

Child Care and Development Fund (CCDF) Plan For Virginia FFY 2016-2018

1 Define CCDF Leadership and Coordination with Relevant Systems

Implementation of the requirements of the CCDBG Act of 2014 will require leadership and coordination between the child care assistance program and other child- and family-serving agencies, services, and supports at the state and local levels. ACF recognizes that each grantee must identify the most appropriate entities and individuals to lead and participate in implementation based on the context within that State or Territory. This will include those that manage various components of CCDF-funded activities and requirements (fiscal, subsidy, health and safety monitoring, and continuous quality improvement) as well as other public and private partners.

This section collects information to help ACF understand the stakeholders convened and consulted to develop the Plan, where authority lies to make policy decisions and program changes, and who is responsible for implementing the blueprint for action the Plan describes. For example, the law requires that, at the option of the Tribes, State/Territory Lead Agencies must collaborate and coordinate with Indian tribes or tribal organizations in the State in a timely manner in the development of the CCDF Plan. ACF expects that new requirements in the law will necessitate that grantees build partnerships with other agencies and organizations to better link the children and families receiving financial assistance to information, services and resources regarding other programs for which they may be eligible, including developmental screenings for children, and other resources (also in section 2). In addition, States and Territories must describe how public-private partnerships are being used to increase the supply and quality of child care services.

1.1 CCDF Leadership

The Governor of a State or Territory shall designate an agency (which may be an appropriate collaborative agency), or establish a joint inter-agency office, 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(c)(1))

1.1.1 Which Lead Agency is designated to administer the CCDF program?

Identify the Lead Agency or joint inter-agency office 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))

Name of Lead Agency: [Virginia Department of Social Services](#)

Address of Lead Agency: [801 East Main Street, 15th Floor, Richmond, VA 23219-2901](#)

Name and Title of the Lead Agency Official: [Margaret Ross Schultze, Commissioner](#)

Phone Number: [804-726-7012](#)

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.

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, 3rd Floor, Richmond VA 23219-2901](#)

Phone Number: [804-726-7398](tel:804-726-7398)

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

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

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Phone Number:

E-Mail Address:

Description of the role of the Co-Administrator:

c) Primary Contact Information for the CCDF Program:

Phone Number for CCDF program information (for the public) (if any): [804-726-7000](tel:804-726-7000)

Web Address for CCDF program (for the public) (if any):
<http://www.dss.virginia.gov/> or <http://www.childcareva.com/>

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): [NA](#)

1.1.3 Identify the agency/department/entity that is responsible for each of the major parts of CCDF administration and the name of the lead contact responsible for managing this portion of the Plan.

Outreach and Consumer Education (section 2)

Agency/Department/Entity [Virginia Department of Social Services, Division of Child Care and Early Childhood Development](#)

Name of Lead Contact [Barbara Newlin](#)

Subsidy/Financial Assistance (section 3 and section 4)

Agency/Department/Entity [Virginia Department of Social Services, Division of Child Care and Early Childhood Development](#)

Name of Lead Contact [Barbara Newlin](#)

Licensing/Monitoring (section 5)

Agency/Department/Entity [Virginia Department of Social Services, Division of Child Care and Early Childhood Development](#)

Name of Lead Contact [Barbara Newlin](#)

Child Care Workforce (section 6)

Agency/Department/Entity [Virginia Department of Social Services, Division of Child Care and Early Childhood Development](#)

Name of Lead Contact [Barbara Newlin](#)

Quality Improvement (section 7)

Agency/Department/Entity [Virginia Department of Social Services, Division of Child Care and Early Childhood Development](#)

Name of Lead Contact [Barbara Newlin](#)

Grantee Accountability/Program Integrity (section 8)

Agency/Department/Entity [Virginia Department of Social Services, Division of Child Care and Early Childhood Development](#)

Name of Lead Contact [Barbara Newlin](#)

1.2 CCDF Policy Decision Authority

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))

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

In other words, identify whether CCDF program rules and policies are established by the state or territory (even if administered or operated locally) or whether the CCDF policies or rules are established by local entities (such as counties or workforce boards) setting those policies. Check one.

- All program rules and policies are set or established at the State/Territory level.
- Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.

Eligibility rules and policies (e.g., income limits) are set by the:

State/Territory

County.

If checked, describe the type of eligibility policies the county can set

NA

Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of eligibility policies the local entity(ies) can set

NA

Other.

Describe:

NA

Sliding fee scale is set by the:

State/Territory

County

If checked, describe the type of sliding fee scale policies the county can set

NA

Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of sliding fee scale policies the local entity(ies) can set

NA

Other.

Describe:

NA

Payment rates are set by the:

State/Territory

County.

If checked, describe the type of payment rate policies the county can set

NA

Other local entity (e.g., workforce boards, early learning coalitions).

If checked, identify the entity (e.g. workforce board) and describe the type of payment rate policies the local entity(ies) can set

NA

Other.

Describe:

NA

Other.

List and describe (e.g., quality improvement systems, payment practices):

NA

1.2.2 How is the CCDF program operated in your State/Territory?

In other words, which agency(ies) implement or perform these CCDF services and activities and how will the State/Territory ensure that Federal CCDF requirements are fully implemented by other governmental or nongovernmental agencies. ACF recommends minimizing differences in eligibility or other policies across counties or other jurisdictions to ease family burden and confusion. Check all that apply. and describe the services performed by the entity and how the State/Territory ensures accountability that federal requirements are fully implemented by other agency(ies).

a) Who determines eligibility?

CCDF Lead Agency

TANF agency

Describe.

NA

Other State/Territory agency.

Describe.

NA

Local government agencies such as county welfare or social services departments
Describe.

County or city departments of social services determine eligibility using state guidance (standards) and a state-operated automated case management system. Accountability is ensured through fiscal monitoring, payment accuracy reviews, and case management reviews.

Child care resource and referral agencies

Describe.

NA

Community-based organizations

Describe.

NA

Other.

Describe.

NA

b) Who assists parents in locating child care (consumer education)?

CCDF Lead Agency

TANF agency

Describe.

The Virginia Department of Social Services is both the CCDF Lead Agency and the TANF Lead Agency.

Other State/Territory agency.

Describe.

NA

Local government agencies such as county welfare or social services departments
Describe.

County or city departments of social services assist parents in locating child care. They typically use web and print materials on selecting child care, the Licensing and QRIS databases maintained by the Lead Agency, the Child Care Aware of Virginia resource and referral database, and 2-1-1 Virginia.

Child care resource and referral agencies

Describe.

Child Care Aware of Virginia is the statewide child care resource and referral agency. CCAVA assists parents in locating child care online, over the telephone, and face to face through its central and regional locations. Accountability is ensured through regular progress reporting and CCAVA's participation in the Lead Agency's annual sub-recipient monitoring process.

Community-based organizations

Describe.

NA

Other.

Describe.

2-1-1 Virginia is a free, 24/7 online and telephone service that assists parents in locating child care and other services. The online and telephone services are available in multiple languages.

c) Who issues payments?

CCDF Lead Agency

TANF agency

Describe.

NA

Other State/Territory agency.

Describe.

NA

Local government agencies such as county welfare or social services departments

Describe.

NA

Child care resource and referral agencies

Describe.

NA

Community-based organizations

Describe.

NA

Other.

Describe.

NA

1.3 Consultation in the Development of the State Plan

The Lead Agency is responsible for developing the CCDF plan which serves as the application for a three-year implementation period. In the development of the CCDF plan, the Lead Agency shall consult with appropriate representatives of units of general purpose local government. (658D(b)(2)) General purpose local governments is defined by the U.S. Census at https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf The CCDBG Act of 2014 added a requirement that States consult with the State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act). 658E(c)(2)(R) In addition, States shall, at the option of an Indian tribe or tribal organization in the State, collaborate and coordinate with such Indian tribe or tribal organization in the development of the State plan in a timely manner. (658D (b)(1)(E))

1.3.1 Check who and describe how the Lead Agency consulted with these entities in the development of the CCDF Plan (check all that apply).

For example, did the entity participate in a drafting committee, review drafts, sign off on the final version, or develop a memorandum of understanding with the Lead Agency to meet requirements to share information or services for CCDF subsidy families, or other manner of participation? This list includes entities required by law along with a list of optional CCDF Plan consultation partners that Lead Agencies potentially would consult with in their developing their CCDF Plan.

[REQUIRED] Appropriate representatives of general purpose local government, which can include counties, municipalities or townships/towns

Describe:

The Lead Agency meets monthly with the Child Care Committee of the Virginia League of Social Service Executives, the organization representing the human service departments of the 120 local governments in Virginia. The Committee provided ongoing feedback and recommendations on state responses to the CCDBG and the State Plan. Presentations were also made to directors and child care coordinators of local departments of social services in each region of the state, with facilitated discussions to solicit their recommendations and feedback.

[REQUIRED IF APPLICABLE] State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act).

Describe:

Virginia's State Advisory Council, the Commonwealth Council on Childhood Success (CCCS), is a diverse group of high-level decision-makers serving as a central coordinating entity to identify opportunities and develop recommendations to improve the health and educational status of children from birth to age 8. A complete list of members is available at http://www.ltgov.virginia.gov/docs/CCCS_Member_List.pdf. Three Lead Agency staff members (VDSS Commissioner, CCDF State Administrator, and the Head Start State Collaboration Office Director) are voting members of the CCCS, and additional Lead Agency staff members participate on CCCS committees and workgroups. Lead Agency staff members made presentations to the Council and its work groups (in particular, the Child Care Quality and Access Work Group) and received input on CCDF Plan elements. In addition, numerous CCCS members serve on Lead Agency work groups tasked with child care disaster planning and conducting a needs assessment to identify underserved populations and areas of the state. CCCS members were also provided with a link to the draft State Plan and asked to provide comments.

If checked, does the Lead Agency have official representation and a decision-making role in the State Advisory Council?

Yes,

No.

If no State Advisory Council on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act) exists in your State/Territory, describe how you consulted with any other state- or state-designated cross-agency body such as an advisory council, cross-agency commission, or council or cabinet related to child and family planning and policy

NA

[REQUIRED] Indian tribe(s) and/or tribal organization(s), at the option of individual Tribes.

Describe, including which Tribe(s) you consulted with

In January 2016, the Pamunkey Tribe became the first Native American tribe in Virginia to be recognized by the federal government. Further information on the Pamunkey

designation has not been received, and, as of this time, consultation between the Lead Agency and the tribe has not been requested.

Check N/A if no Indian Tribes and/or Tribal organizations in the State

State/Territory agency responsible for public education.

Describe:

The Virginia Department of Education (VDOE) was provided with a link to the draft State Plan and asked to provide comments. In addition, VDOE has significant representation on the Commonwealth Council for Children's Success (CCCS), allowing for ongoing dialog on the development and implementation of the State Plan. VDOE has participated with the Lead Agency in a series of work sessions held between March 2014 and August 2015 to plan for Virginia's Quality Rating and Improvement System's strategic growth and revisions to standards and training requirements that are components of the State Plan.

State agency/agencies responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool).

Describe:

The Virginia Department of Behavioral Health and Developmental Services, the Virginia Department of Education Special Education Division, and the Partnership for People with Disabilities were provided with a link to the draft State Plan and asked to provide comments. Additionally, the Virginia Cross Sector Professional Development (VCPD) coalition held two meetings in April and May 2015 during which the CCDBG Act of 2014 and implications for the State Plan were discussed with nearly 200 early childhood professionals including Infant and Child Mental Health, Head Start, Special Quest, and Child Care Aware of Virginia.

State/Territory institutions for higher education, including community colleges.

Describe:

The Virginia Community College System's Early Childhood Development Faculty Peer Group was provided a link to the draft State Plan for feedback and input. The group meets at least annually and involves the larger early childhood professional community, including Virginia Department of Social Services, The Virginia Early Childhood Foundation, Virginia Infant & Toddler Specialist Network, Virginia Association for the Education of Young Children, and Partnership for People with Disabilities. The link to the Plan was also shared with several faculty members of four-year universities that have

early childhood education schools.

State/Territory agency responsible for child care licensing.

Describe:

The Licensing Division of the Virginia Department of Social Services is responsible for child care licensing and has been actively involved in State Plan development. Division activities include: reviewing changes mandated by the CCBDG Act of 2014; drafting and supporting legislation relating to fingerprint background checks and barrier crimes; participating in federal technical assistance meetings and conference calls; providing input on automated system and regulatory changes necessary to achieve federal compliance; drafting content for the State Plan; serving on workgroups drafting health and safety standards, inspection procedures, group size standards and redesigning the state child care website; and participating in in-house status meetings as well as the federal site visit conducted in August 2015.

State/Territory office/director for Head Start State collaboration

Describe:

The Virginia Head Start State Collaboration Office is a unit of the Virginia Department of Social Services, Division of Child Care and Early Childhood Development. The Office Director was provided with a link to the draft State Plan for review and comment.

State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

Virginia's eight Early Head Start - Child Care Partnership grantees were provided with a link to the draft State Plan for review and comment.

State/Territory agency responsible for Child and Adult Care Food Program (CACFP).

Describe:

The Director of Virginia's Child and Adult Care Food Program was provided with a link to the draft State Plan for review and comment.

State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention

Describe:

The Virginia Department of Health was provided with a link to the draft State Plan for review and comment.

Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

The Virginia Partnership for Out-of-School Time was provided with a link to the draft State Plan for review and comment.

State/Territory agency responsible for implementing the Maternal and Child Home Visitation programs grant

Describe:

The Home Visiting Consortium Director at the Virginia Department of Health, was provided with a link to the State Plan for review and comment.

Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

The Department of Medical Assistance Services was provided with a link to the draft State Plan for review and comment.

McKinney-Vento State coordinators for Homeless Education.

Describe:

The State Homeless Education Coordinator serves on the CCCS and provides input through this mechanism. The Coordinator met with Lead Agency staff during plan development to provide information and suggestions for the plan, and also serves on the Lead Agency's statewide child care disaster planning and underserved areas work groups. The Coordinator was also provided with a link to the draft State Plan for review and comment.

State/Territory agency responsible for public health.

Describe:

Staff members representing the Virginia Department of Health provided input through the CCCS process described above. The State Health Commissioner and other members of the Department of Health were also provided with links to the draft State Plan for review and comment.

State/Territory agency responsible for mental health.

Describe:

The Department of Behavioral Health and Developmental Services was provided with a link to the draft State Plan for review and comment.

State/Territory agency responsible for child welfare.

Describe:

The Virginia Department of Social Services (Lead Agency for CCDF) is also responsible for child welfare. The Director of the Division of Family Services was provided with a link to the draft State Plan for review and comment.

State/Territory liaison for military child care programs.

Describe:

The state liaison for military child care programs regularly provides information to the Lead Agency on military child care and also serves on the Lead Agency's underserved areas work group. The liaison, who serves with the Lead Agency on the CCCS Access and Quality Work Group, also provided input through the CCCS process described above. The state liaison was also provided with a link to the draft State Plan for review and comment.

State/Territory agency responsible for employment services/workforce development.

Describe:

The Virginia Employment Commission was provided with a link to the draft State Plan for review and comment.

State/Territory agency responsible for Temporary Assistance for Needy Families (TANF).

Describe:

The Virginia Department of Social Services (Lead Agency for CCDF) also administers the TANF program. A face-to-face meeting was held with TANF and SNAP staff to discuss CCDBG changes and solicit comments and recommendations. The Director of the Division of Benefit Programs within the Virginia Department of Social Services was provided with a link to the draft State Plan for review and comment.

State/community agencies serving refugee or immigrant families.

Describe:

The Office of Newcomer Services administers Virginia's refugee resettlement program and is a part of the Virginia Department of Social Services (Lead Agency for CCDF). The Director of the Office of Newcomer Services was provided with a link to the draft State Plan for review and comment.

Child care resource and referral agencies.

Describe:

The Lead Agency contracts with Child Care Aware Virginia (CCAFA) for a variety of

services, and is engaged in continuous and ongoing dialogue which supports the development of the State Plan. CCAVA also participated in the CCCS process described above. In addition, the Director of CCAVA, who serves as co-chair of the Lead Agency's underserved area work group, was provided with a link to the draft State Plan for review and comment.

Provider groups or associations.

Describe:

Provider groups and associations serve on the CCCS and provided input through full Council meetings and CCCS workgroups. Face-to-face meetings were held with child care provider associations and individual providers to review CCDBG Act provisions, QRIS revisions, and the provider registry to solicit comments and recommendations. Child care center and family day home groups and associations and licensed and registered child care providers were provided with a link to the draft State Plan for review and comment.

Worker organizations.

Describe:

Virginia Partnership for Out of School Time and Virginia Alliance of Family Child Care Associations were provided with a link to the draft state Plan and asked to provide comments.

Parent groups or organizations.

Describe:

The Virginia Parent and Teacher Association was provided with a link to the draft state Plan and asked to provide comments.

Other.

Describe:

The Virginia Early Childhood Foundation provided local Smart Beginnings initiatives a link to the draft plan and requested that they submit comments and encourage public and private community leaders to attend the public hearings. Early Childhood Advocacy organizations were also provided with a link to the draft plan and asked to provide comments. These organizations also helped promote attendance at the public hearings on the draft state Plan.

1.3.2. 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)).

Lead Agencies are required to hold at least one public hearing in the State/Territory with sufficient State/Territory-wide distribution of notice prior to such hearing to provide the public an opportunity to comment on the provision of child care services under the CCDF Plan. At a minimum, the description should include:

a) Date(s) of notice of public hearing: [09/20/2015](#)

Reminder - Must be at least 20 calendar days prior to the date of the public hearing.

b) How was the public notified about the public hearing, including how notice was accessible for people with disabilities? Please include website links if utilized to provide notice.

[Public hearing notices were published in newspapers from September 20 to 25, 2015. Email notices to interested parties were distributed from September 28 to 30, 2015. The public hearing schedule was posted on the Lead Agency website and the Virginia Department of Social Services Intranet on October 1, 2015. For all public hearings, notice was posted on the Lead Agency's website \(<http://www.dss.virginia.gov/>\), advertised in local and regional newspapers, and emailed to stakeholders and interested parties. The Virginia Partnership for People with Disabilities was also provided with a link to the draft State Plan.](#)

c) Date(s) of public hearing(s): [10/21/2015](#)

Reminder - Must be no earlier than September 1, 2015 which is 9 months prior to the June 1, 2016 effective date of the Plan.

d) Hearing site(s) or method(s), including how geographic regions of the State/Territory were addressed [In-person public hearings were held October 21, 2015, in the Western Region, Abingdon, VA; October 27, 2015, in the Northern Region, Warrenton, VA; October 29, 2015, in the Piedmont Region, Roanoke, VA; November 2, 2015, in the Central Region, Richmond, VA; and November 4, 2015, in the Tidewater Region, Virginia Beach, VA. Locations were selected to facilitate involvement of stakeholders from each of the five geographic regions in Virginia. Regional partners provided additional outreach to local stakeholders within their regions.](#)

e) Describe how the content of the Plan was made available to the public in advance of the

public hearing(s) A draft of the State Plan was available on the Lead Agency's website along with instructions on providing comments online, by mail, or in-person at public hearings. Advanced notice of the public hearings and the opportunity to comment, including a link to the Lead Agency website and to the draft State Plan, were published in local and regional newspapers throughout the state. Emails were sent to interested parties and stakeholders with a link to the website location of the draft State Plan. Partner organizations were engaged to disseminate the notice of the draft State Plan availability and opportunity to comment to their constituents. A notice was posted on the Lead Agency intranet to ensure that all local departments of social services were aware of the draft State Plan and the opportunity to provide comment so that they could also notify their contacts. A flyer advertising the public hearings and the opportunity to provide comment on the draft State Plan was distributed to local departments of social services and other partner organizations for posting.

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 received were documented in writing and compiled for review by Lead Agency staff, Child Care and Child Licensing Division Directors, Deputy Commissioner, and Commissioner. The input was evaluated in the context of the program's overall goals and the needs of the state as a whole, analyzed based on resources needed and available, and weighed against other priorities. Recommendations that were relevant, practical, and that provide for improved outcomes were considered for integration into the State Plan, with the final determination made by the Division Director, Deputy Commissioner, and the Commissioner of Social Services.

1.3.3 Describe the strategies used by the Lead Agency to make the CCDF Plan and Plan Amendments available to the public. Check all that apply and describe the strategies below, including any relevant links as examples.

Working with advisory committees.

Describe:

NA

Working with child care resource and referral agencies.

Describe:

CCAVA will post on its website a link to the Lead Agency websites where the final approved state plan will be posted.

Providing translation in other languages.

Describe:

NA

Making available on the Lead Agency website.

List the website:

There are two websites through which the Lead Agency will make the final CCDF Plan and Plan Amendments available: <http://www.dss.virginia.gov/> and <http://www.childcareva.com/> (the Lead Agency's consumer-friendly microsite).

Sharing through social media (Twitter, Facebook, Instagram, email, etc.).

Describe:

Social media was used to remind stakeholders and interested parties of the web location where the State Plan can be accessed.

Providing notification to stakeholders (e.g., provider groups, parent groups).

Describe:

NA

Other.

Describe:

NA

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

The CCDBG Act of 2014 added a requirement that the Plan describe how the State/Territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the Federal, State/Territory, and local levels for children in the programs listed below.

1.4.1 Check who and describe how your State/Territory coordinates or plans to efficiently coordinate child care services with the following programs to expand accessibility and continuity of care, and assist children enrolled in early childhood programs to receive full-day services that meet the needs of working families. (658E(c)(2)(O))

Please describe the goals of this coordination, such as extending the day or year of services for families; smoothing transitions for children between programs or as they age into school, enhancing and aligning quality of services, linking comprehensive services to children in child care settings or developing supply of quality care for vulnerable populations. NOTE that this list appears similar to the list provided in 1.3.1 which focused on consultation for purposes of developing the CCDF Plan, however, this list includes entities required by law, along with a list of optional CCDF Plan coordination partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care, and assist children

enrolled in early childhood programs to receive full-day services. Check and describe all that apply.

[REQUIRED] Programs operating at the Federal, State and local levels for children in pre-school programs (e.g., state-or locally-funded pre-k, Head Start, school-based programs, public and private preschools, programs serving preschool children receiving special education services, etc.).

Describe:

Communities are encouraged to establish early learning networks 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 parents with choices that meet their work-life needs. Subsidy services for wrap-around care are available for both pre-K and Head Start programs when needed to enhance continuity of care and to provide full day services. The Lead Agency is a member of the Virginia Department of Education (DOE)'s implementation team for Virginia's Pre-K Expansion Grant, with a particular focus on connecting pre-K teachers to the QRIS system and the Early Childhood Professional Development Registry to enhance and align quality efforts and to enhance the supply of quality care for vulnerable populations. The Lead Agency serves as a state-level communication and solutions liaison for the local Head Start programs. Professional development opportunities, websites and resource information are shared through the Virginia Cross-sector Professional Development Leadership and Regional Teams. Technical assistance on professional development and quality standards are provided for all care and education staff working with children through a contract between the Lead Agency and Child Care Aware of Virginia. These efforts are focused on aligning quality standards across programs for children from birth through age 12. Public and private preschool program staff will continue to serve on various task forces to improve the alignment of and standards for quality child care.

[REQUIRED IF APPLICABLE] Tribal early childhood programs.

Describe, including which Tribes coordinating with:

In January 2016, the Pamunkey Tribe became the first Native American tribe in Virginia to be recognized by the federal government. Following the Pamunkey recognition, the Virginia Child Care and Development Fund (CCDF) Administrator corresponded with the tribe, sharing a copy of the current state Child Care Plan and offering to meet to discuss CCDF and technical assistance to support child care initiatives the tribe may consider.

Check N/A if no Indian Tribes and/or Tribal organizations or programs in the State.

[REQUIRED] Other Federal, State, local early childhood programs serving infants and toddlers with disabilities.

Describe:

The Virginia Department of Education (DOE)'s Early Childhood Special Education (Part B of IDEA) and the Virginia Department of Behavioral Health and Developmental Services (DBHDS)'s Early Intervention (Part C of IDEA) provide services for all eligible children from birth to kindergarten-age who qualify according to state and federal law. Infants and toddlers include children from birth through age two whose birthday falls on or before September 30, or who are eligible to receive services in the Part C early intervention system up to age three. The Child Care Subsidy Program works with DBHDS, Part B, and the DOE, Part C, to provide wrap-around child care services for eligible families as needed. Efforts in this area assist children enrolled in early childhood programs to receive full-day services that meet the needs of working families and align medical needs with early care and education goals, smoothing the transition between providers. Early intervention and special education staff will continue to serve on various task forces to maintain the alignment of quality standards.

[REQUIRED] Early childhood programs serving homeless children (as defined by the McKinney-Vento Homeless Education Assistance Act).

Describe:

The Lead Agency contracts with the Virginia Department of Housing and Community Development (DHCD) to provide child care services for homeless children to enhance the supply of quality care for vulnerable populations. DHCD awards funds to homeless shelters to work with the local departments of social services and to provide interim child care for families experiencing homelessness until the local departments of social services are able to add the family to their case load. This gap measure allows families to continue their work schedule, search for work or training, and search for affordable housing. The Lead Agency is also working with the McKinney-Vento State Coordinator to develop a training module for local departments of social services staff on outreach to homeless families. The Lead Agency will also consult with the Governor's Coordinating Council on Homelessness on the training and other relevant issues related to families experiencing homelessness.

[REQUIRED] Early childhood programs serving children in foster care.

Describe:

The Family Services Division of the Virginia Department of Social Services is responsible for

foster care, and is a sister division of the Child Care and Early Childhood Development Division, which has direct responsibility for the CCDF Plan. Virginia has elected to pay for child care for children receiving foster care using foster care funds rather than CCDF funds. The Foster Care and Child Care Subsidy Programs both use the Subsidy Program Payment Rate structure. This coordination provides consistency between the programs and helps eliminate confusion among child care providers.

State/Territory agency responsible for child care licensing.

Describe:

The Licensing Division of the Virginia Department of Social Services is responsible for child care licensing, and is a sister division of the Child Care and Early Childhood Development Division, which has direct responsibility for the CCDF Plan. The Divisions enhance the quality of childcare throughout the state by working together on provider health and safety standards, provider inspection procedures, child care communications, website enhancements and other areas. The divisions have linked data systems to enable the sharing of selected child care data elements. This enhances state and federal reporting and also enables the Child Care Subsidy Program to ensure that children receiving subsidy assistance are enrolled in legally operating programs.

State/Territory agency with Head Start State collaboration grant.

Describe:

The Lead Agency hosts the Head Start State Collaboration Office (HSSCO). The HSSCO facilitates communication and problem-solving between the local Head Start grantees and state agencies, serving on numerous councils and committees, including the Commonwealth Council for Childhood Success (CCCS). The Lead Agency provides feedback on HSSCO plans, supports HSSCO involvement with the EHS/CC Partnership grants and committee work, and collaborates to resolve licensing and wrap-around issues. The Lead Agency will continue to include the HSSCO on technical assistance and standards development task forces. These efforts enhance and align the quality of services and link comprehensive services to benefit children.

State Advisory Council authorized by the Head Start Act.

Describe:

The Commonwealth Council on Childhood Success (CCCS) serves as the State Advisory Council authorized by the Head Start Act. The Commissioner of the Virginia Department of

Social Services (VDSS) and other Lead Agency staff serve on the Council and its workgroups, and CCCS members serve on Lead Agency workgroups. Periodic reports and presentations are provided to CCCS to improve coordination and achieve positive change in the programs and services that children need and deserve. The CCCS in 2015 issued 16 recommendations to improve outcomes for young children, many of which are directly related to CCDF goals in such areas as verification of compliance with health and safety standards, enhancing parent outreach and education, identifying underserved areas of the state, and developing a statewide child care disaster plan. The Lead Agency will continue to collaborate with CCCS to implement these recommendations, and continue to inform and request feedback from CCCS on child care professional development, quality and subsidy plans and requirements as needs arise.

State/Territory/local agencies with Early Head Start-Child Care Partnerships grants.

Describe:

The Head Start State Collaboration Office, the Child Care Subsidy Program, and the CCDF State Administrator collaborate as needed to assure coordinated services for subsidized children receiving care in Early Head Start partnership child care settings. The Subsidy Program and CCDF State Administrator met with potential grantees during the grant development period to exchange information on Head Start and Child Care Subsidy and to enhance mutual understanding of both programs. They met again with grant recipients in July 2015 to review in greater detail the Subsidy system and procedures. Future meetings with grantees are being explored. The goal of the meetings is to assure the success of the EHS-CC partnerships and to expand services for eligible children.

McKinney-Vento State coordinators for Homeless Education or local educational agency McKinney-Vento liaisons

Describe:

The McKinney-Vento State Coordinator serves on the CCCS along with Lead Agency staff and also serves on various Lead Agency child care workgroups. Immediate projects with which the Coordinator is engaged are a needs assessment to identify underserved areas of the state (in terms of quality child care, infant and toddler child care, non-standard hours of care, and care for children with special needs) and formulate strategies to address these areas; and the development of a statewide child care disaster plan. The Coordinator will also be working with the Lead Agency to develop a training module for local departments of social services staff on outreach to homeless families.

Child care resource and referral agencies.

Describe:

The Lead Agency contracts with Child Care Aware of Virginia (CCAVA), Virginia's child care resource and referral agency, to provide comprehensive referral services to families, technical assistance on quality care to families and providers, professional development guidance to providers, and tracking requirements of the unlicensed providers that receive subsidy funds. During this next Plan cycle, CCAVA will provide more technical assistance and consumer education to families, leverage beneficial private-public partnerships, assist with disaster preparedness, work with unlicensed providers as the first step to becoming licensed, and provide outreach to vulnerable populations. They will also help with increasing the supply of quality child care and assisting providers with business management and shared resources. The organizations will work closely together to reach all providers with the quality message.

State/Territory agency responsible for public education.

Describe:

The Lead Agency works with the Virginia Department of Education (DOE) as mentioned above for wrap-around child care for eligible families with children enrolled in the Virginia Preschool Initiative (VPI), the State's public preschool program for eligible four-year-olds, and wrap-around child care services for eligible families with children in the early childhood special education program. The Lead Agency aligned early learning guidelines with the DOE standards for four-year-olds and worked with DOE's early childhood special education team to align training and standards for providers.

State/Territory institutions for higher education, including community colleges.

Describe:

The Lead Agency contracts with the Virginia Community College System to provide on-line training for child care professionals. The Lead Agency works with the Virginia Community College System's Early Childhood Development faculty peer group to share updates, align quality efforts, and collaborate to improve the quality of child care. The Center for Social-emotional Foundations for Early Learning (CSEFEL) training is provided through a contract with Virginia Commonwealth University (VCU). James Madison University, VCU, and Virginia Tech conduct research and provide reports, training, and assessment information to inform

work on child care quality. Two-year and four-year college faculty will continue to assist with building infrastructure for professional development efforts and a professional development advisory team was created through an agreement with VCU and the Virginia Cross-sector Professional Development Leadership Team to help with the development of a comprehensive professional development system. Virginia Tech was contracted to develop the professional development registry. These efforts contribute to the overall improved knowledge and sustained continuous learning of providers, which will positively impact child care quality.

State/Territory agency responsible for Child and Adult Care Food Program (CACFP).

Describe:

In response to the 2015 recommendations of the CCCS, the Lead Agency and the Virginia Department of Health have begun discussions to explore expanding the CACFP program to additional child care programs. This is a step toward more comprehensive services and enhanced quality of care for vulnerable populations.

State/Territory agency responsible for WIC, nutrition (including breast-feeding support), and childhood obesity prevention.

