Form I-872, Form I-551, Form I-94, form I-688B, form I-766, letter from Asylum Office of the U.S. Citizenship and Immigration Service, or Order of an immigration judge granting asylum.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	An applicant must declare work and/or education/training programs on the application. The information is documented on the application and within the VaCMS. Earnings are verified by pay stubs or a statement from the employer. Enrollment in an education/job training program is verified by a statement from the education institution.
<input checked="" type="checkbox"/> Income	An applicant must declare income on the application. Income counted in determining eligibility must be verified. Earnings are verified as noted above. Other VA public assistance is verified through state systems or communication with eligibility workers. Federal benefits are verified through other state systems or by documentation from the source.
<input type="checkbox"/> Other. Describe: _____	

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

- ☒ Time limit for making eligibility determinations. Describe length of time: 30 days
☒ Track and monitor the eligibility determination process
☐ Other. Describe: _____
☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.2.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

☒ Yes. If yes, describe: TANF recipients are presumed eligible for Child Care Services. Participants in the Virginia Initiative for Employment not Welfare (VIEW), the TANF work program, do not have to submit an application for Child Care assistance. The VIEW worker can initiate services or refer the family to a Child Care worker using VIEW Activity and Service Plan. The SNAP Education & Training Program Plan of Participation may substitute for a Child Care application for participants in the SNAP education and training program.

☐ No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

b) Identify the TANF agency that established these criteria or definitions: State/Territory TANF Agency: Virginia Department of Social Services

c) Provide the following definitions established by the TANF agency.

- "appropriate child care": child care arranged by the participant or, if the participant cannot arrange for the child's care, child care arranged by the local department of social services with a legally operating provider.
- "reasonable distance": the travel time from the child's home to the child care provider and the work site is generally no more than one hour, based on transportation available to the parent.
- "unsuitability of informal child care": the child care arrangement does not meet the requirements for relative care in the Virginia Department of Social Services Child Care Services policy.
- "affordable child care arrangements": the cost of the child care is less than or equal to the payment amounts specified in the Virginia Department of Social Services Child Care Services policy.

d) c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

☒ In writing

☐ Verbally

☐ Other: _____

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

- *residing with* - a child is considered to be residing with the parent if that parent is responsible for the day-to-day care and control of the child and if any temporary living situation is not an out-of-home placement.
- *in loco parentis* – means an adult(s) with whom the child is living who has assumed responsibility for the day-to-day care and supervision of the child.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 0 weeks to 13 years (may not equal or exceed age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18 years (may not equal or exceed age 19) . Provide the Lead Agency definition of *physical or mental incapacity*: Children with documented developmental disabilities, mental retardation, emotional disturbance, sensory or motor impairment, or significant chronic illness who require special health surveillance or specialized programs, interventions, technologies, or facilities

☐ No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18 years (may not equal or exceed age 19).

☐ No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define “working” for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder – Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))

- *working* – Individuals are considered to be working if they meet the established work requirements of TANF, VIEW, or SNAPET or have regular gainful employment in a part time or full time capacity.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☒ Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

- *attending job training or educational program* – Attending job training or educational program refers to an individual in job training or educational activity who participates in that activity on a regular basis as stipulated in state regulations or policy. Child care approved for education/training activities is limited to curriculum related to the fulfillment of an individual's employment goal. Participants must show that they are making satisfactory progress.

☐ No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

- a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes. If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note – If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

- *protective services* – The identification, receipt and immediate response to complaints and reports of alleged child abuse or neglect for children under 18 years of age. It also includes assessment, and arranging for and providing necessary protective and rehabilitative services for a child and his family when the child has been found to have been abused or neglected or is at risk of being abused or neglected.

☐ No.

- b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☐ Yes.

☒ No.

2.3.5. Income Eligibility Criteria

- a) How does the Lead Agency define "income" for the purposes of eligibility? Provide the Lead Agency's definition of "income" for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

income – Income is defined as the gross countable monthly income of all household members who are included in the family unit. Earnings and unearned income from sources such as Social Security and child support for children in the family unit are counted.

- b) Which of the following sources of income, if any, will the Lead Agency exclude or deduct from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude or deduct, if any.

- ☐ Adoption subsidies
- ☐ Foster care payments
- ☐ Alimony received or paid
- ☐ Child support received
- ☒ Child support paid
- ☒ Federal nutrition programs
- ☒ Federal tax credits
- ☒ State/Territory tax credits
- ☐ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☐ Medical expenses or health insurance related expenses
- ☒ Military housing or other allotment/bonuses
- ☒ Scholarships, education loans, grants, income from work study
- ☐ Social Security Income
- ☒ Supplemental Security Income (SSI)
- ☐ Veteran's benefits
- ☐ Unemployment Insurance
- ☒ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☒ Other types of income not listed above:
 - Transitional payments of \$50.00 per month to former Virginia Initiative for Employment not Welfare (VIEW) participants;
 - Diversionary Assistance payments;
 - General Relief benefits;
 - Value of USDA donated food;
 - Value of supplemental food assistance under the Child Nutrition Act of 1966 and lunches provided under National School Lunch Act;
 - Earnings of a child under the age of 18 years;
 - Garnisheed wages;
 - Lump sum child support payments;
 - Any scholarships, loans, or grants for education except any portion specified for child care;
 - Payment to AmeriCorps volunteers;
 - Tax refunds;
 - Lump sum insurance payments;
 - Monetary gifts for identifiable one-time occasions or normal annual occasions;
 - Vendor payments made by non-financially responsible persons, unless this payment is made in lieu of wages
 - Loans and other money borrowed;
 - Money received from sale of property such as stocks, bonds, a house, or a car (unless the person was engaged in the business of selling such property, in which case the net proceeds would be counted as income from self-employment);
 - Earnings of less than \$25.00 a month;
 - Capital gains;
 - Withdrawals of bank deposits;
 - GI Bill benefits;

- Reimbursement, such as for mileage;
- Foreign government restitution payments to Holocaust survivors;
- Payments from the Agent Orange Settlement Fund or any other fund established for settlement of Agent Orange product liability litigation;
- Monetary benefits provided to the children of Vietnam Veterans as described in 38 U.S.C. 1823 (c).

☐ None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check any one the Lead Agency chooses to exclude, if any.

- ☒ Children under age 18
☐ Children age 18 and over – still attending school
☐ Teen parents
☐ Unrelated members of household
☐ All members of household except for parents/legal guardians
☒ Other: Any person deemed not to be a member of the family unit.
☐ None

d) Provide the CCDF income eligibility limits in the table below. Complete columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	3,779	3,212	2,328	62
2	4,942	4,201	3,153	64
3	6,105	5,189	3,978	65
4	7,267	6,177	4,803	66
5	8,430	7,166	5,628	67

* Virginia income eligibility limits are set at 150%, 160%, 185%, or 250% of the Federal Poverty Limit. The income limits in the table above reflect eligibility at 250% FPL.

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2013 poverty guidelines are available at <http://aspe.hhs.gov/poverty/13poverty.cfm>

e) Will the Lead Agency have “tiered eligibility” (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

☐ Yes. If yes, **provide** the requested information from the table in 2.3.5d and **Describe:** _____.

Note: This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

☒ No.

- f) SMI Year FFY2013 and SMI Source: Federal Register, Vol. 77, No. 51, Thursday, March 15, 2012, page 15,376-15,378
- g) These eligibility limits in column (c) became or will become effective on: November 1, 2012

2.3.6. Eligibility Re-determination

- a) Does the State/Territory follow OCC's 12 month re-determination recommendation? (See Program Instruction on Continuity of Care <http://www.acf.hhs.gov/programs/occ/resource/im2011-06>)

- ☒ Yes
- ☐ No. If no, what is the re-determination period in place for most families?
- ☐ 6 months
- ☐ 24 months
- ☐ Other. Describe:
- ☐ Length of eligibility varies by county or other jurisdiction. Describe: _____

- b) **Does the Lead Agency coordinate or align re-determination periods with other programs?**

Not at this time. The Department will keep this in mind as it moves forward with an enterprise approach to services.

- ☐ Yes. If yes, check programs that the Lead Agency aligns eligibility periods with and describe the redetermination period for each.
- ☐ Head Start and/or Early Head Start Programs. Re-determination period
- ☐ Pre-kindergarten programs. Re-determination period
- ☐ TANF. Re-determination period
- ☐ SNAP. Re-determination period
- ☐ Medicaid. Re-determination period
- ☐ SCHIP. Re-determination period
- ☐ Other. Describe:

- c) Describe under what circumstances, if any, a family's eligibility would be reviewed prior to redetermination. For example, regularly scheduled interim assessments, or a requirement for families to report changes. Parents are required to report changes as outlined on the Parent Responsibilities form within 5 calendar days of when they occur. Changes that need to be reported include, but are not limited to: change in employment, change of provider, change in household members, household no longer has income, changes to the family's income that would cause the total amount to exceed the maximum monthly income allowed for the family unit size.
- d) Describe any action(s) the State/Territory would take in response to any change in a family's eligibility circumstances prior to re-determination. For reported changes, a determination is made as to if the change impacts current or continuing eligibility and if a recalculation of co-payment and/or change to the authorization is necessary.
- e) Describe how these policies are implemented in a family-friendly manner that promotes access and continuity of care for children. (See Information Memorandum on Continuity of Care for examples). <http://www.acf.hhs.gov/programs/occ/resource/im2011-06> Families remain eligible for one year unless a significant change occurs, such as a change in income that exceeds the eligibility limit for their family. Changes that involve a reduction in services must be made effective at the beginning of the month following the month the change is reported or at the beginning of the month following the 10-day advance notification period.

f) Does the Lead Agency use a simplified process at re-determination?

- ☐ Yes. If yes, Describe: _____
☒ No.

2.3.7 Waiting Lists Describe the Lead Agency's waiting list status. Select ONE of these options.

- ☐ Lead Agency currently does not have a waiting list and:
☐ All eligible families *who apply* will be served under State/Territory eligibility rules
☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules
☐ Lead Agency has an active waiting list for:
☐ Any eligible family who applies when they cannot be served at the time of application
☐ Only certain eligible families. Describe those families:
☒ Waiting lists are a county/local decision. Describe: Local Departments of Social Services maintain waiting lists in VaCMS for income eligible families who are not employed TANF recipients or VIEW participants, or are not Head Start families.
☐ Other. Describe:

2.3.8. Appeal Process for Eligibility Determinations

For every case action affecting eligibility, co-payment, or the amount of services authorized, a Notice of Action (NOA) advising the family of the change and their right to appeal the action must be sent to the family prior to implementation of the action. The NOA must include information on the family's right to have an informal conference with the local department of social services, the right to appeal, and the time frames within which the appeal must be made. Valid appeals are scheduled for a hearing. The family is notified of the date and the time of the hearing and of their right to have representation and/or witnesses present at the hearing. The Hearing Officer must provide a decision on the appeal within 60 days of the hearing and must notify the appellant of that decision. Appellants have the right to request a judicial review if they disagree with the Hearing Officer's decision within 30 days of that decision.

