Child Care and Development Fund (CCDF) Plan
For
Virginia
FFY 2019-2021

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1 Define CCDF Leadership and Coordination with Relevant Systems

This section identifies the leadership for the CCDF program in each Lead Agency and the entities and individuals who will participate in the implementation of the program. It also identifies the stakeholders that were consulted to develop the Plan and who the Lead Agency collaborates with to implement services. In this section respondents are asked to identify how match and maintenance-of-effort (MOE) funds are identified. Lead Agencies explain their coordination with child care resource and referral (CCR&R) systems, and outline the work they have done on their disaster preparedness and response plans.

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)).Note: An amendment to the CCDF State Plan is required if the Lead Agency changes or if the Lead Agency official changes.

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

Identify the Lead Agency or joint interagency office designated by the state or 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)).

a) Lead Agency or Joint Interagency Office Information:

Name of Lead Agency: Virginia Department of Social Services

Street Address: 801 East Main Street, 15th Floor

City: Richmond

State: Virginia

ZIP Code: 23219-2901

Web Address for Lead Agency: http://www.dss.virginia.gov

b) Lead Agency or Joint Interagency Official Contact Information:

Lead Agency Official First Name: S. Duke

Lead Agency Official Last Name: Storen

Title: Commissioner

Phone Number: 804-726-7011

Email Address: Duke.Storen@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, or the person with responsibility for administering the state's or 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 the person with administrative responsibilities and include his or her contact information.

a) CCDF Administrator Contact Information:

CCDF Administrator First Name: Barbara

CCDF Administrator Last Name: Newlin

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

Phone Number: 804-726-7398

Email Address: Barbara.Newlin@dss.virginia.gov

Address for the CCDF Administrator (if different from the Lead Agency):

Street Address: 801 East Main Street, 3rd Floor

City: Richmond

State: Virginia

ZIP Code: 23219-2901

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

CCDF Co-Administrator First Name: None

CCDF Co-Administrator Last Name: None

Title of the CCDF Co-Administrator: None

Description of the role of the Co-Administrator: None

Phone Number: None

Email Address: None

Address for the CCDF Co-Administrator (if different from the Lead Agency):

Street Address: None

City: None

State: None

ZIP Code: None

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 public or private local agencies as long as it retains overall responsibility for the administration of the program (658D(b)). Administrative and implementation responsibilities undertaken by agencies other than the Lead Agency must be governed by written agreements that specify the mutual roles and responsibilities of the Lead Agency and other agencies in meeting the program requirements.

1.2.1 Which of the following CCDF program rules and policies are administered (i.e., set or established) at the state or territory level or local level? Identify whether CCDF program rules and policies are established by the state or territory (even if operated locally) or whether the CCDF policies or rules are established by local entities, such as counties or workforce boards (98.16(i)(3)). Check one.

- [x] All program rules and policies are set or established at the state or territory level. If checked, skip to question 1.2.2.
- [ ] 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.

1. Eligibility rules and policies (e.g., income limits) are set by the:
   - [ ] State or territory
   - [ ] Local entity (e.g., counties, workforce boards, early learning coalitions).

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

   - [ ] Other.

   Describe:

2. Sliding-fee scale is set by the:

- [ ] State or territory
- [ ] Local entity (e.g., counties, workforce boards, early learning coalitions).

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

- [ ] Other.

Describe:

3. Payment rates are set by the:

- [ ] State or territory
- [ ] Local entity (e.g., counties, workforce boards, early learning coalitions).

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

- [ ] Other.

Describe:

4. Other. List and describe other program rules and policies and describe (e.g., quality rating and improvement systems [QRIS], payment practices):

1.2.2 How is the CCDF program operated? In other words, which entity(ies) implement or perform these CCDF services? Check all that apply

a) Who conducts eligibility determinations?

- [ ] CCDF Lead Agency
- [ ] Temporary Assistance for Needy Families (TANF) agency
- [ ] Other state or territory agency
- [x] Local government agencies, such as county welfare or social services departments

- [ ] Child care resource and referral agencies
- [ ] Community-based organizations
- [ ] Other.

Describe

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

- [x] CCDF Lead Agency
- [x] TANF agency
- [ ] Other state or territory agency
- [x] Local government agencies, such as county welfare or social services departments
- [x] Child care resource and referral agencies
- [ ] Community-based organizations
- [x] Other.