Describe:

The Lead Agency consults with WIC, CACFP, the Foundation for Healthy Children, the Virginia Department of Health (VDH), and other organizations concerned with nutrition and physical activity for children to provide families and providers with accurate and timely information on these topics on the Lead Agency's websites. The Lead Agency supports the Let's Move! Initiative, encouraging all child care providers to join the movement for better nutrition and more physical activity for themselves and the children in their care. Support is also provided for VDH's obesity prevention grants and Child Care Aware of Virginia's physical activity grants. In 2014, Virginia was one of three states selected to receive a significant Nemours grant to implement strategies to help reduce childhood obesity in the Commonwealth, including provider training regarding healthier policies and practices in nutrition and physical activity routines. The Lead Agency partnered with Virginia Early Childhood Foundation (VECF), Child Care Aware of Virginia, the Virginia Foundation for Healthy Youth, and the Virginia Department of Health on this grant, which is valued at up to a potential of \$1.5 million over a five-year period. When possible, representatives from these organizations are invited to participate on advisory groups and information is shared across disciplines to improve the knowledge of nutrition and physical activity, leading to improved quality and comprehensive care for all children.

Other Federal, State, local and/or private agencies providing early childhood and school-age/youth serving developmental services.

Describe:

The Lead Agency works with the Virginia Cross-sector Professional Development Leadership Team and Regional Teams to provide inclusion strategies for cross-sector providers so that all children can have a quality early care and education experience. Wrap-around child care for children with special needs from birth through age 18 is provided as needed and as funding permits, collaborating with the local school systems, private organizations that serve children with documented special needs and other entities that cannot meet the full-day demands of working parents.

State/Territory agency responsible for implementing the Maternal and Childhood Home Visitation programs grant.

Describe:

The Virginia Home Visiting Consortium and the Virginia Cross-sector Professional Development Leadership and Regional Teams provide home visitors and other providers serving children with opportunities to collaborate on universal training topics and quality standards and infrastructure systems. This contributes to more seamless services and increased access to developmental screening, resources, and training.

Agency responsible for Medicaid/Early and Periodic Screening, Diagnostic and Treatment (EPSDT).

Describe:

The Virginia Department of Medical Assistance Services provides EPSDT services. The Lead Agency provides information on its websites about these developmental screenings, and requests that providers and local departments of social services child care workers disseminate this information to families as needed.

State/Territory agency responsible for public health.

Describe:

The Lead Agency supports the early childhood and school-age work of the Virginia Department of Health (VDH), including grant support, as needed. VDH provides consultation on health and safety initiatives, including the pre-service training, Medication Administration Training, and obesity prevention activities. Virginia will continue to explore aggregate data

sharing opportunities for birth records and birth screening information through the Virginia Longitudinal Data System. A VDH representative will serve on the workgroup developing the statewide child care disaster plan.

State/Territory agency responsible for mental health.

Describe:

Lead Agency staff members serve on the Early Childhood Mental Health Virginia advisory committee. This committee developed a statewide training certificate program on early childhood mental health for providers. Mental health competencies for early childhood professionals will be included in the Lead Agency's revision of Competencies for Early Childhood Professionals.

State/Territory agency responsible for child welfare.

Describe:

The Family Services Division of the Virginia Department of Social Services is responsible for child welfare, and is a sister division of the Child Care and Early Childhood Development Division which has direct responsibility for the CCDF Plan. The Divisions work together on selected issues. The Family Services Division oversees state foster care activities, with both divisions utilizing the Subsidy Program Payment Rate structure to provide consistency and to help eliminate confusion among child care providers. Child abuse and neglect complaints are investigated through Family Services, including complaints arising in child care settings. Data and statistics generated by Family Services in this area are utilized by Child Care for reporting purposes.

State/Territory liaison for military child care programs.

Describe:

The Lead Agency maintains a continuous working relationship with the Liaison for military child care programs. The Liaison serves with the Lead Agency on the Child Care Access and Quality Work Group of the CCCS, participates in data sharing and strategy formulation to expand access to quality care, provides information to the Lead Agency on military child care, and serves on the Lead Agency workgroup to identify underserved areas of the state and strategies to address these underserved areas. This workgroup is also assessing the child care needs of military families. The Lead Agency supported the Liaison's initiative to promote Better Kid Care training, which was very successful in Virginia.

State/Territory agency responsible for employment services/workforce development.

Describe:

The Lead Agency websites include information about the Virginia Employment Commission and its services. Additionally, the Lead Agency responded to a survey about workforce needs and will be coordinating with the Virginia Department of Labor and Industry Relations on the child care apprenticeship program. The Virginia Community College System's Workforce Development team provides input on the State Plan.

State/Territory agency responsible for Temporary Assistance for Needy Families (TANF).

Describe:

The Division of Benefit Programs of the Virginia Department of Social Services is responsible for the TANF program and is a sister division of the Child Care and Early Childhood Development Division, which has direct responsibility for the CCDF Plan and the Child Care Subsidy Program. The Child Care Subsidy Program works closely with the TANF program to assure child care services are provided to eligible TANF families and to avoid duplication of paperwork and documentation required of families. Families can apply for both programs through the online CommonHelp site. In addition, steps are underway to bring TANF eligibility determination and case management into the Virginia Case Management System where these functions already take place for the Child Care Subsidy Program.

State/Territory community agencies serving refugee or immigrant families

Describe:

Agencies serving refugee or immigrant families have access to the Lead Agency's child care professional development resources and financial assistance programs, including the Virginia Child Care Provider Scholarship Program, which could potentially benefit the families they serve. The Lead Agency continues to explore opportunities to partner with the VDSS Division of Community and Volunteer Services, Office of Newcomer Services, to help refugee and immigrant families find child care. The Lead Agency is also consulting with communities that serve diverse cultural populations to identify outreach strategies that will benefit these families and potential providers.

Provider groups or associations.

Describe:

Provider groups and associations are on the Lead Agency's list of Interested Parties. As child care-related legislation moves through the General Assembly each year, the interested parties are polled to identify pros and cons associated with the legislation and to identify the responding group's position. This information is shared with decision makers as another means of ensuring that parties impacted by legislative measures have an opportunity to

comment on the respective measures. The Lead Agency and provider groups also serve together on the CCCS, providing numerous opportunities for the exchange of information, ideas and recommendations.

Worker organizations.

Describe:

NA

Parent groups or organizations.

Describe:

NA

Other.

Describe:

NA

1.5 Optional Use of Combined Funds

The CCDBG Act of 2014 added a provision that States and Territories have the option to combine funding for CCDF child care services with funding for any of the required programs listed in 1.4.1. These include programs operating at the Federal, State and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, homeless children, and children in foster care. (658E(c)(2)(O))(ii) Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams in an effort to expand and/or enhance services for children and families to allow for delivery of comprehensive high quality care that meets the needs of children and families. For example, State/Territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a State/Territory may allow county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head Start or State/Territory pre-kindergarten requirements in addition to State/Territory child care licensing requirements. As a reminder, per the OMB Compliance Supplement governing audits

(https://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014), CCDF funds may be used in collaborative efforts with Head Start (CFDA 93.600) programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between Head Start and the CCDF is mandated by sections 640(g)(2)(D) and (E), and 642(c) of the Head Start Act (42 USC 9835(g)(2)(D) and (E); 42 USC 9837(c)) in the provision of full working day, full calendar year

comprehensive services (42 USC 9835(a)(5)(v)). In order to implement such collaborative programs, which share, for example, space, equipment or materials, grantees may blend several funding streams so that seamless services are provided.

1.5.1 Will you combine CCDF funds with the funds for any program with which you coordinate (described in 1.4.1)?

Yes, If yes, describe at a minimum:

How do you define "combine"

Utilizing funds from varied sources in an aligned manner to further expand and/or enhance the delivery of high-quality services to children and families.

Which funds will you combine

CCDF, TANF, and local government general funds.

Goal(s) of combining funds (why?) and expected outcomes, such as extending the day or year of services available (i.e., full-day, full-year programming for working families), smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations

CCDF/TANF:

TANF funds are typically transferred each year to CCDF to enable larger numbers of children who qualify for Child Care Subsidy to be served.

CCDF/Local Government General Funds:

Local departments of social services utilize Child Care Quality Initiative Funds made available by the Lead Agency, but must provide a 15.5 percent local match. These funds are used to develop, enhance, and strengthen the quality of care delivered to children through activities that align with Virginia Quality (Virginia's QRIS).

Method of fund allocation (how you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?)

CCDF/TANF:

The Lead Agency executes a transfer of TANF funds at the State level.

CCDF/Local Government General Funds:

The Lead Agency provides CCDF dollars to local departments of social services in accordance with the local departments' approved Quality Initiative Plans.

How are the funds tracked and method of oversight

CCDF/TANF:

Expenditures are tracked, including appropriate reports to State and Federal agencies, through the Lead Agency's budgeting and expenditure systems.

CCDF/Local Government General Funds:

Local departments of social services submit a Quality Initiative Plan and budget that is approved by the Lead Agency. Local departments are awarded funds based on approval of the Quality Initiative Plan and budget. The local departments must complete mid-year and year-end reports and maintain records of expenditures and activities that verify alignment of expenditures with the approved plans.

No.

1.6 Public-Private Partnerships

The CCDBG Act of 2014 adds a new provision that requires States and Territories to describe in the Plan how the State/Territory encourages partnerships among State/Territory and public agencies, tribal organizations, private entities, faith based organizations and/or community-based organizations to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services for children through age 12, such as by implementing voluntary shared services alliance models (i.e., cooperative agreement among providers to pool resources to pay for shared fixed costs and operation). (658E(c)(2)(P)) ACF expects these types of partnerships to leverage public and private resources to further the goals of reauthorization.

1.6.1 Describe the entities with whom and the levels at which the State/Territory is partnering (level - State/Territory, county/local, and/or programs), the goals of the partnerships, method of partnering. Include in your description examples of activities that have resulted from partnerships with other State/Territory and public agencies, tribal organizations, private entities, faith based organizations or community-based organizations, and how the partnerships are expected to leverage existing service delivery systems for child care and development services and to increase the supply and quality of child care services.

The Lead Agency has a memorandum of agreement with the Virginia Early Childhood

Foundation, a public-private foundation with a mission to ensure that Virginia's children enter kindergarten healthy and ready to learn, to partner on the implementation of the Quality Rating and Improvement System (QRIS). The QRIS pilot phase concluded in 2014 and the program is now implementing revised standards. Appropriate transition supports are underway to fully incorporate the revised standards and will continue through winter 2016. The footprint of this program has expanded to serve all communities in the state. The purpose of the QRIS is two-fold:

- Engaging and supporting families in identifying high quality child care and preschool options for their young children. Information is shared through extensive community outreach efforts, including the recent "Back to School with Q - School Readiness Starts with Quality" campaign. The campaign showcases quality child care and preschool programs participating in QRIS and offers several resources that can be accessed from www.smartbeginnings.org, including briefs about the importance of quality in early learning settings, Q&As, and two online learning modules: "Resources for School Readiness" and "Resources for Working with Families." Information is also posted on the Lead Agency websites, QRIS regional and local coordinator websites and in parent newsletters and a brochure available in Spanish and English.
- Assisting child care and preschool programs with their efforts to provide high quality early care and education and recognizing them for the quality they provide through professional development supports (training, coaching, mentoring and technical assistance).

The Lead Agency's partnership with VECF allows Virginia to promote peer learning and sharing within and across communities, promote and provide technical assistance for policy, process, and funding integration that results in greater access to higher quality services for families and young children in communities, and generate private investor funding to maximize use of public funds.

The Lead Agency also partners with Child Care Aware of Virginia on a Shared Services Network. The Virginia Shared Services Network is an online platform designed to assist child care providers in improving the quality of care offered through: discounts to commonly purchased products and services (to promote financial stability); online resources for classroom teachers (such as information on social and emotional development, executive functioning skills, literacy, and other resources that the early childhood workforce can access to strengthen the quality of care within classrooms and homes); financial system resources (budgeting and classroom break-even tools); and human resources (employee handbooks, personnel forms, orientation tips and forms, performance review materials, etc.). The Virginia Shared Services Network has approximately 250 members.

1.7 Coordination with Local or Regional Child Care Resource and Referral Systems

States may use funds to support or establish Child Care Resource and Referral (CCR&R

systems (also see section 7.4). If they do, there are specific requirements for CCR&Rs (658E(c)(3)(B)(iii)) These include:

- Provide families with information on a full range of child care options (including faith-based, community-based child care centers and family child care homes, nontraditional hours and emergency child care centers) in their local area or region
- To the extent practicable, work directly with families who receive child care assistance to offer the families support and assistance in making an informed decision about child care options in an effort to ensure families are enrolling their children in the most appropriate child care setting to suit their needs and that is of high quality as determined by the State/Territory
- Collect data and provide information on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act for children with disabilities
- Collect data and provide information on the supply of and demand for child care services in local areas or regions of the State/Territory and submit such information to the State/Territory
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care centers and family child care homes providers, to increase the supply and quality of child care services in the State/Territory
- As appropriate, coordinate their activities with the activities of the Lead Agency and/or local agencies that administer CCDF.

Nothing in statute prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute above.

1.7.1 Does the State fund a system of local or regional CCR&R organizations?

Yes. The State/Territory funds a CCR&R system. See also related follow-up questions in Section 7.1 and 7.4.

If yes, the local or regional referral agency is required to do all of the activities listed here.

See also related follow-up questions in Section 7.1 and 7.4. Does the CCR&R system provide all services identified below:

[The Lead Agency has a sole-source contract with Child Care Aware of Virginia \(CCAVA\) to provide statewide, comprehensive resource and referral services to families seeking child care; provide technical assistance for child care providers on professional development and program operations; and monitor and track unregulated subsidy provider requirements. CCAVA does the following:](#)

- Promotes the use of CCAVA for resource and referral to families and technical assistance services for all providers.
- Provides families with information about a full-range of relevant child care

options, including faith-based, community-based, non-traditional hours, emergency child care, and special needs child care options.

- Works directly with families who receive child care subsidy to offer support and assistance in making an informed decision about child care options in an effort to ensure families are enrolling their children in the highest quality program that meets their needs.
- Collects data and reports to the Lead Agency on relevant topics including the coordination of services, child care supply and demand, numbers served, and demographics.

No. The State/Territory does not fund a CCR&R system and has no plans to establish.

Use section 7.4 to describe plans, if any, to establish a CCR&R system.

1.8 Disaster Preparedness and Response Plan

The CCDBG Act of 2014 added a requirement that States must include a Statewide Child Care Disaster Plan for coordination of activities with the State/Territory human services agency, emergency management agency, child care licensing agency, State/Territory local resource and referral agencies, and the State Advisory Council (SAC) or other state-designated cross-agency body if there is no SAC. (658E(c)(2)(U)) The Statewide Child Care Disaster Plan must include:

- Guidelines for continuing CCDF assistance and child care services after a disaster, which may include provision of temporary child care, and temporary operating standards for child care after a disaster.
- Requirements that child care providers receiving CCDF have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.
- Requirements that child care providers receiving CCDF have in place procedures for staff and volunteer emergency preparedness training and practice drills.

1.8.1 Describe the status of State's Statewide Child Care Disaster Plan.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to

the disaster plan

If applicable, describe additional ways the State/Territory addresses the needs of children receiving CCDF before, during and after a disaster or emergency, not already incorporated into the Statewide Child Care Disaster Plan. If available, please provide a link to the disaster plan

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The Lead Agency has a continuity of operations plan that includes some elements that will be incorporated into the new Statewide Child Care Disaster Plan. Licensed child care providers are already required via regulation to have child care emergency preparedness and response plans which include some required elements. Initial discussions have been conducted with Lead Agency emergency management staff and staff in the state agency responsible for statewide emergency management planning and response. Example disaster plans have been collected from other states and other planning guidance has been assembled. Planning team members have been identified. The Lead Agency has also initiated research to identify the most appropriate training module to make available to providers on this topic.](#)

Unmet requirement - Identify the requirement(s) to be implemented [Guidelines for continuing CCDF assistance and child care services after a disaster \(which may include provision of temporary child care, and temporary operating standards for child care after a disaster\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop operating guidelines for continuing CCDF assistance and child care services after a disaster.](#)

Projected start date for each activity: [06/01/2015](#)

Projected end date for each activity: [08/01/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Approve and implement operating guidelines for continuing CCDF assistance and child care services after a disaster and incorporate guidelines into State Child Care Disaster Plan.](#)

Projected start date for each activity: [08/01/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [child care providers receiving CCDF have in place procedures for staff and volunteer emergency preparedness training and practice drills.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop CCDF provider requirements for emergency preparedness training and](#)

practice procedures.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Virginia Department of Emergency Management](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Purchase and/or develop training on emergency preparedness for child care providers and implement it.](#)

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate CCDF provider requirements for emergency preparedness training and practice procedures into Child Care Subsidy Vendor Agreements and into State Child Care Disaster Plan.](#)

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Virginia Department of Emergency Management

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Post training information and resources about emergency preparedness on theLead Agency websites and distribute this to all providers.

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented child care providers receiving CCDF have in place procedures for evacuation, relocation, shelter-in-place, lock-down, communication and reunification with families, continuity of operations, accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Develop CCDF provider requirements concerning emergencies and disasters.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 07/31/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating

agencies, etc.)

Incorporate requirements into Child Care Subsidy Vendor Agreements and in State Child Care Disaster Plan.

Projected start date for each activity: 07/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

2 Promote Family Engagement through Outreach and Consumer Education

Parents are their children's most important teacher and advocate. State and Territory child care systems interact with parents in multiple ways, therefore presenting many opportunities to engage and inform families. Child care providers can serve as convenient and trusted sources of information for parents and family members on child development and community supports and services. State/Territory and local child care assistance systems should be designed to promote seamless linkages to useful information and other child- and family-services, such as during subsidy intake and redetermination processes and when parents utilize child care resource and referral or QRIS agencies. Outreach and consumer education is an ongoing process and is expected to cover the entire age span covered by CCDF from birth through age 12. The CCDBG Act of 2014 includes key purposes that address the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A new purpose of CCDBG is to "promote involvement by parents and family members in the development of their children in child care settings." States and Territories have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care sites that will support their role as their children's teacher and advocate. Key new provisions include:

1. 1. The plan must certify that States and Territories will collect and disseminate consumer and provider education information to CCDF parents, providers, and the general public, including information about:
 - a) the availability of child care assistance,
 - b) the quality of child care providers (if available),
 - c) Other programs (specifically Temporary Assistance for Needy Families (TANF),

Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children's Health Insurance Program (SCHIP)) for which families may also qualify.

- d) Individuals with Disabilities Education Act (IDEA) programs and services,
 - e) Research and best practices in child development, and
 - f) State/Territory policies regarding social- emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on the expulsion of preschool-aged children (children from birth to five for purposes of this requirement) from early childhood programs receiving CCDF.
- 2. Information related to the health and safety of children in child care settings. The plan must certify that the State/Territory will make public certain information about the results of health and safety monitoring (described in section 5) using a website that is consumer-friendly and in an easily accessible format, including:
- a) Provider-specific information: 1) results of monitoring and inspection reports, including those due to major substantiated complaints; 2) last date of inspection; and 3) information on corrective actions taken (if applicable).
 - b) Information about: 1) the annual number of deaths; 2) the annual number of serious injuries; and 3) annual number of incidences of substantiated child abuse in child care settings.
 - c) State/Territory processes for: 1) licensing child care providers; 2) conducting background checks and the offenses that would keep a provider from being allowed to care for children; and 3) conducting monitoring and inspections of child care providers.

[2.1 Information about Child Care Financial Assistance Program Availability 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)(E)(i)(1))

2.1.1 Describe how the State/Territory informs families of availability of services.

- a) How does the State/Territory identify populations and areas of potentially eligible families (e.g., using available federal, State/Territory and local needs assessments to identify potentially eligible families?)

The Kids Count Data Center (<http://datacenter.kidscount.org/data#VA/5/0/char/0>) provides

data by locality on indicators including: basic demographics, race and ethnicity, employment and income, public assistance, poverty, education, family composition, health, safety and risk. To augment public data, the State monitors waiting lists, obtains reports from Child Care Aware of Virginia and local departments of social services, and conducts periodic needs assessments, the most recent of which was initiated in 2015.

b) What partners help with outreach? For example, child care resource and referral agencies, home visitors, pediatricians, faith-based services, State/Territory or local agencies and organizations or other familiar and safe access points serving vulnerable or low-income populations.

The Lead Agency currently partners with Child Care Aware of Virginia (the State's child care resource and referral agency) and the 120 local departments of social services for outreach.

c) What outreach strategies does the Lead Agency use (e.g., media campaigns, State/Territory website, or other electronic outreach)?

The Lead Agency informs families of availability of services through the Lead Agency's websites (http://www.dss.virginia.gov/family/child_care.html and the new, more consumer-friendly microsite <http://www.childcareva.com/>); Virginia CommonHelp (an online social services application portal); a contract for resource and referral services with Child Care Aware of Virginia; through 2-1-1 Virginia (statewide information and referral hotline); and through local departments of social services. Virginia's Subsidy Program is state-funded and locally administered. Local departments of social services are responsible for making information on the availability of child care assistance for potentially eligible families available in their locality. Using these strategies, Virginia consistently has a waiting list for services to non-TANF families, so the Lead Agency is not currently engaged in aggressive outreach efforts to avoid generating additional demand for services for which funds are not available.

2.1.2 How can parents apply for services? Check all that apply.

Electronically via online application, mobile app or email.

Provide link <https://commonhelp.virginia.gov/access/>

In-person interview or orientation.

Describe agencies where these may occur:

In person interviews are conducted at 120 local departments of social services.

Phone

Mail

At the child care site

At a child care resource and referral agency.

Through kiosks or online portals at related State/Territory/local agency or organization serving low-income populations.

Describe:

Some local departments of social services have kiosks and access to the CommonHelp portal at their locations.

Through a coordinated application process (e.g., application is linked to other benefits program to allow parents to apply for several programs at one time).

Describe:

Virginia's online application system, CommonHelp, allows families to apply for numerous benefit programs, including child care, Medicaid, TANF, SNAP, and others, at the same time.

Other strategies.

Describe:

NA

2.2 Consumer Education Website

The CCDBG Act of 2014 added a purpose of the child care program "to promote involvement by parents and family members in the development of their children in child care settings." (658A(b)(3)) The consumer education requirements address multiple topics that parents and family members need in order to make informed choices and act as their most important teacher and advocate. Lead agencies must certify that they will collect and disseminate the following information through resource and referral agencies or other means. (658E(c)(2)(E))

2.2.1 The State/Territory certifies that it collects and disseminates the following information to parents, providers and the general public:

- information about the availability of the full diversity of child care services that will promote informed child care choices,
- Availability of child care assistance,
- Quality of child care providers (if available),

- Other programs (specifically Temporary Assistance for Needy Families (TANF), Head Start and Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP), Supplemental Nutrition Assistance Program (SNAP), Women, Infants and Children (WIC) program, Child and Adult Care Food Program (CACFP), Medicaid and State Children's Health Insurance Program (SCHIP) for which families may also qualify.
- Individuals with Disabilities Education Act (IDEA) programs and services,
- Research and best practices in child development, including social and emotional development, early childhood development, meaningful parent and family engagement, and physical health and development (particularly healthy eating and physical activity), and
- State/Territory policies regarding the social-emotional behavioral health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children, in early childhood programs receiving child care assistance (CCDF).

Yes. The State/Territory certifies as of March 1, 2016 that it collects and disseminates the above information to parents, providers and the general public. Describe using 2.2.2 through 2.2.7 below.

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [NA](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:
Projected end date for each activity:
Agency - Who is responsible for complete implementation of this activity
Partners - Who is the responsible agency partnering with to complete implementation of this activity

2.2.2 Describe how the State/Territory makes information available about the full diversity of child care services that will promote informed child care choices, including consumer-friendly strategies such as materials that are culturally responsive and in multiple languages as needed that reflect the literacy levels of consumers, and are easy to access

a) Describe how the State/Territory makes information about the full diversity of child care services available to 1) parents of eligible children, 2) providers and 3) the general public
The Lead Agency shares provider-specific information about licensed and regulated providers on its websites at <http://www.dss.virginia.gov/facility/search/cc.cgi> and www.childcareva.com. Parents, providers, and the general public may access online information concerning the availability and quality of child care across the state at www.dss.virginia.gov/family/cc/publications.cgi and <http://www.childcareva.com/>. These sites include links to brochures about choosing quality child care which can be downloaded in English and Spanish and links to services and information about special education, special needs, and early intervention services. Local departments of social services provide additional resources to parents about child care within the various localities. Child Care Aware of Virginia, through a contract with the Lead Agency, also provides information about available services, quality child care, and providers who are licensed and/or participate in Virginia Quality to parents, providers, and the general public both online at <http://va.childcareaware.org/> and by telephone.

b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.)

The Lead Agency provides information on the topics identified above online at www.dss.virginia.gov/family/cc/publications.cgi. The information is in the form of web links and downloadable written materials, some of which are available in English and Spanish. The micro-site, www.childcareva.com, provides a consolidated, consumer-friendly format with bulleted information and links to other resources and services. In-person communication is available to families who come in to local departments of social services. Local departments of social services also provide resources and written materials that are specific

to their localities. Materials are designed to be easy to read and understand. 2-1-1 Virginia provides information by telephone 24/7 and offers a consumer-friendly online search engine (<http://211.getcare.com/consite/>) that parents, providers, and the public can use to find information about child care options and additional services. The information is available in multiple languages.

c) Describe who you partner with to make information about the full diversity of child care choices available

Local departments of social services provide resources to parents about child care that is specific to their localities. Child Care Aware of Virginia (CCAFA), through a contract with the Lead Agency, also provides information to parents, providers, and the general public about all available services. CCAFA provides resources to help families and providers educate themselves so they can support children's special needs. CCAFA assists families in finding child care throughout Virginia via a website and toll-free hotline, providing: referrals to child care providers in their area; expert consultants to help families through the decision-making process; information about quality and how to find it; information about child development and parenting concerns; and guidance on supporting children's issues and public policy. 2-1-1 Virginia offers free, statewide, 24/7 online and telephone assistance to any caller, with dedicated lines for individuals with visual or hearing impairments and translation services in over 200 languages.

2.2.3 Describe how the State/Territory makes information about the quality (such as through a quality rating and improvement system, if available, nationally-recognized accreditation, or other means) of child care services available to the public, including consumer-friendly strategies such as messages that are designed to engage intended audiences and are easy to understand

a) Describe how the State/Territory makes information about child care quality available to 1) parents of eligible children, 2) providers and 3) the general public

The Lead Agency has launched a two-phase Child Care Communications Campaign to promote the importance of safe, quality care. In Phase I, a consumer friendly microsite (<http://childcareva.com/>) was rolled out to serve as the information hub for the Lead Agency's public awareness messaging and materials. The site was designed specifically for parents, providers, and the general public. In Phase II, the Lead Agency contracted with the Virginia Association of Broadcasters, with a membership of 250 radio and television outlets

statewide, to air public service announcements beginning March 2016. Content focuses on the importance of safe, quality care and recent changes to child care in Virginia. Translation services and services for populations with special needs will be procured based on the type of ad and where it is placed. The Lead Agency also helps parents, providers, and the general public learn more about the types of child care available and how they are regulated; provides information about background investigations, guidance on choosing quality care and information about social emotional development, health, and special needs; and provides links to forms and the Choosing Quality Child Care brochure through its websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://childcareva.com/>. The brochure, which is available in English and Spanish, has also been distributed by local child care workers to families who apply for child care services at local departments of social services. Local eligibility workers will be receiving additional training about how to help families identify high-quality care that meets their needs.

The Lead Agency also partners with and provides links to the Virginia Early Childhood Foundation (VECF) and Child Care Aware of Virginia to reach as many parents, providers, and members of the community as possible. The recent "Back to School with Q - School Readiness Starts with Quality" campaign developed by VECF and the statewide Smart Beginnings network showcased quality child care and preschool programs participating in VSQI and offers several resources that can be accessed from <http://www.smartbeginnings.org/>, including briefs about the importance of quality in early learning settings, Q&As, and two online learning modules: "Resources for School Readiness" and "Resources for Working with Families." Virginia's quality rating and improvement system has undergone significant changes, based on research and feedback from stakeholders, to be more focused on children's learning and better encourage continuous quality improvement (www.earlychildhood.virginia.gov). A new, user-friendly website (<http://www.virginiaquality.com/>), expected to go live in mid-June, is being built to effectively communicate about quality and VSQI with parents, providers, and the general public.

Child Care Aware of Virginia (<http://va.childcareaware.org/>) provides easy to understand information and checklists to help parents know what to look for in a quality child care setting, including environment, interaction, accreditation, and participation in professional development and QRIS. Families who contact Child Care Aware of Virginia receive information regarding providers' participation in QRIS, whether they are licensed, regulated,

or unregulated, and basic services provided by the programs. Child care providers can access technical assistance, training, materials and resources, and opportunities for networking.

The QRIS system and Virginia Infant & Toddler Specialist Network (ITSN) work with providers to improve the quality of child care. Professional development opportunities are provided for child care teachers, directors, and staff that include the characteristics of a quality child care program and best practices for child care. These opportunities are available through distance learning, online learning, and self-paced opportunities that can be accessed through the Lead Agency's websites and Child Care Aware of Virginia.

b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.)

Through the statewide Child Care Communications Campaign, messages about the importance of licensed, quality care and changes to child care in Virginia are delivered through radio and television PSAs, digital media, and hard copy collateral in English and Spanish. The *Choosing Quality Child Care* brochure is available online at (www.dss.virginia.gov/family/cc/publications.cgi and <http://www.childcareva.com/>) in English and Spanish and is also available in print at local departments of social services. Online information about quality is available from Child Care Aware of Virginia and a new website, expected to go live in mid-June, is under development for QRIS information (<http://www.virginiaquality.com/>). Until that site is live, QRIS information can be found at <http://www.earlychildhood.virginia.gov/>. Callers can receive information about quality from Child Care Aware of Virginia. Families applying for services can learn about quality through direct communication during a face-to-face application for child care services. Providers can receive information in writing, online, and through direct communication through participation in QRIS or ITSN coaching/mentoring, and through professional development opportunities-classroom, online and self-paced learning. (Please see response to question 2.2.3.a. above for additional details.)

c) Describe who you partner with to make information about child care quality available

The Lead Agency partners with Child Care Aware of Virginia, the Virginia Early Childhood Foundation, Child Development Resources, five regional departments of social services offices and 120 local departments of social services, Division of Licensing Programs and eight regional offices, Library of Virginia, Community College Workforce Alliance, Virginia

Community College System, the Virginia Department of Education, Virginia Cross-sector Professional Development Leadership Team, Virginia Partnership for Out-of-School Time, Virginia Alliance of Family Child Care Associations, Virginia Association for Early Childhood Education, Virginia Child Care Association, and child care providers.

2.2.4 Describe how the State/Territory shares information with eligible parents about other available human service programs.