Families also have the right to request an administrative review of the hearing officer's decision. The Administrative Review Panel reviews the decision and/or the way in which the hearing was conducted. The Administrative Review Panel will determine if the agency's instructions or procedures that were the basis for the hearing are clear.

2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1. Will the attached sliding fee scale be used in all parts of the State/Territory?

- ☐ Yes
☒ No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.1a, 2.4.1b**, etc. One locality (Fairfax County) has an approved alternate scale.

2.4.2. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B)) Check only one option.

- ☐ State Median Income, Year:
☐ Federal Poverty Level, Year:
☐ Income source and year varies by geographic region. Describe income source and year: _____
☒ Other. Describe income source and year: The 2013 FPL was used, with income limits capped at 85% of SMI.

2.4.3. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))

- ☐ Fee as dollar amount and
 - ☐ Fee is per child with the same fee for each child
 - ☐ Fee is per child and discounted fee for two or more children
 - ☐ Fee is per child up to a maximum per family
 - ☐ No additional fee charged after certain number of children
 - ☐ Fee per family☒ Fee as percent of income
 - ☐ Fee is per child with the same percentage applied for each child
 - ☐ Fee is per child and discounted percentage applied for two or more children
 - ☐ No additional percentage applied charged after certain number of children
 - ☒ Fee per family☐ Contribution schedule varies by geographic area. Describe:
☐ Other. Describe:

If the Lead Agency checked more than one of the options above, describe:

2.4.4. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- ☐ Yes, and describe those additional factors:
☒ No.

2.4.5. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select **ONE** of these options.

Reminder – Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
☐ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: \$
☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families: TANF families and those Head Start families whose income is at or below the poverty level.

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority

requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

- 2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes?** (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
<p>Children with special needs</p> <p>Provide the Lead Agency definition of <i>Children with Special Needs</i></p> <p>Children with documented Developmental disabilities, mental retardation, emotional disturbance, sensory or motor impairment, or significant chronic illness who require special health surveillance or specialized programs, interventions, technologies, or facilities.</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other. Describe: _____</p>	<p><input type="checkbox"/> Yes. The time limit is: _____</p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe: _____</p> <p><input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care</p> <p><input type="checkbox"/> Prioritizes quality funds for providers serving these children</p> <p><input type="checkbox"/> Other. Describe: _____</p>
<p>Children in families with very low incomes</p> <p>Provide the Lead Agency definition of <i>Children in Families with Very Low Incomes</i></p> <p>Families who are eligible for TANF or Head Start</p>	<p><input type="checkbox"/> Priority over other CCDF-eligible families</p> <p><input type="checkbox"/> Same priority as other CCDF-eligible families</p> <p><input checked="" type="checkbox"/> Guaranteed subsidy eligibility</p> <p><input type="checkbox"/> Other. Describe: _____</p>	<p><input type="checkbox"/> Yes. The time limit is: _____</p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Different eligibility thresholds. Describe: _____</p> <p><input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level</p> <p><input type="checkbox"/> Other. Describe: _____</p>

- 2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF?** (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

Reminder - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

☒ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)

- ☒ Waive fees (co-payments) for some or all TANF families who are below poverty level
- ☒ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- ☐ Other: _____

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Reminder – Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Families with an adult standing *in loco parentis* are a priority group and will have their income evaluated at 250% of the Federal Poverty Level.

2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate. (658E(c)(2)(A), §98.15(a))

2.6.1. Child Care Certificates

- a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))
 - ☐ Before parent has selected a provider
 - ☒ After parent has selected a provider
 - ☐ Other. Describe _____
- b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))
 - ☐ Certificate form provides information about choice of providers
 - ☐ Certificate is not linked to a specific provider so parents can choose provider of choice
 - ☒ Consumer education materials (flyers, forms, brochures)
 - ☐ Referral to child care resource and referral agencies
 - ☒ Verbal communication at the time of application
 - ☐ Public Services Announcement
 - ☐ Agency Website:
 - ☐ Community outreach meetings, workshops, other in person activities
 - ☐ Multiple points of communication throughout the eligibility and renew process
 - ☒ Other. Describe: When a family is determined eligible for a child care subsidy through CCDF, they are informed that they may select any legally operating provider who meets the training requirements of and passes the background checks for the subsidy program. A Purchase of Service Order form is then issued to the provider selected by the parent. A copy of the Purchase of Service Order form is also sent to the parent.
- c) What information is included on the child care certificate? Attach a copy of the child care certificate as Attachment 2.6.1. (658E(c)(2)(A)(iii))
 - ☒ Authorized provider(s)

- ☒ Authorized payment rate(s)
- ☒ Authorized hours
- ☒ Co-payment amount
- ☒ Authorization period
- ☐ Other. Describe:

- d) What is the estimated proportion of services that will be available for child care services through certificates? >99%

2.6.2. Child Care Services Available through Grants or Contracts

- a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check "yes" if every provider is simply required to sign an agreement in order to be paid in the certificate program.

- ☒ Yes. If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts. A sole source contract with the Rural Family Development of the Virginia Council of Churches provides for wrap-around child care services for seasonal workers on Virginia's Eastern Shore.
- ☐ No. If no, skip to 2.6.3.

- b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- ☒ Increase the supply of specific types of care
- ☐ Programs to serve children with special needs
 - ☒ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs (See 2.6.2.a above)
 - ☐ Programs to serve infant/toddler
 - ☐ School-age programs
 - ☐ Center-based providers
 - ☐ Family child care providers
 - ☐ Group-home providers
 - ☐ Programs that serve specific geographic areas
 - ☐ Urban
 - ☐ Rural
 - ☐ Other. Describe:
- ☐ Support programs in providing higher quality services
- ☐ Support programs in providing comprehensive services
- ☐ Serve underserved families. Specify: _____
- ☐ Other. Describe: _____

- c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

- ☐ Yes.
- ☒ No, and **identify** the localities (political subdivisions) and services that are not offered: See 2.6.2.a above

- d) How are payment rates for child care services provided through grants/contracts determined? The same payment rates are used statewide.
- e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts? <1%

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31) Check the strategies that will be implemented by your State/Territory.

- ☐ Signed declaration
- ☒ Parent Application
- ☒ Parent Orientation
- ☒ Provider Agreement
- ☒ Provider Orientation
- ☐ Other. Describe: _____

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

- ☐ No
- ☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits the Lead Agency will establish.
- ☒ Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
- ☐ Restricted based on provider meeting a minimum age requirement
- ☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)
- ☐ Restricted to care by relatives
- ☐ Restricted to care for children with special needs or medical condition
- ☐ Restricted to in-home providers that meet some basic health and safety requirements
- ☐ Other. Describe: _____

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32) Staff in VDSS Division of Licensing Programs (DOLP) accepts complaints regarding regulated and unregulated child care providers. Complaints may be reported to DOLP through the complaint and information line (1-800-543-7545); by contacting the DOLP Home Office directly; or through direct contact with one of eight licensing field offices. Complaint records are not gathered, stored, or sorted by complainant. Complaint records are stored by facility or home involved in the complaint. Most complaints are investigated through the field offices. Once an investigation is concluded, the findings and actions are public information. Callers may receive information on complaints by contacting the licensing field offices or by visiting the VDSS website (see links below). Information provided to the public includes the nature of the complaint, the findings of the investigation and the final determination, including any required corrective action or negative action taken. The statewide toll-free number is listed on VDSS's internet site and in child care booklets and brochures developed by VDSS.

Information on licensed facilities (including complaint and licensing compliance history) and most unlicensed providers may be obtained through VDSS's public Web site at:

<http://www.dss.virginia.gov/facility/search/licensed.cgi>

All licensing inspection reports are public information. The following must also be posted by the child care provider for public viewing in the facility: license, inspection report/compliance plan, notice of revocation or denial letter detailing reasons for revocation or denial, and notice of probationary status. Information that is not subject to public inspection without a court order would include medical information, information that would identify a complainant, identities of families and children and any information deemed excluded by the Freedom of Information Act.

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

2.7.1 Attach a copy of your payment rates as Attachment 2.7.1. Will the attached payment rates be used in all parts of the State/Territory?

☒ Yes. Effective Date: The attached payment rates were effective as of January 2013 for Level 2 providers. Rates for Level 1 providers were effective June 2001.

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.1a, 2.7.1b**, etc.

2.7.2. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

☐ Policy on length of time for making payments. Describe length of time _____

☐ Track and monitor the payment process

☒ Other. Describe: The Department of Social Services requires all state and local offices to abide by the Prompt Payment Act, which specifies that payments made by the state must be made within 30 days of receipt and that payments made by localities must be made within 45 days of the receipt of the invoice.

☐ None

2.7.3. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2011). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/occ/resource/pi-2009-02> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): July 2012.

b) Provide a **summary of the results** of the survey. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

In 2011-2012, the VDSS conducted a statewide market rate survey of licensed and unlicensed child care providers by locality. The Department contracted with the Center for Survey Research at Virginia Tech to complete a telephone survey of providers. The statewide response rate was 76% for centers and 67% for family providers.

Over 3,300 licensed centers and religious exempt providers were surveyed. In each locality all center and religious exempt providers were surveyed with the exception of Head Start and providers known not to serve the general public. The family provider universe was comprised of providers from the lists of State

Licensed, Voluntary Registered, Locally Approved and Local Ordinance family providers. Approximately 4,700 family providers were selected for surveying.

Level 2 Rate Percentiles. Level 2 providers include state licensed providers and providers approved under local ordinance as allowed by the Code of Virginia. For Level 2 centers, the MRRs ranged across age groups from the 30th to 50th percentiles of the rates from the 2011-2012 market rate survey. For Level 2 family providers, the Maximum Reimbursable Rates (MRRs) ranged across age groups from the 25th to the 35th percentiles of the rates from the 2011-2012 market rate survey. The table below provides the percentiles for each age group.

	Infant	Toddler	Preschool	Before/After School	School Age	Total
Center	35.0	30.0	40.0	45.0	50.0	39.9
Family	25.0	30.0	35.0	35.0	35.0	32.7
Total	32.1	30.0	39.0	42.8	46.6	38.3

Level 1 Rate Percentiles. Level 1 providers are unlicensed providers. For Level 1 centers, the MRRs ranged across age groups from the 5th to 10th percentiles of the rates from the 2011-2012 market rate survey. For Level 1 family providers, the MRRs ranged across age groups from the 5th to the 15th percentiles of the rates from the 2011-2012 market rate survey. The table below provides the percentiles for each age group.