Describe

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

c) Who issues payments?

- [x] CCDF Lead Agency
- [ ] TANF agency
- [ ] Other state or territory agency
- [ ] Local government agencies, such as county welfare or social services departments
- [ ] Child care resource and referral agencies
- [ ] Community-based organizations
- [ ] Other.

Describe

1.2.3 Describe the processes the Lead Agency uses to monitor CCDF administration and implementation responsibilities performed by other agencies as reported above in 1.2.2, including written agreements, monitoring and auditing procedures, and indicators or measures to assess performance of those agencies (98.16(b)). Note : The contents of the written agreement may vary based on the role the agency is asked to assume or type of project, but must include at a minimum, tasks to be performed, schedule for completing tasks, budget which itemizes categorical expenditures in accordance with CCDF requirements, and indicators or measures to assess performance (98.11(a)(3)).

- State budget letters to local departments of social services (LDSS) require administration of the Child Care Subsidy Program in accordance with VDSS and Subsidy Program requirements.
- Monthly monitoring by VDSS of LDSS Subsidy Program service levels and expenditures and other statistics. Reports are provided to the VDSS Executive Team and division/program leadership. Among the statistics monitored are:

1. Numbers of families and children served;
2. Number of families and children on a waitlist;
3. Cost to serve waitlist;
4. Actual expenditures;
5. Projected expenditures;
6. Over and under expenditure variances;
7. Case processing timeframes;
8. Percentage of children receiving child care subsidy served in licensed settings; and
9. Percentage of child care subsidy applications received through the CommonHelp online system.

- VDSS Regional Child Care Consultants assess compliance with program requirements by performing on-site reviews of LDSSs. Risk assessments are used to determine the frequency and extent of these reviews.
- Payment accuracy (improper payment) reviews in accordance with Federal CCDF Regulation §98.100, Error Rate Report.
- Performance requirements are included in contracts, with required monthly, quarterly and annual reporting on these performance requirements. Contractors are also required to submit an annual financial audit completed by an external auditor.
- Risk assessments are conducted for contracts and, depending on risk assigned, either desk reviews and/or on-site monitoring are conducted each year.
- From performance information provided by contractors associated with Virginia Quality

(QRIS), VDSS monitors the percentage of the eligible provider universe that participates in the quality rating system.

1.2.4 Lead Agencies must assure that, to the extent practicable and appropriate, any code or software for child care information systems or information technology for which a Lead Agency or other agency expends CCDF funds to develop must be made available on request to other public agencies, including public agencies in other States, for their use in administering child care or related programs (98.15(a)(11)).

Assure by describing how the Lead Agency makes child care information systems available to public agencies in other states to the extent practicable and appropriate.

Lead Agency contracts for child care information systems development include clauses that reference the ownership and transfer of code when CCDF funds are used. The Lead Agency has an established transfer agreement template approved by the Office of the Attorney General to address other state/public agency requests. The requesting state signs the template document, and returns it to the Lead Agency for final approval and signature.

1.2.5 Lead Agencies must have in effect policies to govern the use and disclosure of confidential and personally identifiable information about children and families receiving CCDF assistance and child care providers receiving CCDF funds (98.15(b)(13)).

Certify by describing the Lead Agency's policies related to the use and disclosure of confidential and personally identifiable information.

- VDSS has comprehensive policies and training requirements that govern the use and disclosure of confidential and personally identifiable information (PII).
- The VDSS “Privacy Policy and Program Manual” creates a prescriptive set of processes and procedures, aligned with applicable federal and Commonwealth of Virginia (COV) Information Technology (IT) security policy and standards.
- This policy applies to all individuals (VDSS employees, LDSS employees, contractors,

vendors, volunteers, student interns, work experience personnel, and other persons and organizations including the Virginia Department of Medical Assistance Services [DMAS]) who have a need to use VDSS-sponsored Internet, email, other electronic communications, VDSS-related information, or information processing systems.