For example, does the State/Territory share information about these other programs through linkages from the online application, universal applications, through intake process/front line workers, providers, child care resource and referral agencies or other trusted advisors such as home visitors, pediatricians, faith-based services, etc.? At a minimum, include in your description how you provide information to eligible parents, what you provide and by what methods, and which partners you work with to provide information about other available service programs.

a) Temporary Assistance for Needy Families (TANF)

Information is available through the Lead Agency's websites at <http://www.dss.virginia.gov/benefit/tanf/index.cgi> and <http://www.childcareva.com/>. Through CommonHelp (<https://commonhelp.virginia.gov/access/>), applicants are able to apply for multiple programs, including TANF, at the same time. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

b) Head Start and Early Head Start Programs

Information about Head Start is available through the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/headstart.html> and <http://www.childcareva.com/>. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

c) Low Income Home Energy Assistance Program (LIHEAP)

Information is available through the Lead Agency's websites at <http://www.dss.virginia.gov/benefit/ea/> and <http://www.childcareva.com/>. Through CommonHelp, <https://commonhelp.virginia.gov/access/>, applicants are able to apply for multiple programs, including LIHEAP, at the same time. A brief overview of the program and

the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps)

Information is available through the Lead Agency's websites at <http://www.dss.virginia.gov/benefit/snap.cgi> and <http://www.childcareva.com/>. Through CommonHelp, <https://commonhelp.virginia.gov/access/>, applicants are able to apply for multiple programs, including SNAP, at the same time. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

e) Women, Infants, and Children Program (WIC)

Information is available through the Virginia Department of Health's website, <http://166.67.66.226/livewell/>. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

f) Child and Adult Care Food Program(CACFP)

Information is available through the Virginia Department of Health's website, <http://166.67.66.226/livewell/>. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>. The resource for Virginia CACFP Sponsor's Association (<http://www.vachildcarefoodprogram.org/>) is also listed on the Lead Agency web sites.

g) Medicaid

Information is available through the Lead Agency's websites, http://www.dss.virginia.gov/benefit/medical_assistance/index.cgi and <http://www.childcareva.com/>. Through CommonHelp, <https://commonhelp.virginia.gov/access/>, applicants are able to apply for multiple programs, including Medicaid, at the same. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

h) Children's Health Insurance Program (CHIP)

Virginia has a "no wrong door" policy. Families may apply for medical assistance through their local department of social services, through CommonHelp (<https://commonhelp.virginia.gov/access/>), or through the Cover Virginia website (<http://www.coverva.org/>) and are evaluated for all medical assistance programs for which they may be eligible. They may also apply for health coverage through the federal facilitated market place and if they appear to be Medicaid or CHIP eligible, they are automatically referred for one of Virginia's medical assistance programs. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

i) Individuals with Disabilities Education Act (IDEA)

Information is posted on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> (under Child Care Guidance for Parents, Child Care Options, Special Needs) and <http://www.childcareva.com/>. A brief overview of the program and the link to more information are shared with eligible parents on the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

j) Other State/Federally Funded Child Care Programs (e.g., state pre-kindergarten)

Information about the Virginia Preschool Initiative (VPI) state pre-kindergarten program is available through a link under <http://www.dss.virginia.gov/family/cc/publications.cgi> which connects to Virginia Department of Education, http://www.doe.virginia.gov/instruction/early_childhood/.

k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program)

The Lead Agency websites <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/> have links to the Virginia Home Visiting Consortium website at <http://www.homevisitingva.com/>.

2.2.5 Describe how the State/Territory shares information with providers (where applicable) to link families to these other available human service programs.

For example, does the State/Territory provide information to providers through CCR&Routreach, as a condition of their contract or voucher agreement, through community-based hub agencies that partner with subsidy providers, county/local collaboration, through quality rating and improvements systems, etc?

a) Temporary Assistance for Needy Families (TANF)

Information is available through the Lead Agency's websites, <http://www.dss.virginia.gov/benefit/tanf/index.cgi> and <http://www.childcareva.com/>. In the future, the Lead Agency intends to use email distribution lists to share all additional resources for families (TANF, Head Start/Early Head Start, LIHEAP, SNAP, WIC, CACFP, Medicaid, CHIP, IDEA, and VPI) with subsidy providers so they can disseminate the information to families.

b) Head Start and Early Head Start Programs

Information is available through the Lead Agency's websites, <http://www.dss.virginia.gov/family/cc/headstart.html> and <http://www.childcareva.com/>, and the Virginia Head Start Association website, <http://headstartva.org/>. The Virginia Head Start Association website also provides links to other financial assistance programs. Child Care Aware of Virginia also maps the different types of early care and education programs, including Head Start/Early Head Start, and QRIS programs on their website at: <http://va.childcareaware.org/virginia-child-care-programs>.

c) Low Income Home Energy Assistance Program (LIHEAP)

Information is available through the Lead Agency's websites, <http://www.dss.virginia.gov/benefit/ea/> and <http://www.childcareva.com/>.

d) Supplemental Nutrition Assistance Programs (SNAP- formerly known as Food Stamps)

Information is available through the Lead Agency's websites, <http://www.dss.virginia.gov/benefit/snap.cgi> and <http://www.childcareva.com/>.

e) Women, Infants, and Children Program (WIC)

The Lead Agency has partnered with local Smart Beginnings initiatives in high poverty areas of the state to share information about WIC services, targeting the child care community. Information is available through the Lead Agency's websites, <https://www.dss.virginia.gov/benefit/wic.cgi> and <http://www.childcareva.com/>. Information is also available through the Virginia Department of Health's website, <http://166.67.66.226/livewell/>.

f) Child and Adult Care Food Program(CACFP)

The Lead Agency is a partner in Virginia's Nemours-funded statewide obesity prevention project for child care providers, which promotes enrollment in CACFP. Information is available through the Lead Agency's websites at https://www.dss.virginia.gov/files/division/cc/guidance_parents/additional_resources/CCS-FamilyResourceGuide.pdf and <http://www.childcareva.com/>, and Information is also available

through the Department of Health: <http://166.67.66.226/livewell/>. Child Care Aware of Virginia includes a link on its website

<http://cqrceengage.com/earlylearningpolicygroup/file/PpyF2dnGwyG/Resources%20for%20Parents%20and%20Child%20Care%20Providers%20on%20Early%20Childhood%20Development.pdf>

g) Medicaid

Information is available through the Lead Agency's websites,

http://www.dss.virginia.gov/benefit/medical_assistance/index.cgi and

<http://www.childcareva.com/>. Applicants can use the CommonHelp online application system (<https://commonhelp.virginia.gov/access/>) to apply for multiple programs, including Medicaid, at the same time.

h) Children's Health Insurance Program (CHIP)

Information is available through the Lead Agency's websites at

http://www.dss.virginia.gov/benefit/medical_assistance/index.cgi and

<http://www.childcareva.com/>. Information is also available through the Cover Virginia website at <http://www.coverva.org/> and Child Care Aware of Virginia includes a link on its website <http://va.childcareaware.org/child-care-providers/early-childhood-resources/>.

i) Individuals with Disabilities Education Act (IDEA)

Information is posted on the Lead Agency's websites at

<http://www.dss.virginia.gov/family/cc/publications.cgi> under Child Care Guidance for Parents, Child Care Options, Special Needs as well as at <http://www.childcareva.com/>.

j) Other State/Federally Funded Child Care Programs (example-State Pre-K)

Information is posted on the Lead Agency's websites at

<http://www.dss.virginia.gov/family/cc/publications.cgi> under Child Care Guidance for Parents and <http://www.childcareva.com/>.

k) Other early childhood programs (e.g., Maternal, Infant, and Early Childhood Home Visiting program)

The Lead Agency websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and

<http://www.childcareva.com/> have a link to the Virginia Home Visiting Consortium website at <http://www.homevisitingva.com/>.

2.2.6 Describe how the State/Territory makes available information to parents of eligible children, the general public, and where applicable, providers (see also section 6) about research and best practices in child development, including all domains of early

childhood development, including social and emotional development, cognitive, and physical health and development (particularly healthy eating and physical activity), and meaningful parent and family engagement. (658E(c)(2)(E)(VI))

a) Describe how the State/Territory makes information about research and best practices in child development available to 1) parents of eligible children, 2) providers and 3) the general public

The Lead Agency provides information on research-based best practices for parents, providers, and the general public on <http://www.childcareva.com/> and <http://www.dss.virginia.gov/family/cc/publications.cgi>. Under Child Care Guidance for Parents, topics include: Choosing Quality Child Care, Child Development, Early Intervention and Special Needs, Emergency Planning, and Health and Safety. There are links to QRIS, as well as Child Care Aware of Virginia and the Virginia Head Start Association. Each of these links provides a great deal of information based on research and best practices in child care and child development. Under Child Care Provider Resources, topics include: Early Intervention and Special Education, Emergency Preparedness, Financial, Health and Safety, Professional Development, Endorsements, and information about programming and training.

The Virginia Infant & Toddler Specialist Network's (ITSN) website (<http://www.va-itsnetwork.org/>) also has sections for families and providers that include child development topics, activities, and professional development; a link to the ITSN website is provided from the Lead Agency's websites. Virginia provides extensive training, technical assistance, and professional development opportunities for providers around social emotional development, early childhood development, meaningful parent and family engagement, and physical health and development. Much of this work is coordinated through the Virginia Cross-sector Professional Development group. Please see Section 6 for additional details about provider training.

b) Describe what you provide and how (i.e., methods such as written materials, direct communication, etc.)

The information is made available online, with some videos as well as downloadable, printable materials. Some materials are available in multiple languages. Many local departments of social services communicate directly with and provide printed material to families when they apply for services or come in for assistance. Provider training is available in multiple formats, including web-based modules and in-person instruction.

c) Describe who you partner with to make information about research and best practices in child development available

The Lead Agency partners with the Virginia Infant & Toddler Specialist Network, Child Care Aware of Virginia, 120 local departments of social services, Virginia Cross-sector Professional Development, and the Virginia Early Childhood Foundation.

2.2.7 Describe how information on the State/Territory's policies regarding the social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention and support models, and policies on expulsion of preschool-aged children (from birth to five for purposes of this requirement), in early childhood programs receiving CCDF is collected and disseminated to parents, providers and the general public. (658E(c)(2)(E)(i)(VII))

a) Describe how the State/Territory makes information regarding social-emotional/behavioral and early childhood mental health of young children, which may include positive behavioral intervention support models, available to 1) parents of eligible children, 2) providers and 3) the general public. At minimum, describe **what** you provide (e.g., early childhood mental health consultation services to child care programs) and **how** (i.e., methods such as written materials, direct communication, etc.) for each group:

i. Parents

The Lead Agency provides parents with resources and information about social-emotional development and best practices regarding pre-school age expulsion on <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

Social-emotional development information is also available on the Virginia Infant & Toddler Specialist Network website (<http://www.va-itsnetwork.org/>) and through the Early Childhood Mental Health Virginia website (<http://www.ecmhva.org/>). Child Care Aware of Virginia, 2-1-1 Virginia, and local departments of social services also provide information on line and through direct communication.

The Lead Agency will explore the development of a social emotional and/or pre-K expulsion policy or statement with input from child care and cross-sector stakeholders, including the Early Childhood Mental Health Virginia (Birth to Eight) Advisory Council. The advisory council provides guidance on social-emotional and mental health issues for early childhood development.

The Lead Agency is also exploring other means of disseminating social-emotional development information to parents, including via subsidy eligibility meetings, contact with licensed or regulated providers, and contact with other early care and education programs.

ii. Providers

The Lead Agency offers providers information about social-emotional development and best practices regarding pre-school age expulsion on <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>. Through Virginia Quality, coaches and mentors are trained on the CLASS assessment, which measures interactions that contribute to positive social-emotional outcomes for children. Information is also shared with providers through partnerships and grant funded projects, including the Virginia Infant and Toddler Specialist Network, Project SEED, Early Childhood Mental Health Virginia, and by promoting the Center for Social-Emotional Foundations for Early Learning (CSEFEL) model and the social-emotional growth module in the Program for Infant and Toddler Caregivers (PITC). CCAVA provides training and technical assistance on Ages and Stages for child care providers, and includes information on its website about developmental milestones, social and emotional development and screening.

In addition, the Early Childhood Mental Health Virginia (Birth to Eight) Advisory Council (<http://www.ecmhva.org/>) provides guidance on social-emotional and behavioral health issues for early childhood development and oversees the Virginia Association for Infant Mental Health Endorsement, which verifies that a provider has attained a specified level of proficiency based on a set of competencies that have been identified and agreed upon by professionals, service providers, faculty members, and policy makers in the infant and family field.

The Lead Agency provided grant funding for Project SEED (Social Emotional Education & Development) to build a consistent family-centered professional development framework of evidence-based practices for providers caring for infants and toddlers in order to strengthen the social and emotional development of children birth to age three in Virginia.

Materials for providers include written training materials and handouts, online training, and the Career Pathways' link to CSEFEL basics. Periodically, relevant social-emotional behavioral health information is sent via email distribution lists to child care subsidy vendors, Quality Initiative coordinators and child care workers at local departments of social services, licensed child care programs, and interested parties.

iii. General public

The Lead Agency provides resources and information to the general public on social-emotional development and best practices regarding pre-school age expulsion at: <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>. The Virginia Infant & Toddler Specialist Network (<http://www.va-itsnetwork.org/>) and Early Childhood Mental Health Virginia (<http://www.ecmhva.org/>) have information available on line and Child Care Aware of Virginia, 2-1-1 Virginia, and local departments of social services also provide information through direct communication. The Lead Agency will explore the development of a social emotional and/or pre-K expulsion policy or statement with input from child care and cross-sector stakeholders, including the Early Childhood Mental Health Virginia (Birth to Eight) Advisory Council. The Advisory Council provides guidance on social-emotional and mental health issues for early childhood development.

b) Describe any partners used to make information regarding social-emotional/behavioral and early childhood mental health of young children available

The Lead Agency partners with: Child Development Resources to operate the Virginia Infant & Toddler Specialist Network; Virginia Commonwealth University's Partnership for People with Disabilities for the Early Childhood Mental Health Virginia (Birth to Eight) Advisory Council and Project SEED training; and the Virginia Early Childhood Foundation to implement training on positive interactions with children and social-emotional behavioral health of children. Information for parents, providers, and the general public is made available by the VDSS Division of Public Affairs and the Lead Agency's websites.

c) Does the State have a written policy regarding preventing expulsion of:

Preschool children (from birth to five) in early childhood programs receiving child care assistance?

Yes.

If yes, If yes, describe how the State/Territory makes information about that policy available to parents, providers and the general public (what you provide, how you provide and any partners used) and provide a link

NA

No.

School-age children from programs receiving child care assistance?

Yes.

If yes, describe how the State/Territory makes information about that policy available to 1) parents, 2) providers and 3) the general public (what you provide, how you provide and any partners used) and provide a link

NA

No.

2.2.8 Coordination with Other Partners to Increase Access to Developmental Screenings

The State/Territory must develop and describe procedures for providing information on and referring families to existing developmental screening services. (658E(c)(2)E(ii)) At a minimum, the State/Territory must establish procedures to provide information to families and child care providers on: (1) Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.) and developmental screening services available under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.); and (2) a description of how a family or child care provider receiving CCDF may utilize the resources and services to obtain developmental screenings for children receiving CCDF who may be at risk for cognitive or other developmental delays, which may include social, emotional, physical, or linguistic delays.

Describe the status of the State/Territory's procedures for providing information on and referring families to existing developmental screening services.

Fully implemented and meeting all Federal requirements outlined above - by March 1, 2016.

List the Lead Agency policy citation(s) and:

[COV § 2.1-760; 34 CFR § 303.16 \(a\)](#)

a) Describe procedures, including timelines for when infants, toddlers and preschoolers should be screened

The Lead Agency provides an information sheet on developmental screening services in Virginia on its websites, as well as links to the Virginia Department of Medical Assistance Services (DMAS) Early and Periodic Screening, Diagnosis, and Treatment Program (EPSTD) (www.dmas.virginia.gov/Content_pgs/mch-home.aspx); Virginia Department of Education Early Intervention Program; and the Infant & Toddler Connection of Virginia. Periodic screenings are provided through EPSTD for children under 21 years of age who participate in Medicaid through Medicaid/FAMIS Plus or a Managed Care organization (MCO). Services are provided that are not routinely covered by Virginia Medicaid.

The Virginia Department of Education (DOE) administers section 619 and part C of the Individuals with Disabilities Education Act (http://www.doe.virginia.gov/special_ed/early_childhood/index.shtml). Early Intervention services are provided for infants and toddlers with a disability, defined as children ages birth through two, inclusive, whose birthday falls on or before September 30, or who are eligible to receive services in the Part C early intervention system up to age three, and who:

- Have delayed functioning;
- Manifest atypical development or behavior;
- Have behavioral disorders that interfere with acquisition of developmental skills; or
- Have a diagnosed physical or mental condition that has a high probability of resulting in delay, even though no current delay exists. COV § 2.1-760; 34 CFR § 303.16 (a).

The Infant & Toddler Connection of Virginia also provides early intervention supports and services to infants and toddlers from birth through age two who are not developing as expected, or who have a medical condition that can delay normal development. Early intervention supports and services are available to all eligible children regardless of the family's ability to pay and focus on increasing the child's participation in family and community activities and on helping parents and other caregivers turn everyday activities into learning opportunities.

b) Describe how CCDF families or child care providers receiving CCDF may utilize the resources and services to obtain developmental screenings for CCDF children at risk for cognitive or other developmental delays

Child Care providers receiving CCDF may discuss the available resources with the families of the children in their care. All three programs (EPSTD, VDOE 619 Part C, and Virginia Infant & Toddler Connection) will provide developmental screenings upon request for families. The Virginia Infant & Toddler Specialist Network will be training infant and toddler providers on the Ages and Stages Questionnaire (ASQ-3 and ASQ SE). VCU provides training on CSEFEL.

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with to complete implementation of this activity

2.2.9 Describe how the State/Territory meets the requirement to maintain a record of substantiated parental complaints. (658E(c)(2)(C))

a) How does the State/Territory define substantiated parental complaint

For licensed and regulated programs, all complaints related to licensing regulations or Code requirements that are called in by parents or other parties are investigated. After an investigation, the inspector determines if the complaint is 'valid' or 'not valid' based on the evidence obtained. Any 'valid' complaint results in a violation notice documenting any violations found during the inspection. This violation notice is posted on the public webpage for five years from the date of inspection. The complainant is notified when the investigation is complete whether the complaint was determined to be 'valid' or 'not valid'.

b) How does the State/Territory maintain a record of substantiated parental complaints about providers (e.g., how long are records maintained and in what format)

Substantiated parental complaints are maintained in the provider record at the licensing office. A record is maintained for the duration of the program's licensure, and then for five years after the program closes. Violation notices are posted on the Lead Agency websites for five years from the date of the inspection.

c) How does the State/Territory make substantiated parental complaints available to the public on request

Violation notices for substantiated complaints are posted on the Lead Agency websites for five years from the date of the inspection. The public can also contact the licensing inspector assigned to the facility for information on complaints and program compliance.

d) Describe how the State/Territory defines and maintains complaints from others about providers

All complaints are defined and maintained in the same manner as described, regardless of whether the complaint is from a parent or from another party.

2.2.10 How will the Lead Agency or partners provide outreach and services to eligible families for whom English is not their first language?

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
- Bilingual outreach workers
- Partnerships with community-based organizations
- Other

Selected brochures and materials are available in Spanish and English. 2-1-1 Virginia provides information in multiple languages.

None

2.2.11 If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State/Territory has the ability to have translation/interpretation in all primary and secondary languages

The Lead Agency's online application is in English and Spanish. Some local departments of social services have bilingual caseworkers. The Lead Agency and 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 Isaweb.com/languages. Child Care Aware of Virginia also provides services in multiple languages through a language line and 2-1-1 Virginia makes information available in over 200 languages.

2.2.12 Describe how the Lead Agency or partners provide outreach and services to eligible persons with disabilities

For families with children who have disabilities, a higher subsidy rate may be used based on the documented disability and medical needs of the child. Child Care Aware of Virginia provides assistance in finding child care programs that meet the unique needs of the child, including those with disabilities. When the parents or guardians have visual or auditory

disabilities, they will be directed to 2-1-1 Virginia, which offers free, statewide, 24/7 online and telephone assistance to any caller, with dedicated lines for individuals with visual or hearing impairments and translation services in over 200 languages. Upon request, the local department of social services will make reasonable accommodations for persons with disabilities who are applying for child care services.

2.3 Website for Consumer Education

The CCDBG Act of 2014 added a requirement that States and Territories have a website describing processes for licensing and monitoring child care providers, processes for conducting criminal background checks, and offenses that prevent individuals from being child care providers, and aggregate information on the number of deaths, serious injuries and child abuse.

The State/Territory must make public certain information about the results of such monitoring on a website in a way that is consumer-friendly and in an easily accessible format. (658E(c)(2)(D)) In order for a website to be a useful tool for parents, it should be easy to navigate, with a minimum number of clicks, and in plain language. States and Territories must post the results of the monitoring on the website no later than November 19, 2017. All other components of the website must be completed no later than September 30, 2016.

2.3.1 Describe the status of State/Territory's consumer education website.

Fully implemented and meeting all Federal requirements outlined above - by March 1, 2016.

Provide the link to the website: [NA](#)

and describe how the consumer education website meets the requirements to:

a) Share provider-specific information about health and safety, licensing or regulatory requirements met by the provider (including the last date of inspection, and any history of violations). Describe

[NA](#)

b) Include a description of health and safety requirements and licensing or regulatory requirements for child care providers. Describe

NA

c) Include a description of the processes for licensing, background checks, monitoring, and offenses that prevent individuals from being providers. Describe

NA

d) Provide information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings. Describe

NA

e) Describe how the website is consumer-friendly, for example, allowing multiple ways to search for providers, defining terms such as exempt care and corrective action plans, presents the results of monitoring inspections in plain language, providing frequently asked questions, is accessible in multiple languages upon request and to persons with disabilities through multiple formats, differentiating between violations based on risk to children, and easy to locate and navigate. Describe

NA

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date. Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016 for all components of the website except posting the results of the monitoring on the website which is November 19, 2017) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Substantially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The Lead Agency launched a new child care consumer education microsite \(\[www.childcareva.com\]\(http://www.childcareva.com\)\) in March 2016. With specific pages for parents, providers, and the general public, the microsite provides easy access to information. Created in response to both federal Child Care and Development Fund Act requirements and](#)

desires within the state to disseminate information on child care changes, the microsite is an online "hub" for selected, frequently-requested child care information, resources, and tools. Information is provided on topics including licensing, results of licensing inspections, background checks, offenses that prevent individuals from being child care providers, and numerous other areas. The microsite provides streamlined, user-friendly, and intuitive access to important information, in plain language, with just a few clicks. The microsite works in conjunction with the Lead Agency public website, with links between the sites. Microsite format and content is managed through a change control process to ensure that it remains streamlined and user-friendly. Information about the number of deaths, serious injuries, and incidences of substantiated child abuse in child care settings is not yet displayed on the microsite. Virginia has a definition of serious injury and death and has developed a process for collecting and tracking this data. Subsidy Program vendor agreements (and regulations) will be modified to include the requirement that child care providers report serious injuries and deaths to the VDSS Division of Children's Licensing Programs.

Unmet requirement - Identify the requirement(s) to be implemented Provide annual aggregate information about the number of deaths, number of serious injuries as defined by the State/Territory and the number of incidences of substantiated child abuse in child care settings. Describe

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Subsidy Program vendor agreements (and regulations) will be modified to include the requirement that child care providers report serious injuries/deaths to the VDSS Division of Children's Licensing Programs.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Virginia is currently modifying policies and procedures to enable the Lead Agency to place aggregate data about the number of child deaths and the number of serious child injuries that take place in a child care setting on the Lead Agency's websites.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with to complete implementation of this activity

NA

3 Provide Stable Child Care Financial Assistance to Families

The expanded purposes of CCDBG highlight the opportunities States and Territories have to "deliver high-quality, coordinated early childhood care and education services to maximize parents' options and support parents trying to achieve independence from public assistance"; and "to improve child care and development of participating children." (658A(b)) Young children learn in the context of their relationships with adults, including their child care teacher or provider. The unintentional consequence of child care assistance that is linked to adult work and school obligation is that child care arrangements - and the opportunity for children to form trusting relationships with teachers - are often interrupted and unstable. Child care financial assistance policies that make it easier to get and keep assistance support continuity of care and relationships between the child and child care provider and enable parents to stay employed or complete training/education. Child care support that extends until families are able to pay the full cost of care themselves promotes longer lasting economic stability for families. CCDF funds may support families until they reach 85% of State Median Income (SMI).

The CCDBG Act of 2014 included requirements to establish minimum 12-month eligibility and redetermination periods, requiring that States and Territories have a process to account for irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for job search of not less than three (3) months, and to describe policies for graduated phase-out of assistance. The definition of an eligible child includes that a family's assets may not exceed \$1,000,000 (as certified by a

member of such family). Procedures for enrollment of homeless children pending completion of documentation are also now required. There is nothing in statute to prohibit States from establishing policies that extend eligibility beyond 12 months or establish other similar policies to align program requirements that allow children enrolled in Head Start, Early Head Start, state or local pre-kindergarten and other collaborative programs to finish the program year and to promote continuity for families receiving services through multiple benefits programs.

3.1 Eligible Children and Families

In order to be eligible for services, children must (1) be under the age of 13, (2) reside with a family whose income does not exceed 85 percent of the State's median income for a family of the same size, and whose family assets do not exceed \$1,000,000 (as certified by a member of such family); and who (3)(a) resides with a parent or parents who are working or attending a job training or educational program; or (b) is receiving, or needs to receive, protective services and resides with a parent or parents not described in (3a.). (658P(4))

3.1.1 Eligibility Criteria Based upon Child's Age

a) The CCDF program serves children from **0** (weeks/months/years) to **13** years (through age 12).

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))

Yes, and the upper age is **17** (may not equal or exceed age 19). Provide the Lead Agency definition of physical or mental incapacity: **Up to a child's 18th birthday for children with documented developmental disabilities, intellectual disabilities, 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))

Yes and the upper age is **17** (may not equal or exceed age 19)

No.

3.1.2 How does the Lead Agency define the following eligibility terms?

a) 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.

b) in loco parentis -

An adult(s) with whom the child is living who has assumed responsibility for the day-to-day care and supervision of the child.

3.1.3 Eligibility Criteria Based on Reason for Care

a) How does the Lead Agency define "working, attending job training and education" for the purposes of eligibility at the point of determination? Provide a brief description below, including allowable activities and if a minimum number of hours is required by State/Territory (not a federal requirement).

* working:

Individuals are considered to be working if they meet the established work requirements of TANF, VIEW, or SNAP Employment & Training or have regular gainful employment in a part-time or full-time capacity. No minimum number of hours is required for CCDF.

* attending job training

For the purpose of eligibility, attending a job training program refers to an individual in a job training activity who participates in that activity on a regular basis. Child care that is approved for job training activities is limited to a curriculum related to the fulfillment of an individual's employment goal. Participants must show that they are making satisfactory progress.

* attending education

For the purpose of eligibility, attending an educational program refers to an individual in an educational activity who participates in that activity on a regular basis. Child care that is approved for education activities is limited to a curriculum related to the fulfillment of an individual's employment goal. Participants must show that they are making satisfactory progress.

b) Does the Lead Agency allow parents to qualify for CCDF assistance on the basis of

education and training participation alone (without additional minimum work requirements)?

Yes.

No.

If no, describe additional requirements

c) Does the Lead Agency provide child care to children in protective services?

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

1) Definition of 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/her family when the child has been found to have been abused or neglected or is at risk of being abused or neglected. If a child is in foster care, foster care funds are used to pay for child care. CCDF funds are not used to provide child care to foster children.

2) Does the Lead Agency waive the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services on a case-by-case basis? (658E(c)(5))

Yes.

No.

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 the protective services definition above.

No.

3.1.4 Eligibility Criteria Based on Family Income

a) How does the Lead Agency define "income" for the purposes of eligibility at the point of determination?

* Definition of income -

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 included.

b) 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 current SMI. Complete columns (e) and (f) with the maximum "exit" eligibility level if applicable and below the federal limit of 85% of current SMI.

Note - If the income eligibility limits are not statewide, check here
Describe how many jurisdictions set their own income eligibility limits

This note pertains to the following chart:

Virginia income eligibility limits are set at 150%, 160%, 185% or 250% of the Federal Poverty Limit. The income limits in the table below reflect eligibility at 250% FPL. Virginia does not have the option of a family size of one; children in foster care are served using foster care funding.

Fill in the chart based on the most populous area of the state.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	(c) (IF APPLICABLE) \$/month Maximum "Entry" Income Level if lower than 85% Current SMI	(d) (IF APPLICABLE) % of SMI [Divide (c) by (a), multiply by 100] Income Level if lower than 85% Current SMI	(e) (IF APPLICABLE) \$/month Maximum "Exit" Income Level if lower than 85% Current SMI	(f) (IF APPLICABLE) % of SMI [Divide (e) by (a), multiply by 100] Income Level if lower than 85% Current SMI
1	NA	NA	NA	NA		
2	\$5,234	\$4,449	\$3,319	63		
3	\$6,466	\$5,496	\$4,186	64		
4	\$7,698	\$6,543	\$5,053	66		
5	\$8,929	\$7,590	\$5,919	66		

Reminder - Income limits must be provided in terms of current State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the

program. Federal [poverty guidelines](http://aspe.hhs.gov/poverty/index.cfm) are available at <http://aspe.hhs.gov/poverty/index.cfm>.

c) SMI Source and year [Federal Register, Vol. 80, No. 111, Wednesday, June 10, 2015, page 39,958-39,959](#)

d) These eligibility limits in column (c) became or will become effective on: [October 1, 2015](#)

e) Provide the link to the income eligibility limits

http://www.dss.virginia.gov/files/division/cc/assistance/parents_guardians/guidance_procedures/Transmittal203-FINAL_04-01-16.pdf in Appendix A on p. 154 of the pdf document.

3.1.5 Graduated Phase-Out of Assistance

The CCDBG Act of 2014 added a provision that requires States and Territories to provide for a graduated phase-out of assistance for families whose income has increased at the time of re-determination, but remains below the federal threshold of 85% of State median income.

Providing a graduated phase-out supports long-term family economic stability by allowing for wage growth and a tapered transition out of the child care subsidy program. (658E (c)(2)(N)(iv)) This might be achieved through policies such as establishing a second income eligibility threshold at redetermination (e.g., establishing a different eligibility threshold for families first applying for assistance and those already receiving assistance, sometimes called and "exit threshold") or by granting a sustained period of continued assistance to the family before termination.

Describe the status of the State/Territory's policy regarding graduated phase-out of assistance.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the policies and procedures for graduated phase-out

Not implemented. The State must provide a State-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste tables here. Your responses here will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2017](#)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) not fully implemented (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[Virginia is developing new requirements to implement a graduated phase-out of assistance. Changes to the subsidy program regulation, guidance, and automated system will be required. Regulatory activity has begun; a Notice of Intended Regulatory Action was submitted to the State Board of Social Services in December of 2015.](#)

Unmet requirement - Identify the requirement(s) to be implemented [A graduated phase-out of assistance for families whose income has increased at the time of re-determination, but remains below the federal threshold of 85% of State median income.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop language for graduated phase-out section of subsidy regulation.](#)

Projected start date for each activity: [09/01/2015](#)

Projected end date for each activity: [08/15/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Local departments of social services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Obtain State approval of regulation.](#)

Projected start date for each activity: [12/15/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate graduated phase-out language into subsidy guidance and implement provision.](#)

Projected start date for each activity: [12/15/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Modify the program's automated eligibility system.](#)

Projected start date for each activity: [12/15/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

[3.1.6 Fluctuation in Earnings](#)

The CCDBG Act of 2014 added a requirement that the Plan shall demonstrate how the State/Territory's (or designated local entity) processes for initial determination and redetermination take into account irregular fluctuations in earnings. (658E(c)(2)(N)(i)(II))

Note - this change requires that States and Territories have policies to account for the fact that some parents with seasonal or other types of work schedules may have irregular earnings over the course of a year, including changes that temporarily exceed 85% of SMI. States and Territories should have procedures to guide how eligibility and copayments are set in a manner to take such circumstances into account. For example, averaging family income over a period of time to broaden the scope of income verification to be more reflective of annual income rather than tied to a limited time frame that may have seasonal irregularities.