Childcare Rate Percentiles - Level 1 Rates

	Infant	Toddler	Preschool	Before/After School	School Age	Total
Center	5.0	10.0	5.0	10.0	10.0	8.0
Family	5.0	5.0	5.0	15.0	10.0	9.4
Total	5.0	6.1	5.0	14.2	10.0	9.1

2.7.4. Describe the payment rate ceilings in relation to the current MRS using the tables below.

2.7.4a Highest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full Time Licensed Center Infants (11 months)	\$1,745	\$1,256	11
Full Time Licensed Center Preschool (59 months)	\$1,516	\$1,126	23
Full Time Licensed Center School-Age (84 months)	\$1,299	\$974	37
2.7.4b Lowest Rate Area (Centers)	(a) Monthly Payment Rate at the 75th percentile from the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full Time Licensed Center Infants (11 months)	\$437	\$390	25
Full Time Licensed Center Preschool (59 months)	\$390	\$303	23
Full Time Licensed Center School-Age (84 months)	\$325	\$281	8

2.7.4c Highest Rate Area (FCC)	(a) Monthly Payment Rate of the 75th percentile form the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full Time Licensed FCC Infants (11 months)	\$1,299	\$693	19
Full Time Licensed FCC Preschool (59 months)	\$1,299	\$671	27
Full Time Licensed FCC School-Age (84 months)	\$1,256	\$650	27

2.7.4d Lowest Rate Area (FCC)	(a) Monthly Payment Rate at the 75th percentile form the most recent MRS	(b) Monthly Maximum Payment Rate Ceiling	(c) Percentile if lower than 75th percentile of most recent survey
Full Time Licensed FCC Infants (11 months)	\$325	\$281	20
Full Time Licensed FCC Preschool (59 months)	\$325	\$281	20
Full Time Licensed FCC School-Age (84 months)	\$325	\$281	25

2.7.5. How are payment rate ceilings for license-exempt providers set?

- a) Describe how license-exempt center payment rates are set: The payment schedule to all providers was changed in 2004 to a two-tier system, with licensed providers being paid a higher rate than unlicensed providers. At that time Level 2 (licensed providers) caring for infant, toddlers and preschoolers saw rates increased to the 75th percentile of the 2002 market rate survey results. Rates for Level 1 providers (unlicensed providers) remained at the existing level of reimbursement. Rate increases subsequent to this change to a tier system have been given to Level 2 providers only, as an incentive for Level 1 providers to seek licensure.
- b) Describe how license-exempt family child care home payment rates are set: See a) above.
- c) Describe how license-exempt group family child care home payment rates are set: See a) above.
- d) Describe how in-home care payment rates are set: In-home providers are paid at least minimum wage not to exceed the maximum reimbursable rate for Level 1 providers.

2.7.6. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, indicate the process and basis used for determining the tiered rates and amount and also indicate if the rates were set based on the MRS or another process.

- ☐ Differential rate for nontraditional hours. Describe: _____
- ☒ Differential rate for children with special needs as defined by the State/Territory. Describe: Care for children with special needs may be paid at a rate up to two times the maximum reimbursable rate for a child of the same age in the same locality.
- ☐ Differential rate for infants and toddlers. Describe: _____
- ☐ Differential rate for school-age programs. Describe: _____
- ☐ Differential rate for higher quality as defined by the State/Territory. Describe: _____
- ☐ Other differential rate. Describe: _____
- ☐ None.

Reminder - CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. In the next three questions, Lead Agencies are asked to describe how their payment policies reflect the affordable copayments for families' provision of equal access (i.e.,

minimizing additional fees to parents), how payment practices are implemented consistent with the general child care market to be fair to providers (see Information Memorandum on Continuity of Care for examples <http://www.acf.hhs.gov/programs/occ/resource/im2011-06>), and the summary of facts describing how payment rates are adequate to ensure equal access to the full range of providers.

2.7.7. What policies does the Lead Agency have regarding any additional fees that providers may charge CCDF parents? The Lead Agency...

- ☒ Allows providers to charge the difference between the maximum reimbursement rate and their private pay rate
- ☒ Pays for provider fees (e.g., registration, meals, and supplies). Describe: The Subsidy Program pays for one annual registration fee per family unless the family had to change providers through no fault of their own.
- ☐ Policies vary across region, counties and or geographic areas. Describe: _____
- ☐ Other. Describe: _____

2.7.8 What specific policies and practices does the Lead Agency have regarding the following:

- a) Number of absent days allowed. Describe: Level 2 providers are paid for 24 absent days per year per child. The number of days is prorated at two days per month if the family enters the program after the beginning of the local fiscal year. Additional absent days can be paid for up to four weeks in a twelve month period if the parent is ill or incapacitated. This time period can be extended, if necessary. Payment can also be made for up to one month during a break in employment or training if a subsequent activity is scheduled to begin within that period and if child care arrangements would otherwise be lost.
- b) Paying based on enrollment. Describe: Payments are currently based on attendance.
- c) Paying on the same schedule that providers charge private pay families (e.g., hourly, weekly, monthly) Describe: Child care providers vary on how they charge families. Some require weekly payments, some require monthly payments, and some require payment in advance. The Subsidy program makes payments twice a month. State procurement policies prohibit payment prior to the provision of the service.
- d) Using electronic tools (automated billing, direct deposit, EBT cards, etc.) to make provider payments. Describe: Attendance is tracked by the Electronic Child Care system. Parents use swipe cards or an interactive voice response system over the telephone to record attendance. Payments are made via direct deposit to a provider's bank account. Providers who do not have bank accounts are paid via a debit card.

2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

- a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)) Parents are permitted to select any legally operating provider who meets the criteria for program participation. If a parent selects a vendor that chooses to charge fees above the state maximum reimbursable rates, the family has elected to pay the difference.

- b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)) Although the Maximum Reimbursable Rates are below the recommended 75th percentile, families are not reporting the inability to find care. While they may not be able to select their provider of first choice, families that receive subsidies are facing the same decisions faced by families that do not receive assistance, i.e., what child care can be purchased with the available funds.
- c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)) Families pay 10% of their gross monthly income as their co-payment. Virginia plans to implement a statewide co-payment scale based on family size and income in the fall of 2013 or early in FFY14. One locality (Fairfax County) will use an approved alternate co-payment scale until the revised statewide scale is implemented.
- d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access, including how the quality of child care providers is taken into account when setting rates and whether any other methodologies (e.g., cost estimation models) are used in setting payment rates– N/A

2.8 Goals for the next Biennium – In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices).

Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

Goal 1 - The Child Care Subsidy Program intends to finalize adjustments and identified enhancements to VaCMS and then move forward on using VaCMS to help identify potential fraud situations.

Goal 2 - The program is implementing a new co-payment schedule that will reduce out of pocket expenses for many families and increase state reimbursements to providers. The state will continue to refine the schedule as funds permit to reduce the out-of-pocket expense to parents.

Part 3

Health and Safety and Quality Improvement Activities

In this section, Lead Agencies are asked to describe their goals and plans for implementation of child care quality improvement activities. Under the Child Care and Development Block Grant Act, Lead Agencies have significant responsibility for ensuring the health and safety of children in child care through the State/Territory's child care licensing system and establishing health and safety standards for children who receive CCDF funds. Health and safety is the foundation of quality, but is not adequate to ensure that programs and staff are competent in supporting all areas of child development and promoting school success.

Quality investments and support systems to promote continuous quality improvement of both programs and the staff who work in them are a core element of CCDF. Lead Agencies have been reporting on their efforts to support program quality improvement and professional development since their initial Plans in 1999. This section allows Lead Agencies to continue to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized around a template of four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies over the past decade:

1. Ensuring health and safety of children through **licensing and health and safety standards**;
2. Establishing **early learning guidelines**;
3. Creating pathways to excellence for child care programs through **program quality improvement activities**;
4. Creating pathways to an effective, well-supported child care workforce through **professional development systems and workforce initiatives**.

For each component, Lead Agencies are asked to conduct a three-step process. First, in this section, Lead Agencies will conduct a self-assessment of their programs by responding to the questions in Part 3 that describe the current status of their efforts, using common practices and best practices to list characteristics that build off those that have been reported in previous plans. Second, Lead Agencies then are asked to identify goals for making progress during the FY 2014-2015 biennium and describe their data, performance measure and evaluation capacity for each component. Third, Lead Agencies will report progress on their goals using the Quality Performance Report which is included and described in Appendix 1. The QPR will not be submitted until December 31, 2014.

Based on information reported in past plans, it is expected that the Lead Agency will describe in these first two steps how they will continue to make systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality improvement elements should be fully implemented and integrated. Each State/Territory is expected to fall on a continuum of progress as a result of these first two steps. Lead Agency's individual progress will reported using the Quality Performance Report.

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Questions related to licensing requirements are in sections 3.1.1 and 3.1.2. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Questions related to CCDF Health and Safety requirements are in sections 3.1.3 and 3.1.4.

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i)). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing as defined by the State/Territory. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) (658E(c)(2)(F), §98.41).

- a) Is the Lead Agency responsible for child care licensing? (§98.11(a))
☒ Yes.
☐ No. Please identify the State or local (if applicable) entity/agency responsible for licensing
- b) Provide a brief overview of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. Licensing requirements serve as the CCDF health and safety requirements for centers and family day homes licensed by the Division of Licensing Programs and for centers approved by the Virginia Dept. of Education. Religious exempt child care centers (CCE) must meet state law health and safety requirements and CCDF requirements; license-exempt local government-approved recreation programs must meet the health and safety requirements of the local government and CCDF requirements. Voluntarily registered (VR) and family day homes approved by family day systems (FDS) must meet state health and safety regulations and CCDF requirements; local ordinance-approved family day homes must meet the local ordinance health and safety requirements and CCDF requirements. Unregulated family day home providers must meet CCDF requirements.

- c) Do the State/Territory's licensing requirements serve as the CCDF health and safety requirements?

	Center-Based Child Care	Group Home Child Care <input checked="" type="checkbox"/> N/A. Check if your State/ Territory does not have group home child care.	Family Child Care	In-Home Care <input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory.
Yes, for all providers in this category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, for some providers in this category	Describe: Yes for licensed centers and Dept of Education-approved providers. Religious exempt centers and license-exempt local government-approved recreation programs who receive subsidy payments must meet CCDF Health and Safety requirements.	Describe:	Describe: Yes for licensed homes. Unregulated providers, voluntarily registered providers, family day system-approved providers, and local ordinance-approved providers who receive subsidy payments must meet CCDF Health and Safety requirements.	Describe:
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	Describe:	Describe:	Describe: CCDF Health and Safety requirements include having a negative TB screening, completing the health and safety checklist, having current CPR and First Aid certification.	Describe: Virginia does not regulate in-home child care.