- All VDSS and LDSS staff sign a statement acknowledging receipt of the manual.
- All VDSS and LDSS staff must successfully pass annual security training reinforcing the ways personally identifiable data should be collected, disseminated and protected.
- As regards privacy-enhanced system design and development:

1. VDSS project managers, developers, contractors, and users are required to design information systems that support privacy functions with automated privacy controls.
2. To the extent feasible, VDSS employs technologies and system capabilities that automate privacy controls on the collection, use, retention, and disclosure of PII.

- As regards minimization of personally identifiable information, VDSS:

1. Identifies the minimum PII elements that are relevant and necessary to accomplish the legally authorized purpose of collection;
2. Uses the Virginia Case Management System (VaCMS) to limit the collection and retention of PII for agency programs to the minimum elements identified, for the purposes described in the notice, and for which the individual has provided consent;
3. Conducts an initial evaluation of PII holdings, and periodically reviews the holdings, within every 365 days, to ensure that only PII identified in the notice is collected and retained, and that the PII continues to be necessary to accomplish the legally authorized purpose, as part of a Data Classification Review; and
4. Uses tools like Oracle Audit Vault to redact, de-identify, or mask specified PII to reduce risk resulting from disclosure.

1.3 Consultation in the Development of the CCDF Plan

The Lead Agency is responsible for developing the CCDF plan, which serves as the application for a 3-year implementation period. As part of the Plan development process, Lead Agencies must consult with the following:

(1) Appropriate representatives of units of general purpose local government-(658D(b)(2); 98.10(c); 98.12(b); 98.14(b)). General purpose local governments are defined by the U.S. Census at https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf.

(2) The State Advisory Council (SAC) on Early Childhood Education and Care (pursuant to 642B(b)(I)(A)(i) of the Head Start Act) (658E(c)(2)(R); 98.15(b)(1)) or similar coordinating body pursuant to 98.14(a)(1)(vii).

(3) Indian tribe(s) or tribal organization(s) within the state. This consultation should be done in a timely manner and at the option of the Indian tribe(s) or tribal organization(s) (658D(b)(1)(E)).

Consultation
involves meeting with or otherwise obtaining input from an appropriate agency in the development of the state or territory CCDF Plan. Describe the partners engaged to provide services under the CCDF program in question 1.4.1.

1.3.1 Describe the Lead Agency's consultation in the development of the CCDF plan.

a) Describe how the Lead Agency consulted with appropriate representatives of general purpose local governments.

The Lead Agency maintains regular contact with appropriate representatives of general purpose local governments, primarily through the Virginia League of Social Services Executives' (VLSSE) Child Care Committee. VLSSE is a professional organization comprised of the executive leadership of 120 local departments of social services in the state. The Manager of the Child Care Subsidy Program and other staff meet monthly with VLSSE committees, regularly discussing CCDBG and CCDF related issues and soliciting Committee recommendations on approaches. VLSSE representatives also received a link to the initial preplan document and were invited to provide early comments. In addition, the CCDF Administrator meets with local directors of social services twice each year in regional meetings around the state. Consultation with these groups is a continuous process that does not start and stop with the plan development timeframe. Discussions and input address such topics as 12-month eligibility, graduated exit, provider reimbursement rates, program eligibility criteria, payment error rates and training for local workers and child care providers. Links to the preprint and the draft plan were also provided to VLSSE with requests for comments and recommendations. This input is analyzed and considered by Lead Agency staff in the drafting of program regulations and guidelines as well as the CCDF plan.

b) Describe how the Lead Agency consulted with the State Advisory Council or similar coordinating body.

Virginia does not have a designated State Advisory Council at this time. In light of this, the Lead Agency discussed elements of the plan with the Virginia League of Social Services Executives' Child Care Committee as indicated in a) above. The Plan Preprint was shared early in the development process with other entities for input, including Child Care Aware of Virginia and staff/facilitators of the State's School Readiness Committee, with these entities also provided with a link to the draft Plan and requested to provide comments and recommendations. Lead Agency staff responsible for drafting sections of the plan analyzed and considered input received in the drafting of the CCDF plan.

c) Describe, if applicable, how the Lead Agency consulted with Indian tribes(s) or tribal organizations(s) within the state. Note: The CCDF regulations recognize the need for States to conduct formal, structured consultation with Tribal governments, including Tribal leadership. Many States and Tribes have consultation policies and procedures in place.