Describe the status of the State/Territory's policy related to the fluctuation in earnings requirement.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the circumstances that cover irregular fluctuations of earnings pursuant to this requirement

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The State currently has policies and procedures in place which allow for the irregular fluctuation of family income. Individuals who derive their total income from](#)

child support payments, farm income or seasonal employment and individuals who, by contract, derive their total annual income in a period of time shorter than one year may have that income averaged over a 12-month period. The State is establishing procedures to handle changes in income that temporarily exceed 85 percent of SMI and developing procedures for "temporary changes."

Unmet requirement - Identify the requirement(s) to be implemented [A process for initial determination and redetermination take into account irregular fluctuations in earnings.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Establish a definition of temporary change and establish procedures to accommodate changes in income that temporarily exceed 85% of SMI.](#)

Projected start date for each activity: [09/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Local departments of social service](#)

[3.1.7 Describe how the Lead Agency documents, verifies and maintains applicant information.](#)

Check the information that the Lead Agency documents. There are no federal requirements for specific documentation or verification procedures.

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. In addition, verification of child citizen status is

not required when the child is served in a program meeting Early Head Start/Head Start standards, such as in Early Head Start - Child Care Partnerships, or public educational standards which may include pre-k settings (<http://www.acf.hhs.gov/programs/occ/resource/pi-2008-01>).

Applicant identity.

Describe:

A face-to-face interview is required at initial application. The interview and information provided 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.

Applicant's relationship to the child.

Describe:

Declaration of relationship is accepted at initial application.

Child's information for determining eligibility (e.g., identity, age, etc.).

Describe:

An applicant must declare the child's information on the application. The information is documented on the application and within the Virginia Case Management System (VaCMS). Declaration of an 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. The status of qualified aliens must be confirmed at least annually.

Work.

Describe:

An applicant must declare work 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. Employment must be confirmed at least annually and recipients are required to report changes to employment status to the child care worker.

Job Training or Educational Program.

Describe:

An applicant must declare education/training programs on the application. The information is

documented on the application and within the VaCMS. Enrollment in an education/job training program is verified by a statement from the education institution. Education/training program enrollment must be verified at least annually and recipients are required to report changes to enrollment status to the child care worker.

Family Income.

Describe:

An applicant must declare income on the application. Income that is counted in determining eligibility must be verified. Earnings are verified by pay stubs or a statement from the employer. Other Virginia 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. Income is verified annually along with employment and education/training. Families are required to report changes in income that would impact their eligibility.

Household composition.

Describe:

An applicant must list household members at initial application and at eligibility redetermination. The information is documented on the application and within the VaCMS. Declaration of an applicant is accepted unless there is a reason to question the validity of that information.

Applicant Residence.

Describe:

Declaration is accepted at initial application and redetermination interviews unless there is reason to doubt the applicant's statement.

Other.

Describe:

As a condition of eligibility, all non-TANF applicants/recipients of the Child Care Subsidy Program must cooperate with the Division of Child Support Enforcement (DCSE) and the local department of social services in the establishment of paternity and collection of support payments, unless good cause for refusing to do so is determined. An applicant/recipient must provide identifying information on the non-custodial parent of the children for whom subsidy assistance is requested and their siblings with the same absent parent. This information is documented on the Referral to DCSE form, which is sent to the local DCSE

office after eligibility is approved, and also in VaCMS.

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. In addition, verification of child citizen status is not required when the child is served in a program meeting Early Head Start/Head Start standards, such as in Early Head Start - Child Care Partnerships, or public educational standards which may include pre-k settings (<http://www.acf.hhs.gov/programs/occ/resource/pi-2008-01>).

3.1.8 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:

NA

None

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

Per CCDF regulations, Lead Agencies are required 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 (98.16(9) and 98.33(b)). This requirement did not change under the reauthorization. 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.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [Virginia Department of Social Services](#)

b) 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.](#)

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.

Describe:

[NA](#)

List the citation to this TANF policy.

List:

[TANF Manual Section 401.7.](#)

3.1.10 The Lead Agency certifies that it will require a family member to certify that the family assets do not exceed \$1,000,000. A check-off on the application is sufficient

Yes. The Lead Agency certifies that it will require families to certify that the family assets do not exceed \$1,000,000 no later than September 30, 2016.

3.2 Increasing Access for Vulnerable 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. This did not change under reauthorization. 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))

3.2.1 Describe how the Lead Agency will prioritize or target child care services for the following children and families (658E(c)(3)(B)), including definitions, any time limits, grace periods or priority rules in the description:

a. Provide definition of "Children with special needs": 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.

and describe how services are prioritized:

The payment rate for care for children with special needs may be up to twice the Maximum Reimbursable Rate. Families that include children with special needs also receive priority placement on the waiting list.

b. Provide definition of "Families with very low incomes": Families eligible for TANF benefits and families in which at least one child participates in a Head Start program.

and describe how services are prioritized:

Families with very low incomes are guaranteed services if they are working or participating in

an approved education/training activity or if they meet the requirements of the TANF work component (VIEW).

c. Describe how services 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 are prioritized (Section 418(b)(2) of the Social Security Act) Eligible TANF and TANF Transitional families are guaranteed Child Care Services and are not placed on the waiting list. 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 the VIEW Activity and Service Plan. For these families, co-payments are waived, and upon leaving the TANF program, eligible families are guaranteed to receive transitional child care services for at least 12 months.

3.2.2 Improving Access for Homeless Children and Families.

The CCDBG Act of 2014 places greater emphasis on serving homeless children and families. Stable access to high-quality child care provides tremendous benefits to all children, especially our most vulnerable children. Children and families who experience homelessness face many challenges. Improving access to child care can buffer children and families from the challenges and risks associated with homelessness by supporting children's learning and development in safe, stable and nurturing environments. Under the new law, States and Territories are required to use CCDF funds to 1) allow homeless children to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including documentation related to immunizations); 2) providing training and technical assistance to child care providers on identifying and serving homeless children and families (addressed in Section 6); and 3) conduct specific outreach to homeless families. (658E(c)(3))

States and Territories also must establish a grace period that allows homeless children and children in foster care (if served by the Lead Agency) to receive CCDF assistance while their families are taking the necessary actions to comply with immunization and other health and safety requirements as described in Section 5. This flexibility will make it significantly easier for these vulnerable families to access child care services. This language is consistent with current requirements established through CCDF regulations in 1998, which required a grace period in which children can receive services while families take the necessary actions to comply with the immunization requirements. (658E(c)(2)I)(i)(I)) ACF recommends States and Territories consult the definition of homeless in the McKinney-Vento Act (section 725 of subtitle VII-B) as you implement the requirements of this section as that definition is consistent with the required CCDF administrative data reporting requirements.

Describe the status of the State/Territory's procedures to enroll and provide outreach to homeless families and establish a grace period for children in foster care, if served, for meeting immunization requirements

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe the following:

a. Procedures to increase access to CCDF subsidies for homeless children and families, including the grace period to comply with immunization and health and safety requirements

NA

b. Procedures to conduct outreach to homeless families to improve access to child care services

NA

c. Procedures to provide a grace period to comply with immunization and other health and safety requirements to expedite enrollment for children who are in foster care if served by the Lead Agency to improve access to child care services

NA

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The Lead Agency currently partners with the Virginia Department of Housing and Community Development to provide specific outreach to families experiencing homelessness and will work with the Governor's Coordinating Council on Homelessness to explore other options for further partnership and outreach to this](#)

population. The Lead Agency will distribute a list of CCAVA contacts to McKinney-Vento Local Education Agency's Homeless Education Liaisons to help homeless families gain access to information about quality child care providers.

Unmet requirement - Identify the requirement(s) to be implemented 1) allow homeless children to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including documentation related to immunizations);

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Develop a procedure to allow for a grace period for homeless families to receive CCDF assistance after an initial eligibility determination but before providing required documentation (including documentaion related to immunization).

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Virginia State Coordinator for Homeless Education, Virginia Department of Housing and Community Development, and the Governor's Coordinating Council on Homelessness

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Incorporate grace period language into subsidy guidance and implement the provision.

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented 2) providing training and technical assistance to child care providers on identifying and serving homeless children and families (addressed in Section 6); and

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Develop online training module for providers on working with children and families experiencing homelessness.

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Virginia State Coordinator for Homeless Education, Virginia Department of Housing and Community Development, and the Governor's Coordinating Council on Homelessness

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Post training on provider/consumer education website and advertise availability for providers.

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Virginia State Coordinator for Homeless Education and Virginia Department of Housing and Community Development

Unmet requirement - Identify the requirement(s) to be implemented 3) [conduct specific outreach to homeless families. \(658E\(c\)\(3\)\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop and implement outreach strategies in partnership with the Virginia Department of Housing and Community Development and other organizations.](#)
[Modify program rules as necessary related to identified strategies.](#)

Projected start date for each activity: [09/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Virginia Department of Housing and Community Development, local departments of social services, the State Coordinator for Homeless Education, and the Governor's Coordinating Council on Homelessness](#)

Unmet requirement - Identify the requirement(s) to be implemented [A grace period that allows homeless children and children in foster care \(if served by the Lead Agency\) to receive CCDF assistance while their families are taking the necessary actions to comply with immunization and other health and safety requirements as described in Section 5.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop procedures for a grace period for homeless families applying for CCDF subsidy.](#)

Projected start date for each activity: [09/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Virginia State Coordinator for Homeless Education, Virginia Department of Housing and Community Development, and the Governor's Coordinating Council on Homelessness

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Incorporate grace period language into subsidy guidance and implement the provision.

Projected start date for each activity: 09/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

3.3 Protection for Working Parents

3.3.1 Twelve Month Eligibility

The CCDBG Act of 2014 establishes a 12-month eligibility period for CCDF families. States are required to demonstrate in the Plan that no later than September 30, 2016 each child who receives assistance will be considered to meet all eligibility requirements for such assistance and will receive such assistance, for not less than 12 months before the State redetermines the eligibility of the child, regardless of changes in income (as long as income does not exceed the federal threshold of 85% of State median income) or temporary changes in participation in work, training, or education activities. (658E(c)(2)(N)(i) &(ii))

Note that this change means a State may not terminate CCDF assistance during the 12 month period if a family has an increase in income that exceeds the State's income eligibility threshold, but not the federal threshold of 85% SMI.

In addition, this change means the State may not terminate assistance prior to the end of the 12 month period if family experiences a temporary job loss or temporary change in participation in a training or education activity. For example, if a working parent is temporarily absent from employment due to extended medical leave, changes in seasonal work schedule, or a parent enrolled in training or educational program is temporarily not attending class between semesters, the state should not terminate assistance.

Describe the status of the State's establishment of a 12-month eligibility re-determination period for CCDF families.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination
List the Lead Agency's policy citation(s) and describe circumstances considered temporary changes in work, education or training that are not subject to termination

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2017](#)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The State currently has in place a 12-month redetermination period. In order to establish 12 months of continuous eligibility with job search provision, the State will have to make changes to the regulation, guidance and to the CCDF automated eligibility system. The State is working through the regulatory process to establish the requirement that eligibility may not be terminated during the 12-month period if the family's income exceeds the State's income eligibility threshold, but not the federal threshold of 85 percent of SMI. Virginia currently does not allow income to go above](#)

the local initial eligibility limit. In certain circumstances payments are made for families for up to one month. If the family has a temporary change in employment or education and training activity, or if the parent or child has a prolonged illness and child care arrangements would otherwise be lost, the program will continue services. For an illness, this time period may be extended due to the nature of the illness or incapacity and the length of time the doctor projects it will exist. The State is also working to establish the requirement that eligibility may not be terminated prior to the end of the 12-month period for families experiencing a temporary job loss or temporary change in participation in a training or education activity.

Unmet requirement - Identify the requirement(s) to be implemented [A minimum 12-month eligibility and redetermination period for CCDF families.](#)

Tasks/Activities -What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop language for 12 month eligibilty and redetermination period.](#)

Projected start date for each activity: [09/01/2015](#)

Projected end date for each activity: [12/15/2015](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Local departments of social services](#)

Tasks/Activities -What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Obtain State approval of regulation.](#)

Projected start date for each activity: [12/15/2015](#)

Projected end date for each activity: [02/28/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

State Board of Social Services

Tasks/Activities -What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Make changes to the child care subsidy guidance.](#)

Projected start date for each activity: [12/15/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities -What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Modify the automated eligibility system.](#)

Projected start date for each activity: [12/15/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

[3.3.2 State and Territory option to terminate assistance prior to 12 months](#)

The CCDBG Act of 2014 provides States and Territories the option - but does not require them - to terminate assistance prior to re-determination at 12 months if a parent loses employment or if he or she stops attending a job training or education program (i.e., if the parent experiences a non-temporary change in their status as working, or participating in a training or education program). However, prior to terminating the subsidy, the State/Territory must provide a period of continued child care assistance of at least 3 months to allow parents to engage in job search,

resume work, or to attend an education or training program as soon as possible.
(658E(c)(2)(N)(iii)) Nothing in the statute prohibits the State/Territory from starting a new 12-month eligibility and redetermination period if families are eligible at the end of their job search, training or education attendance period.

Note that unless the State allows a minimum 3-month job search period - the State/Territory may not exercise the option to terminate assistance based on a parent's non-temporary job loss or cessation of attendance at a job training or educational program prior to the end of the minimum 12-month eligibility and re-determination period. The statute does not specify any documentation that States/Territories must require parents to submit regarding activities during periods of job search or finding training or education program requirements for this period.

Does the State/Territory terminate assistance prior to 12 months due to a parent's non-temporary loss of work or cessation of attendance at a job training or education program?

Yes, the State/Territory terminates assistance prior to 12 months due to parent's loss of work or cessation of attendance at a job training or education program ONLY.

List the Lead Agency's policy citation(s) and describe the circumstances considered to be non-temporary job, education or training loss and provide the duration allowed for job search or resuming attendance in training or education programs

Section 3.16 of the Child Care Subsidy Program Guidance Manual, found on p. 104,
http://www.dss.virginia.gov/files/division/cc/assistance/parents_guardians/guidance_procedures/Transmittal203-FINAL_04-01-16.pdf.

Currently, the State allows for assistance to be terminated if the family's income exceeds the local income eligibility thresholds, or if the parent is no longer working or participating in an approved education or training activity. Payments are made for families for up to one month when the family has a temporary change in employment, education and training activity or if the parent or child has a prolonged illness; if child care arrangements would otherwise be lost. For an illness, this time period may be extended due to the nature of the illness or incapacity and the length of time the doctor projects it will exist. The state is in the process of drafting regulations which would allow assistance to be terminated (if parents experienced a cessation) only after a three-month job search period. These policies must be promulgated through the regulatory process and will be implemented with the other requirements for 12-month continuous eligibility.

No, the State/Territory does not allow this option.

3.3.3 Prevent Disruption of Work

The CCDBG Act of 2014 added a requirement that States and Territories must describe in the Plan the procedures and policies in place to ensure that parents (especially parents in families receiving assistance under TANF) are not required to unduly disrupt their employment, education or job training activities in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility for assistance. (658E(c)(2)(N)(ii)) Examples include implementing re-determination strategies to verify income and employment electronically as opposed to more onerous practices such as asking parents and families to come to the subsidy office for an in-person visit, or aligning eligibility with other early care and education or public benefits programs to collect information centrally. The process by which States and Territories collect eligibility documentation represents a potential barrier to services, particularly when documentation can only be provided in-person during standard work hours. States and Territories can offer a variety of family-friendly mechanisms for submitting documentation for eligibility determinations and/or re-determination.

Describe the status of the State/Territory's redetermination procedures and policies to ensure that parents (especially parents receiving TANF) do not have their employment, education or job training unduly disrupted in order to comply with the State/Territory's or designated local entity's requirements for redetermination of eligibility.

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016.

List the Lead Agency's policy citation(s) and describe the policies and procedures for not unduly disrupting employment

[Section 3.14 of the Child Care Subsidy Program Guidance Manual](#)

http://www.dss.virginia.gov/files/division/cc/assistance/parents_guardians/guidance_procedures/Transmittal203-FINAL_04-01-16.pdf requires that local departments accommodate the needs of the parents when scheduling the redetermination interview. After all documentation has been received from the parent, an interview must be conducted by phone, in person, or after regular business hours, whichever works best for the family.

A family's receipt of Fee Child Care is limited to a maximum of 72 months (six years). The months a family may receive TANF, TANF Transitional, or Head Start Child Care do not count towards the 72-month limit. Once policies are promulgated through the regulatory process and implemented, the 72-month limit will not require assistance to be terminated prior to the end of a recipient's 12-month continuous eligibility period.

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[3.4 Family Contribution to Payment](#)

The statute requires 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 that is not a barrier to families receiving CCDF. (658E(c)(5) In addition to income and size of the family, the Lead Agency may use other factors when determining family contributions/co-payments. The sliding fee scale is subject to review by ACF as part of

ongoing monitoring efforts to CCDBG compliance.

3.4.1 Provide the CCDF copayments in the chart below according to family size.

Note - If the sliding fee scale is not statewide, check here

and describe how many jurisdictions set their own sliding fee scale

This note refers to the table below: All localities follow the state-established co-payment scale. Please note that Virginia's copayment scale is based on family size and income and not broken out by child.

Fill in the chart based on the most populous area of the State.

Family Size	(a) Lowest "Entry" Income Level Where Copayment First Applied	(b) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(c) What is the percent of income for (b)?	(d) Maximum Highest "Entry" Income Level Before No Longer Eligible	(e) What is the monthly copayment for a family of this size upon initial entry into CCDF?	(f) What is the percent of income for (e)?
1	NA	NA	NA	NA	NA	NA
2	0	0	0	\$3,319	331	10
3	0	0	0	\$4,186	418	10
4	0	0	0	\$5,053	505	10
5	0	0	0	\$5919	591	10

a) What is the effective date of the sliding fee scale(s)? [10/01/2015](#)

b) Provide the link to the sliding fee scale

http://www.dss.virginia.gov/files/division/cc/assistance/parents_guardians/guidance_procedures/Transmittal203-FINAL_04-01-16.pdf

3.4.2 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.

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 is per family

Fee as percent of income and

- 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
- Fee is per child up to a maximum per family
- No additional percentage applied charged after certain number of children
- Fee is per family
- Contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).

Describe:

NA

Other.

Describe:

NA

3.4.3 Will the Lead Agency use other factors in addition to income and family size to determine each family's copayment? (658E(c)(3)(B))

- Yes, and describe those additional factors using the checkboxes below.
 - Number of hours the child is in care
 - Lower copayments for higher quality of care as defined by the State/Territory
 - Other.

Describe other factors.

NA

No.

3.4.4 The Lead Agency may waive contributions/co-payments from families whose incomes are at or below the poverty level for a family of the same size.

Will the Lead Agency waive family contributions/co-payments?

Yes, the Lead Agency waives family contributions/co-payments for families with income at or below the poverty level for families of the same size.

The poverty level used by the Lead Agency for a family size of 3 is \$ [1,674/month](#)

No, the Lead Agency does not waive family contributions/co-payments

3.4.5 How will the Lead Agency ensure the family contribution/co-payment, based on a sliding fee scale, is affordable?

Check all that apply:

Limits the maximum co-payment per family.

Describe:

[NA](#)

Limits combined amount of copayment for all children to a percentage of family income.

List the percentage of the copayment limit.

Describe:

[A family's co-payment ranges from 5-10 percent of their countable monthly income.](#)

Minimizes the abrupt termination of assistance before a family can afford the full cost of care ("the cliff effect") as part of the graduated phase-out of assistance discussed in 3.1.5.

Describe:

[The family's contribution increases gradually as their income increases. Families currently do not have to report increases in income unless their income reaches the maximum income eligibility limit for the locality in which they live.](#)

Does not allow providers to charge families the difference between the maximum payment rate (addressed in section 4) and their private pay rate in addition to the copayment they are paying.

Describe:

[NA](#)

Covers all fees (such as registration, supplies, field trips) to minimize the additional fees charged to the families by the provider.

Describe:

NA

Other.

Describe:

NA

4 Ensure Equal Access to High Quality Child Care for Low-Income Children

The 2014 reauthorization of the CCDBG Act is designed to help States and Territories advance improvements to the quality of child care in order to promote the healthy social-emotional, cognitive and physical development of participating children. Ensuring that low-income and vulnerable children can access high-quality care (and remain enrolled to school entry and beyond) is an equally important purpose of CCDBG. Payment levels and policies have a major impact on access.

The CCDBG Act of 2014 revises the requirement for a market rate survey (MRS) so that: 1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child. Also, a State/Territory may develop and conduct an alternative methodology for setting payment rates, such as a cost estimation model, to take into account the cost of meeting quality requirements.

To provide stability of funding and encourage more child care providers to participate in the subsidy program, the State/Territory's payment practices for CCDF child care providers must reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory, such as paying for supplies, field trips, registration fees. In addition, to the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absence due to holidays or unforeseen circumstances such as illness or closures due to emergency.

The CCDBG Act of 2014 added a provision that the State/Territory must also develop and implement strategies to increase the supply and improve the quality of child care services for: (1) children in underserved areas; (2) infants and toddlers; (3) children with disabilities (the CCDBG Act of 2014 added a new definition of child with disability (658(P)(3)); and (4) children

who receive care during non-traditional hours. With respect to investments to increase access to programs providing high-quality child care and development services, the State/Territory must give priority to children of families in areas that have significant concentrations of poverty and unemployment and that do not have such programs. (658 E(c)(2)(M))

4.1 Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receive(s) 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)) This did not change under the CCDBG Act of 2014.

4.1.1 Describe how the parent of each eligible child is advised that the Lead Agency offers the option of selecting a provider that has a grant or contract or receiving a child care certificate (658E(c)(2)(A)(i), 658P(2))

Grants and contracts are not offered as an option. Virginia currently uses certificates for child care services. When a family is determined eligible for a child care subsidy through CCDF, they are informed that they may select any legally operating provider in the State who is approved for Subsidy participation. A Purchase of Service Order (POSO) form is then issued to the provider selected by the parent. A copy of the POSO form is also sent to the parent. The POSO serves as the child care certificate. Parents must have unlimited access to their children in CCDF settings. This is included in Virginia's Vendor Agreement and the Subsidy Program regulation.

4.1.2 Describe how the parent is informed of the option to choose from a variety of child care categories - such as private, not-for-profit, faith-based providers (if using a certificate), centers, family child care homes, or in-home providers (658E(c)(2)(A)(i), 658P(2), 658Q))

- Certificate form provides information about the choice of providers, including high quality providers
- Certificate is not linked to a specific provider so parents can choose provider of choice
- Consumer education materials on choosing child care

- Referral to child care resource and referral agencies
- Co-located resource and referral in eligibility offices
- Verbal communication at the time of application
- Community outreach, workshops or other in-person activities
- Other.

Describe

4.1.3 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) **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

NA

the entities who receive contracts (e.g., shared services alliances, child care resource and referral agencies, family child care networks, community based agencies, child care providers, etc.)

NA

the process for accessing grants or contracts

NA

the range of providers available through grants or contracts

NA

how rates for contracted slots are set for grants and contracts

NA

how the State/Territory determines which entities to contract with for increasing supply and/or improving quality

NA

if contracts are offered statewide and/or locally:

NA

No. If no, skip to 4.1.4.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following (check all that apply):

Increase the supply of specific types of care with grants or contracts for:

- Programs to serve children with disabilities
- Programs to serve infants and toddlers
- Programs to serve school-age children
- Programs to serve children needing non-traditional hour care
- Programs to serve homeless children
- Programs to serve children in underserved areas
- Programs that serve children with diverse linguistic or cultural backgrounds
- Programs that serve specific geographic areas
 - Urban
 - Rural
- Other.

Describe:

NA

Improve the quality of child care programs with grants or contracts for:

- Programs providing comprehensive services, such as integrated child care in Head Start, Early Head Start, summer or other programs
- Programs meeting higher quality standards, such as higher rated QRIS programs, accreditation or state pre-k programs that meet higher quality standards
- Programs that provide financial incentives to teaching staff linked to higher education and qualifications link increased education requirements to higher compensation
- Programs to serve children with disabilities or special needs
- Programs to serve infants and toddlers
- Programs to serve school-age children
- Programs to serve children needing non-traditional hour care
- Programs to serve homeless children
- Programs to serve children in underserved areas
- Programs that serve children with diverse linguistic or cultural backgrounds
- Programs that serve specific geographic areas

Urban

Rural

Other.

Describe:

NA

4.1.4 The Lead Agency certifies policies and procedures are in place that afford parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds.

(658E(c)(2)(B)) This requirement did not change under the CCDBG Act of 2014. Describe the policies and procedures for unlimited access

Describe the policies and procedures for unlimited access

Both the Code of Virginia and Child Care Subsidy Program rules specify that parents must be admitted to a child day program when their children are in care.

4.1.5 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. Will the Lead Agency limit the use of in-home care in any way?

Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all that apply.

Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act

Describe:

The total rate of payment for an in-home provider may not exceed the established maximum reimbursable rate but must be at least equal to minimum wage for the number of hours worked by the provider. The Lead Agency withholds taxes for the provider in this situation.

Restricted based on provider meeting a minimum age requirement

Describe:

Providers must be at least 18 years of age.

Restricted based on hours of care (certain number of hours, non-traditional work hours)

Describe:

NA

Restricted to care by relatives

Describe:

NA

Restricted to care for children with special needs or medical condition

Describe:

NA

Restricted to in-home providers that meet some basic health and safety requirements

Describe:

NA

Other

Describe:

NA

No.

4.2 Assessing Market Rates and Child Care Costs

The new law revises the requirement for a market rate survey (MRS) so that: (1) it must be statistically valid and reliable; and (2) it must reflect variations in the cost of child care services by geographic area, type of provider, and age of child (658E(c)(4)(B)). A State/Territory has the option to develop and use a statistically valid and reliable alternative methodology for setting payment rates, such as a cost estimation model. Any payment rates established using an alternative methodology or market rate survey must be reviewed and approved by ACF as part of the CCDF Plan review process. Because the alternative methodology is a new basis for setting payment rates, we highly recommend any State or Territory considering an alternative methodology to submit a description of its proposed approach to the ACF Regional Office in advance of the Plan submittal in order to avoid delays with Plan approval. (see <http://www.acf.hhs.gov/programs/occ/resource/ccdf-reauthorization-faq>).

The MRS or alternative methodology must be developed and conducted no earlier than two years before the date of submission of the Plan (instead of two years before the effective date of the Plan, as previously required for the MRS).

The State must consult with the State Advisory Council, local child care program administrators, local child care resource and referral agencies, and other appropriate entities prior to developing and conducting the MRS or alternative methodology.

The State must prepare a detailed report containing the results of the MRS or alternative methodology. The State must make the report with these results widely available no later than 30 days after completion of the MRS or alternative methodology, including by posting the results on the Internet.

The State must set CCDF subsidy payment rates in accordance with the results of the current MRS or alternative methodology. When setting payment rates, the State must take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered reimbursement or other methods) and without, **to the extent practicable**, reducing the number of families receiving CCDF relative to the number served as of November 2014. In taking the cost of providing quality into consideration, it is important to consider such key factors as what it takes to support increased stability and reduced provider turnover when setting payment rates.

4.2.1 Developing and Conducting a Market Rate Survey (MRS) and/or an Alternative Methodology. Did the State/Territory conduct a statistically and valid and reliable MRS, alternative methodology or both between July 1, 2013 and March 1, 2016?

MRS

Alternative Methodology.

Describe:

NA

Both.

Describe:

NA

Other.

Describe:

NA

4.2.2 Describe how the State consulted with the State Advisory Council (SAC) or other state- or state-designated cross-agency body if there is no SAC, local child care program administrators, local child care resource and referral agencies, and other appropriate

entities which could include worker organizations prior to developing and conducting the MRS or alternative methodology.

Describe:

In January 2015, Lead Agency staff presented an overview of the Market Rate Survey process to the Child Care Workgroup of the Commonwealth Council for Childhood Success and received input on the process.

4.2.3 Describe how the market rate survey or alternative methodology is statistically valid and reliable.

To be considered valid and reliable, the MRS or alternative methodology must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variation, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data such as child care resource and referral data if they are representative of the market. If an alternative methodology such as cost modeling is used, demonstrate that the methodology used reliable models that estimated the cost of delivering services in center- and home-based settings at each level of quality defined by the State/Territory.

Describe:

Virginia Tech Center for Survey Research conducted the child care market rate survey by telephone from April through June 2015. The Center has conducted the survey for the Lead Agency since 2004. The Lead Agency's Office of Research and Planning completes the data analysis.

Providers included in the survey are: licensed child care centers, religious exempt providers, licensed family day homes, and local ordinance providers in Arlington, Alexandria and Fairfax. The provider list represented every local department of social services in the State.

The survey instrument was developed by the Lead Agency's Research and Planning Division. The primary questions focus on the amount charged for full-time care for the age categories of infant, toddler, pre-school and school age as well as before- and after-school care. The age categories are based on the age ranges defined by the Lead Agency's Division of Licensing. Additional questions relate to additional costs for meals, transportation, registration, and activities as well as inquiries about night and weekend care.

The instrument was entered into a computer assisted telephone interviewing (CATI) software which the Virginia Tech Center for Survey Research uses to conduct the survey. A trained staff member contacts a provider and uses a script based on the survey questions to gather rate information. During the interview process, the responses are keyed into a database. The Center makes up to 10 attempts to reach a provider. The response rate for this survey was 84 percent for center providers and 50 percent for family providers.

4.2.4 Describe how the market rate survey reflects variations in the price of child care services by:

a) Geographic area (e.g., statewide or local markets):

The market rate survey includes providers in every region in Virginia.

b) Type of provider:

The survey includes both center and family providers (licensed and unlicensed).

c) Age of child:

Survey questions are for infants, toddlers, pre-school and school age children.

d) Describe any other key variations examined by the market rate survey, such as quality level

Questions also addressed additional services such as transportation and meals and alternate care offerings such as night and weekend care.

4.2.5 Describe the process used by the State to make the results of the market rate survey widely available to the public.

a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2013 and no later than March 1, 2016)

09/30/2015

b) Date report containing results were made widely available, no less than 30 days after the completion of the report 06/15/2016

c) How the report containing results was made widely available and provide the link where the report is posted if available

When available, the report will be posted to the Lead Agency's websites. Anticipated completion date for the report is June 15, 2016.

4.3 Setting Payment Rates

4.3.1 Provide the base payment rates and percentiles (based on current MRS or alternative methodology) for the following categories. The ages and types of care listed below are meant to provide a snapshot of categories on which rates may be based and are not intended to be comprehensive of all categories that may exist in your State/Territory or reflective of the terms that your State/Territory may use for particular ages. Please use the most populous geographic region (serving highest number of children).

Note - If the payment rates are not set by the State/Territory, check here

Describe how many jurisdictions set their own payment rates

NA

a) Infant (6 months), full-time licensed center care in most populous geographic region

Rate \$ 315 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)

Percentile: 18

b) Infant (6 months), full-time licensed FCC care in most populous geographic region

Rate \$ 220 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)

Percentile: 35

c) Toddler (18 months), full-time licensed center care in most populous geographic region

Rate \$ 300 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)

Percentile: 24

d) Toddler (18 months), full-time licensed FCC care in most populous geographic region

Rate \$ 200 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)

Percentile: 33

e) Preschooler (4 years), full-time licensed center care in the most populous geographic region

Rate \$ 265 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 32

f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic region

Rate \$ 185 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 38

g) School-age child (6 years), full-time licensed center care in the most populous geographic region

Rate \$ 240 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 38

h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region

Rate \$ 170 per week unit of time (e.g., hourly, daily, weekly, monthly, etc.)
Percentile: 42

i) Describe the calculation/definition of full-time care:

Five days per week for at least eight hours per day.