- d) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. For each CCDF category of care, please identify which types of providers are subject to licensing and which providers are exempt from licensing in your State/Territory in the chart below. **Note: OCC recognizes that each State/Territory identifies and defines its own categories of care. OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care but consistent with your reported 801 data.**

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as 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 care in excess of 24 hours is due to the nature of the parent(s)' work.	<p>Describe which types of center-based settings are subject to licensing in your State/Territory</p> <p>Center-based child care/child day center (as defined in the <i>Code of Virginia</i>) means a child day program offered to (i) two or more children under the age of 13 in a facility that is not the residence of the provider or any of the children in care or (ii) 13 or more children at any location.</p>	<p>Describe which types of center-based settings are exempt from licensing in your State/Territory</p> <p>For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs.</p> <p>The following child day center programs are exempt from licensure in Virginia:</p> <ul style="list-style-type: none"> • Centers operated under the auspices of a religious institution • Come-and-go programs • Single focus instructional programs • Instructional/recreational programs where no child under 6 attends for more than 6 hours weekly and no child six and over attends for more than 6 hrs weekly when school is in session or 12 hours weekly when school is not in session • Programs that operate no more than 20 programs days/calendar year • Instructional programs offered by public & private schools to satisfy compulsory attendance laws or IDEA and extracurricular activities such as music, sports, drama, etc. • Programs regulated by the State Board of Education • Early intervention programs under Part C of IDEA where no child attends more than six hours per/week • Practice or competition in organized sports leagues • Programs such as Sunday schools, Bat Mitzvah classes, vacation bible schools, etc. • Child-minding services

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
			<ul style="list-style-type: none"> Preschool or nursery school programs certified as accredited programs by statewide accrediting organizations recognized by the State Board of Social Services Programs offered by local governments*
Group Home Child Care <input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Group home child care provider is defined as two 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.	Describe which types of group homes are subject to licensing	Describe which types of group homes are exempt from licensing
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, 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)'s work. Reminder - Do not respond if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are subject to licensing Family child care home providers are defined in Virginia as: <i>Family day home means a child day program offered in the residence of the provider or the home of any of the children in care for one through 12 children under the age of 13, exclusive of the providers own children and any children who reside in the home, when at least one child receives care for compensation.</i> Family Day homes	Describe which types of family child care home providers are exempt from licensing The following family child care homes are exempt from licensure in Virginia: <ul style="list-style-type: none"> Voluntarily registered family day homes Local ordinance approved FDH that serve fewer than six children and are in three localities in the state: Fairfax, Arlington, Alexandria, whose local governments have ordinances for the regulation and licensing of those homes – allowed under the Code of Virginia under §§15.2-914 and 15.2-741 Unregulated family day homes that serve fewer than six children Family day home system - approved homes. These are allowed by the Code of Virginia under 63.2-100 to be approved by a licensed system. Family day home where all the

CCDF Category of Care	CCDF Definition (§98.2)	Which providers in your State/Territory are subject to licensing under this CCDF category?	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
		required to be licensed are: Family day homes serving six through 12 children, exclusive of the providers own children and any children who reside in the home, shall be licensed.	children in care are grandchildren of the provider
In-Home Care N/A – Virginia does not regulate in-home child care.	In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	<input checked="" type="checkbox"/> N/A. Check if in-home care is not subject to licensing in your State/Territory. Describe which in-home providers are subject to licensing No in-home child care providers are subject to licensing.	Describe which types of in-home child care providers are exempt from licensing

Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center.

Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's. ☒

- e) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

* American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2011) *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*. 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Available online: <http://nrckids.org/CFOC3>

Indicator	For each indicator, check all requirements for licensing that apply, if any.			
	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
<p>Do the licensing requirements include child:staff ratios and group sizes?</p> <p>If yes, provide the ratio for age specified.</p>	<p><input checked="" type="checkbox"/> Yes, Child:staff ratio requirement:</p> <p>Infant ratio (11 months): 4:1</p> <p>Toddler ratio (35 months): 5:1</p> <p>Preschool ratio (59 months): 10:1</p> <p><input type="checkbox"/> No ratio requirements.</p> <p><input type="checkbox"/> Yes, Group size requirement</p> <p>Infant group size (11 months):</p> <p>Toddler group size (35 months):</p> <p>Preschool group size (59 months):</p> <p><input checked="" type="checkbox"/> No group size requirements.</p>	<p><input type="checkbox"/> Yes, Child:staff ratio requirement:</p> <p>Infant ratio (11 months):</p> <p>Toddler ratio (35 months):</p> <p>Preschool ratio (59 months)</p> <p><input type="checkbox"/> No ratio requirements.</p> <p><input type="checkbox"/> Yes, Group size requirement</p> <p>Infant group size (11 months):</p> <p>Toddler group size (35 months):</p> <p>Preschool group size (59 months):</p> <p><input type="checkbox"/> No group size requirements.</p>	<p><input type="checkbox"/> Yes, Child:staff ratio requirement:</p> <p>List ratio requirement by age group:</p> <p><input type="checkbox"/> No ratio requirements.</p> <p><input type="checkbox"/> Yes, Group size requirement.</p> <p>List ratio requirement by age group</p> <p><input type="checkbox"/> No group size requirements.</p> <p><input checked="" type="checkbox"/> Yes, Group size requirement.</p> <p>List ratio requirement by age group</p> <p>No provider may have more than 12 children in care, excluding her children or children who live in the home.</p> <p>Based on the following point system assigned according to the age of children (including caregiver's own children under 8 yrs. old) No caregiver can exceed 16 points:</p> <p>0-15 mos. = 4 points each;</p> <p>16-23 mos. = 3 points each;</p>	<p><input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)</p>

Indicator	For each indicator, check all requirements for licensing that apply, if any.			
	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
		<input checked="" type="checkbox"/> N/A Check if your State/ Territory does not have group home child care.	2-4 yrs. = 2 points each; 5-9 yrs. = 1 point each; 10 yrs. and older = 0 points <input type="checkbox"/> No group size requirements.	<input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)
Do the licensing requirements identify specific educational credentials for child care directors ?	<input checked="" type="checkbox"/> High school/GED <input checked="" type="checkbox"/> Child Development Associate (CDA) <input checked="" type="checkbox"/> State/ Territory Credential <input checked="" type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:
Do the licensing requirements identify specific educational credentials for child care teachers ?	<input checked="" type="checkbox"/> High school/GED <input checked="" type="checkbox"/> Child Development Associate (CDA) <input checked="" type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Teachers must have 6 months of supervised, programmatic experience, and then within 6 months of being promoted or 1 month after, the teacher must have 24 hours of training in child	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/ Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:

Indicator	For each indicator, check all requirements for licensing that apply, if any.			
	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
	development, playground safety, health and safety issues, and preventing/ reporting child abuse and neglect	<input checked="" type="checkbox"/> N/A Check if your State/ Territory does not have group home child care.		<input checked="" type="checkbox"/> N/A if the State/Territory does not license in-home care (i.e., care in the child's own home)
Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year ?	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 16 hours annually	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other:	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 14 hours annually	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours per year after first year <input type="checkbox"/> No training requirement <input type="checkbox"/> Other:

f) Do you expect the licensing requirements for child care providers to change in FY2014-2015?

- ☒ Yes. Describe State Board approved proposed draft center standards April 2013. Standards for Licensed Child Day Centers are currently at the Governor's Office awaiting approval for publication as a proposed regulation
- ☐ No

3.1.2. Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.2a through 3.1.2e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- ☒ Yes. If "Yes" please refer to the chart below and check all that apply.
☐ No

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
Center Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Routine announced visits are not included.	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
Group Home Child Care <input checked="" type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
<input type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Routine announced visits are not included.	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:
In-Home Child Care <input type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/Territory (skip to 3.1.2b)	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

- ☒ Yes. If "Yes" please refer to the chart below and check all that apply.
☐ No

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes. Prospective licensees are encouraged to take an introductory on-line training and then are required to attend an orientation training offered in each regional licensing office.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
	<input type="checkbox"/> No <input type="checkbox"/> Other. Describe
The State/Territory has procedures in place for licensing staff to inspect centers and family child care homes prior to issuing a license.	<input checked="" type="checkbox"/> An on-site inspection is conducted. <input type="checkbox"/> Programs self-certify. Describe: <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe:
Licensing staff has procedures in place to address violations found in an inspection.	<input checked="" type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections. <input checked="" type="checkbox"/> Licensing staff approve the plans of correction submitted by providers. <input checked="" type="checkbox"/> Licensing staff verify correction of violation. <input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation. <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe:
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	<input checked="" type="checkbox"/> Provisional or probationary license <input checked="" type="checkbox"/> License revocation or non-renewal <input checked="" type="checkbox"/> Injunctions through court <input type="checkbox"/> Emergency or immediate closure not through court action <input checked="" type="checkbox"/> Fines for regulatory violations <input type="checkbox"/> No procedures in place. <input checked="" type="checkbox"/> Other. Describe: Probation, require training, reduce capacity, prohibit new admissions, require contacts with parents/guardians, prevent receipt of public funds
The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input type="checkbox"/> Cease and desist action <input checked="" type="checkbox"/> Injunction <input type="checkbox"/> Emergency or immediate closure not through court action <input type="checkbox"/> Fines <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe:
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe: The Administration Process Act of the <i>Code of Virginia</i> at § 2.2-4000, et seq., specifies the appeal process. <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe:

c) Does your State/Territory use background checks as a way to effectively enforce the licensing requirements?

☒ Yes. If "Yes" please refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency.
☐ No

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
Center-Based Child Care	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
		<input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Updated every 3 years.	<input checked="" type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other, volunteers if left alone with children
	<input checked="" type="checkbox"/> State/Territory Criminal Background <input type="checkbox"/> Check if State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Updated every 3 years	<input checked="" type="checkbox"/> Director <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input checked="" type="checkbox"/> Other, volunteers if left alone with children
	FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input type="checkbox"/> Other
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Director <input type="checkbox"/> Teaching staff <input type="checkbox"/> Non-teaching staff <input type="checkbox"/> Volunteers <input type="checkbox"/> Other;
Group Child Care Homes <input type="checkbox"/> N/A. Check if your State/ Territory does not have group home child care.	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> State/Territory Criminal Background <input type="checkbox"/> Check if State/Territory background check includes fingerprints	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
Family Child Care Homes	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe:	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home

CCDF Categories of Care	Types of Background Check	Frequency	Who is Subject to Background Checks?
		Updated every 3 years	
	<input checked="" type="checkbox"/> State/Territory Criminal Background <input type="checkbox"/> Check if State/Territory background check includes fingerprints	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: Updated every 3 years	<input checked="" type="checkbox"/> Provider <input checked="" type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
In-Home Child Care Providers <input checked="" type="checkbox"/> N/A. Check if In-Home Child Care is not subject to licensing in your State/ Territory (skip to 3.1.2e)	<input type="checkbox"/> Child Abuse Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> State/Territory Criminal Background <input type="checkbox"/> Check if State/Territory background check includes fingerprints	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Provider <input type="checkbox"/> Non-provider residents of the home

d) Please **provide a brief overview** of the State/Territory's process for conducting background checks for child care. In this brief overview, include the following:

- d -1) The cost associated with each type of background check conducted - The cost of each background check is \$22.00 or \$27.00 and may include the following:

Child Protective Registry Search- \$7.00/person AND Criminal Records Check w/Sex Offender Search - \$20.00/person (\$27.00) – (preferred but not required);

OR

Child Protective Registry Search- \$7.00/person AND Criminal Background Check w/State Police - \$15.00/person for name search only (\$22.00)

- d-2) Who pays for background checks Individuals or facilities pay for background checks; this is not stipulated by the state?
- d-3) What types of violations would make providers ineligible for CCDF? Describe: Providers would be ineligible to receive CCDF subsidy dollars if they have a conviction of a barrier crime or if their child care program license is denied or revoked. Barrier Crime Violations are extensive and are listed on this website: <http://www.dss.virginia.gov/facility/lcpa.cgi> Child care programs that wish to receive subsidy dollars must comply with the background checks requirement. Reasons for denial or revocation of the child care program license in relation to background checks are cited in § 63.2-1722 of the *Code of Virginia*.