Virginia has seven federally-recognized Indian tribes. Six of the tribes were fairly recently recognized. Letters were sent from the Lead Agency to the tribal leaders to communicate about the Plan and invite tribe input at the early stage of plan development. A copy of the preprint document was shared, along with a link to Virginia's 2016 - 2018 Plan. A limited response was received.

d) Describe any other entities, agencies, or organizations consulted on the development of the CCDF plan.

Groups with an interest in child care were made aware of the Preprint and the draft Plan and asked for their review and input, such as:

- Virginia Head Start State Collaboration Office and Early Head Start Child Care Partnership Grantees
- Virginia Partnership for Out-of-School Time
- Virginia Cross Sector Professional Development Leadership Team
- Child and Adult Care Food Program
- Virginia Preschool Initiative
- Early Childhood Mental Health Virginia
- Child Care Aware of Virginia
- Virginia Quality (Virginia's quality rating and improvement system)
- Virginia Early Childhood Foundation

- Early Impact Virginia (Virginia's home visiting consortium)
- Project HOPE (Homeless Education)
- Virginia Community College System
- Infant and Toddler Specialist Network
- Local Workforce Development Offices across the state
- Virginia Departments of Health, Behavioral Health, Education, Employment, Labor and Industry, and Small Business and Supplier Diversity
- Other stakeholder groups, including those representing child care providers

Input received, especially in response to the draft plan, was analyzed by Lead Agency staff and considered in the drafting of the CCDF plan.

1.3.2 Describe the statewide or territory-wide public hearing process held to provide the public with an opportunity to comment on the provision of child care services under this Plan (658D(b)(1)(C); 98.16(f)).

Reminder:
Lead Agencies are required to hold at least one public hearing in the state or territory, with sufficient statewide or territory-wide distribution of notice prior to such a hearing to enable the public to comment on the provision of child care services under the CCDF Plan. At a minimum, this description must include:

a) Date of the public hearing. 04/16/2018

Reminder: Must be no earlier than January 1, 2018, which is 9 months prior to the October 1, 2018, effective date of the Plan. If more than one public hearing was held, please enter one date (e.g. the date of the first hearing, the most recent hearing or any hearing date that demonstrates this requirement).

b) Date of notice of public hearing (date for the notice of public hearing identified in (a). 03/02/2018

Reminder: Must be at least 20 calendar days prior to the date of the public hearing. If more than one public hearing was held, enter one date of notice (e.g. the date of the first notice, the most recent notice or any date of notice that demonstrates this requirement).

c) How was the public notified about the public hearing? Please include specific website links if used to provide notice.

The public was notified about the online comment period and five public hearings through numerous means of communication:

- VDSS public website announcement, http://www.dss.virginia.gov/ccecd/
- Several stakeholder email distributions, where the Lead Agency requested the information be forwarded to the stakeholders' constituents
- Advertisements in eight different newspapers, to achieve statewide notification
- Commonwealth Calendar (a statewide public meeting resource) event postings, https://commonwealthcalendar.virginia.gov/
- VDSS (Fusion) broadcast, through which information is communicated to both VDSS and the 120
- LDSS, https://fusion.dss.virginia.gov/broadcasts/article/739/comments-requested-on-state-child-care-plan-for-ffy-2019-through-ffy-2021
- Child Care Microsite announcement under What's New/What's Happening?, http://childcareva.com/
- Subsidy Contacts listserv announcement to LDSS child care staff
- Other miscellaneous listserv and email distributions by VDSS staff, as appropriate

d) Hearing site or method, including how geographic regions of the state or territory were addressed. There was online access to the Draft Plan and web-based comment process where individuals were able to provide comments on the Plan 24/7. The online comment form was available April 11-27, 2018 and responses were stored in a Google database and exported to Excel for further analysis. Five, on-site public hearings were held in different locations around the state (one in each VDSS region): April 16, Central Region (Richmond, VA); April 18, Northern Region (Warrenton, VA); April 20, Eastern Region (Norfolk, VA); April 23, Western Region (Abingdon, VA); April 24, Piedmont Region (Roanoke, VA).