Please note that the most populous geographic region (locality), reported in 4.3.1, is also a locality that has some of the highest child care rates in the state. The information in 4.3.1 therefore does not generally reflect percentiles in effect through the balance of the state.

j) Provide the effective date of the payment rates : September 2014

k) Provide the link to the payment rates :

http://www.dss.virginia.gov/files/division/cc/assistance/parents_guardians/guidance_procedures/Transmittal203-FINAL_04-01-16.pdf

4.3.2 States and Territories may choose to set base payment rates that differ because they take into consideration such factors as 1) geographic location, 2) age of child, 3) needs of children (special needs, protective services, etc.), 4) non-traditional hours of care, or 5) quality of care.

In other words, base rates for infants may be set at a higher level than for school-age care because the cost of providing infant care tends to be higher than school-age care. In addition to these rates that differ tied to market variations in prices, States and Territories can choose to establish tiered rates or add-ons on top of these variable base rates as a way to increase payment rates for targeted needs (i.e., higher rate for special needs children as both an incentive for providers to serve children with special needs and as a way to cover the higher costs to the provider to provide care for special needs children).

Check which types of tiered payment or rate add-on, 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, amount or percentage of the tiered rate/add-on, and indicate if the rates were set based on the MRS or another process.

Tiered rate/rate add-on for non-traditional hours.

Describe:

NA

Tiered rate/rate add-on for children with special needs as defined by the State/Territory.

Describe:

Providers may be paid up to twice the Maximum Reimbursable Rate for children with special needs. This tiered rate was determined in consultation with the Guidance Advisory Committee as an appropriate level of reimbursement for children with special needs based on current provider payment rates in regions across the state. The special needs rate should be used when it is appropriate as determined by the local department in consultation with the parent, provider, and appropriate professional. Details of this consultation, and supporting documentation of the child's special needs, must be recorded in the case record. The evaluation by an appropriate professional must be provided in writing.

Tiered rate/rate add-on for infants and toddlers (do not check if you have a different base rate for infants/toddlers with no separate bonus or add-on).

Describe:

NA

Tiered rate/rate add-on for programs meeting higher quality as defined by the State/Territory.

Describe:

NA

Tiered rate/rate add-on for programs serving homeless children.

Describe:

NA

Other tiered rate/rate add-on beyond the base rate.

Describe:

Licensed and licensed-equivalent providers are paid a higher maximum reimbursable rate than unlicensed providers.

None.

4.3.3 Describe how the State/Territory set payment rates for child care services in accordance with the results of the most recent market rate survey or alternative methodology

Describe:

Recognizing that licensure requires compliance with more extensive health, safety, and training requirements, Virginia implemented an increase in the Maximum Reimbursable Rates (MRR) for all licensed, local ordinance approved, Department of Education approved and child care vendors approved by the U. S, Department of Defense effective September 2014. The current payment rates, which increased effective September 2014, were based on the 2012 Market Rate Survey, the most recent survey results available at the time of the rate increase. Overall the current rates fall at the 56th percentile of the 2012 survey results. Subsequent to the rate increase, a new survey was completed in 2015. Current rates are now at the 49th percentile of the new survey responses, a level that continues to provide child care clients with equal access to care. Future rate increases will consider the market rate information that is current at the time.

4.3.4 In setting payment rates, how did the State/Territory take into consideration the cost of providing higher quality child care services than were provided prior to November 2014 (e.g., tiered payment or other methods) and without, to the extent practicable, reducing the number of families receiving CCDF relative to the number of families served as of November 2014.

For example, providing tiered payment with a sufficient differential to support higher quality, considering the cost of quality using a cost estimation model or other method, or examining the participation rate of high-quality providers in the subsidy system (e.g., using indicators from a

quality rating system, accreditation or other state-defined indicators of quality) and adjusting payment rates if necessary.

Describe:

Recognizing that licensure requires compliance with more extensive health, safety, and training requirements, Virginia implemented an increase in the Maximum Reimbursable Rates (MRR) for all Licensed, Local Ordinance Approved, Department of Education Approved Child Care Programs, and Child Care Vendors approved by the United States Department of Defense effective September 1, 2014. These providers are referred to as Level 2 Vendors.

4.4 Summary of Facts Used to Determine that Payments Rates Are Sufficient to Ensure Equal Access

The CCDF plan shall provide a summary of data and facts relied on by the State/Territory to certify that payment rates are sufficient to ensure equal access. (658E (c)(4)(A)) Equal access is not limited to a single percentile alone but is inclusive of various metrics or benchmarks that would offer children receiving CCDF access to the same services (type of care, quality of care) as children not receiving CCDF.

4.4.1 What data and facts did the State use to determine equal access (i.e., what is your metric or benchmark of equal access - such as percentile that rates cover or proportion of costs covered)? Check all that apply and describe.

Payment rates are set at the 75th percentile or higher of the most recent survey.

Describe:

NA

Using tiered rates/differential rates as described in 4.3.3 to increase access for targeted needs.

Rates based on data on the cost to the provider of providing care meeting certain standards

Describe:

NA

Data on the size of the difference (in terms of dollars) between payment rates and the 75th percentile in the most recent survey, if rates are below the 75th percentile.

Describe:

NA

Data on the proportion of children receiving subsidy being served by high-quality providers.

Describe:

There is proportional use of quality-rated capacity between children receiving subsidy and the general population in Virginia. Thirteen percent of children receiving subsidy are enrolled with providers participating in the quality rating and improvement system. Data indicates that of the 347,275 child care slots available at child care centers, family day homes, and religious exempt providers, 48,227, or 13.9 percent, are with quality-rated providers. Further, 85 percent of the children served by the subsidy program receive care from licensed or licensed equivalent providers, indicating care that meets state health and safety requirements.

Data on where children are being served showing access to the full range of providers. .

Describe:

April 2016 data indicate that children receiving subsidy are utilizing the full range of providers: licensed centers (1,427 providers), local ordinance permitted providers (690), licensed family day homes (440), voluntarily registered family day homes (333), religious exempt centers (274), unlicensed family day homes (289), local government approved park and recreation centers (32), Department of Education child care centers (24), and Department of Defense approved centers/out-of-state providers (12). Similar utilization patterns are observed throughout the year.

Statewide, 63% of the licensed child care centers are used by subsidy families and in three of the state's five regions, over 70% of the available center providers are serving subsidy children.

Data on how rates set below the 75th percentile allow CCDF families access to the same quality of care as families not receiving CCDF.

Describe:

There is proportional use of quality-rated capacity between children receiving subsidy and the general population in Virginia. Thirteen percent of children receiving subsidy are enrolled with providers participating in the quality rating and improvement system. Data indicates that of the 347,275 child care slots available at child care centers, family day homes, and religious exempt providers, 48,227, or 13.9 percent, are with quality-rated

providers. Further, 85 percent of the children served by the subsidy program receive care from licensed or licensed equivalent providers, indicating care that meets state health and safety requirements.

Feedback from parents, including parent survey or parent complaints.

Describe:

NA

Other.

Describe:

Unlicensed family day homes, whose rates are typically among the lowest in the industry, are excluded from Virginia's Market Rate Survey. As a result, state averages are likely higher than they otherwise would be, elevating the 75th percentile rates.

4.4.2 Does the State/Territory certify that payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology?

Does the State/Territory certify that payment rates are sufficient to ensure equal access either based on the current MRS or alternative methodology?

Yes. The State/Territory certifies that payment rates are sufficient to ensure equal access by March 1, 2016.

Provide the State/Territory definition of how its payment rates are sufficient to ensure equal access

Virginia certifies that payment rates are sufficient to ensure equal access. Data referenced in 4.4.1 indicates that children receiving subsidies are enrolled with a full range of legally operating vendors and state policies allow families to select the type of care that best meets their needs. The vast majority of children receiving subsidy are in licensed settings and have proportional access to quality-rated care. Virginia provides tiered rates to increase access for children with targeted/special needs. Children with special needs are eligible for a differential rate that is double that of children without special needs.

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary

legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

4.5 Payment Practices and Timeliness of Payments

The CCDBG Act of 2014 added a provision that requires States and Territories to describe in the Plan how the State/Territory's payment practices for CCDF child care providers reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory - so as to provide stability of funding and encourage more child care providers to participate in the subsidy program. To the extent practicable, the State/Territory must implement enrollment and eligibility policies that support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences due to holidays or unforeseen circumstances such as illness. (658E(c)(2)(S))

4.5.1 Describe the status of State/Territory's payment practices for CCDF child care providers that reflect generally accepted payment practices of non-CCDF child care providers in the State/Territory

Fully implemented and meeting all Federal requirements outlined above by March 1, 2016. Describe using 4.5.2 through 4.5.3 below.

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

4.5.2 Describe how the payment practices to child care providers who serve CCDF-assisted children reflect generally accepted payment practices of other child care

providers in the State/Territory to ensure stability of funding to encourage more child care providers to serve children who receive CCDF assistance. Check all that apply and describe.

The Lead Agency

Pays prospectively prior to the delivery of services.

Describe:

NA

Pays within no more than 21 days of billing for services.

Describe:

Virginia's payment schedule is set up so that if a provider properly submits electronic attendance records, as required by the Vendor Agreement, payment will be rendered approximately 17 days after the end of the service period. Each month is divided into two service periods, the 1st through the 15th and the 16th through the 30th or 31st.

Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by paying based on enrollment instead of attendance.

Describe including the State/Territory's definition of occasional absences

NA

Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child attends at least a certain percent of authorized time. Specify percent and describe

Specify percent and describe

NA

Supports fixed costs of providing child care services by delinking provider payments from a child's occasional absences by providing full payment if a child is absent for a certain number of days in a month.

Specify the number of absence days allowed and paid for and describe

Providers licensed by the Lead Agency, providers approved under local ordinance in Alexandria, Arlington, and Fairfax, licensed family day system approved homes, Department of Education approved programs, and providers approved by the U.S. Department of Defense are paid for 24 absent days per year per child. 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.

Pays on a full-time or part-time basis (rather than smaller increments such as hourly)

Describe:

NA

Pays for standard and customary fees that the provider charges private-paying parents (e.g., registration fees, deposits, supplies, field trips, etc.)

Describe:

The Commonwealth pays vendors for one registration fee of up to \$100 per fiscal year.

Provides prompt notice to providers regarding any changes to the family's eligibility status that may impact payment

Describe:

When changes to a parent's eligibility occur, providers are sent a revised Purchase of Services Order outlining the changes. This POSO must be sent to the vendor and to the parent at least 10 days in advance of the date the action is to become effective.

Has a timely appeal and resolution process for payment inaccuracies and disputes.

Describe:

If the Vendor disputes the amount of payment made for a reported time period, the Vendor may submit a written statement to the VDSS Division of Child Care and Early Childhood Development detailing the dispute within thirty (30) days from the date the payment was received. Disputes between the Vendor and VDSS regarding the payment for services rendered may be appealed by the Vendor in accordance with the Child Care Vendor Agreement. The Vendor may further appeal this decision and request a formal hearing to be presided over by a hearing officer, pursuant to the Virginia Administrative Process Act (the "APA"; Va. Code § 2.2-4000 et seq.), who will recommend a decision to the Commissioner of the Virginia Department of Social Services. The Vendor may seek court review of the Commissioner's decision pursuant to the APA.

Other.

Describe:

NA

For those options not checked above, explain why these options are not generally

accepted payment practices in your State/Territory.

Virginia law requires agencies and institutions to pay for the completely delivered goods or services by the required payment date, which in most instances is within 30 days after the receipt of a proper invoice. Of the three options for delinking provider payment from a child's occasional absence, Virginia has elected to delink the provider payment from the child's occasional absence by paying regulated providers for up to 24 absent days per year (with possible extension in extreme circumstances), but the State makes payment only for absent days and for days when services are actually rendered. The State pays at full-day and part-day rates for child care services instead of full-time or part-time; however, payments are based on the amount of care authorized. Full-day care is five to 12 hours of care per day care regardless of number of days per week attended while full-time care is care that is provided all day for four or five days days per week. Part-day is up to five hours per day regardless of number of days per week attended while part-time care means care that is provided up to three full days per week.

4.5.3 Check and describe the strategies the State/Territory will use to ensure the timeliness of payments.

- Policy on length of time for making payments.

Describe length of time:

Virginia requires all state and local offices to abide by the Virginia Prompt Payment Act, which specifies that payments made by the State must be made within 30 days of receipt of the invoice and that payments made by localities must be made within 45 days of the receipt of the invoice.

- Track and monitor the payment process

Describe:

NA

- Use of electronic tools (e.g., automated billing, direct deposit, etc.)

Describe:

Child care providers are paid via an automated billing system (Virginia Electronic Child

Care or VaECC) which records attendance via a swipe card system. Payments are calculated electronically and providers are paid by direct deposit or by debit cards twice a month.

Other.

Describe:

NA

4.6 Supply Building Strategies to Meet the Needs of Certain Populations

The CCDBG Act of 2014 added a provision that the State/Territory will develop and implement strategies to increase the supply and improve the quality of child care services for children in underserved areas, infants and toddlers, children with disabilities, and children who receive care during non-traditional hours. (658 E(c)(2)(M))

4.6.1 Has the State/Territory conducted data analysis of existing and growing supply needs?

Yes.

Describe data sources

NA

No.

If no, how does the State/Territory determine most critical supply needs?

A work group is currently assessing the needs of these populations throughout the Commonwealth, developing strategies to increase the supply and quality of care to meet the needs of these populations and make recommendations for implementation of specific strategies. The workgroup is co-chaired by the Lead Agency and Child Care Aware of Virginia and includes representatives from State and local departments of social services, members of the Commonwealth Council on Childhood Success, Smart Beginnings, higher education, community action agency- People, Inc., child advocacy groups, local government, the Virginia Infant & Toddler Specialist Network, Head Start/Early Head Start, military child care, parents and center and family day home providers.

4.6.2 Describe what method(s) is used to increase supply and improve quality for:

a) Infants and toddlers (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

A workgroup is currently assessing the needs of underserved populations in Virginia and will make recommendations to address unmet needs.

b) Children with disabilities (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

A workgroup is currently assessing the needs of underserved populations in Virginia and will make recommendations to address unmet needs.

c) Children who receive care during non-traditional hours (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support

- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

A workgroup is currently assessing the needs of underserved populations in Virginia and will make recommendations to address unmet needs.

d) Homeless children (check all that apply)

- Grants and contracts (as discussed in 4.1.3)
- Family child care networks
- Start-up funding
- Technical assistance support
- Recruitment of providers
- Tiered payment rates (as discussed in 4.4.1)
- Other.

Describe

The Lead Agency contracts with the Department of Housing and Community Development to pay for child care services for homeless children who are eligible for assistance while they await eligibility determination at the local department of social services, or who may otherwise have to be placed on a waiting list for assistance.

4.6.3 The CCDBG Act of 2014 requires States to describe the procedures and process it uses, in terms of the investments made to increase access to programs providing high quality child care and development services, to give priority for those investments to children in families in areas that have significant concentrations of poverty and unemployment and that do not have such high-quality programs. (658E(c)(2)(Q))

Describe the status of State/Territory's process and procedures to give priority for investments to children and families from areas with high concentrations of poverty and unemployment that do not have high-quality programs.

- Fully implemented and meeting all Federal requirements outlined above.

Describe

NA

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2017](#)

Overall Status - Describe the State/Territory's status toward complete implementation for any requirement(s) not fully implemented (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[Virginia is submitting a waiver to request a temporary extension of one year to meet this requirement. A workgroup is currently assessing the needs of underserved populations in Virginia and will recommend specific strategies to the Lead Agency for investments to prioritize children in areas of concentrated poverty that do not have high quality programs.](#)

Unmet requirement - Identify the requirement(s) to be implemented [increase access to programs providing high quality child care and development services, to give priority for those investments to children in families in areas that have significant concentrations of poverty and unemployment and that do not have such high-quality programs.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Conduct a needs assessment to identify and assess the needs of underserved populations throughout the Commonwealth and develop recommendations.](#)

Projected start date for each activity: [12/01/2015](#)

Projected end date for each activity: [06/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead

agency to complete implementation of this activity

The Commonwealth Council for Childhood Success (the State Advisory Council); Child Care Aware of Virginia; local departments of social services; the Virginia Department of Education; Valley Community Action Program - Staunton, Augusta, Waynesboro; People Incorporated of Virginia; the Virginia Municipal League; James Madison University; VOICES for Virginia's Children; Virginia Tech; Smart Beginnings of Southwest Virginia; the Campagna Center; Virginia Infant and Toddler Specialist Network; Advocates for Equity in Schools; Kinder Care; Shenandoah Valley Head Start and Early Head Start; Children's Harbor; Virginia Association for Early Childhood Education; Virginia Commonwealth University; and representatives from parent organizations.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Identify areas of the state that may benefit from contracts for services and enhanced QRIS supports.

Projected start date for each activity: 04/01/2016

Projected end date for each activity: 06/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

The Commonwealth Council for Childhood Success (the State Advisory Council); Child Care Aware of Virginia; local departments of social services; the Virginia Department of Education; Valley Community Action Program - Staunton, Augusta, Waynesboro; People Incorporated of Virginia; the Virginia Municipal League; James Madison University; VOICES for Virginia's Children; Virginia Tech; Smart Beginnings of Southwest Virginia; the Campagna Center; Virginia Infant and Toddler Specialist Network; Advocates for Equity in Schools; Kinder Care; Shenandoah Valley Head Start and Early Head Start; Children's Harbor; Virginia Association for Early Childhood Education; Virginia Commonwealth University; and representatives from parent organizations.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate strategies to increase supply and improve quality for the underserved populations into program rules as necessary.](#)

Projected start date for each activity: [06/30/2016](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Implement strategies to increase access to programs providing high quality child care](#)

Projected start date for each activity: [06/30/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[To be determined based on identified strategies.](#)

[5 Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings](#)

The CCDBG Act of 2014 makes child care safer by defining minimum health and safety requirements for child care providers. This includes both the standards that must be established and the pre-service/orientation and ongoing minimum training required. States and Territories

must also explain why exemptions to any of the licensing standards do not endanger the health and safety of CCDF children in license-exempt care. States and Territories are required to have standards for CCDF providers regarding group size limits and appropriate child-to-provider ratios based on the age of children in child care.

Pre-licensure and annual unannounced inspections of licensed CCDF providers and annual inspections of license-exempt CCDF providers are now required. The CCDBG Act of 2014 requires States and Territories to establish qualifications and training for licensing inspectors and appropriate inspector-to-provider ratios. It also requires States and Territories to conduct criminal background checks for all child care staff members, including staff members who don't care directly for children but have unsupervised access to children and lists specific disqualifying crimes. States and Territories must certify that all child care providers comply with child abuse reporting requirements of Child Abuse Prevention and Treatment Act (CAPTA), mandatory reporting of known and suspected instances of child abuse and neglect).

5.1 Licensing Requirements and Standards

Each State is required to certify it has in effect licensing requirements applicable to all child care services provided within the State (not restricted to providers receiving CCDF), and to provide a detailed description of such requirements and how such requirements are effectively enforced. (658E(c)(2)(l)(i))

5.1.1 The State/Territory certifies that it has licensing requirements applicable to child care services provided within the State.

(658(c)(2)(F)) This requirement did not change under the CCDBG Act of 2014. List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

List the categories of care that your State/Territory licenses and provide your definition of each licensed category of care

Child Day Center: 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 of any of the children in care or (ii) 13 or more children at any location.

Family Day Home: 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 provider's own children and any children who reside in the home, when at least one child receives care for compensation. The provider of a licensed or registered family day home shall disclose to the parents or guardians of children in their care the percentage of time per week that persons other than the provider will care for the children. Family day homes serving six (changes to 5, effective July 1, 2016) through 12 children, exclusive of the provider's own children and any children who reside in the home, shall be licensed. However, no family day home shall care for more than four children under the age of two, including the provider's own children and any children who reside in the home, unless the family day home is licensed or voluntarily registered. However, a family day home where the children in care are all related to the provider by blood or marriage shall not be required to be licensed.

Family Day Systems: Any person who approves family day-care homes as members of its system; who refers children to available day-care homes in that system; and who through contractual arrangement may provide central administrative functions, including, but not limited to, training of operators of family day-care homes; technical assistance and consultation to operators of family day-care homes; inspection, supervision, monitoring, and evaluation of family day-care homes; and referral of children to available health and social services.

5.1.2 Does your State/Territory exempt any child care providers from its licensing requirements?

Yes.

Describe which types of providers that can receive CCDF are exempt from licensing and how such exemptions do not endanger children who receive CCDF services from license-exempt providers

Virginia child care exemptions from licensure are in the Code of Virginia at § 63.2-1715. These exemptions do not endanger the health, safety and development of children in CCDF care due to the following reasons:

Many of the exemptions are for programs that fall under another State agency or local government regulation, such as the Department of Education, Department of Behavioral Health and Developmental Services, Virginia Council of Private Education, Department of Defense, and local government safety standards.

Child day centers that qualify for a religious exemption from licensure must follow health and safety requirements in VA Code, § 63.2-1717.

Voluntary registered family day homes must follow health and safety standards found at http://www.dss.virginia.gov/facility/child_care/unlicensed/vrfdh/.

Family day homes approved by a licensed family day system must follow health and safety standards found at <http://www.dss.virginia.gov/facility/fds.cgi>.

Any unlicensed and unregulated child care program that receives CCDF funds must self-certify that they have had skills training, background checks, current first aid and CPR certification, tuberculosis screening, and follow safety standards of local government for local government approved recreation programs.

Many of the licensure exemptions in § 63.2-1715 are for programs with a limited duration, programs serving school-age children, or have requirements that parents are present on site or close by.

No.

5.1.3 Describe the status of the State/Territory's development and implementation of child care standards for providers receiving CCDF that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

Fully implemented and meeting all Federal requirements outlined above. Describe using 5.1.4 and 5.1.5 below.

Not implemented. If not implemented, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[Ratios are in place for licensed, registered, and regulated programs; however, these do not address group size by age for each type of child care setting. Unregulated programs have no ratio requirements. An internal work group has been established to develop group size requirements. Language for group size requirements for the above mentioned programs has been drafted. Ratios and group size standards for unregulated CCDF providers will be added to the vendor agreements until requirements are promulgated. Some programs meet group size requirements from NAEYC, local ordinance, or other accreditation programs. In addition, the fire marshal can restrict the number of infant and non-ambulatory children in a specific room.](#)

Unmet requirement - Identify the requirement(s) to be implemented [child care standards for providers receiving CCDF that address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate ratio and group size standards in the CCDF vendor agreement.](#)

Projected start date for each activity: [03/01/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

5.1.4 Describe how the State/Territory child care standards for providers receiving CCDF address appropriate ratios between the number of children and the number of providers and group size, in terms of the age of the children for each type of setting. (658E(c)(2)(H))

a) Licensed Center-Based Care

1. Infant

- State/Territory age definition:

Birth to 16 months

- Ratio:

4:1

- Group Size:

None at this time

2. Toddler

- State/Territory age definition:

16 months to two years

- Ratio:

5:1

- Group Size:

None at this time

3. Preschool:

- State/Territory age definition:

There are two preschool age categories: Preschool- two years old and Preschool- three years old to school age

- Ratio:

Two years old: 8:1

Three years old to school age: 10:1

- Group Size:

None at this time

4. School-Age

- State/Territory age definition:

There are two school age categories: School age eligible to eight years and nine years to 12 years

- Ratio:

School age eligible to eight years: 18:1

Nine years to 12 years: 20:1

- Group Size:

None at this time

5. If any of the responses above are different for exempt child care centers, describe:

Religious exempt center ratios are: 4:1 infants to 24 months; 10:1 ages 2 - 5; 25:1 ages 6-12. Group size: none.

6. Describe, if applicable, ratios and group sizes for centers with mixed age groups.

Mixed-age groups:

Balanced mixed-age grouping: Planned for children who enter a program at three through five years of age. Balanced mixed-age grouping is the even allocation of children in each age. The ratio is 14:1 and decreases to 12:1 if the program leader has an extended absence; and 10:1 in emergency situations for all three-year-olds where additional staff must be available. When children are regularly in ongoing mixed age groups, the staff-to-children ratio applicable to the youngest child in the group shall apply to the entire group. There is no group size at this time.

Therapeutic programs and special needs:

"Therapeutic child day program" means a specialized program, including but not limited to therapeutic recreation programs, exclusively serving children with special needs when an individual service, education or treatment plan is developed and implemented with the

goal of improving the functional abilities of the children in care.

Therapeutic child day programs serving children who are **preschool age or younger** are established based on children's special needs as described below:

- Severe and profound disabilities, multiple special needs, serious medical need, or serious emotional disturbance: 3:1
- Trainable mentally retarded (TMR), or with physical and sensory disabilities, or with autism: 4:1
- Educable mentally retarded (EMR) or developmentally delayed or diagnosed with attention deficit/hyperactivity disorder (AD/HD): 5:1
- Specific learning disabilities: 6:1

When children with varied special needs are regularly in ongoing groups, the staff-to-children ratio applicable to the child with the most significant special need in the group shall apply to the entire group.

Ratio requirements applicable in non-therapeutic programs that require more staff than what is required for special needs children preschool age and younger will take precedence.

Therapeutic child day programs for **school age** children are established based on children's special needs as described below:

- Severe and profound disabilities, autism, multiple special needs, serious medical need, or serious emotional disturbance: 4:1
- Trainable mentally retarded (TMR), or with physical and sensory disabilities; attention deficit/hyperactivity disorder (AD/HD), or other health impairments: 5:1
- Educable mentally retarded (EMR), or developmentally delayed: 6:1
- Specific learning disabilities or speech or language impairments: 8:1

When children with varied special needs are regularly in ongoing groups, the staff-to-children ratio applicable to the child with the most significant special need in the group shall apply to the entire group.

Group size: none at this time

b) Licensed Group Child Care Homes:

1. Infant

- State/Territory age definition:

NA

- Ratio:

NA

- Group Size:

NA

2. Toddler

- State/Territory age definition:

NA

- Ratio:

NA

- Group Size:

NA

3. Preschool:

- State/Territory age definition:

NA

- Ratio:

NA

- Group Size:

NA

4. School-Age

- State/Territory age definition:

NA

- Ratio:

NA

- Group Size:

NA

5. Describe the maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the child-to-provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day

NA

6. If any of the responses above are different for exempt group child care homes, describe

NA

N/A. State/Territory does not have group child care homes.

c) Licensed Family Child Care:

1. Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

The ratio is based on the following point system assigned according to the age of children (including caregiver's own children under 8 years old). No caregiver can exceed 16 points: 0-15 months = 4 points each; 16-23 months = 3 points each; 2-4 years = 2 points each; 5-9 years = 1 point each; 10 years and older = 0 points.

Describe the group size:

The maximum group size is 12 or the licensed capacity.

Describe the threshold for when licensing is required:

The threshold for when licensing is required is six (changes to five effective July 1, 2016).

Describe the maximum number of children that are allowed in the home at any one time:

The maximum number of children that are allowed in the home at any one time is 12, excluding provider/resident children.

Describe if the State/Territory requires related children to be included in the Child-to-

Provider ratio or group size:

Provider's children and resident children are not counted in capacity, but are counted in point maximums.

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

No home may care for more than four children under the age of two, including the provider's own children and any children who reside in the home, without being licensed or registered.

2. If any of the responses above are different for exempt family child care home providers, describe

Voluntarily registered family day homes operate below licensing threshold, serving five or fewer children (changes to four or fewer effective July 1, 2016), not including provider/resident children. Provider's children and resident children are not counted in capacity, but are counted in supervision point maximums. No home may care for more than four children under the age of two, including the provider's own children and any children who reside in the home, without being licensed or registered. The maximum group size is five (changes to four effective July 1, 2016).

d) Any other eligible CCDF provider categories:

Describe the ratios, group size, the threshold for when licensing is required, maximum number of children that are allowed in the home at any one time, if the State/Territory requires related children to be included in the Child-to-Provider ratio or group size, or the limits on infants and toddlers or additional school-age children that are allowed for part of the day.

Describe the ratios:

NA

Describe group size:

NA

Describe the threshold for when licensing is required:

NA

Describe maximum number of children that are allowed in the home at any one time:

NA

Describe if the State/Territory requires related children to be included in the Child-to-

Provider ratio or group size:

NA

Describe the limits on infants and toddlers or additional school-age children that are allowed for part of the day:

NA

5.1.5 Describe how the State/Territory child care standards address required qualifications for providers appropriate to each type of setting, including the minimum age allowed, minimum education level, any specific content required related to the age of children. (658E(c)(2)(H))

a) Licensed Center-Based Care:

1. Infant lead teacher

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications, are found at 22VAC40-185-210,

www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

and assistant teacher qualifications:

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Aide (also called assistant teacher) qualifications, are found at 22VAC40-185-220,

www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

2. Toddler lead teacher

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications, are found at 22VAC40-185-210,

www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

and assistant teacher qualifications:

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Aide (also called assistant teacher) qualifications, are found at 22VAC40-185-220,

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

3. Preschool lead teacher

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications, are found at 22VAC40-185-210,

www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

and assistant teacher qualifications:

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Aide (also called assistant teacher) qualifications, are found at 22VAC40-185-220,

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

4. School-Age lead teacher

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications, are found at 22VAC40-185-210,

www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

and assistant teacher qualifications:

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Aide (also called assistant teacher) qualifications, are found at 22VAC40-185-220,

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

5. Director qualifications:

Program director qualifications are found at 22 VAC 40-185-190

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf .

b) Licensed Group Child Care Homes:

1. Infant lead teacher

NA

and assistant qualifications:

NA

2. Toddler lead teacher

NA

and assistant qualifications:

NA

3. Preschool lead teacher

NA

and assistant qualifications:

NA

4. School-Age lead teacher

NA

and assistant qualifications:

NA

N/A. State/Territory does not have group child care homes.

c) Licensed Family Child Care home provider qualifications

Licensed Family Day Home regulations do not set qualifications based on the age of children in each setting. Caregiver qualifications are found at 22VAC40-111-130 through 22VAC40-111-150,

www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual_071713.pdf.

d) Other eligible providers qualifications:

Religiously exempt center: Staff must be at least 16 years of age. In each grouping of children, at least one adult staff member shall regularly be present. Staff members under the age of 18 shall be under the supervision of an adult staff member. Adult staff members shall supervise no more than two staff members under 18 at any given time. A person trained and certified in first aid is present at the center whenever children are present. For those centers that are receiving subsidy all staff working directly with children must complete four hours of skills training annually and at least one staff certified in CPR, appropriate to the ages of children in care, shall be on-site.

Voluntarily Registered Family Day Homes: Providers and substitute providers must be 18 years of age or older, able to read, write, understand and carry out the responsibilities. If a subsidy vendor, provider and all staff must complete four hours of skills training annually and provider or one staff present on site must be currently certified in CPR and First Aid appropriate to the age of the children in care.

5.1.6 The CCDBG Act of 2014 added a new provision specifying that States and Territories must 1) establish health and safety requirements for providers serving children receiving CCDF assistance relating to matters included in the topics listed below, and 2) have pre-service or orientation training requirements, appropriate to the provider setting, that address these health and safety topics.

(658E(c)(2)(l)(i)) This requirement is applicable to all child care providers receiving CCDF regardless of licensing status (licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives, as States have the option of exempting relatives from some or all CCDF health and safety requirements. When establishing these requirements, States are encouraged to consider the age of children and type of child care setting to ensure that they are appropriate to the health and safety needs of the children from birth through age 12 and the providers who care for them.

a) The State certifies that it has health and safety requirements for individuals (providers) receiving CCDF in the following areas:

- Prevention and control of infectious diseases (including immunization)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parental consent
- Prevention of and response to emergencies due to food and allergic reactions
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Prevention of shaken baby syndrome and abusive head trauma
- Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
- Precautions in transporting children (if applicable)
- First aid and cardiopulmonary resuscitation

Yes. The State/Territory certifies that it has health and safety requirements for CCDF providers in these areas as of March 1, 2016.