Providers will be permanently disqualified from participating in the child care subsidy program upon the first finding of child care fraud by a court of appropriate jurisdiction. Disqualified providers may appeal the disqualification within 30 days of receipt of notice of the disqualification. The hearing is conducted by a hearing officer (an attorney provided by the Supreme Court of Virginia) at which time the provider or their representative may present evidence and question state and local staff. The provider may request judicial review of the hearing officer's decision within 30 days of receipt of the decision.

- d-4) The process for providers to appeal the Lead Agency's decision based on the background check findings. Describe: An individual may challenge their criminal record by contacting the Virginia State Police. Appeal rights would have been offered to an individual with a founded child protective services record at the time of the finding. In some circumstances, if an individual wishes to appeal background check findings, they may submit a waiver request to the Commissioner of the Department, as described in § 63.2-1723. Further information can be found in 22 VAC 40-191, Background Checks for Child Welfare Agencies. The CPS appeals process is found at this website: <http://www.dss.virginia.gov/appeals/cps.cgi>
- e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2)) Background checks are conducted on unlicensed providers.
- f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

☒ Yes. Describe public website information includes: inspections, violations, licensure term, compliance history, complaints, search by facility/provider name, county, zip code.

☐ No

3.1.3. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

☒ Check if the Lead Agency certifies that there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))

- a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Physical exam or health statement for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical exam or health statement for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Hand-washing policy for providers and children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Diapering policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe: Centers - Religious Exempt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<p>only: Provider health statement required, but no physical exam for children, TB check for providers, diapering policy, or health and safety checklist.</p> <p>Unlicensed local government rec. prgms: Must meet H&S requirements of the local government.</p> <p>Family care– H&S checklist required for unregulated and Voluntarily Registered providers.</p> <p>Unregulated: no physical exam for children or TB check for relatives.</p> <p>Vol. Reg.: No diapering policy.</p> <p>Local FDH System-approved: No hand washing or diapering policy.</p>				

- b) Describe the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/> Religious exempt centers only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/> Not required in religious exempt	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/> Not required in religious exempt	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/> Not required in religious exempt	<input checked="" type="checkbox"/> Not required in Voluntary Registered Homes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input checked="" type="checkbox"/> Religious exempt centers only	<input checked="" type="checkbox"/> Voluntary registered only	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: Centers: Religious Exempt: No safe sleep policy. Unlicensed Local Government Recreation Programs: Must meet H&S requirements of the local government. Family homes: Voluntarily Registered and Unregulated: Must complete H&S checklist; no safe sleep policy. System-approved Homes: no safe sleep policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- c) Describe the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3)) Note: While Lead Agencies have the flexibility to define these terms, for this question, pre-service refers to any training that happens prior to a person starting or shortly thereafter (first week, etc). "On-going" would be some type of routine occurrence (e.g., maintain qualifications each year).

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	First Aid	YES	YES
	CPR	YES	YES
	Medication Administration Policies and Practices	NO	NO
	Poison Prevention and Safety	NO	NO

CCDF Categories of Care	Health and safety training requirements	Pre- Service	On- Going
	Safe Sleep practices including Sudden Infant Death Syndrome (SIDS) Prevention	NO	NO
	Shaken Baby Syndrome and abusive head trauma prevention	NO	NO
	Age appropriate nutrition, feeding, breastfeeding support	NO	NO
	Physical Activities	NO	NO
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	NO	NO
	Recognition and mandatory reporting of suspected child abuse and neglect	NO	NO
	Emergency preparedness and planning response procedures	NO	NO
	Management of common childhood illnesses, including food intolerances and allergies	NO	NO
	Transportation and child passenger safety	NO	NO
	Caring for children w/ special health care needs, mental health needs, and developmental disabilities in compliance with ADA	NO	NO
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services	NO	NO
	Supervision of children	NO	NO
	Behavior Management	NO	NO
	Other. Describe: Unlicensed local gov't-approved recreation programs & Religious Exempt required to have 4 hours of skills training annually on child health, safety, child development.	NO	YES
Group Home Child Care	First Aid	NO	NO
	CPR	NO	NO
	Medication Administration Policies and Practices	NO	NO
	Poison Prevention and Safety	NO	NO
	Safe Sleep practices including Sudden Infant Death Syndrome (SIDS) Prevention	NO	NO
	Shaken Baby Syndrome and abusive head trauma prevention	NO	NO
	Age appropriate nutrition, feeding, breastfeeding support	NO	NO
	Physical Activities	NO	NO
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	NO	NO
	Recognition and mandatory reporting of suspected child abuse and neglect	NO	NO
	Emergency preparedness and planning response procedures	NO	NO
	Management of common childhood illnesses, including food intolerances and allergies	NO	NO
	Transportation and child passenger safety	NO	NO
	Caring for children w/ special health care needs, mental health needs, and developmental disabilities in compliance with ADA	NO	NO
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services	NO	NO
	Supervision of children	NO	NO
	Behavior Management	NO	NO
	Other. Describe: NA	NO	NO

CCDF Categories of Care	Health and safety training requirements	Pre- Service	On- Going
Family Child Care Providers	First Aid	YES	YES
	CPR	YES	YES
	Medication Administration Policies and Practices	NO	NO
	Poison Prevention and Safety	NO	NO
	Safe Sleep practices including Sudden Infant Death Syndrome (SIDS) Prevention	NO	NO
	Shaken Baby Syndrome and abusive head trauma prevention	NO	NO
	Age appropriate nutrition, feeding, breastfeeding support	NO	NO
	Physical Activities	NO	NO
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	NO	NO
	Recognition and mandatory reporting of suspected child abuse and neglect	NO	NO
	Emergency preparedness and planning response procedures	NO	NO
	Management of common childhood illnesses, including food intolerances and allergies	NO	NO
	Transportation and child passenger safety	NO	NO
	Caring for children w/ special health care needs, mental health needs, and developmental disabilities in compliance with ADA	NO	NO
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services	NO	NO
	Supervision of children	NO	NO
	Behavior Management	NO	NO
	Other. Describe: Unregulated and Voluntarily Registered providers: 4 hours of skills training annually on child health/development and safety.	YES	YES
	*Family day system-approved providers: 22 hours of pre-service and 8 hours annual training required. No required training on safe sleep, infectious disease, emergency preparedness, transportation or child supervision. They are trained on child development both pre-service and on-going.		
In-Home Child Care Providers	First Aid	YES	YES
	CPR	YES	YES
	Medication Administration Policies and Practices	NO	NO
	Poison Prevention and Safety	NO	NO
	Safe Sleep practices including Sudden Infant Death Syndrome (SIDS) Prevention	NO	NO
	Shaken Baby Syndrome and abusive head trauma prevention	NO	NO
	Age appropriate nutrition, feeding, breastfeeding support	NO	NO
	Physical Activities	NO	NO
	Procedures for preventing the spread of infectious disease, including sanitary methods and safe handling of foods	NO	NO
	Recognition and mandatory reporting of suspected child abuse and neglect	NO	NO
	Emergency preparedness and planning response procedures	NO	NO

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Management of common childhood illnesses, including food intolerances and allergies	NO	NO
	Transportation and child passenger safety	NO	NO
	Caring for children w/ special health care needs, mental health needs, and developmental disabilities in compliance with ADA	NO	NO
	Child development including knowledge of developmental stages and milestones appropriate for the ages of children receiving services	NO	NO
	Supervision of children	NO	NO
	Behavior Management	NO	NO
	Other. Describe: Other. Describe: Unregulated and Voluntarily Registered providers: 4 hours of skills training annually on child health/development and safety. *Family day system-approved providers: 22 hours of pre-service and 8 hours annual training required. No required training on safe sleep, infectious disease, emergency preparedness, transportation or child supervision. They are trained on child development both pre-service and on-going.	YES	YES

- d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii))(A))

- ☐ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- ☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- ☒ Relative providers are subject to certain requirements. Describe the different requirements. Relative providers are subject to the same requirements as other providers, except that grandparents, great grandparents, aunts, uncles, and adult siblings of the children in care (if the adult sibling resides in a separate residence) are exempt from tuberculosis screenings and completion of the health and safety checklist.

- e) Provide a web address for the State/Territory's health and safety requirements, if available: N/A

3.1.4 Effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described in 3.1.2 for licensed providers, please describe how the Lead Agency enforces the CCDF health and safety enforcement requirements.

- a) Describe whether and how the Lead Agency uses on-site visits (announced and unannounced): Local departments can make unannounced visits to providers as frequently as there is a need. Mandated requirements (background checks, training requirements) are tracked.

- b) Describe whether the Lead Agency uses background checks: Prior to payment using CCDF funds, all providers, assistants, volunteers, and household members are required to have state criminal history record checks and child abuse and neglect central registry checks. In addition, they must sign a sworn statement or affirmation disclosing any criminal conviction, whether they have ever been the subject of a founded complaint of child abuse or neglect and any pending criminal charges. Background checks must be repeated every 3-5 years (depending on the state regulation for background checks governing the program). Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements: Providers who fail to meet prescribed practices for health and safety requirements are not eligible to receive CCDF funds.
- c) Does the Lead Agency permit providers to self-certify compliance with applicable health and safety standards?

☒ Yes. If Yes, what documentation, if any, is required? Describe: A self-certification form must be completed as a health and safety checklist for unlicensed family day homes. Licensing exempt centers self-certify regarding training and background check requirements.

☐ No

- d) Describe whether the Lead Agency uses any other enforcement policies and practices for the health and safety requirements. N/A

☒ Check if the Lead Agency certifies that procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))

3.1.5. Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities.

☒ Yes. Describe: Through the Virginia Star Quality Initiative, Infant and Toddler Specialist Network, Infant and Toddler social/emotional initiative, and trainings about inclusion, the Lead Agency encourages child care providers to conduct preliminary screenings of children in their care, become knowledgeable about resources available in their community, and communicate with parents when they notice child development that is not typical.

- a) If yes, are training, resources, and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☒ Yes. Describe: Under the Infant and Toddler social/emotional initiative, training and coaching on Ages and Stages Questionnaire, 3rd edition (ASQ-3) will be offered to providers who care for infants and toddlers.

☐ No

☐ Other. Describe:

- b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

- ☐ Yes. Describe:
- ☐ No
- ☒ Other. Describe: Providers have access to information and resources, but the Lead Agency does not provide a statewide standard resource listing or a structured support/training program. The process for making a referral will be reviewed during the ASQ_3 training for providers of infants and toddlers.

c) Does the State/Territory use developmental screening and referral tools?