e) How the content of the Plan was made available to the public in advance of the public hearing. (e.g. the Plan was made available in other languages, in multiple formats, etc.) A link to the draft Plan was posted on the Lead Agency's public website Early Childhood Development page, http://www.dss.virginia.gov/ccecd/. A link to the Lead Agency's public website Early Childhood Development page, http://www.dss.virginia.gov/ccecd/, was imbedded in a public comment announcement on the Child Care microsite, http://childcareva.com/, in the What's New/What's Happening? page. Announcement icons from the Home and Community pages directed individuals to the What's New page. Emails to stakeholder groups, including LDSSs, provider groups, other state agencies, etc., provided the link to the draft Plan. Newspaper ads provided the link to the draft Plan. Hard copy flyers distributed to the Directors of 120 LDSSs provided the link to the draft Plan.

f) How was the information provided by the public taken into consideration regarding the provision of child care services under this Plan? Information was summarized and categorized for Lead Agency review. Lead Agency teams reviewed the public comments and recommended changes. Selected changes were made to the Plan prior to final

management review. All original responses were printed and retained in hard copy format. Original online and email submissions were retained in electronic format.

1.3.3 Lead Agencies are required to make the submitted and final Plan, any Plan amendments, and any approved requests for temporary relief (i.e., waivers) publicly available on a website (98.14(d)). Please note that a Lead Agency must submit Plan amendments within 60 days of a substantial change in the Lead Agency's program. (Additional information may be found here: https://www.acf.hhs.gov/occ/resource/pi-2009-01)

a) Provide the website link to where the Plan, any Plan amendments, and/or waivers are available. Note: A Plan amendment is required if the website address where the Plan is posted is changed.

http://childcareva.com/

b) Describe any other strategies that the Lead Agency uses to make the CCDF Plan and Plan amendments available to the public (98.14(d)). Check all that apply and describe the strategies below, including any relevant website links as examples.

☑ Working with advisory committees.

Describe:

At pertinent committee meetings, including groups and committees listed in Section 1.3.1, Lead Agency staff members share the Plan as requested.

☐ Working with child care resource and referral agencies.

Describe:

☐ Providing translation in other languages.

Describe:

☐ Sharing through social media (e.g., Twitter, Facebook, Instagram, email).

Describe:

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

Describe:

- The Lead Agency publishes the final Plan on the VDSS public site as well as the child care microsite, where parents and providers visit on a regular basis.
- The final Plan is sent (via a link) to the Subsidy, LDSS Child Care Worker, and Interested Parties ListServs, the latter of which includes provider and parent groups.

☐ Other.

Describe:

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

Lead Agencies are required to describe how the state or 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. This includes programs for the benefit of Indian children, infants and toddlers, children with disabilities, children experiencing homelessness, and children in foster care (98.14(a)(1)).

1.4.1 Describe how the Lead Agency coordinates the provision of child care services with the following programs to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services that meet the needs of working families (658E(c)(2)(O); 98.12(a); 98.14(a)).

This list includes agencies or programs required by law or rule, along with a list of optional partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services.

Include in the descriptions 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 the quality of services for infants and toddlers through school-age children;
-- linking comprehensive services to children in child care or school age settings; or

-- developing the supply of quality care for vulnerable populations (as defined by the Lead Agency) in child care and out-of-school time settings

Check the agencies or programs the Lead Agency will coordinate with and describe all that apply.

☑ (REQUIRED) Appropriate representatives of the general purpose local government, which can include counties, municipalities, or townships/towns.

Describe the coordination goals and process:

- 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 provides ongoing feedback and recommendations on state responses to the CCDBG and the State Plan.
- Presentations are 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.
- The 120 local departments of social services are working closely with families toward such goals asproviding 12-month continuity of care, smoothing transitions for families by offering graduated exit from the Child Care Subsidy Program and case transfers between localities without a break in service, ensuring children with special needs are better served by offering vendor payment rates that can double the standard rate, providing a smoother application process for families who may be experiencing homelessness, and offering wrap-around child care for Head Start families.

☑ (REQUIRED) State Advisory Council on Early Childhood Education and Care (or similar coordinating body) (pursuant to 642B(b)(I)(A)(i) of the Head Start Act).