Provide a citation and a link if available

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[Health and safety requirements for all providers receiving CCDF have been drafted and are in final review. These will be initially implemented through signed vendor agreements. In addition, the majority of the health and safety requirements are already in place for licensed child day centers and licensed family day homes that receive CCDF:](#)

- Prevention and control of infectious diseases (including immunization)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parental consent
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1)) (Licensed child day centers are compliant with emergency preparedness requirements.)
- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants

- Precautions in transporting children (if applicable)
- First aid and cardiopulmonary resuscitation

The standards in the vendor agreements will address any existing gaps for licensed providers until state regulations are finalized.

Unmet requirement - Identify the requirement(s) to be implemented [Prevention and control of infectious diseases \(including immunization\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [First aid and cardiopulmonary resuscitation \(CPR\) certification](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [Prevention of sudden infant death syndrome and use of safe sleeping practices](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [Administration of medication, consistent with standards for parental consent](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet

requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [Prevention of and response to emergencies due to food and allergic reactions](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [Prevention of shaken baby syndrome and abusive head trauma](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event \(such as violence at a child care facility\), within the meaning of those terms under section 602\(a\) \(1\) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act \(42 U.S.C. 5195a\(a\)\(1\)\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating

agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented [Handling and storage of hazardous materials and the appropriate disposal of bio contaminants](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead

agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers participating in subsidy.](#)

Projected start date for each activity: [04/30/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented [Precautions in transporting children \(if applicable\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Finalize health and safety standards.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2015](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Incorporate this requirement in the CCDF vendor agreement for all providers](#)

participating in subsidy.

Projected start date for each activity: 04/30/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

b) The State/Territory certifies that it has pre-service (prior to initial service) or orientation (period from when service started) and ongoing training requirements, appropriate to the provider setting that address each of the requirements relating to the topic areas listed above. ACF expects these trainings will be part of a broader systematic approach and progression of professional development (as described in Section 6) within a State/Territory that will result in opportunities for child care providers to accumulate knowledge, competencies and credits toward eventual completion of a professional certification or higher education. The law does not specify a specific number of training or education hours but States and Territories are encouraged to consult with *Caring for our Children Basics* for best practices and recommended time needed to address these training requirements.

Yes. The State/Territory certifies that it has pre-service or orientation and ongoing training requirements appropriate to the provider setting that address each of the requirements relating to the topics listed above as of March 1, 2016.

Describe, including at a minimum 1) how the state/territory defines preservice or orientation period, 2) the minimum number of annual preservice or orientation hours required to meet these health, and safety requirements, and 3) ongoing training or education hours required to meet these health and safety requirements

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) 09/30/2016

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) **Partially implemented**

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

The Lead Agency has contracted with Pennsylvania State University to develop and host an online preservice training course on the following health, safety, and child development topics:

- Prevention and control of infectious diseases (including immunizations)
- Prevention of sudden infant death syndrome and use of safe sleeping practices
- Administration of medication, consistent with standards for parental consent
- Prevention of and response to emergencies due to food and other allergic reactions
- Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic
- Prevention of shaken baby syndrome and abusive head trauma
- Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a) (1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1))
- Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
- Precautions in transporting children
- Recognition and reporting of child abuse and neglect
- Access to physical activity and nutrition (including age-appropriate feeding)
- Caring for Children with special needs/inclusion
- Child development: cognitive, physical, social, and emotional development (including approaches to learning) for center-based or home-based providers
- Oral health
- Brief overview of the Subsidy Program/Benefits of Licensure

Pre-service training for first aid and cardiopulmonary resuscitation will be obtained separately with demonstration skill assessments that are required in Virginia for certification.

The majority of the pre-service training will be delivered using online courses with

module assessments. The 6-hour CPR and First Aid courses will be obtained separately in a classroom demonstration setting or hybrid course with demonstration skill assessments. Completion certificates will be required for both the online courses and the CPR and First Aid course(s) in order to fulfill the pre-service training requirements. Pre-service training will be required for all new child care staff working in a program that receives subsidy funds. Completion of the same pre-service training courses will be required for existing/veteran staff within a six-month time frame. This pre-service training requirement will be included in any new subsidy vendor agreements and added to existing subsidy vendor contracts upon renewal. During the monitoring inspection, child care programs receiving subsidy funds will need to provide the required pre-service training certificates for each staff member.

Unmet requirement - Identify the requirement(s) to be implemented pre-service (prior to initial service) or orientation (period from when service started) appropriate to the provider setting that address each of the requirements relating to the required topic areas

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Develop new training on the CCDBG Act's required health and safety pre-service topics as well as all domains of child development, recognition and reporting of child abuse and neglect, approaches to learning, oral health, inclusion, and introduction to the Subsidy Program, and the benefits of licensure.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Incorporate the preservice/orientation training requirements into the CCDF vendor agreement.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented ongoing training requirements appropriate to the provider setting that address each of the requirements relating to the required topic areas

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Purchase or develop new ongoing training on the CCDBG Act's required health and safety topics as well as all domains of child development, recognition, and reporting of child abuse and neglect, approaches to learning, oral health, inclusion, and introduction to the Subsidy Program, and benefits of licensure. Additionally, the Lead Agency will identify training programs on business management, outreach to families experiencing homelessness, and preschool expulsion.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Decide on the ongoing training requirements, exclusive of the required pre-service

training. Incorporate ongoing training requirements into the CCDF vendor agreement.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

5.1.7 Does the State/Territory have health and safety requirements for any of the following optional areas?

Nutrition (including age appropriate feeding).

Describe:

Licensed centers, 22VAC40-185-560 at

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

Licensed family day homes, Part XII, Nutrition 22VAC40-111-870 through 22VAC40-111-970 at

http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual_071713.pdf.

Access to physical activity.

Describe:

Licensed centers, 22VAC40-185-370-3, 22VAC40-185-380 A, 22VAC40-185-390 A at

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

Licensed family day homes, 22VAC40-111-580 C2 at

http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual_071713.pdf.

Screen time.

Describe:

Licensed family day homes - 22VAC40-111-610

http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual_071713.pdf.

Caring for children with special needs.

Describe:

Licensed child day centers with therapeutic or special needs program, 22VAC40-185-100, 22VAC40-185-110, 22VAC40-185-120, 22VAC40-185-180 E, 22VAC40-185-190 C, 22VAC40-185-210 B, 22VAC40-185-240 E-F, 22VAC40-185-350 F-H, 22VAC40-185-430 Q, 22VAC40-185-570 L, and 22VAC40-185-590 at http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

Licensed family day homes with children that have special needs, 22VAC40-111-40 C2, 22VAC40-111-620, and 22VAC40-111-970 at http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual_071713.pdf.

Recognition and reporting of child abuse and neglect.

Describe:

Licensed centers, 22VAC40-185-80 B, 22VAC40-185-240 A at http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/standards.pdf.

Licensed family day homes, 22 VAC 40-111-860. 22VAC40-111-200 B7, 22VAC40-111-210 B, § 63.2-1509 of the Code of Virginia at http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual_071713.pdf.

Other subject areas determined by the State/Territory to be necessary to promote child development or to protect children's health and safety.

Describe:

NA

5.1.8 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from these CCDF health and safety requirements.

Does the State/Territory exempt relatives from the requirement to receive pre-service or orientation health and safety training on any or all of the listed topics?

- Yes, all relatives are exempt from all health and safety training requirements.
If the State/Territory exempts all relatives from the CCDF health and safety training requirements, describe how the State ensures the health and safety of children in relative care.
NA
- Yes, some relatives are exempt from health and safety training requirements.
If the State/Territory exempts some relatives from the CCDF health and safety training requirements, describe which relatives are exempt from which requirements (all or some) and include how the State/Territory ensures the health and safety of children in relative care.
NA
- No, relatives are not exempt from CCDF health and safety training requirements.

5.2 Monitoring and Enforcement Policies and Practices

5.2.1 The State/Territory certifies that the State/Territory shall have in effect policies and practices to ensure that providers for children receiving assistance and their facilities comply with applicable State or local licensing and health and safety requirements.

(658E(c)(2)(J))

- Yes.
The State/Territory certifies that it has policies and practices to ensure compliance with applicable licensing and health and safety requirements for providers receiving CCDF and their facilities as of March 1, 2016. List the policy citation

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[A workgroup has been established to research and determine overall monitoring and health and safety standards for unlicensed providers receiving CCDF funds.](#)

Unmet requirement - Identify the requirement(s) to be implemented [policies and practices to ensure that providers for children receiving assistance and their facilities comply with applicable State or local licensing and health and safety requirements.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Establish health and safety requirements for unlicensed CCDF providers.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating

agencies, etc.)

Add requirements to CCDF vendor agreements.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Finalize process for inspections of unlicensed CCDF providers.

Projected start date for each activity: 03/01/2016

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

5.2.2 The CCDBG Act of 2014 added the following provisions for enforcement of licensing which must be in effect no later than November 19, 2016 for all providers who serve children receiving CCDF (with the option to exempt relatives). While the law does not specify strategies to meet these requirements, States and Territories could consider implementing a differential monitoring approach as long as the full complement of licensing and CCDF health and safety standards was representative and the frequency was at least annually.

a) **Licensing Inspectors** - It will have policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements.

(658E(c)(2)(K)(i)(I))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices that ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements. List the policy citation and describe the qualifications, including at a minimum how inspector qualifications address training related to the language and cultural diversity of the providers, and how qualifications address being appropriate to the age of children in care and type of provider setting:

NA

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016) [11/19/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Substantially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[To ensure that the Lead Agency's inspectors are qualified to inspect providers and facilities the Lead Agency has the following in place:](#)

- Each licensing inspector's Employee Work Profile requires them to have knowledge, skills and abilities in: Comprehensive knowledge of developmental needs of children in order to evaluate children's programs and to provide technical assistance to improve services; Knowledge of information collection and analysis techniques; Demonstrated skill in working effectively with difficult/hostile individuals to resolve problems; Ability to interpret and apply laws and regulations and to communicate effectively, both orally and in writing.
- Almost all DSS licensing inspectors have completed and been awarded the National Association of Regulatory Administration Professional Credential. All current inspectors will be credentialed by spring 2016,

- except for those hired in the past year.
- Each inspector completes New Staff Orientation which includes training on conducting inspections, Licensing Inspection Protocol, interpreting regulations, division policies and procedures and an ongoing mentoring program with senior staff.
- Staff receives ongoing professional development training throughout the year both online and in person.

Unmet requirement - Identify the requirement(s) to be implemented [ensure that individuals who are hired as licensing inspectors in the State/Territory are qualified to inspect those child care providers and facilities and have received training in related health and safety requirements, and are trained in all aspects of the State's licensure requirements.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop and implement training requirements for all inspectors relating to health and safety requirements.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [11/19/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Establish a uniform documentation procedure and designated location for holding qualification documentation.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [11/19/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

b) Inspections for Licensed CCDF Providers - It will require licensing inspectors to perform inspections, with not less than one prelicensure inspection, for compliance with health, safety, and fire standards, of each such child care provider and facility in the State/Territory. It will require licensing inspectors to perform not less than annually, one unannounced inspection of licensed CCDF providers for compliance with all child care licensing standards, which shall include an inspection for compliance with health, safety, and fire standards (inspectors may inspect for compliance with all 3 standards at the same time. (658E(c)(2)(K)(i)(II))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for licensed CCDF providers. List the policy citation and describe the inspection requirements including the frequency of announced and unannounced visits

[Per Virginia regulations \(22VAC 40-80-180.B.\), all licensed facilities are inspected at least twice a year for compliance with health and safety standards. Regulations also require that at least one inspection be unannounced.](#)

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

c) Inspections for License-Exempt CCDF Providers (except those serving relatives) -

It will have policies and practices that require licensing inspectors (or qualified monitors designated by the lead agency) of child care providers and facilities to perform an annual monitoring visit of each license-exempt CCDF provider (unless the provider is described in section (658P(6)(B)). (658E(c)(2)(K)(ii)(IV))

Yes.

The State/Territory certifies that as of March 1, 2016 it has policies and practices regarding inspections for license-exempt CCDF providers. List the policy citation and describe the annual monitoring visit requirements:

NA

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016) [11/19/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[A workgroup has been established to research and determine policies and procedures that require licensing inspectors to perform annual monitoring for unlicensed providers](#)

receiving CCDF funds.

Unmet requirement - Identify the requirement(s) to be implemented [policies and practices that require licensing inspectors \(or qualified monitors designated by the lead agency\) of child care providers and facilities to perform an annual monitoring visit of each license-exempt CCDF provider \(unless the provider is described in section \(658P\(6\)\(B\)\)\)](#).

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Develop and implement new policies and procedures for licensing inspectors to perform annual monitoring visits for each licenseexempt CCDF provider.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [11/19/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training and technical assistance with the new regulations.](#)

Projected start date for each activity: [07/01/2016](#)

Projected end date for each activity: [11/19/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

d) **Ratio of Licensing Inspectors**) - It will have policies and practices that require the ratio

of licensing inspectors to such child care providers and facilities in the State/Territory to be maintained at a level sufficient to enable the State to conduct inspections of such child care providers and facilities on a timely basis in accordance with Federal, State, and local law. (658E(c)(2)(K)(i)(III))

Yes.

The State/Territory certifies that it has policies and practices regarding the ratio of licensing inspectors to such child care providers and facilities in the State/Territory. List the policy citation and list the State/Territory ratio of licensing inspectors:

NA

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016) [11/19/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Substantially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[Currently, the majority of Virginia's inspector caseloads are maintained within the NARA recommended numbers. Licensing operations management utilizes electronic system reports to continuously monitor statewide facility and inspection numbers as well as regional caseloads and regional boundaries to keep caseloads within the recommended range.](#)

Unmet requirement - Identify the requirement(s) to be implemented [the ratio of licensing inspectors to such child care providers and facilities in the State/Territory to be maintained at a level sufficient to enable the State to conduct inspections of such child care providers and facilities on a timely basis in accordance with Federal, State, and local law.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating

agencies, etc.)

The ratios of licensing inspectors must be formally documented.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 11/19/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

e) **Child Abuse and Neglect Reporting** - That child abuse reporting requirements are in place and comply with section of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a(b)(2)(B)(i)) (658E(c)(2)(L))

Yes.

Fully implemented and meeting all Federal requirements outlined above. List the Lead Agency's policy citation(s):

Virginia complies with CAPTA and mandated reporting requirements in VA Code § 63.2-1509. The Lead Agency operates a CPS Hotline 24/7 to support local departments of social services by receiving reports of child abuse and neglect and referring them to the appropriate local office. Child care providers are required to report suspected instances of child abuse and neglect.

No. If no, the State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than November 19, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than November 19, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

5.2.3 States and Territories have the option to exempt relatives (as defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A)) from inspection requirements.

Note this exception only applies if the individual cares ONLY for relative children. Does the State/Territory exempt relatives from inspection requirements listed in 5.2.2?

Yes, all relatives are exempt from all inspection requirements.

If the State/Territory exempts all relatives from the inspection requirements, describe how the State ensures the health and safety of children in relative care.

NA

Yes, some relatives are exempt from inspection requirements.

If the State/Territory exempts some relatives from the inspection requirements, describe which relatives are exempt from which requirements (all or some) and include how the State/Territory ensures the health and safety of children in relative care.

NA

No, relatives are not exempt from inspection requirements.

5.3 Criminal Background Checks

The CCDBG Act of 2014 added new requirements for States and Territories receiving CCDF funds to conduct criminal background checks on child care staff members and prospective staff members of child care providers. States and Territories must have requirements, policies, and procedures in place to conduct criminal background checks for staff members of child care providers (other than relatives) that are licensed, regulated or registered under State/Territory law or receive CCDF funds. Background check requirements apply to any staff member who is employed by a child care provider for compensation or whose activities involve the care or supervision of children or unsupervised access to children. For family child care homes, this includes the caregiver requesting a check of him/herself, as well as other adults in the household that may have unsupervised access to children. These provisions must be in place no later than September 30, 2017.

The CCDBG Act of 2014 specifies what a comprehensive criminal background check includes and a child care provider must submit a request to the appropriate State/Territory agency for a criminal background check for each child care staff member, including prospective child care staff members at least once every 5 years. A criminal background check must include a search of: State criminal and sex offender registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years; State child abuse and neglect registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years, National Crime Information Center (run by the FBI); FBI fingerprint check using Next Generation Identification ; and National Sex Offender Registry. Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of: murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.

Timeliness of background checks - The State/Territory must conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request. The State/Territory shall provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the State/Territory will provide information about each disqualifying crime to the staff member.

Fees for background checks - Fees that a State/Territory may charge for the costs of processing applications and administering a criminal background check may not exceed actual costs to the State/Territory for processing and administration.

Transparency - The State/Territory must ensure that policies and procedures for conducting criminal background checks are published on the State/Territory's consumer education website (also see section 2.3) or other publicly available venue.

Appeals process - The State/Territory shall have a process for a child care staff member to

appeal the results of their background check to challenge the accuracy and completeness. Privacy considerations - Lead Agency may not publicly release the results of individual background checks.

5.3.1 Describe the status of the State/Territory's requirements, policies, and procedures for criminal background checks for child care staff members and child care providers.

Fully implemented and meeting all Federal requirements outlined above.

List the policy citation within the Lead Agency's rules and describe the policies and procedures for criminal background checks using 5.3.2 through 5.3.9 below.

NA

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2017). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2017) [09/30/2017](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[Criminal record name checks and Child Protective Services Central Registry searches are conducted for licensed, registered, and regulated providers and unlicensed providers receiving CCDF funds. Background checks include a criminal history check through Virginia State Police, a Virginia central registry check, and a sworn statement indicating any pending or conviction of a crime in Virginia or in another state and any founded disposition of child abuse or neglect in Virginia or another state. These checks are repeated every three years for licensed and subsidy programs and repeated every two years for registered family day homes. Checks are required for the applicant/licensee, agents involved in the day to day operations or who will be alone with children, employees, household members of a family day home, and volunteers](#)

who will be alone with children. The 2015 General Assembly passed legislation effective July 1, 2017, to require new employees in licensed child day centers and licensed family day homes to complete a national fingerprint criminal record. To bring Virginia laws and regulation into compliance with federal law regarding background checks for child care providers, an internal licensing workgroup has been created to determine how to implement the new requirements.

Unmet requirement - Identify the requirement(s) to be implemented. Requirements, policies, and procedures in place to conduct criminal background checks for staff members of child care providers (other than relatives) that are licensed, regulated or registered under State/Territory law or receive CCDF funds.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Add new requirements to the Code of Virginia or to regulations.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

State Board of Social Services

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Upgrade Background Information Systems to accommodate fingerprint checks for child care providers.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Hire and train new Office of Background Investigations staff.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training, and technical assistance with the new regulations.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented. [Conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add new requirements to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Upgrade background information systems to accommodate fingerprint checks for child care providers.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Hire and train new Office of Background Investigations staff.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet

requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training, and technical assistance concerning the new regulations.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented. [Provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add new requirements to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Upgrade Background Information Systems to accommodate fingerprint checks for child care providers.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Hire and train new Office of Background Investigations staff.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training and technical assistance with the new regulations.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented. [If the staff member is ineligible, the State/Territory will provide information about each disqualifying crime to the staff member.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add additional requirements to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Upgrade Background Information Systems to accommodate fingerprint checks for child care providers](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Hire and train new Office of Background Investigations staff.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Notify providers and offer guidance, training, and technical assistance with the new regulations.

Projected start date for each activity: 01/01/2017

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented. [National Crime Information Center \(run by the FBI\)](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Work with State Police to implement NCIC and FBI fingerprint check requirements.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Virginia State Police](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add the new requirements to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Upgrade Background Information Systems to accommodate fingerprint checks for child care providers.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Hire and train new Office of Background Investigations staff.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Notify providers and offer guidance, training, and technical assistance with the new regulations.

Projected start date for each activity: 01/01/2017

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented. Background check requirements apply to any staff member who is employed by a child care provider for compensation or whose activities involve the care or supervision of children or unsupervised access to children. For family child care homes, this includes the caregiver requesting a check of him/herself, as well as any other individuals in the household that may have unsupervised access to children.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Add new requirements to the Code of Virginia or to regulations.

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented. Includes and a child care provider must submit a request to the appropriate State/Territory agency for a criminal background check for each child care staff member, including prospective child care staff members at least once every 5 years.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add new requirements to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented. [State criminal and sex offender registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years;](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add new requirements for out of state checks to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training, and technical assistance with the new regulations.](#)

Projected start date for each activity: 01/01/2017

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented. [State child abuse and neglect registry in the State where the staff member resides and each State where the staff member has resided over the past 5 years,](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add new requirements for out of state checks to the Code of Virginia or to regulations.](#)

Projected start date for each activity: 03/01/2015

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training, and technical assistance with the new regulations.](#)

Projected start date for each activity: 01/01/2017

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented. [National Sex Offender Registry](#).

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add new requirements to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training, and technical assistance with the new regulations.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

Unmet requirement - Identify the requirement(s) to be implemented. [Child care staff members cannot be employed by a provider receiving CCDF if they refuse a background check; make materially false statements in connection with the background check; are registered or required to be registered on the State or National Sex Offender Registry; have been convicted of a felony consisting of: murder, child abuse or neglect, crimes against children, spousal abuse, crime involving rape or](#)

sexual assault, kidnapping, arson, physical assault or battery, or subject to an individual review, at the State's option, a drug-related offense committed during the preceding 5 years; or have been convicted of a violent misdemeanor committed as an adult against a child.

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Add new requirements to the Code of Virginia or to regulations.](#)

Projected start date for each activity: [03/01/2015](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[State Board of Social Services](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Notify providers and offer guidance, training, and technical assistance with the new regulations.](#)

Projected start date for each activity: [01/01/2017](#)

Projected end date for each activity: [09/30/2017](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Unmet requirement - Identify the requirement(s) to be implemented. [Ensure that policies and procedures for conducting criminal background checks are published on the State/Territory's consumer education website](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating

agencies, etc.)

Update the website with the new background check requirements and the process for obtaining background checks.

Projected start date for each activity: 01/01/2017

Projected end date for each activity: 09/30/2017

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

5.3.2 Describe the process and procedures for conducting background checks in a timely manner, including which agency/entity is responsible and how the Lead Agency ensures that background checks performed by a 3rd party meet the requirements, protecting the privacy of child care staff members, and providing opportunities for applicants to appeal the results of background checks.

Describe:

Child care providers request a criminal history name check through the Virginia State Police for Virginia criminal records and a Virginia central registry search of founded child abuse/neglect investigations through the DSS Office of Background Investigations. The individual or provider receives the background check information and screens any convictions against the Virginia barrier crimes list found in the Code of Virginia at § 63.2-1719. Any individual with a barrier crime conviction or a founded Child Protective Service (CPS) complaint is not eligible for employment. Background check results must be received within 30 days of the employee's start date, and during these 30 days, if the person is working with children, they must be directly supervised by a staff person with a completed background check. Background checks by a third party are not allowed.

Individuals may challenge their criminal record by contacting the Virginia State Police.

Appeal rights are offered to an individual with a founded child protective services record at the time of the finding. The CPS appeals process is found at this website:

www.dss.virginia.gov/appeals/cps.cgi.

5.3.3 Describe how the State/Territory is assisting other States process background checks, including which agency/entity is responsible for working with other states

Describe:

Out of state criminal record checks are currently processed by the Virginia State Police and central registry checks are processed by the Lead Agency Office of Background Investigations. Once out-of-state background checks are required, these state agencies will implement the new requirements.

5.3.4 Does the State have a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment?

Yes.

Describe:

NA

No.

5.3.5 Does the Lead Agency disqualify child care staff members based on their conviction for other crimes not specifically listed above?

Yes.

Describe:

Barrier crimes for Virginia child day programs are found in the Code of Virginia at § 63.2-1719, in the regulation Background Checks for Child Welfare Agencies, 22VAC40-191, and on the Lead Agency's websites, <http://www.dss.virginia.gov/> under each program type and at <http://www.childcareva.com/>. The barrier crimes list for child day programs is found at:
http://www.dss.virginia.gov/files/division/licensing/recdc/intro_page/applicants/guidance_procedures/barrier_crimes.pdf.

No.

5.3.6 Does your State State/Territory exempt relatives (defined in CCDF regulations as

grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles, 98.41(A)(ii)(A) from background checks?

- Yes, all relatives are exempt from all background check requirements.
- Yes, some relatives are exempt from the background check requirements. If the State /Territory exempts some relatives from background check requirements, describe which relatives are exempt. from which requirements (some or all).

Describe.

NA

- No, relatives are not exempt from background checks.

5.3.7 Describe how fees charged for completing the background checks do not exceed the actual cost of processing and administration, including how the State State/Territory ensures that 3rd party vendors or contractors do not charge fees that exceed the actual cost of processing and administration, if applicable.

Lead Agencies can report that no fees are charged if applicable:

Describe.

Fees for background checks and the related processing costs are reviewed periodically and adjusted as needed to ensure that fees on average do not exceed costs. Virginia law, effective July 1, 2017, requires that "Fees charged for the processing and administration of background checks pursuant to this section shall not exceed the actual cost to the state of such processing and administration" in §§ 63.2-1720.1 and 63.2-1721.1 of the Code of Virginia.

5.3.8 Describe how background check policies and procedures are published on the State/Territory consumer education website or made publicly available on another venue:

Describe.

Background check information for licensed child day centers, licensed family day homes, licensed family day systems, voluntarily registered family day homes, and religious exempt child day centers is found in the regulation Background Checks for Child Welfare Agencies,

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_bg_checks_cwa_reg.pdf. Information on background checks for voluntarily registered family day homes is found in http://www.dss.virginia.gov/files/division/licensing/vrfdh/intro_page/current_providers/notices/vr_initial_application_packet.pdf. Additionally, background check information for licensed child day centers and licensed family day homes is found within training modules available on the website for these programs. Policies and forms for criminal history record checks are found on the Virginia State Police webpage http://www.vsp.state.va.us/CJIS_Criminal_Record_Check.shtm.

5.3.9 Does the Lead Agency release aggregated data by crime?

Yes.

List types of crime included in the aggregated data:

NA

No.

6 Recruit and Retain a Qualified and Effective Child Care Workforce

Teacher-child interactions and relationships, intentional strategies to engage children and their parents, and use of curriculum and assessment to inform practices with children are key components of high quality child care. These require a competent, skilled, and stable workforce. Research has shown that specialized training and education, positive and well-organized work environments and adequate compensation promote teacher recruitment, stability, diversity of the early childhood workforce, and effectiveness with young children in child care. In addition, professional development strategies that emphasize on-site mentoring and coaching of teachers have emerged as promising to change practices with children and families. Professional development, whether training, on-site coaching and mentoring, registered apprenticeship, or higher education coursework, should reflect the research and best practices of child development in all domains and cultural competence.

The CCDBG Act of 2014 requires States and Territories to establish professional development and training requirements in key areas such as health and safety, early learning guidelines, responding to challenging behavior and engaging families. States and Territories are required to offer ongoing annual training and to establish a progression of professional development opportunities to improve knowledge and skills of CCDF providers. (658E(c)(2)(G)) An example

of how a State/Territory might address this is to establish a system or framework of professional development that includes professional standards, a "career ladder" that allows an individual to build knowledge and skills in a cumulative manner from introductory training to advance level education, including obtaining credentials and post-secondary degrees. Professional development should be designed in a manner that aligns to competencies and qualifications that reflect working with children of different ages, English language learners, children with disabilities and the differentiated roles in all settings, such as teachers, teacher assistants, and directors. Training and education supporting professional development is also one of the options States and Territories have for investing their CCDF quality funds. (658G(b)(1)) ACF encourages States and Territories to collaborate and coordinate with other early childhood educator professional development resources, such as Race to the Top Early Learning Challenge grants, quality funds available through the Preschool Development grants, and funds available through Head Start and Early Head Start, to the extent practicable. Responsive, well-qualified adult caregivers are one of the most important factors in children's development and learning in child care settings. ACF strongly encourages States and Territories to link CCDF health and safety trainings (see Section 5) and child development trainings and education to this broader professional development framework as the foundation for building a knowledgeable early childhood education workforce. Questions related to requirements for recruiting and retaining a qualified and effective child care workforce have been consolidated into Section 6.

6.1 Training and Professional Development Requirements

The CCDBG Act of 2014 added a requirement that the State/Territory develop training and professional development requirements designed to enable child care providers to promote the social, emotional, physical and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF across the entire age span from birth through age 12. (658E(c)(2)(G)) Training and professional development should be accessible and appropriate across settings and types of providers, including family child care home providers and child care center staff.

The State/Territory also must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and improve the quality of child care services. (658E(c)(2)(V))

For purposes of this section, the term professional development is inclusive of credit bearing coursework, postsecondary degree programs, and technical assistance (targeted assistance such as mentoring, coaching or consultation) activities. Health and safety topics that require renewal of a credential or certification should be considered continuing education unit trainings.

6.1.1 Describe the status of the State's training and professional development requirements to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce.

a) Provide ongoing training and professional development that is accessible for the diversity of providers in the State/Territory; provide for a progression of professional development reflecting research and best practice to meet the developmental needs of participating infants, toddlers, preschool, and school-age children and that is aligned to foundational and specialized competencies (including different ages of children, English language learners, and children with disabilities); and improve the quality and stability of the child care workforce (such as supports an individual to build on entry- and mid-level training and education (which may include higher education) to attain a higher level credential or professional certification and retention in the child care program).

b) Are developed in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care or other state or state-designated cross-agency body if there is no SAC that addresses training, professional development and education of child care providers and staff.)

c) Incorporate knowledge and application of the State/Territory's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporate social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as described in Section 2)

d) Are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF

e) Appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups, English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

Fully implemented and meeting all Federal requirements outlined above. Describe using 6.1.2 through 6.1.6 below.

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion

date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

6.1.2 Describe how the State provides ongoing training and professional development, provides for a progression of professional development (such as allows an individual to build on entry- and mid-level training and education both in terms of the skills and knowledge they attain but also in terms of credit that leads toward a higher level credential or certification, including articulation agreements) reflecting research and best practice to meet the developmental needs of participating children and improve the quality and stability of the child care workforce:

State/Territory professional standards and competencies.

Describe.

Virginia developed the *Milestones of Child Development* (MCDs) early learning guidelines (

http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/milestones/milestones_one_document/Milestones_Revised.pdf), *Competencies for Early Childhood Professionals* (<http://earlychildhood.virginia.gov/documents/Competencies.pdf>), and *Technical Assistance Provider (TAP) Specialized Knowledge and Competencies*, and adopted *What Makes an Effective Early Childhood Professional Development Provider?* cross-sector trainer competencies (<http://www.vcpd.net/>). These standards were reviewed with Virginia's early childhood advisory council, the Commonwealth Council for Childhood Success, and are research-based and developed with input from cross-sector early care and education professionals. The quality standards and competencies for school-age care practitioners are being developed in partnership with the Virginia Partnership for Out-of-School Time leadership team and cross-sector out-of-school time professionals.

Career ladder or lattice.

Describe.

Virginia recently revised the previous career lattice into a simpler document titled *Career Pathways for Early Childhood and Out-of-School Time Practitioners* (http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/guidance_procedures/prof_development/Career_Pathways_10_2015.pdf). The *Pathways* document includes nine educational achievement levels, in addition to a Foundational Awareness/Best Practices Level, showing upward movement toward a doctoral degree with a minimum of 21 child-related college credits.