- ☐ Yes. If YES, provide the name of the tool.
- ☒ No
- ☐ Other. Describe:

☐ No

3.1.6. Data & Performance Measures on Licensing and Health and Safety Compliance – What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

- ☒ Number of licensed programs. Describe (optional)
- ☐ Numbers of programs operating that are legally exempt from licensing. Describe (optional)
- ☒ Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional)
- ☐ Number of injuries in child care as defined by the State/Territory. Describe (optional)
- ☒ Number of fatalities in child care as defined by the State/Territory. Describe (optional)
- ☒ Number of monitoring visits received by programs. Describe (optional)
- ☒ Caseload of licensing staff. Describe (optional)
- ☐ Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional)
- ☐ Other. Describe:
- ☐ None

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements? Licensing staff monitors compliance with licensing regulations, not specifically with CCDF health and safety requirements. However, all the CCDF health and safety requirements of Section 98.41 of 45 CFR Part 98 are included in licensing regulations for child day centers and family day homes.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking

at outcomes in programs or the system and may be ongoing or conducted periodically. The VDSS Division of Licensing Programs implemented a Performance Standardization tool which includes the standardization of risk assessment. Violations are scored based on the Risk Assessment Matrix which determines the probability of harm related to the severity of harm. The Performance Standardization tool uses data reports collected from like facilities and generates a report with license type recommendations: provisional; conditional; 1-, 2-, or 3-year licenses. These are based on comparison of an individual facility's score related to the statewide facility type norm.

- 3.1.7. Goals for the next Biennium** - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section of 3.1. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)


Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.)

The Division of Licensing Programs (DOLP) plans to continue consistent enforcement of key health and safety standards. DOLP plans to update and improve technical assistance.

Goal 1:	Continue the work of statewide standardization of risk assessment and the streamlining of the risk assessment data collection processes.
Goal 2:	Revise and update the Standards for Licensed Child Day Centers. Revisions include incorporating recent national recommendations to increase health & safety requirements and limit the use of screen-time; creating a tiered approach for qualifying as lead teachers based on education and experience working with children, and for directors, based on education, experience working with children, management experience to include supervision of staff and business practices.
Goal 3:	Improve communication and technical assistance offered to licensing staff and child care providers by continuing to use a committee process to draft accurate and clear answers to questions.

New!

CCDF has a number of performance measures that are used to track progress for key aspects of the program at the national level. These performance measures are included in [budget materials submitted to Congress and other documents](#). Please follow this link <http://www.acf.hhs.gov/programs/occ/resource/government-performance-and-results-act-gpra-measures> to see the CCDF performance measures. A number of these performance measures rely on

information reported in the State and Territorial Plans as a data source. We have added a ruler icon  in Section 3.2 through 3.4 in order to identify the specific questions used in the performance measures. When answering these questions, Lead Agencies should ensure that their answers are accurate and complete in order to promote the usefulness and integrity of the performance measures.



3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines (also referred to as early learning and development standards) include the expectations for what children should know (content) and be able to do (skills) at different levels of development. These standards provide guidelines, articulate developmental milestones, and set expectations for the healthy growth and development of young children. The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These early learning guidelines are voluntary because States/Territories are not required to develop such guidelines or implement them in a specified manner.

3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

- ☒ Birth-to-three (Milestones of Child Development)
- ☒ Three-to-five (Milestones of Child Development)
- ☐ Five years and older
- ☐ None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible: Milestones of Child Development, found at http://www.dss.virginia.gov/family/cc/professionals_resources.cgi click on "Publications"

Which State/Territory agency is the lead for the early learning guidelines? Virginia Department of Social Services (They are called the Milestones of Child Development.)



3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Approaches to learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3.2.3 To whom are the early learning guidelines disseminated and in what manner? Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/> Website and Libraries only	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/> Website and Libraries only	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/> Website and Libraries only	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/> Website and Libraries only	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/> Website and Libraries only	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/> Website and Libraries only	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/> Website and Libraries only	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/> Website and Libraries only	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. List: The State is limiting the printing of large documents. Copies of the <i>Milestones of Child Development</i> are available in all 350 branch libraries statewide, as well as on the Lead Agency's website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system?

Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- ☐ To define the content of training required to meet licensing requirements
- ☐ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- ☐ To define the content of training required for the career lattice or professional credential
- ☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- ☒ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- ☒ To develop State-/Territory-approved curricula
- ☐ Other. List
- ☐ None.



3.2.5 Are voluntary early learning guidelines and development standards aligned with into other parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- ☒ Cross-walked to align with Head Start Child Development and Early Learning Framework
- ☒ Cross-walked to align with K-12 content standards
- ☒ Cross-walked to align with State/Territory pre-k standards
- ☐ Cross-walked with accreditation standards
- ☐ Other. List
- ☐ None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions.

In this section, assessment is framed with two distinct purposes/tools – 1) ongoing assessment of children’s progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted within pre-kindergarten and/or at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

- a) Are programs required to conduct ongoing assessments of children’s progress of children using valid, reliable, and age-appropriate tools aligned with the early learning guidelines or other child standards?

☐ Yes. Describe:

a-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children’s needs?

☐ Yes. Describe:

☐ No

☐ Other. Describe:

a-2) If yes, is information on child’s progress reported to parents?

☐ Yes. Describe:

☐ No

- ☐ Other. Describe:
- ☒ No
- ☐ Other. Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children within pre-kindergarten and/or as they enter kindergarten?

- ☐ Yes. Describe:
- b-1) If yes, do the tools cover the developmental domains identified in 3.2.2?
- ☐ Yes. Describe:
- ☐ No
- ☐ Other. Describe:
- b-2) If yes, are the tools used on all children or samples of children?
- ☐ All children. Describe:
- ☐ Samples of children. Describe:
- ☐ Other. Describe:
- b-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?
- ☐ Yes. Describe:
- ☐ No
- ☐ Other. Describe:

- ☐ No
- ☐ Other. Describe:
- ☒ Other. Describe: Virginia requires the Pre-K PALS (fall and spring) if schools accept state funding through the Virginia Preschool Initiative (88% of schools). Schools that take EIRI funds must administer the K-PALS.

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

- ☐ Yes. Describe:
- ☐ No
- ☒ Not applicable. State does not have an SLDS. Virginia is in the process of developing a State Longitudinal Data System at the Virginia Department of Education, but it has not been implemented at the time of writing this document.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines – What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children's attainment of the early learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

- ☐ Number/percentage of child care providers trained on ELG's for preschool aged children. Describe (optional)
- ☐ Number/percentage of child care providers trained on ELG's for infants and toddlers. Describe (optional)
- ☐ Number of programs using ELG's in planning for their work. Describe (optional)
- ☐ Number of parents trained on or served in family support programs that use ELG's. Describe (optional)
- ☐ Other. Describe:
- ☒ None

- b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines? Currently, we do not have any specific performance measures for the early learning guidelines; however, the Virginia Star Quality Initiative (Virginia's QRIS program) mentors, and the Virginia Infant & Toddler Specialist Network specialists use the early learning guidelines to work with child care programs while developing quality improvement plans. The Infant & Toddler Specialists use the guidelines when conducting Celebrating Babies and Tots conferences, organizing infant and toddler tracks at state and regional conferences, developing trainings, leading director forums, and providing on-site training and technical assistance.
- c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines and the progress of children in child care? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. The Lead Agency does not have any current plans for evaluation related to early learning guidelines.

3.2.8 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines? The Lead Agency will explore options for updating the Milestones of Child Development and possible ways to integrate these early learning guidelines into Virginia's early care and education infrastructure.

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

Many States have chosen to use targeted quality funds and other resources to develop a systematic framework for evaluating, improving, and communicating the level of quality in early childhood programs (i.e. QRIS). States and Territories will provide a self-assessment on current program quality improvement activities by responding to questions in this section and then describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to a Quality Rating and Improvement System (QRIS) framework. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality

3. Financial incentives and supports
4. Quality assurance and monitoring
5. Outreach and consumer education

While not all States and Territories have developed or implemented a formal QRIS, all are pursuing quality improvement strategies that can be described within this framework (based upon previous CCDF Plans). Using this framework to organize this section allows States/Territories to report on their quality improvement activities systematically whether they have a QRIS or not. Over time, States and Territories are encouraged to work on linking their quality improvement initiatives and strategies across all of these elements, culminating in a comprehensive Quality Rating and Improvement System with adequate support for providers to attain higher levels of quality and transparency for parents and the community regarding the quality of child care.

- a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities. VDSS and the Virginia Early Childhood Foundation lead the administration of the QRIS in a public-private partnership.

3.3.1 Element 1 – Program Standards

Definition – For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

- a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.
 - ☒ Ratios and group size
 - ☒ Health, nutrition and safety
 - ☒ Learning environment and curriculum
 - ☒ Staff/Provider qualifications and professional development
 - ☒ Teacher/providers-child relationships
 - ☒ Teacher/provider instructional practices
 - ☒ Family partnerships and family strengthening
 - ☐ Community relationships
 - ☒ Administration and management
 - ☐ Developmental screenings
 - ☐ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
 - ☐ Cultural competence
 - ☐ Other. Describe:
 - ☐ None. If checked, skip to 3.3.2.
- b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.
 - ☒ Children with special needs as defined by your State/Territory
 - ☒ Infants and toddlers
 - ☐ School-age children
 - ☐ Children who are dual language learners

☐ None

- c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☐ Licensing is a pre-requisite for participation
☐ Licensing is the first tier of the quality levels
☐ State/Territory license is a "rated" license.
☒ Other. Describe: Programs must be in compliance with their regulatory authority.

Licensed and religious exempt programs must be in compliance with the Lead Agency's Division of Licensing Programs. The Virginia Preschool Initiative, Head Start/Early Head Start Programs, and Military facilities must be in good standing with their regulatory agency.

☐ Not linked.

- d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

- ☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
☐ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
☐ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
☐ Other. Describe:
☒ None

3.3.2 Element 2 –Supports to Programs to Improve Quality



Definition – For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

- a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, skip to 3.3.3.

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching dual language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe: [redacted]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.3.			

- b) Methods used to customize quality improvement supports to the needs of individual programs include:

- ☒ Program improvement plans
☒ Technical assistance on the use of program assessment tools
☐ Other. Describe: [redacted]

- c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- ☒ Yes. Describe: Programs receive technical assistance (TA) from the local coalition or the assigned mentor. The TA includes support for completing the required documents, an overview of the instruments, and an explanation of the rating process.
☐ No
☐ Other. Describe: [redacted]

3.3.3 Element 3 – Financial Incentives and Supports

Definition – For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.



- a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, skip to 3.3.4.

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to improving/maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: [redacted]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> None. Skip to 3.3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 – Element 4 - Quality Assurance and Monitoring

Definition – For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.



- a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. If none, skip to 3.3.5.

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. A sample of classrooms for each age group is assessed every two years.	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. A sample classroom for each age group is assessed every two years.	<input checked="" type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes. Describe, including frequency of assessments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21 st Century Learning Center programs. Describe, including frequency of assessments. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
☐ Include QRIS or other quality reviews as part of licensing enforcement
☐ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
☐ Other. Describe:
☒ None



3.3.5. Element 5 - Outreach and Consumer Education

Definition – For purposes of this section, outreach and consumer education refers to the strategies

used to promote the child care quality improvement standards to parents, programs and the general public.

- a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

☒ Yes. If yes, how is it used?

- ☐ Resource and referral/consumer education services use with parents seeking care
☐ Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
☒ Searchable database on the web
☒ Voluntarily, visibly posted in programs
☐ Mandatory to post visibly in programs
☐ Used in marketing and public awareness campaigns
☐ Other. Describe:

☐ No. If no, skip to 3.3.6.