Articulation agreements between two- and four-year postsecondary early childhood education or degree programs.

Describe.

Virginia has two articulation agreements for early childhood education: one between Danville Community College and Averett University for a Bachelor of Applied Science degree in Early Childhood Education and the other between Tidewater Community College and Norfolk State University for a Bachelor of Arts degree in PK-3 Education.

Community-based training approved by a state regulatory body to meet licensing or regulatory requirements.

Describe.

NA

Workforce data, including recruitment, retention, registries or other documentation, and compensation information.

Describe.

In the spring of 2016, Virginia will implement a child care professional development registry called the Innovative Model for Professional Advancement and Career Tracking (IMPACT). Early childhood and out-of-school time practitioners can voluntarily input their personal education, training, and employment information. Certificates and transcripts may be uploaded for validation and will be reviewed by State staff. Based on this data, each practitioner will be aligned with one Career Pathways Level (1-9) and can print a certificate verifying their level of achievement. IMPACT includes formal education certificates and degrees as well as continuing education activities. This system will also give Virginia access to basic, self-reported compensation information for the child care industry for the first time. Virginia plans to add processes for trainer and training content approval within the next year. Registry participants will eventually have access to VDSS-approved training events and trainer qualifications. The State will continue to assess the feasibility of linking IMPACT with other professional training databases.

Advisory structure that provides recommendations for the development, revision, and implementation of the professional development system or framework.

Describe.

The Commonwealth Council on Childhood Success serves as the State's advisory council on early childhood with a focus on children ages zero to eight years old. Within the Council are three workgroups: Data and Governance, Quality Assurance, and Early Childhood. The Lead Agency will keep this advisory council informed of major changes related to professional development system building.

Continuing education unit trainings and credit-bearing professional development.

Describe.

Virginia has 54 foundational courses that are grouped into five endorsements: Infant and Toddler Endorsement, Preschool Endorsement, Early Childhood Endorsement I: Creativity Series, Early Childhood Endorsement II: Health, Safety, and Nutrition Series, and the School-age Endorsement. Each endorsement includes 12-13 four-hour courses that address the Competencies for Early Childhood Professionals and/or align with five

standard community college courses (CHD 166, CHD 120, CHD 145, EDU 235, and CHD 220) and award continuing education units (CEUs). The school-age competencies are being developed in partnership with the Virginia Partnership for Out-of-School Time Leadership Team. Each course includes a pre-test, post-test, additional resources and supplementary materials for extended learning, a variety of interactive activities, and requires successful completion prior to awarding a certificate. Course topics include health and safety standards, and child development, including social, emotional, physical, and cognitive development. Courses may be taken individually online (available 24/7), or in a classroom setting when offered. Participants may choose to complete all courses in an endorsement program, complete an additional endorsement project to use the concepts learned in the courses, and make application for an endorsement certificate upon successful completion. Endorsement courses may be combined to meet the content and hours of the training requirements for the Child Development Associate (CDA) credential.

Additional child development training activities are offered through distance learning in partnership with Child Care Aware of Virginia. These courses are self-paced, workbook- or project-oriented, and available statewide at minimal cost. They include the two-video series (available in both DVD and VHS): The Program for Infant and Toddler Caregivers, The Whole Child; and the self-paced Read-a-Book Program, which is a partnership with the Libraries of Virginia that gives providers the choice of reading and testing on a professional book or reading two children's literature books and writing two lesson plans.

The Division of Licensing Programs provides regular training on health and safety topics for child care providers at their regional meetings twice each year. The Lead Agency is in the process of developing online pre-service training to cover the required health and safety topics, caring for children with special needs/inclusion, oral health, child development (cognitive, physical, social, and emotional development), recognition and reporting of child abuse and neglect, and brief overview of the Subsidy Program. CPR and First Aid are required to be certified through a demonstration test only and will be required separately from the pre-service training.

 State-approved trainings.

Describe.

The Medication Administration Training is a state-approved training that must be

approved by the State Board of Nursing and is required for providers who wish to dispense non-prescription or prescription medication to children with parental permission.

Inclusion in state and/or regional workforce and economic development plans.

Describe.

NA

Other.

Describe.

NA

6.1.3 Describe how the State/Territory developed its training and professional development requirements in consultation with the State Advisory Council (SAC) on Early Childhood Education and Care (if applicable) or other state or state-designated cross-agency body if there is no SAC

Describe.

The State advisory council, the Commonwealth Council on Childhood Success (CCCS), was established in 2014, many years after the Virginia Department of Social Services Division of Licensing Programs established regulations that included training requirements for licensed child care centers and family day homes. These requirements were approved by the previous Child Day Care Council, which is no longer in existence. A regulation amendment has been submitted to increase the number of training hours required for licensed child care centers and is awaiting approval. Training requirements for unregulated child care providers who receive subsidy dollars have been in existence for several years. Presentations were provided to, and feedback received from, the CCCS and the Virginia Commission on Youth about the current professional development requirements for child care programs, including the types of training programs offered.

6.1.4 Describe how the State/Territory incorporates knowledge and application of the State's early learning and developmental guidelines (where applicable), the State/Territory's health and safety standards (as described in section 5), and incorporates social-emotional/behavioral and early childhood mental health intervention models, which may include positive behavior intervention and support models (as

described in Section 2) into its training and professional development requirements

Describe.

The Lead Agency incorporates the *Milestones of Child Development*, Virginia's early learning guidelines, into every course. Many courses, including the new health and safety pre-service courses, address health and safety standards in Virginia, referencing the Licensing regulations, and social-emotional behavior intervention models. Unregulated subsidy providers are required to take four hours of skills training, in addition to a classroom demonstration course for First Aid and CPR. With the new subsidy vendor agreements and subsequent pending regulation, vendors will be required to increase the number of training clock hours in health and safety topics and child development (cognitive, social, emotional, and physical) through pre-service and ongoing training.

Virginia Quality provides a Resources for School Readiness Module as a required training, which includes information about the *Milestones of Child Development*. Other VQ modules, such as Intentional Teaching, Interactions, and Curriculum, are built around child development and education.

The Lead Agency sponsors a social-emotional initiative for infant and toddler child care providers in which the Virginia Infant & Toddler Specialist Network and Virginia Commonwealth University (VCU) offer training and technical assistance. Center on the Social Emotional Foundations for Early Learning (CSEFEL) Modules 1 and 2 are being offered by the ITSN Specialists in order to institutionalize this training for infant and toddler providers. The Lead Agency will contract with VCU to offer the CSEFEL Module 3 (individual intervention) training for providers, trainers, and coaches.

Additionally, the Lead Agency is working with Early Childhood Mental Health Virginia across sectors to develop a more systematic way to incorporate the Pyramid Model (developed by the Center on the Social and Emotional Foundations for Early Learning and the Technical Assistance Center on Social Emotional Intervention) throughout the State cross-sector professional development system.

6.1.5 Describe how the State's training and professional development requirements are accessible to providers supported through Indian tribes or tribal organizations receiving

CCDF (as applicable)

Describe.

In January 2016, the Pamunkey Tribe became the first Native American tribe in Virginia to be recognized by the federal government. Following the Pamunkey recognition, the Virginia Child Care and Development Fund (CCDF) Administrator corresponded with the tribe, sharing a copy of the current state Child Care Plan and offering to meet to discuss CCDF and technical assistance to support child care initiatives the tribe may consider.

6.1.6 Describe how the State/Territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers caring for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children), English language learners, children with disabilities, and Native Americans, including Indians and Native Hawaiians.

Describe.

Child care courses are geared for the different age groups for which the provider is caring (infants, toddlers, threes, fours, and school-age). In this way, providers learn the typical sequence of behaviors, vocalizations, and cognitive and social-emotional thought patterns for each age group in order to better understand and respond to the children in their care. Within each course, developmental milestones are discussed and strategies to work with children who have different physical, emotional, social, or cognitive needs (including English language learners) may be shared and practiced as relevant to the course content. Course content consistently embraces diversity and inclusion, advocating that all training participants provide quality care to all children without discrimination or negativity. A course is under development to address the needs of the economically-disadvantaged homeless population, provide strategies for child care practitioners to outreach to families who may be experiencing homelessness, teach recommended ways to approach the subject, and offer resources within Virginia. The pre-service required for subsidy providers will include a course on working with children of all abilities. The Virginia Infant & Toddler Specialist Network, operated by Child Development Resources and sponsored by the Lead Agency, offers training and technical assistance on inclusion. The Infant and Toddler Connection of Virginia offers free online courses on early intervention, social and emotional development, screening and inclusion.

6.1.7 Describe the strategies the State/Territory uses to recruit and retain providers who will serve eligible children. Check all that apply and describe.

Financial assistance for attaining credentials and post-secondary degrees.

Describe.

Virginia's Child Care Provider Scholarship Program assists child care providers with the cost of post-secondary education to prepare for the child care profession. These courses may be used toward degree attainment, to earn a career studies certificate in early childhood or school-age care, or toward the training needed for the CDA credential.

Financial incentives linked to education attainment and retention.

Describe.

NA

Registered apprenticeship programs.

Describe.

There are registered apprenticeship programs in child care. Employers are encouraged to participate in these programs to advance staff development.

Outreach to high school (including career and technical) students.

Describe.

Dual enrollment scholarships can be provided for high school students who want to complete a community college course in high school.

Policies for paid sick leave.

Describe.

NA

Policies for paid annual leave.

Describe.

NA

Policies for health care benefits.

Describe.

NA

Policies for retirement benefits.

Describe.

NA

Support for providers' mental health (such as training in reflective practices and stress reduction techniques, health and mental health consultation services).

Describe.

Lead Agency staff members serve on committees with Early Childhood Mental Health Virginia to assist in developing systemic supports for providers for their mental health, and to develop tools and resources for working with children with special mental health needs.

Other.

Describe.

NA

6.1.8 Describe how the State/Territory will recruit providers for whom English is not their first language, or who will serve and be available for families for whom English is not their first language.

Describe.

Virginia's child care licensing regulations require that providers are able to speak and write English for emergency and medical purposes. The Lead Agency does not at this time recruit for providers who have limited English proficiency. The incentive strategy described in 6.1.7 is used to increase the number of providers who are able to serve all children who are eligible for subsidy, including families with limited English proficiency.

6.1.9 How will the Lead Agency overcome language barriers to serve providers for whom English is not their first language? 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.

Describe.

NA

None

If the Lead Agency checked any option above related to providing information or services in other non-English languages, please list the primary languages offered (top 3) or specify that the State has the ability to have translation/interpretation in all primary and secondary languages

Informational materials are available in Spanish. Translator services are available in most primary and some secondary languages upon request. In communities with large Spanish-speaking populations, the local departments of social services make an effort to provide bilingual eligibility and case workers or offer translation services. Virginia's *Choosing Quality Child Care* brochure is provided in English and Spanish to 120 local departments of social services. 2-1-1 Virginia offers translation services to any non-English speaking callers.

6.1.10 The State/Territory must use CCDF for activities to improve the quality or availability of child care, including training and technical assistance to providers on identifying and serving homeless children and families. (658E(c)(3)(B)(i) Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Describe the status of the State/Territory's training and technical assistance to providers on identifying and serving homeless children and their families (connects to Section 3.2.2).

Yes.

The State certifies that no later than March 1, 2016 it will provide training and technical assistance to providers on identifying and serving homeless children and their families. Describe that training and technical assistance for providers

No. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than

September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[Technical assistance is available through the local school systems' Homeless Education Coordinator. The State child care team met with Virginia's Homeless Education Coordinator to discuss opportunities for collaboration. The State is planning to provide a free Webinar for child care providers on how to reach out to and assist families who may be experiencing homelessness. Virginia's Homeless Education Coordinator agreed to present this Webinar, which will be recorded and posted online for use by all child care providers. The training will include resources for providers to share with the families and will explain the new extension for obtaining health records, including immunizations.](#)

Unmet requirement - Identify the requirement(s) to be implemented [Use CCDF for activities to improve quality or availability of child care, including training and technical assistance to providers on identifying and serving homeless children and families](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Coordinate with the Virginia Homeless Education Coordinator to develop and implement Webinar training. This training will be recorded for future use.](#)

Projected start date for each activity: [07/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Virginia Homeless Education Coordinator and the Governor's Coordinating Council on Homelessness

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Explore printing and distributing Parent Packs to each family (a sturdy folder with a list of state resources in which families can keep health records and important documents). This folder is currently printed and distributed at the K-12 schools by the Homeless Education Liaison.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

Virginia Homeless Education Coordinator

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

Post training webinar and distribute information to all providers about working with families experiencing homelessness.

Projected start date for each activity: 07/01/2015

Projected end date for each activity: 09/30/2016

Agency - Who is responsible for complete implementation of this activity Virginia Department of Social Services

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

NA

6.2 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds

States and Territories may use the quality set-aside discussed in detail in section 7 to support the training and professional development of the child care workforce.

6.2.1 If checked yes to 7.1 in the next section, check which content is included training and professional development activities. Check all that apply.

Yes, If yes,

a) Describe the measures relevant to this use of funds that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory.

The Virginia Infant & Toddler Specialist Network, operated by Child Development Resources and sponsored by the Lead Agency, offers statewide training for infant and toddler child care providers on topics such as the Program for Infant and Toddler Caregivers (PITC), health and safety, inclusion, early literacy, social-emotional development (CSEFEL training), and program management/leadership. Depending on the training, a pre- and post-knowledge measure is administered. Virginia Commonwealth University offers statewide training on CSEFEL and ASQ (Ages & Stages Questionnaire) to infant and toddler child care providers as part of a program sponsored by the Lead Agency. A pre-and post-training self-assessment is conducted as well as a three- to six-month follow-up survey to assess provider use of acquired skills and strategies in their practice.

All five VDSS Child Care Endorsement Programs (54 courses; both online and classroom-based) require successful completion of the individual courses with a graded post-test (70 percent pass rate required), as well as a graded project that applies the skills learned in the courses. Courses are research- and competency-based, and aligned with community college course content.

The Lead Agency administers the Virginia Child Care Provider Scholarship Program. This program allows child care teachers, directors, and staff to apply for tuition and technology fees for undergraduate early childhood courses. All Virginia Community College System courses in early childhood education are standardized across 23 colleges statewide.

A professional development registry (IMPACT) that will provide a mechanism for tracking a child care teacher's training plan and history is in phase one of development. During phase two, Trainer and Training approval requirements will be implemented to ensure the quality of training and allow practitioners to search for trainers and training that they need. It is anticipated that the registry will provide a one-stop shop for practitioners at all levels, including trainers and technical assistance providers, for professional development resources and workforce information. Virginia will capture employment information, including compensation, education levels, and career pathways levels. Standards will be incorporated into the registry as much as possible, including the practitioners' career pathways and competencies, trainer qualifications and competencies, and technical assistance provider qualifications and competencies. Trainers and technical assistance providers will be measured against these high-level criteria as one way to strengthen training and mentoring. The Lead Agency will begin to track workforce credentials as a baseline in order to compare increased levels of credentials for the future.

b) Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe:

Infant and Toddler funds will be used for this activity. Quality training funds will be used for QRIS training, Endorsement Program courses, the Scholarship Program, the registry, and development of the trainer and training approval systems.

Other funds.

Describe:

NA

c) Check which content is included in training and professional development activities. Check all that apply.

Promoting the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity, using scientifically-based, developmentally-appropriate and age-appropriate strategies as required in 6.1.1c.

Describe:

The 54 online/classroom courses that make-up the five VDSS Child Care Endorsement Programs include social-emotional development, physical development, cognitive development, nutrition, and physical activity and use evidence-based, developmentally-appropriate and age-appropriate strategies. A list of these courses is available at:

http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/courses/training_catalog/DSS_Catalog_WEB.pdf.

Additionally, providers may access distance learning training. The Read-A-Book Program offers training clock hours for reading professional books and successfully completing graded essay questions or for reading two children's literature books and successfully writing two graded lesson plans. Professional book options cover reading and language development, brain development, the importance of play, and other developmental topics and may be found at: <http://va.childcareaware.org/child-care-providers/read-a-book/>. This distance learning option is research-based and covers developmentally appropriate and age-appropriate strategies. The Read-A-Book Program is administered by Child Care Aware of Virginia through a contract with the Lead Agency. Project SEED (discussed in detail in Section 2 of this Plan) offers social-emotional development training and the Virginia Infant & Toddler Specialist Network offers courses and coaching on social-emotional development, physical development, cognitive development, nutrition and physical activity to providers serving infants and toddlers.

Although Virginia does not currently require preservice training for child care providers who receive subsidy funding, the Lead Agency is planning to add a pre-service training requirement for all staff who work in a program that receives subsidy funding. Free, online, pre-service training will be available in August 2016 for any child care providers who would like to take the course. Pre-service training topics include all required health and safety topics (with the exception of CPR and First Aid); inclusion; physical activity and nutrition; child development; age-appropriate approaches to learning; introduction to subsidy, medication administration training, and program licensure; recognition and reporting child abuse and neglect, and oral health. In Virginia, CPR and First Aid courses require a demonstration skills assessment upon successful completion of the course materials. All course content is research-based and provides age-appropriate strategies, as relevant.

The Quality Rating and Improvement System, Virginia Quality, will also provide CSEFEL training and other training on physical and cognitive development.

Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional development and early childhood mental health and reduce challenging behaviors, including reducing expulsions of preschool-aged children from birth to five for such behaviors (see also Section 2).

Describe:

Virginia offers a number of courses through which providers can learn developmentally appropriate strategies for positive behavior management and how to implement them, including:

- Ages and Stages of Development for: Infants and Toddlers; Preschool Children; School-age Children 5-8; School-age Children 9-12.
- Guiding the Behaviors of: Infants and Toddlers; Preschool Children; School-age Children
- Creating an Appropriate Learning Environment for: Infants and Toddlers; Preschool Children; School-age Child Care
- Reframing Discipline
- Understanding Temperaments of Infants and Toddlers
- Exploring Brain Development
- Facilitating Brain Development
- The Whole Child video series
- The Program for Infant and Toddler Caregivers video series

Through the Read-A-Book Program, a partnership with the Library of Virginia and their 350 branch libraries, two professional books are offered on behavior management, including *Positive Discipline* and *How to Talk So Kids Can Learn*. Additionally, Wingspan's AI's Caring Pals, a conflict-resolution course that addresses the social-emotional development of children ages three to eight in home-based child care, is a provider training program offered through a partnership with Child Care Aware of Virginia. Project SEED, offered through a contract with VCU's Partnership for People with Disabilities, also offers content on positive behavior interventions to promote development and reduce challenging behaviors. The CSEFEL Framework is listed as foundational knowledge on the Career Pathways. The Virginia ITSN and QRIS offer CSEFEL training and ASQ training.

Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development.

Describe:

Online and classroom courses are offered for providers on *Nurturing Productive Partnerships with Parents* and *Partnerships with Parents of School-age Children*. The Virginia Infant & Toddler Specialist Network and QRIS program offer providers encouragement and coaching on how to engage families in their child's early language-, cognitive-, social-emotional, and physical development.

Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State/Territory Early Learning and Development Standards.

Describe:

The 54 VDSS courses offered online/in classrooms for providers support developmentally-appropriate, culturally and linguistically responsive instruction, evidence-based curricula and learning environments that are aligned with the *Milestones of Child Development* (Virginia's early learning guidelines), and the *Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.

On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.

Describe:

NA

Using data to guide program evaluation to ensure continuous improvement.

Describe:

NA

Caring for children of families in geographic areas with significant concentrations of poverty and unemployment.

Describe:

NA

Caring for and supporting the development of children with disabilities and developmental delays.

Describe:

A course called *Promoting Creativity and Including All Children* is offered online and in the classroom through the Early Childhood Endorsement I - Creativity Series Endorsement Program. Although Virginia does not currently require pre-service training for child care staff working in a program that receives subsidy funding, preservice training is being developed that will include an introductory course on inclusion that will be required for all child care staff working in a program that receives subsidy funding.

On the Lead Agency websites, providers may access links to resources for working with children who have disabilities and developmental delays (http://www.dss.virginia.gov/family/cc/professionals_resources.cgi, under Guidance and Resources, Early Intervention and Special Education). Resources include links to free courses on inclusion, how to recognize characteristics of delays, how to talk with parents about concerns or observations, a link to SpecialQuest multimedia training resources to support the inclusion of young children ages birth to five with disabilities and their families in early care and education settings, the Infant-Toddler Connection (Virginia's early intervention program for children birth through age three and their families), and a link to special education resources (ages 2-18). Providers may also use the links provided on the "parent page" at: <http://www.dss.virginia.gov/family/cc/publications.cgi>.

Supporting positive development of school-age children.

Describe:

Virginia's school-age endorsement program includes 12 evidence-based courses that align with the community college course content for Introduction to School-Age Child Care (CHD 220). Course topics may be found on page 10 at: http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/courses/training_catalog/DSS_ENDORSEMENTS.pdf

Other.

Describe:

NA

d) Check how the State/Territory connects child care providers with available Federal and State/Territory financial aid, or other resources for pursuing postsecondary education relevant for the early childhood and school-age workforce. Check all that apply.

Coaches, mentors, consultants, or other specialists available to support access to postsecondary training including financial aid and academic counseling

State/Territory-wide, coordinated, and easily accessible clearinghouse (i.e. online calendar or listing of opportunities) of relevant postsecondary education opportunities

Financial awards (such as scholarships, grants, loans, reimbursement for expenses) from State/Territory for completion of postsecondary education

Other.

Describe:

NA

No.

6.2.2 Does the State/Territory require a specific number of annual training hours for child care providers caring for children receiving CCDF subsidies and in particular content areas?

States and Territories are encouraged to consult with Caring for our Children for best practices and recommended time needed to address training hour requirements.

Yes. If yes, describe:

a) Licensed Center-Based Care

1) Number of pre-service or orientation hours and any required areas/content

Although Virginia does not currently require preservice training for child care providers who receive subsidy funding, the Lead Agency is planning to add a pre-service training requirement for all staff who work in a program that receives subsidy funding. Free, online, pre-service training will be available in August 2016. The training will be available for any child care providers who would like to take the course and required for all providers who receive subsidy funding. Pre-service training topics include all required health and safety topics (with the exception of CPR and First Aid, explained below); inclusion; physical activity and nutrition; child development; age-appropriate

approaches to learning; introduction to subsidy, medication administration training, and program licensure; recognition and reporting child abuse and neglect, and oral health. In Virginia, CPR and First Aid courses require a demonstration skills assessment upon successful completion of the course materials. All course content is research-based and provides age-appropriate strategies, as relevant.

2) Number of on-going hours and any required areas/content

Currently, for Licensed Centers: Program directors and staff who work directly with children must attend 16 hours per year of staff development activities that are related to child safety and development and the function of the center. Staff employed at a short-term program must obtain 10 hours of staff training per year. Administration of prescription and non-prescription medications can only be performed by a staff member or independent contractor who has completed the Virginia Medication Administration Training, with retraining every three years. There must be at least one staff member on duty who has obtained instruction in performing the daily health observation of children within the last three years. There must be at least one staff member trained in first aid, cardiopulmonary resuscitation, and rescue breathing as appropriate to the age of the children in care who is on the premises during the center's hours of operation and also one person on field trips and wherever children are in care. The new pre-service training requirements include the requirement that, for programs receiving subsidy funds, each staff member must have First Aid and CPR certifications appropriate for the age level with which the provider is working, as well as successful completion of the pre-service training. The Lead Agency will be phasing-in the new requirements for both Subsidy Providers and Licensed Providers. The center is required to have an emergency preparedness plan that addresses staff responsibility and facility readiness with respect to emergency evacuation and shelter-in-place. The emergency preparedness plan must contain procedural components including staff training requirements, drill frequency, plan review and updates.

For therapeutic child day programs and special needs child day programs, staff who work directly with children are required to attend 24 hours of staff development activities annually. At least eight hours of this training must be on topics related to the care of children with special needs.

b) Licensed Group Child Care Homes

1) Number of pre-service or orientation hours and any required areas/content

NA

2) Number of on-going hours and any required areas/content

NA

c) Licensed Family Child Care Provider

1) Number of pre-service or orientation hours and any required areas/content

Although Virginia does not currently require preservice training for child care providers who receive subsidy funding, the Lead Agency is planning to add a pre-service training requirement for all staff who work in a program that receives subsidy funding. Free, online, pre-service training will be available in August 2016. The training will be available for any child care providers who would like to take the course and required for all providers who receive subsidy funding. Pre-service training topics include all required health and safety topics (with the exception of CPR and First Aid, explained below); inclusion; physical activity and nutrition; child development; age-appropriate approaches to learning; introduction to subsidy, medication administration training, and program licensure; recognition and reporting child abuse and neglect, and oral health. In Virginia, CPR and First Aid courses require a demonstration skills assessment upon successful completion of the course materials. All course content is research-based and provides age-appropriate strategies, as relevant.

2) Number of on-going hours and any required areas/content

In addition to satisfactory completion of CPR and First Aid training, caregivers must obtain a minimum of 16 clock hours of training annually in areas relevant to their job responsibilities. The new pre-service training requirements include the requirement that for centers receiving subsidy funds, each staff member must have First Aid and CPR certifications appropriate for the age level with which the provider is working. The Lead Agency will be phasing-in the new requirements for both Subsidy Providers and Licensed Providers. The annual training must cover areas including:

- Child development: cognitive, physical, social, and emotional child development
- Behavior management and discipline techniques
- Health and safety in the family day home environment
- Art and music activities for children
- Child nutrition
- Recognition and prevention of child abuse and neglect
- Emergency preparedness
- Recognition and prevention of the spread of communicable diseases

The Lead Agency will be phasing in the remainder of the health and safety topics required of the providers receiving subsidy. Prescription and non-prescription medications can only be administered by caregivers that have completed the required Medication Administration Training, with retraining every three years. The provider must ensure that each caregiver receives training regarding the emergency evacuation, emergency relocation, and shelter-in-place procedures by the end of his or her first week of assuming job responsibilities, on an annual basis, and at the time of each plan update.

d) Any other eligible CCDF provider

1) Number of pre-service or orientation hours and any required areas/content

Although Virginia does not currently require preservice training for child care providers who receive subsidy funding, the Lead Agency is planning to add a pre-service training requirement for all staff who work in a program that receives subsidy funding. Free, online, pre-service training will be available in August 2016. The training will be available for any child care providers who would like to take the course and required for all providers who receive funding. Pre-service training topics include all required health and safety topics (with the exception of CPR and First Aid, explained below); inclusion; physical activity and nutrition; child development; age-appropriate approaches to learning; introduction to subsidy, medication administration training, and program licensure; recognition and reporting child abuse and neglect, and oral health. In Virginia, CPR and First Aid courses require a demonstration skills assessment upon successful completion of the course materials. All course content is research-based and provides age-appropriate strategies, as relevant.

2) Number of on-going hours and any required areas/content

The providers and all staff of Registered Family Day Homes and religious exempt centers that receive subsidies must complete four hours of skills training annually, as well as have someone on staff at all times with current CPR and First Aid certifications for the specific age groups served. This will change with the new pre-service training requirements for providers receiving subsidy funds.

No

6.2.3 Describe the status of the State/Territory's policies and practices to strengthen provider's business practices.

Fully implemented - as of March 1, 2016.

Describe the State strategies including training, education, and technical assistance to strengthen provider's business practices. This may include, but is not limited to, such practices related to fiscal management, budgeting, record-keeping, hiring, developing, and retaining qualified staff, risk management, community relationships, marketing and public relations, and parent-provider communications, including who delivers the training, education and/or technical assistance

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016) [09/30/2016](#)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other) [Partially implemented](#)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

[The Lead Agency offers technical assistance for providers on basic business management and shared resources through Child Care Aware of Virginia and also sponsored CCAVA's Virginia's 1st Annual Child Care and Early Childhood Education Business Summit on December 3, 2015. A Director's Toolbox and Family Child Care Tool Kit are offered to assist child care leaders/directors/owners with resource](#)

management and organizational tools for running a business. Virginia also provides a low-interest loan program to help child care business owners to improve their program quality and the health and safety of their facility (<http://www.vabankers.org/child-care-financing-program>). This program runs through a self-sustaining contract with the Virginia Department of Small Business and Supplier Diversity, Virginia Small Business Financing Authority.

Unmet requirement - Identify the requirement(s) to be implemented [Policies and practices to strengthen provider's business practices.](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Research business management training options and purchase the best, most cost-effective option available using procurement requirements within budget limitations.](#)

Projected start date for each activity: [09/01/2015](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Post training opportunities and business management resources.](#)

Projected start date for each activity: [01/01/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[NA](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Communicate training opportunities to all providers. Promote Shared Resources and technical assistance options with partner, CCAVA.](#)

Projected start date for each activity: [07/01/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Child Care Aware of Virginia](#)

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating agencies, etc.)

[Promote Shared Resources and technical assistance options with Child Care Aware of Virginia](#)

Projected start date for each activity: [07/01/2016](#)

Projected end date for each activity: [09/30/2016](#)

Agency - Who is responsible for complete implementation of this activity [Virginia Department of Social Services](#)

Partners - Who is the responsible agency partnering with the State/Territory lead agency to complete implementation of this activity

[Child Care Aware of Virginia](#)

[6.3 Early Learning and Developmental Guidelines](#)

The CCDBG Act of 2014 added a requirement that the State/Territory will develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, or birth-to-five), describing what such children should know and be able to do, and covering the essential domains of early childhood development for use State/Territory wide by child care providers.

(658E(c)(2)(T)) At the option of the State/Territory, early learning and development guidelines for out-of-school time may be developed. States and Territories may use the quality set-aside as discussed in section 7 to improve on the development or implementation of early learning and development guidelines.

6.3.1 Describe the status of the State's early learning and development guidelines appropriate for children from birth to kindergarten entry.

- The State assures that the early learning and development guidelines are:
- Research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with entry to kindergarten
 - Implemented in consultation with the State educational agency and the State Advisory Council (SAC) or other state or state-designated cross-agency body if there is no SAC
 - Updated as determined by the State. List the date or frequency

March 1, 2016

Fully implemented and meeting all Federal requirements outlined above - as of March 1, 2016. List the Lead Agency's policy citation(s) and describe using 6.3.2 through 6.3.4 below

Not implemented. The State/Territory must provide a State/Territory-specific implementation plan for achieving compliance with this requirement, including planned activities, necessary legislative or regulatory steps to complete, and target completion date (no later than September 30, 2016). Please provide brief text responses and descriptions only. Do not cut and paste charts or tables here. Your responses will be consolidated electronically into an Implementation Plan summary report.

Overall Target Completion Date (no later than September 30, 2016)

Overall Status - Describe the State/Territory's overall status toward complete implementation for this requirement(s) (not yet started, partially implemented, substantially implemented, other)

Implemented requirement(s) - Identify any requirement(s) implemented to date if applicable

NA

Tasks/Activities - What specific steps will you take to implement the unmet requirement (e.g., legislative or rule changes, modify agreements with coordinating

agencies, etc.)

Projected start date for each activity:

Projected end date for each activity:

Agency - Who is responsible for complete implementation of this activity

Partners - Who is the responsible agency partnering with to complete implement this activity

6.3.2 Check for which age group(s) the State has established early learning and development guidelines:

Birth-to-three

Provide a link:

NA

Three-to-Five

Provide a link:

NA

Birth-to-Five

Provide a link:

http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/milestones/milestones_one_document/Milestones_Revised.pdf

Five and older (check if State/Territory has standards for five and older that complement academic but cover child development areas not covered by k-12 academic standards).

Describe and provide a link:

NA

Other.

Describe:

NA

6.3.3 Does the State/Territory use CCDF quality funds to improve on the development or implementation of early learning and development guidelines by providing technical assistance to child care providers to enhance children's cognitive, physical, social and emotional development and support children's overall well-being?

Yes, the State/Territory has a system of technical assistance operating State/Territory-

wide

Yes, the State/Territory has a system of technical assistance operating as a pilot or in a few localities but not State/Territory-wide

No, but the State/Territory is in the development phase

No, the State/Territory has no plans for development

a) If yes, check all that apply to the technical assistance and describe.

Child care providers are supported in developing and implementing curriculum/learning activities based on the State's/Territory's early learning and development guidelines.

Describe:

The Virginia Infant & Toddler Specialist Network works with providers using Virginia's *Milestones of Child Development* to assist them with developing age- and developmentally-appropriate activities, environments, and interactions for infants and toddlers. The intent is to increase providers' awareness of child development and best practices. QRIS modules related to understanding and using the Milestones are provided at Level 2 as an introduction. QRIS requires programs participating at Level 3 to have an approved developmentally-appropriate curricula (with intentional, clearly defined learning goals/objectives) that aligns with Virginia's *Milestones of Child Development* early learning guidelines. Training and technical assistance are available to support providers in the planning and implementation of curriculum/learning activities. Child Care Aware of Virginia also provides early educators with technical assistance that supports and aligns with Virginia's Milestones of Child Development and QRIS.

The technical assistance is linked to the State's/Territory's quality rating and improvement system.

Describe:

QRIS requires programs participating at Level 3 to have an approved, developmentally-appropriate curriculum (with intentional, clearly defined learning goals/objectives) that aligns with Virginia's *Milestones of Child Development*. Training and technical assistance are available to support providers in planning and implementation of curriculum/learning activities. Child Care Aware of Virginia also offers providers technical assistance that supports and aligns with Virginia's

Milestones of Child Development and QRIS.

Child care providers working with infants and/or toddlers have access to the technical assistance for implementing early learning and development guidelines.

Describe:

In addition to resources available to providers serving children of all ages, the Virginia Infant & Toddler Specialist Network provides on-site services including individualized consultation, targeted training, classroom-focused mentoring, and feedback as well as resources and materials related to increasing the quality of care provided to infants and toddlers. The ITSN works with providers using Virginia's *Milestones of Child Development* to assist with developing age- and developmentally-appropriate activities, environments, and interactions for infants and toddlers. The intent is to increase providers' awareness of child development and best practices.

Child care providers working with preschool-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

QRIS requires programs participating at Level 3 to have an approved, developmentally-appropriate curriculum (with intentional, clearly defined learning goals/objectives) and use curricula aligned with Virginia's *Milestones of Child Development*. Training and technical assistance are available to support providers in planning and implementation of curriculum/learning activities. Child Care Aware of Virginia also provides technical assistance to providers that supports and aligns with Virginia's *Milestones of Child Development* and the QRIS Program.

Child care providers working with school-age children have access to the technical assistance for implementing early learning and development guidelines.

Describe:

Training on school-age child care is offered through a contract with the Community College Workforce Alliance (CCWA). There are twelve online/classroom-based courses on school-age care that may be taken individually (with 70 percent pass rate), or combined with graded projects to complete the School-age Care Endorsement. These courses are aligned with course content of the Virginia

Community College System course, Introduction to School-age Care. At Child Care Aware of Virginia, school-age care providers receive technical assistance on best practices and professional development options. Quality standards are being developed in partnership with the Virginia Partnership for Out-of-School Time (VPOST), Virginia's statewide afterschool network.

b) Indicate which funds are used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)
Quality funds are used for these activities. Activities for the ITSN use funds earmarked for Infant and Toddler improvements.

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

NA

6.3.4 Check here to demonstrate that State/Territory assures that CCDF funds will not be used to develop or implement an assessment for children that: (658E(c)(2)(T)(ii)(I))

- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF program
- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider
- Will be used to deny children eligibility to participate in the CCDF program
- Will be used as the primary or sole method for assessing effectiveness of child care programs
- Will be used to deny children eligibility to participate in the CCDF program

Yes.

7 Support Continuous Quality Improvement

Lead Agencies are required to reserve and use a portion of their Child Care and Development Block Grant funds for activities designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care. Support for continuous quality improvement is expected to cover the entire age span of children supported by CCDF, from birth through age 12. States/Territories may provide these quality improvement activities directly, or through grants or contracts with local child care resource and referral organizations or other appropriate entities. The activities should be in alignment with a State/Territory-wide assessment of the State's/Territory's needs to carry out such services and care. These quality investments can align with, support and help sustain additional quality efforts developed under Race to the Top Early Learning Challenge grants, Early Head Start/Head Start partnerships and other funding efforts.

States and Territories will report on these quality improvement investments through CCDF in three ways: 1) ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696); 2) In the Plan, States and Territories will describe the types of activities supported by quality investments over the three-year period; and 3) For each three-year Plan period, States and Territories will submit a separate annual report that will show the measures used by the State/Territory to evaluate its progress in improving the quality of child care programs and services in the State/Territory.

The CCDBG Act of 2014 requires States and Territories to use the quality set-aside to fund at least one of the following 10 activities:

- 1) Supporting the training and professional development of the child care workforce (as described in Section 6)
- 2) Improving on the development or implementation of early learning and development guidelines (as described in Section 6)
- 3) Developing, implementing, or enhancing a tiered quality rating system for child care providers and services
- 4) Improving the supply and quality of child care programs and services for infants and toddlers
- 5) Establishing or expanding a Statewide system of child care resource and referral services (as described Section 1)
- 6) Supporting compliance with State/Territory requirements for licensing, inspection, monitoring, training, and health and safety (as described in Section 5)
- 7) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

- 8) Supporting providers in the voluntary pursuit of accreditation
- 9) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible.

Throughout this Plan, States and Territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, the quality set-aside funds. We recognize that for some areas, States and Territories may leverage other funds to support the quality improvement goals, which we encourage and support. For example, activities related to early learning and development guidelines may be supported by a combination of CCDF and education funding. States and Territories continue to have such flexibility.

7.1 Activities to Improve the Quality of Child Care Services

7.1.1 What are your overarching goals for quality improvement?

Please describe how the State/Territory selected these goals, including any data or the State/Territory-wide assessment of needs that identified the needs for quality improvement services

Overarching goals for quality improvement include increasing the number and percent of children in licensed and quality rated care, increasing the number of CCDF providers that participate in the QRIS, identifying and addressing areas of the State that lack high quality care, and furthering the development of standards and systems for professional development of the child care workforce. The goals relate to Lead Agency and State priorities that have been developed by both the agency and other external partners.

7.1.2 Check and describe which of the following specified quality improvement activities the State/Territory is investing in:

Developing, implementing or enhancing a tiered quality rating system. If checked, respond to 7.2. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

CCDF discretionary/quality funds are used to implement the State's voluntary Quality Rating and Improvement System, QRIS.

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

Regional and local partners leverage additional public and private resources and expend these funds to provide additional services and supports to programs participating in QRIS.

Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.3. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

CCDF discretionary/infant-toddler set aside funds are used to improve the quality of programs serving children zero to three years old through the Virginia Infant & Toddler Specialist Network (ITSN).

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

NA

Establishing or expanding a statewide system of CCR&R services as discussed in 1.7. If checked, respond to 7.4. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

Virginia uses CCDF discretionary funds to contract with Child Care Aware of Virginia to offer statewide CCR&R services and technical assistance for all child care providers, including school-age care providers. Technical assistance improves the quality of care and increases the knowledge of child care providers.

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

NA

Facilitating compliance with State/Territory requirements for inspection, monitoring, training, and health and safety standards (as described in Section 5). If checked, respond to 7.5. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

To facilitate compliance with Virginia's requirements for inspection, monitoring, training, and health and safety standards, CCDF quality/discretionary funds help to support:

- QRIS, which recognizes the State health and safety standards as foundational and requires health and safety compliance for all participating programs.
- ITSN's work with zero-to-three providers to increase health and safety awareness and build the capacity of programs to become licensed.
- Child Care Aware of Virginia to track subsidy vendor requirements.
- Health and safety training and a health and safety checklist used by the Virginia Infant & Toddler Specialist Network. Programs also have access to the Director's Toolbox and Family Child Care Toolkit. These documents help programs orient new staff and implement activities to support the awareness of and compliance with health and safety licensing standards.
- The Division of Licensing Programs (DOLP) also tracks licensing violations and conducts risk assessments.

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

State general funds are also used to support compliance with Virginia's requirements for inspection, monitoring, training, and health and safety standards.

Evaluating and assessing the quality and effectiveness of child care services within the State/Territory. If checked, respond to 7.6. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

CCDF matching, mandatory, and discretionary funds support staff that have among their responsibilities assessing the effectiveness of child care services.

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

State general fund dollars are also used to support staff that have among their responsibilities assessing the effectiveness of child care services.

Supporting accreditation. If checked, respond to 7.7. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

NA

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

NA

Supporting State/Territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. If checked, respond to 7.8. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

CCDF discretionary funds help support CSEFEL and ASQ coaching for providers serving infants and toddlers in follow-up to training.

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

Lead Agency staff members serve on a number of advisory boards for quality-related projects that are funded with private or local funds.

Other activities determined by the State/Territory to improve the quality of child care services, and for which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or entry into kindergarten is possible. If checked,

respond to 7.9. Indicate which funds will be used for this activity (check all that apply)

CCDF funds.

Describe CCDF funds (e.g., quality set-aside, infant-toddler set aside, etc.)

NA

Other funds.

Describe other funding sources (e.g., Race to the Top Early Learning Challenge, state or local funds, etc.)

NA

7.2 Quality Rating and Improvement System

7.2.1 Does your State/Territory have a quality rating and improvement system (QRIS)?

Yes, the State/Territory has a QRIS operating State/Territory-wide.

Describe how the QRIS is administered (e.g., state or locally administered such as through CCR&Rs) and provide a link, if available

The QRIS is administered through a public-private partnership between the Virginia Department of Social Services and the Virginia Early Childhood Foundation, working with eight contracted organizations that provide hands-on assistance in eight regions throughout the State.

Yes, the State/Territory has a QRIS operating as a pilot, in a few localities, or only a few levels but not fully operating State/Territory-wide.

Provide a link, if available

NA

No, but the State/Territory is in the development phase

No, the State/Territory has no plans for development

a) If yes, check all that apply to your QRIS.

Participation is voluntary

Participation is mandatory for providers serving children receiving subsidy.

If checked, describe the relationship between QRIS participation and subsidy (minimum rating required, participation at any level, etc.)

NA

- Participation is required for all providers
- Includes nationally-recognized accreditation as a way to meet/achieve QRIS rating levels

- Supports and assesses the quality of child care providers in the State/Territory
- Builds on State/Territory licensing standards and other State/Territory regulatory standards for such providers
- Embeds licensing into the QRIS.

Describe:

NA

- Designed to improve the quality of different types of child care providers and services
- Describes the safety of child care facilities
- Addresses the business practices of programs
- Builds the capacity of State/Territory early childhood programs and communities to promote parents' and families' understanding of the State/Territory's early childhood system and the ratings of the programs in which the child is enrolled
- Provides, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services.

If checked, please describe how these financial options link to responses in Section 4.3 related to higher payment rates tied to quality

NA

- Can be used to track trends in whether children receiving subsidy are utilizing rated care settings and level of rating

b) If yes, which types of settings or distinctive approaches to early childhood education and care participate in the State's/Territory's QRIS? Check all that apply.

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Early Head Start programs
- Head Start programs

- State pre-kindergarten or preschool program
- Local district supported pre-kindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Other.

Describe:

Military Child Care

7.2.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory.

Describe:

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

- Basic Health & Safety - Compliance with regulating authority
- Education & Qualifications (assessed by documentation)
- Curriculum and Assessment (assessed by documentation & observation)
- Interactions and Learning Environment (assessed by observation)

7.3 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

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

7.3.1 What activities are being implemented by the State/Territory to improve the supply (see also section 4) and quality of child care programs and services for infants and

toddlers?

Check all that apply and describe.

- Establishing or expanding high-quality community or neighborhood-based family and child development centers, which may serve as resources to child care providers in order to improve the quality of early childhood services provided to infants and toddlers from low-income families and to help eligible child care providers improve their capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families.

Describe:

NA

- Establishing or expanding the operation of community or neighborhood-based family child care networks.

Describe:

NA

- Providing training and professional development to promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers.

Describe:

The Virginia Infant & Toddler Specialist Network, operated by Child Development Resources and sponsored by the Lead Agency, offers statewide training for infant and toddler child care providers on topics such as the Program for Infant and Toddler Caregivers (PITC), health and safety, inclusion, early literacy, CSEFEL, and program management/leadership. Depending on the training, a pre- and post- knowledge measure is administered. Virginia Commonwealth University offers statewide training on CSEFEL and Ages & Stages Questionnaire (ASQ) to infant and toddler child care providers as part of a program sponsored by the Lead Agency.

- Providing financial incentives (including the use of grants and contracts as discussed in section 4) to increase the supply and quality of infant-toddler care.

Describe:

NA

- Providing coaching and/or technical assistance on this age group's unique needs from Statewide networks of qualified infant-toddler specialists.

Describe:

The Virginia Infant & Toddler Specialist Network, operated by Child Development Resources and sponsored by the Lead Agency, offers on-site consultation including mentoring and support using quality improvement plans. The program is assessed using Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R), or Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R). The goal of this statewide service for child care programs offering care to infants and toddlers is to improve the quality of care.

- Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.)

Describe:

NA

- Developing infant and toddler components within the State's/Territory's QRIS.

Describe:

QRIS includes infant and toddler components for children ages 0 to 36 months. Infant and toddler classes are measured for quality with document review as well as onsite observations using Infant Toddler Environmental Rating Scales, and the Infant CLASS and Toddler CLASS instruments when the program is at or working to obtain level four or five. A quality improvement plan (QIP) is developed with guidance from a mentor. Professional development support is provided to programs/providers and some support to purchase materials based on the goals and objectives of the QIP. Programs serving infants and toddlers are encouraged to engage with the Virginia Infant & Toddler Specialist Network for intensive on-site coaching.

- Developing infant and toddler components within the State's/Territory's child care licensing regulations.

Describe:

NA

- Developing infant and toddler components within the early learning and development guidelines.

Describe:

Virginia's *Milestones of Child Development* include child development indicators and

strategies designed to support the growth and development of young children from birth to kindergarten entry. Indicators, examples, and strategies are arranged in a gradual progression by approximate age range (i.e., birth to 18 months; 18 months to 36 months; 36 months to 48 months; 48 months to kindergarten entry). These age ranges are intentionally broad because young children's development is highly episodic; such flexibility permits variation within developmentally appropriate ranges.

Improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care.

Describe:

NA

Carrying out other activities determined by the State/Territory to improve the quality of infant and toddler care provided in the State/Territory, and for which there is evidence that the activities will lead to improved infant and toddler health and safety, infant and toddler cognitive and physical development, or infant and toddler well-being.

Describe:

NA

Other.

Describe:

Virginia Commonwealth University provides follow-up coaching on CSEFEL and ASQ to providers who attended its training on these topics. Also, Virginia Commonwealth University sponsors 10 child care providers each year to obtain the Virginia Infant Mental Health Endorsement. Both of these initiatives are sponsored by the Lead Agency. In addition, the workgroup that is conducting an assessment of needs of underserved areas and populations and that will make recommendations to the Lead Agency is specifically focusing on infants and toddler care needs. Infant and Toddler resource organizations and providers are serving on the workgroup.

7.3.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State's progress in improving the quality of child care programs and services in the State/Territory

Describe:

Measures include ITERS-R; FCCERS-R; a health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues); Infant/Toddler Environmental Checklist (an early literacy checklist consisting of five areas for evaluation using a Likert scale with 1=almost none and 4=numerous); verification of achievement of program goals; knowledge measures; provider self-assessment; before and after pictures; quantitative documentation of outcomes achieved; and a follow-up survey to assess provider use of acquired skills and strategies in their practice.

7.4 Child Care Resource & Referral

7.4.1 Describe the status of the child care resource and referral system

State/Territory has a CCR&R system operating State/Territory-wide.

Describe how the CCR&R system is operated, including how many agencies and if there is a statewide network and how the system is coordinated and if it is voluntary

The Lead Agency has a sole-source contract with Child Care Aware of Virginia (CCAVA) to provide statewide, comprehensive resource and referral services to families seeking child care or child development information; provide technical assistance for child care providers on professional development and program operations; and monitor and track unregulated subsidy provider requirements. This contract is being amended to comply with the requirements of the CCDBG Act of 2014. This is a voluntary resource and referral system for families and providers; however, all unregulated providers who receive subsidy funds are required to work with CCAVA to demonstrate compliance with Virginia's training and health requirements for CCDF subsidy funds.

CCAVA has a central office located in Richmond, Virginia, that handles all customer service inquiries (from the internet and the toll-free telephone number) and provides guidance to the five regional network offices. If needed, the requests are then delegated to one of five network offices located in the five VDSS Child Care regions: CCA of Central Virginia, CCA of Eastern Virginia, CCA of Western Virginia, CCA of Piedmont Virginia, and CCA of Northern Virginia. For providers who receive subsidy funds, the inquiries will be handled at the central office. The five regional network offices provide three levels of technical assistance (TA): Level I TA is provided by telephone, online, and virtual/print publications to a minimum of 15 percent of the regional provider database;

Level II TA is provided on-site either at the CCAVA regional office, or at the child care facility as a one-time session to approximately five percent of the regional Provider database; and Level III TA is provided at the child care facility for a series of two or more sessions to a minimum of five percent of the regional provider database. CCAVA also supports the Virginia Cross-Sector Professional Development Leadership Team and the five VCPD Regional Professional Development Consortia. Subrecipient monitoring of this sole-source contract is administered by the Lead Agency.

State/Territory has a CCR&R system operating in a few localities but not fully operating State/Territory-wide.

Describe:

NA

State/Territory is in the development phase

7.4.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

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

7.5 Facilitating Compliance with State Standards

7.5.1 What strategies does your State/Territory fund with CCDF quality funds to facilitate child care providers' compliance with State/Territory requirements for inspection, monitoring, training, and health and safety, and with State/Territory licensing standards?

Describe:

The State uses CCDF funds to pay for licensing inspectors to inspect licensed and/or regulated programs on State licensing standards. CCDF funds are also used to sub-contract with Child Care Aware of Virginia to track subsidy vendor requirements.

7.5.2 Describe the measures relevant to this activity that the State will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The State tracks licensing violations and their severity, as well as major shifts in non-compliance with subsidy vendors. A decrease in violations and a decrease in non-compliance will show improvement.

7.6 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

7.6.1 One of the purposes of the CCDBG Act of 2014 is to increase the number and percentage of low-income children in high-quality child care settings.

Describe how the State/Territory measures the quality and effectiveness of child care programs and services offered in the State/Territory, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the State/Territory evaluates that such programs positively impact children

QRIS assesses child care programs' attainment and maintenance of quality improvement standards beyond licensing compliance. Measures include ITERS-R; FCCERS-R; a health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues); Infant/Toddler Environmental Checklist (an early literacy checklist consisting of five areas for evaluation using a Likert scale with 1=almost none and 4=numerous); verification of achievement of program goals; knowledge measures; provider

self-assessment; before and after pictures; quantitative documentation of outcomes achieved; and a follow-up survey to assess provider use of acquired skills and strategies in their practice.

7.6.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The effectiveness of QRIS is measured by:

- Number of participating programs
- Number of programs that maintain or increase their assessed quality level over time

The effectiveness of ITSN is measured by:

- Number of participating programs
- ITERS-R and FCCERS-R
- Health and safety checklist for unlicensed programs
- Verification of goal attainment (from on-site TA)
- Infant/Toddler Environmental Checklist (from 1-2-3 READ! coaching)
- Pre- and post- knowledge measures and training self-assessments
- Before and after pictures
- Qualitative documentation of outcomes achieved

The effectiveness of CSEFEL and ASQ training and TA for infant and toddler providers is measured by:

- Pre- and post-training self-assessment
- Follow-up survey to assess use of acquired skills and strategies in their practice

7.7 Accreditation Support

7.7.1 Does the State/Territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?

Yes, the State/Territory has supports operating State/Territory-wide.

Describe the supports for all types of accreditation the State/Territory provides to child care centers and family child care homes to achieve accreditation

NA

Yes, the State/Territory has supports operating as a pilot or in a few localities but not

Describe:

NA

- No, but the State/Territory is in the development phase
- No, the State/Territory has no plans for development

7.7.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

NA

7.8 Program Standards

7.8.1 What other State/Territory or local efforts, if any, is the State/Territory supporting to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development?

Please describe:

Virginia is involved in a number of initiatives designed to support high-quality program standards around health, mental health, nutrition, physical activity, and physical development. These include: Let's Move!; Early Childhood Mental Health VA; AI's Caring Pals; Child Care Aware of Virginia; VA Partnership for Out-of-School Time; Commission on Youth; Virginia Oral Health Coalition; and USDA CAFPP.

In 2014, the Virginia Early Childhood Foundation (VECF), in partnership with four other State agencies and initiatives (Child Care Aware of Virginia; Virginia Foundation for Healthy Youth; Virginia Department of Health; and Virginia Department of Social Services), implemented a childhood obesity prevention initiative, funded through CDC/Nemours Health Systems. This project targeted program-level improvements in child nutrition and physical activity policies and practices through year-long learning communities called Early Care and Education Learning Collaboratives (ECELC).

The ECELC project provided professional development and resources to leadership teams from 71 child care programs reaching approximately 4,400 children in three communities: Richmond South, South Hampton Roads, and Virginia Peninsula. This training and technical assistance facilitated program-level staff education and improvement of policies and practices in the areas of breastfeeding support, nutrition improvement, increased children's physical activity, limited screen time, and reduced sugar-sweetened beverages. The project was re-funded for 2015 to engage an additional 50 programs, which will reach approximately 2,500 new children in two additional regions, again targeting staff education and program-level improvements in the areas of nutrition and physical activity.

As part of ECELC sustainability planning, a number of key Virginia state-level agencies/initiatives (DSS, CCAVA, VECF, VSQI, ITSN) have committed to ensuring that:

- Virginia's ECE pre-service and professional development providers will be trained and equipped to act as vehicles for delivering education to child care providers about best practices in the areas of child nutrition and physical activity, including information about the impact of obesity on children and identifying program-level policies and practices that support healthy trajectories for children in care.
- Statewide communications platforms that reach child care programs will include education and promotion of nutrition and physical activity best practices through email and newsletters directly to child care programs.

7.8.2 Describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving the quality of child care programs and services in the State/Territory

Describe:

The State plans to track statewide obesity prevention strategies, mental health initiatives, and nutrition efforts in child care programs through local level quality initiatives.

7.9 Other Quality Improvement Activities

7.9.1 List and describe any other activities the State/Territory provides to improve the quality of child care services and describe the measures relevant to this activity that the State/Territory will use to evaluate the State/Territory's progress in improving provider

preparedness, child safety, child well-being, or entry into kindergarten.

NA

8 Ensure Grantee Program Integrity and Accountability

Under CCDF, program integrity and accountability activities are grounded in the State/Territory's policies for implementing the CCDF program. For error rate activities, reviews are based on the State/Territory's own CCDF policies. The CCDBG Act of 2014 made sweeping changes to the program requirements. With these changes, the State/Territory has an opportunity to change their own policies to reduce the burden for participants and staff as they build in safeguards to maintain program integrity. For example, the new law focuses on eligibility requirements at the time of eligibility determination and allows for a minimum 12-month period of eligibility before redetermination, which lessens the need for participants to continually provide documentation. This, in turn, relieves the State/Territory from the burden of constantly "checking" on participants which can open the door for miscalculations, lost paperwork, and other errors.

Lead Agencies are required to have accountability measures in place to ensure integrity and to identify fraud or other program violations. These accountability measures should address administrative error, including unintentional agency error, as well as program violations, both unintentional and intentional. Violations may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

8.1 Program Integrity

8.1.1 Describe how the State ensures that their definitions for violations have been modified, staff trained, and program integrity procedures revised to reflect new requirements.

Describe:

Child Care Subsidy Program regulations (22 VAC 40-661) were updated to increase program accountability by providing a process to adjudicate fraud within the program by adding Intentional Program Violations and Administrative Disqualification Hearings to the program. As the Lead Agency promulgates regulations to ensure full compliance with the Act, changes will be made to ensure continued compliance with program integrity requirements.

8.1.2 Describe how the State/Territory ensures that all staff are informed and trained regarding changes made to its policies and procedures to reflect new CCDF requirements.

Check all that apply.

- Issue policy change notices
- Issue new policy manual
- Staff training
 - Orientations
 - Onsite training
 - Online training
- Regular check-ins to monitor implementation of the new policies.

Describe:

The Lead Agency's 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. Program monitoring includes the regular review of case management reports, financial reports, case records, and may include staff interviews.

Other.

Describe:

NA

8.1.3 Describe the processes the Lead Agency will use to monitor all sub-recipients, including those described in Section 1, such as licensing agencies, child care resource and referral agencies, and others with a role in administering CCDF.

The Lead Agency is responsible for ensuring effective internal controls over the administration of CCDF funds. 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.

Definition: "Subrecipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency (2 CFR 200.93). Two CFR Part 200, Subpart A provides additional information on contractors (which may be referred to as "vendors"). The description of monitoring must include, but is not limited to, a description of the written agreements used, a schedule for completing the tasks, a budget which itemizes categorical expenditures consistent with CCDF requirements and indicators or measures to assess performance. Additional items for discussion may include: fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, and monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified."

Describe:

All sub-recipients are monitored based on assessed risk, which takes into account the dollar amount of the agreement, previous track record, and potential for fraud. The Fiscal Unit within the Division of Child Care and Early Childhood Development (CCECD) acts as liaison between CCECD and the Lead Agency's Division of Finance (DOF). The Fiscal Unit manages CCECD'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 CCECD 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 identified deficiencies.

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 fund disbursement contracts are reviewed closely by the Lead Agency'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 are completed during the payment process by the CCECD'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 action plans are implemented.

Subsidy: Lead Agency staff members within CCECD 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. The Lead Agency's Regional Consultants follow a process outlined in an annual monitoring plan to ensure case accuracy and local department compliance. Program monitoring includes the regular review of case management reports, financial reports, case records, and may include staff interviews. Each Regional Consultant reviews a minimum of seven local departments annually. 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 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 Lead Agency's Regional Consultant. Upon receipt of the local department's CAP, the Lead Agency's Regional Consultant will

determine if it appropriately addresses all the findings cited. In addition, the Lead Agency's 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, classroom training is offered at least twice each year in each region, as well as online new worker training.

A sub-recipient monitoring plan is established annually for the subsidy program and quality initiatives/contracts. The sub recipient monitoring process for quality initiatives/contracts ensures the terms and conditions of contracts are being met and performance standards/outcomes of the contracts are being met or likely to be met. During on-site reviews the following elements are monitored:

- Organizational structure
- General terms and conditions
- Finance and accounting
- Personnel
- Project plan
- Participant files
- Project goal/strategy/activity
- Project overview

Virginia will continue to conduct Payment Accuracy reviews in accordance with the methodology provided by the Office of Child Care's Improper Payments Data Collection Instructions and the Virginia Record Review Worksheet and Fieldwork Preparation Plan as approved by the Office of Child Care. Findings from the Payment Accuracy reviews are shared with Subsidy Program staff for use in their ongoing sub recipient monitoring reviews of local departments of social services, ongoing corrective action with local departments, and policy updates. Subsidy training staff has utilized the ongoing results of improper payment analyses to develop and implement a new training course for local department child care workers (CCDC1110 - Reducing Child Care Case Management Errors) to strengthen the

accuracy of child care case management and to reduce payment errors. Virginia utilizes an automated program in JAVA/ORACLE (named Measuring Improper Authorization for Payments or MIAP) linked to VaCMS to randomly select the child care cases each month for improper payment review. Virginia selects a sample of at least 276 cases for review within a federal fiscal year.

8.1.4 Describe the activities the Lead Agency has in place to identify program violations and administrative error to ensure program integrity using the series of questions 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. Lead Agencies are required to have processes in place to identify fraud or other program violations.

a) Check which activities the Lead Agency has chosen to conduct to identify unintentional or intentional program violations.

Share/match data from other programs (e.g., TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))

Run system reports that flag errors (include types)

Describe:

NA

Review of enrollment documents, attendance or billing records

Conduct supervisory staff reviews or quality assurance reviews

Audit provider records

Train staff on policy and/or audits

Other.

Describe:

NA

None.

Describe what measures the Lead Agency plans to put in place to address program

integrity along with action steps and completion timelines:

NA

b) Check which activities the Lead Agency has chosen to conduct to 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) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))

Run system reports that flag errors (include types)

Describe:

NA

Review of enrollment documents, attendance or billing records

Conduct supervisory staff reviews or quality assurance reviews

Audit provider records

Train staff on policy and/or audits

Other.

Describe:

NA

None.

Describe what measures the Lead Agency plans to put in place to address program integrity along with action steps and completion timelines:

NA

8.1.5 Which activities (or describe under "Other") the Lead Agency will use to investigate and collect improper payments due to program violations or 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.

a) Check which activities (or describe under "Other") the Lead Agency will use for

unintentional program violations?

- Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

- Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts
- Recover through other means
- Establish a unit to investigate and collect improper payments.

Describe:

Each local department of social services is served by at least one fraud investigator who investigates allegations of fraud. If fraud or overpayment is established, the child care staff in local departments establishes and monitors a repayment agreement.

- Other.

Describe:

- None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to unintentional program violations, including action steps and completion timelines

NA

b) Check which activities the Lead Agency will use for intentional program violations or fraud?

- Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

- Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)
- Recover through repayment plans
- Reduce payments in subsequent months
- Recover through State/Territory tax intercepts

Recover through other means

Establish a unit to investigate and collect improper payments.

Describe composition of unit below

NA

Other.

Describe:

NA

None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to fraud, include action steps and completion timelines:

NA

c) Check which activities the Lead Agency will use for administrative error?

Require recovery after a minimum dollar amount in improper payment.

Identify the minimum dollar amount:

Coordinate with and refer to other State/Territory agency (e.g., State/Territory collection agency, law enforcement)

Recover through repayment plans

Reduce payments in subsequent months

Recover through State/Territory tax intercepts

Recover through other means

Establish a unit to investigate and collect improper payments.

Describe composition of unit below

NA

Other.

Describe:

Consistent with current practice for fraud and overpayment recovery, the department reverts misspent funds that resulted from administrative errors by reducing reimbursements to local departments of social services in subsequent months.

None.

Describe what measures the Lead Agency plans to put in place to address the investigation and recovery of misspent funds due to administrative error, including

action steps and completion timelines

NA

8.1.6 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

The Lead Agency is required to impose sanctions on clients and providers in response to fraud.

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, unless otherwise mandated by the court. A finding of child care fraud means the disposition of child care fraud by a State hearing officer or a court of appropriate jurisdiction. Recipients have the right to appeal decisions made about their eligibility for and the authorization of child care including, but not limited to, case approval, the determination of an overpayment or the amount of the overpayment. Appeal information is included on the service application and on the Notice of Action. An appeal may be requested orally or in writing. When the recipient appeals within 10 days of the effective date of the notice and payment for child care services is authorized, services may continue during the period of an appeal. If the appeal decision upholds the local department action, the recipient will be required to repay the sum of all services provided during the appeal process.

Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified:

Providers will be permanently disqualified from participating in the child care subsidy program upon the first finding of child care fraud. Disputes between the provider and VDSS regarding the payment for services or the finding of fraud may be appealed by the provider pursuant to the Virginia Administrative Process Act (Va. Code § 2.2-4000 et seq.)

Prosecute criminally

Other.

Describe:

NA