- b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

- ☒ Print
☐ Radio
☐ Television
☒ Web
☐ Telephone
☐ Social Marketing
☐ Other. Describe:
☐ None

- c) Describe any targeted outreach for culturally and linguistically diverse families. No cultural or linguistic outreach is planned



3.3.6. Quality Rating and Improvement System (QRIS)

- a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5, does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?**

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

☐ Participation is voluntary for _____

☐ Participation is mandatory for _____

☒ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

☐ No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☐ State/Territory is in the development phase

- ☐ State/Territory has no plans for development
☐ Other. Describe:



b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

- ☒ Child care centers
☐ Group child care homes
☒ Family child care homes
☐ In-home child care
☒ License exempt providers
☐ Early Head Start programs
☒ Head Start programs
☒ Pre-kindergarten programs
☐ School-age programs
☐ Other. Describe:

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above, please describe The QRIS web site and other quality materials are available for programs to learn more about quality. Local coalitions and local DSS agencies plan and lead quality improvement trainings, and they are available in the communities for all groups serving children, including those that are legally exempt from licensing.

3.3.8 Data & Performance Measures on Program Quality – What data elements, if any, does the State/Territory currently have access to related to the quality of programs? What, if any, does the State/Territory use for performance measures on program quality improvement? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on program quality.** Indicate if the Lead Agency or another agency has access to data on:

- ☒ Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe: (optional) Data on all participating programs is captured and maintained in a database.
☐ Number of programs that move program quality levels annually (up or down). Describe (optional)
☒ Program scores on program assessment instruments. List instruments: ECERS-R, ITTERS-R, CLASS, Toddler CLASS Describe (optional) The score for the program is derived from a sampling of classrooms.
☒ Classroom scores on program assessment instruments. List instruments: ECERS-R, ITTERS-R, CLASS, Toddler CLASS Describe: (optional) A sample of the classrooms that represent each age level is assessed.
☒ Qualifications for teachers or caregivers within each program. Describe: (optional) Self-reported documentation on early childhood/child related education and training.
☐ Number/Percentage of children receiving CCDF assistance in licensed care. Describe:

(optional)

☐ Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory

☐ Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe: (optional)

☐ Other. Describe:

☐ None

- b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality? The Lead Agency is beginning the fifth year for the quality rating and improvement system. This is a voluntary program so not all child care programs in the state are participating. Consequently, the quality performance of all programs in the state will not be rated.
- c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. The State is not planning to conduct a formal evaluation of the QRIS this year. The implementation of the QRIS system will continue to be monitored by the state and partner agency responsible for program administration.

3.3.9 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems? The State is in the process of revising the QRIS to move the emphasis from assessing programs to supporting improvements through professional development supports such as training, mentoring, coaching and technical assistance in targeted areas.

3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

- 1) Core Knowledge and Competencies– The Lead Agency is responsible for administering the activities for core knowledge and competencies; however, multiple organizations and early childhood partners are involved in the planning of these activities, including developing/revising the competencies for early care and education professionals who work with children from birth through age five years old. The Lead Agency is developing professional development standards for technical assistance providers. The Lead Agency also works with the Virginia Partnership for Out-of-School Time to develop competencies for child care staff who work with school-age children.

Collaborative partners for the development of the core knowledge and competencies for child care providers in Virginia included the following organizations:

- Virginia Department of Education,
- Virginia Department of Health
- Virginia Department of Behavioral Health and Developmental Services
- Virginia Head Start Association
- Partnership for People With Disabilities
- Child Care Aware of Virginia and their Member Agencies
- Community college and higher education faculty
- National Child Care Information Center
- United Way Success by 6
- National Women’s Law Center
- Virginia Partnership for Out-of-School Time
- Other early childhood professionals

- 2) Career Pathways (or Career Lattice) - The Lead Agency is responsible for planning and administering the activities for Virginia’s early childhood professionals’ career lattice. Again, many organizations had input into Virginia’s Early Childhood and Child Care Professional Development Career Lattice—most significantly, the Smart Beginnings Coalition of South Hampton Roads.
- 3) Professional Development Capacity – The Lead Agency is responsible for planning and administering the activities for building Virginia’s professional development capacity for early childhood professionals. The Lead Agency offers 54 online early care and education courses; contracts with Child Care Aware of Virginia to administer the five Endorsement programs and additional distance learning options including The Whole Child video series, The Program for Infant and Toddler Caregivers video series, and the Read-A-Book Program that is being expanded; administers the Virginia Child Care Provider Scholarship Program; and is developing the professional development registry, and trainer and training approval processes.

Professional development components (training, mentoring/coaching, technical assistance) are also provided by other CCDF-funded programs, such as the Virginia Infant & Toddler Specialist Network, Virginia Star Quality Initiative, and Child Care Aware of Virginia. With federal partners, the Lead Agency will focus on making improvements to our technical assistance system.

- 4) Access to Professional Development – The Lead Agency is responsible for planning and administering the access to professional development in the Commonwealth. A training calendar, called Training Information for Provider Success (T.I.P.S.), is maintained on the Lead Agency’s public website to allow all early care and education training entities to list their training events. Additionally, Child Care Aware

of Virginia is providing regional coordination of cross-sector training efforts and technical assistance on professional development for providers with additional regional training Web sites..

Courses are offered in a variety of training modalities to include online learning, video-based training, book-based or independent-study training, project-based training, and occasionally, classroom-based training. The Lead Agency is working to complete a trainer and training approval process to ensure the quality of professional development classes in the Commonwealth that are being offered by private trainers. Once implemented, it is our intent to encourage professional development providers to offer quality child care courses in their localities to meet the needs of providers.

The Medication Administration Training (MAT) Independent Study course option allows smoother and quicker access to this distance learning course. MAT is mandatory for providers who work in licensed and regulated child care programs that choose to administer medication to children in their care.

- 5) Compensation, Benefits and Workforce Conditions – At a basic level, the Lead Agency has been a strong proponent for recognizing the achievements of practitioners in early care and education through providing an annual Early Childhood Professionals' Recognition Day, efforts to raise the subsidy reimbursement rates, and consistent encouragement for providers to improve their professional level with formal, higher-level education in early childhood development/education.

With the planned implementation of a professional development registry, not only will there be a system for tracking and recognizing providers' professional development achievements, but also a means for tracking data related to workforce transitions, wages, and benefits. Capturing this information will establish a better picture of the early childhood and child care workforce in Virginia and provide data for decision-making.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition – For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.



- a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☒ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. Skip to question 3.4.2.

☐ Other. Describe:

If yes, insert web addresses, where possible

http://www.dss.virginia.gov/family/cc/professionals_resources.cgi, then click on "Publications", and then click on "Competencies for Early Childhood Professionals".

- b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

☒ Child growth, development and learning

☒ Health, nutrition, and safety

☒ Learning environment and curriculum

☒ Interactions with children

- ☒ Family and community relationships
- ☒ Professionalism and leadership
- ☒ Observation and assessment
- ☒ Program planning and management
- ☒ Diversity
- ☐ Other. Describe:
- ☐ None

- c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.
- ☐ To define the content of training required to meet licensing requirements
 - ☐ To define the content of training required for program quality improvement standards (as reported in section 3.3)
 - ☐ To define the content of training required for the career lattice or credential
 - ☒ To correspond to the early learning guidelines
 - ☐ To define curriculum and degree requirements at institutions of higher education
 - ☒ Other. Describe: The Lead Agency lists the competencies addressed in each agency-approved early childhood online and classroom course.
 - ☐ None
- d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.
- ☐ Cross-walked with the Child Development Associate (CDA) competencies
 - ☐ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation, Head Start SOLAR staff skills indicators)
 - ☐ Cross-walked with apprenticeship competencies
 - ☐ Other. Describe:
 - ☒ None
- e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.
- ☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe:
 - ☐ Providers working directly with children in family child care homes, including aides and assistants. Describe:
 - ☐ Administrators in centers (including educational coordinators, directors). Describe:
 - ☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe:
 - ☐ Education and training staff (such as trainers, CCR&R staff, faculty). Describe:
 - ☐ Other. Describe:
 - ☒ None
- f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.
- ☐ Birth-to-three

- ☐ Three-to-five
- ☐ Five and older
- ☒ Other. Describe: The Lead Agency partnered with school-age child care professionals to develop competencies specifically for school-age child care staff. These competencies are serving as a foundation for further review and revision by the Virginia Partnership for Out-of-School Time.
- ☐ None



3.4.2 Workforce Element 2 - Career Pathways

Definition – For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

- a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?
- ☒ Yes. Describe: The Virginia Early Childhood and Child Care Professional Development Career Lattice is based on state Licensing requirements for child care program staff/director training .
- ☐ No, the State/Territory has not developed a career pathway. Skip to question 3.4.3. Insert web addresses, where possible:
http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/training_development/career_lattice_2011.pdf
- b) Check for which roles, if any, the career pathways include qualifications, specializations or credentials.
- ☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe: The Career Lattice for Virginia includes professional development guidance for entry-level and advanced center aides, entry-level and advanced center program leaders/teachers, and entry-level and advanced center program directors.
- ☒ Providers working directly with children in family child care homes, including aides and assistants. Describe: The Career Lattice for Virginia includes professional development guidance for entry-level and advanced aides in family day homes, as well as entry-level and advanced family home providers and assistants.
- ☒ Administrators in centers (including educational coordinators, directors). Describe: The Career Lattice for Virginia includes professional development guidance for entry-level and advanced Program Directors.
- ☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe:
- ☐ Education and training staff (such as trainers, CCR&R staff, faculty). Describe:
- ☐ Other. Describe:
- ☐ None
- c) Does the career pathways (or lattice) include specializations or credentials, if any, for working with any of the following children?

- ☒ Infants and toddlers
- ☒ Preschoolers
- ☐ School-age children
- ☐ Dual language learners
- ☐ Children with disabilities, children with developmental delays, and children with other special needs
- ☐ Other. Describe:
- ☐ None

d) In what ways, if any, is the career pathway (or lattice) used?

- ☒ Voluntary guide and planning resource
- ☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
- ☐ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
- ☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
- ☐ Required placement for participation in scholarship and/or other incentive and support programs
- ☐ Required placement for participation in the QRIS or other quality improvement system
- ☐ Other. Describe:
- ☐ None

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

- ☐ Yes. If yes, Describe:
- ☒ No.

3.4.3 Workforce Element 3 – Professional Development Capacity

Definition – For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Early childhood includes infants, toddlers and preschoolers.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

- ☐ Yes. If yes, Describe:
- ☒ No.

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

- ☐ Yes. If yes, Describe:
☒ No

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

- ☒ Standards set by the institution
☒ Standards set by the State/Territory higher education board
☐ Standards set by program accreditors
☐ Standards set by State/Territory departments of education
☐ Standards set by national teacher preparation accrediting agencies
☐ Other. Describe:
☐ None

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

- ☐ Training approval process. Describe:
☒ Trainer approval process. Describe: The Lead Agency is in the process of developing a trainer approval system in FFY 2014.
☐ Training and/or technical assistance evaluations. Describe:
☐ Other. Describe:
☐ None

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

- ☒ Yes. If yes, describe: There are two articulation agreements in place across institutions of higher education, as follows:

1. Virginia Community College System with Virginia Commonwealth University for a Baccalaureate Degree in Interdisciplinary Studies with a concentration in early childhood studies (for nonlicensure)
2. Northern Virginia Community College with George Mason University for a Baccalaureate Degree in Individualized Studies with a concentration in early childhood education studies (for nonlicensure)

☐ No

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

- ☒ Yes. If yes, describe:

The Lead Agency works with John Tyler Community College to apply college credit to four Endorsements: Infant and Toddler, Preschool, Early Childhood Endorsement I – Creativity Series, Early Childhood Endorsement II – Health, Safety, and Nutrition Series. Each endorsement is a 12 or 13-course program, for a total of 48 or 52 clock hours of classroom or online training with supplemental course assignments and projects. Upon successful completion of any Endorsement, and the additional required coursework, participants are

eligible to apply for college credit. The Infant and Toddler Endorsement is equivalent to the community college course CHD 166, Infant and Toddler Programs. The Preschool Endorsement is equivalent to the community college course, CHD 120, Introduction to Early Childhood Education. Early Childhood Endorsement I (ECE I) is equal to CHD 145, Teaching Art, Music and Movement to Children. Early Childhood Endorsement II (ECE II) is equal to EDU 2325, Health Safety and Nutrition Education.

An additional Endorsement was added called the School-age Endorsement which offers introductory knowledge and skills for staff working in school-age child care programs. College credit is not available for this endorsement.

Completing three endorsements for 120 clock hours of training (for either the Infant and Toddler, ECE I and ECE II or Preschool, ECE I and ECE II) will be available in the next biennium. For the Infant and Toddler and Preschool categories, this training meets the training content and hour requirements for the Child Development Associate credential. All endorsement courses will be offered either online or as a self-paced work study.

☐ No



3.4.4 Workforce Element 4 – Access to Professional Development

Definition – For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

- a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?

- ☒ Child care
- ☒ Head Start/Early Head Start
- ☒ Pre-Kindergarten
- ☒ Public schools
- ☒ Early intervention/special education
- ☐ Other. Describe:

☐ No

- b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes. If yes, describe: The Lead Agency partners with Child Care Aware of Virginia to provide technical assistance related to professional development for all child care providers. There is one regional professional development consortium coordinator in each of the five VDSS regions. Assistance may include information about the Scholarship Program, career lattice, cross-sector training opportunities, CDA and degree information, etc. The T.I.P.S. (Training Information for Provider Success) Calendar is available on the Lead Agency's public Web site. This calendar allows any professional development provider to list relevant early childhood education classes, indicating the trainer and brief description of the class, the

location, date, and time of the class, registration information, and other details. The Lead Agency also provides VDSS-specific class information and additional training resources in the online professional development catalog.

☐ No

Insert web addresses, where possible:

TIPS Calendar: http://www.dss.virginia.gov/family/cc_providertrain/tips.cgi

Professional Development Catalog/Additional Training Resources:

http://www.dss.virginia.gov/files/division/cc/provider_training_development/catalog/07AddTraining_OtherResourcesFIN.pdf

- c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☒ Scholarships. Describe:

The Lead Agency provides the Virginia Child Care Provider Scholarship Program for current early childhood practitioners (who have priority for scholarship awards) or those who intend to work in the field. Participants are eligible for scholarships to take up to eight community college courses (at the in-state tuition rate), or as many college-level courses as possible not to exceed the lifetime maximum dollar amount (currently \$2,988), whichever occurs first. Courses are pre-approved and must align with current early childhood certificate or degree programs. Students may elect to attend four-year institutions; however, there is a \$394 cap on the scholarship award for each course. Typically each year, the General Assembly appropriates \$600,000 of federal monies for this purpose.

☐ Free training and education. Describe:

☐ Reimbursement for training and education expenses. Describe:

☒ Grants. Describe: Through various grants and contracts, practitioners are often awarded free training. This opportunity for free training depends on the local departments of social services that are planning the events. Additionally, through the local QRIS coalitions, Virginia Infant & Toddler Specialist Network, and the infant and toddler social/emotional training and support activities, providers will receive free training and mentoring.

☐ Loans. Describe:

☐ Loan forgiveness programs. Describe:

☐ Substitute pools. Describe:

☐ Release time. Describe:

☒ Other. Describe: The Lead Agency provides very low-cost and convenient online training options for all child care providers at \$20 (3-4 hour class). Internet access is a requirement.

☐ None

- d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☒ Yes. If yes, describe. Through a contract and partnership with Child Care Aware of Virginia (formerly VACCRRN), there are now five regional coordinators who will provide basic career guidance to child care providers seeking advancement. The Regional Consortium Coordinators provide information on the low-cost or free resources available, direct the

practitioner to the state's Registry (once implemented), Career Lattice, *Competencies for Early Childhood Professionals*, Scholarship Program, Endorsement Programs, and other training that will document needed skills.

☐ No

- e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes. If yes, describe: Through the Virginia Infant & Toddler Specialist Network, the local QRIS coalitions, and the early childhood mental health training and support activities, practitioners could receive mentoring, coaching and training.

☐ No

3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions

Definition – For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

- a) Does the State/Territory have a salary or wage scale for various professional roles?

☐ Yes. If yes, Describe:

☒ No

- b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☐ Yes. If yes, Describe:

☒ No

- c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☐ Yes. If yes, Describe:

☒ No

- d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes. If yes, Describe:

☒ No

3.4.6 Data & Performance Measures on the Child Care Workforce – What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

- ☐ Data on the size of the child care workforce. Describe: (optional)
- ☒ Data on the demographic characteristics of practitioners or providers working directly with children. Describe: (optional) With the planned pilot of a statewide professional development registry in 2013, the Lead Agency will be able to collect information on demographic and workforce characteristics of practitioners who work directly with children.
- ☒ Records of individual teachers or caregivers and their qualifications. Describe: (optional). With the planned pilot of the statewide professional development registry in 2013, the Lead Agency will be able to collect information on qualifications of teachers/caregivers who choose to become registry members.
- ☐ Retention rates. Describe: (optional)
- ☐ Records of individual professional development specialists and their qualifications. Describe: (optional).
- ☒ Qualifications of teachers or caregivers linked to the programs in which they teach. Describe: (optional). With the planned pilot of the statewide professional development registry in 2013, the Lead Agency will be able to collect qualifications of those teachers/caregivers who choose to become registry members .
- ☒ Number of scholarships awarded. Describe: (optional). The Lead Agency tracks the number of scholarships that are awarded. It is anticipated that this information will be able to be linked to the professional development registry for a more complete representation of the workforce.
- ☒ Number of scholarships awarded . Describe: (optional). The Lead Agency tracks the number of scholarships that are awarded. It is anticipated that this information will be able to be linked to the Professional Registry for a more complete representation of the workforce.
- ☐ Number of individuals receiving bonuses or other financial rewards or incentives. Describe: (optional).
- ☐ Number of credentials and degrees conferred annually. Describe: (optional).
- ☒ Data on T/TA completion or attrition rates. Describe: (optional). Training data is captured through several systems:

- Data from online child care provider courses are provided through the Community College Workforce Alliance. Therefore, training data for VDSS classes would be captured through their community college system.
- Additional training data is captured manually at the local level through the Quality Initiative Grants to the local departments of social services with their numerous training activities.
- Training and technical assistance data is captured through the QRIS, the Virginia Infant & Toddler Specialist Network, and the early childhood mental health training and support activities, as well as from any contractors who

provide these services, such as Child Development Resources, Child Care Aware of Virginia (formerly VACCRRN), and Medical Home Plus that administers the Medication Administration Training (MAT) program.

- There is no known data on attrition rates in Virginia, but the Lead Agency plans to capture this information with the implementation of the statewide Professional Development Registry.

- ☐ Data on degree completion or attrition rates. Describe: (optional)
- ☐ Other. Describe:
- ☐ None

- b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition– For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☐ Yes.

- b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe:

☐ Providers working directly with children in family child care homes, including aides and assistants. Describe:

☐ Administrators in centers (including educational coordinators, directors). Describe:

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty). Describe:

☐ Other. Describe:

☐ None

- b-2) Does the workforce data system apply to:

☐ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

☐ all practitioners working in programs that receive public funds to serve children birth to age 13?

☒ No.

- c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems? The Lead Agency uses informal needs assessments, licensing violation history, and current trends and issues to assist with training topic selection; registration and class attendance numbers to gauge the interest of participants in a particular topic for future classes; participant reaction feedback and

the number of high ratings compared to low ratings for the class and trainer; content knowledge assessment and/or skills demonstration scores of participants; the number of courses per competency; trainer feedback; monitoring observation when possible; cost per class information; informal feedback from providers; and contractor feedback.

In a broader sense, workforce and professional development performance measures include the number of early childhood professionals who need foundational skills training, number of practitioners who obtained training, as well as the use of knowledge from training, education, coaching and mentoring based on observations and evaluations of program participants in the Virginia Star Quality Initiative (Virginia's QRIS), the Infant and Toddler Specialist Network, infant and toddler social/emotional pilot communities, or other state program.

The Lead Agency would like to have a more systematic strategy for measuring performance of the workforce and professional development systems in order to know how well we are doing, if we are meeting our goals, if our customers are satisfied, what processes are better measures of success, and where improvements are needed. This is a long term goal.

Evaluation. What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. The Lead Agency is developing the statewide professional development registry to be implemented with the trainer and training approval system. The data from this system, including practitioner education and training, workforce transitions, wages, benefits, etc. will be reviewed, analyzed, monitored closely, and used as a decision support tool to assist in building and/or making adjustments and adaptations to Virginia's professional development system. Informal feedback from trainers and participants will be solicited.

3.4.7. Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium and are encouraged to identify no more than five priority goals total. ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). Lead Agencies are not required to establish a goal for each sub-section in 3.4. Lead Agencies will report progress and updates on these goals in the annual Quality Performance Report (Appendix 1), including any barriers encountered.

What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

Goal 1	Implement a pilot of the professional development registry statewide and begin implementation.
Goal 2	Implement Project Child HANDS data collection and integration system and connect with the professional development registry.
Goal 3	Finalize the development of the trainer and training approval system and implement in phases.
Goal 4	Implement a cross-agency inclusion training module.
Goal 5	Complete a work plan for developing standards for Technical Assistance providers.

Note – When identifying your goals below, Lead Agencies are encouraged to begin with an action verb reflecting the desired result over the two year period (e.g., Increase, Improve, Build, Align, Implement, Review, Revise, Streamline, Expand, etc.).

ATTACHMENT 2.4.1a

Fee Scale



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Document

ATTACHMENT 2.4.1b

Alternate Co-payment Scale - Fairfax



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Document

ATTACHMENT 2.6.1

Purchase of Services Order



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ATTACHMENT 2.7.1

Maximum Reimbursable Rates



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Document

ATTACHMENT 2.7.3b

Virginia Department of Social Services 2009-2010 Child Care Provider Rate Survey -- Summary



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Document

ATTACHMENT 2.7.4

Virginia Department of Social Services 2009-2010 Child Care Provider Rate Survey



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