Describe the coordination goals and process:

- Virginia does not have a designated "State Advisory Council" at this time; however,a School Readiness Committee is charged with addressing the development and alignment of an effective professional development and credentialing system for the early childhood education workforce in the Commonwealth.
- The Commissioner of the Lead Agency serves on the School Readiness Committee and Lead Agency staff members serve on its subcommittees.
- The Lead Agency works with the School Readiness Committee to put policies, standards, and governance in place that will lead to better child outcomes (e.g. children ready for kindergarten and prepared for advanced learning), with a focus on children birth to age eight.

☑ Check here if the Lead Agency has official representation and a decision-making role in the State Advisory Council or similar coordinating body.

☑ (REQUIRED) Indian tribe(s) and/or tribal organization(s), at the option of individual tribes.

Describe the coordination goals and process, including which tribe(s) was consulted:

- In January 2016, the Pamunkey Indian Tribe became the first Native American tribe in Virginia to be recognized by the federal government. Since then, an additional six tribes were recognized in January 2018:

1. Chickahominy
2. Eastern Chickahominy
3. Upper Mattaponi
4. Rappahannock
5. Nansemond
6. Monacan

- Virginia's seven Indian tribal leaders were sent letters informing them about the CCDF State Plan and state child care programs, requesting tribal input in state plan development.
- The Lead Agency will continue to reach out to tribal leaders in an effort to partner together to improve child care quality and accessibility for all children.

☐ N/A-There are no Indian tribes and/or tribal organizations in the State.

☑ (REQUIRED) State/territory agency(ies) 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 and Part B, Section 619 for preschool).

Describe the coordination goals and process:

- The Lead Agency collaborates with the Virginia Department of Education's (VDOE) Early Childhood Special Education (IDEA Part B) and the Virginia Department of Behavioral Health and Developmental Services' (DBHDS) Early Intervention (IDEA Part C) on committees such as the Head Start Collaboration Office advisory council, Virginia Cross-Sector Professional Development Team, Early Impact (home visiting), and other organizations to ensure state alignment of goals, to leverage professional development resources, and to network to improve child care for all children.
- The Child Care Subsidy Program works with VDOE-PartB and DBHDS-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. Subsidy vendors who care for children with special needs are allowed higher payment rates for serving children in the Subsidy Program with special needs.

- The Virginia Cross Sector Professional Development (VCPD) Team provides professional development opportunities for trainers and providers on inclusion strategies for working with children of all abilities, including children experiencing risk factors.
- Lead Agency staff serves on a state team that is receiving national technical assistance to develop a statewide professional development system to incorporate inclusion strategies in order to educate child care providers on how to work with children who have different abilities.
- Early intervention and special education staff will continue to serve on various task forces to maintain the alignment of quality standards.

☑ (REQUIRED) State/territory office/director for Head Start state collaboration.

Describe the coordination goals and process:

- The Lead Agency hosts the Head Start State Collaboration Office (HSSCO),which facilitates communication and problem-solving between the local Head Start grantees and state agencies and represents Head Start on numerous councils and committees.
- 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 HSSCO will continue to be included on technical assistance and standards development task forces that align and enhance the quality of services to link comprehensive services for children.

☑ (REQUIRED) State agency responsible for public health, including the agency responsible for immunizations.

Describe the coordination goals and process:

- 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 preservice training, Medication Administration Training, and obesity prevention activities.
- Lead Agency staff serve on the Virginia Early Dental Health Action Team and the Perinatal Infant Oral Health Quality Improvement Expansion Grant project advisory board to coordinate the education of child care providers on the importance of dental health habits.
- 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 serves on the work group developing the statewide child

care disaster plan.

☑ (REQUIRED) State/territory agency responsible for employment services/workforce development.

Describe the coordination goals and process:

- Lead Agency websites include information about the Virginia Employment Commission and its services.
- 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.

☑ (REQUIRED) State/territory agency responsible for public education, including prekindergarten (preK).

Describe the coordination goals and process:

- The Lead Agency and the Virginia Department of Education (VDOE) work jointly on projects of mutual interest. Both agencies are members of the School Readiness Committee and Virginia Cross-Sector Professional Development Team, allowing for ongoing dialog on the development and implementation of initiatives related to early care and education workforce professional development .
- VDOE partners with the Lead Agency to continue the strategic growth and standards revisions to components of Virginia Quality, Virginia's quality rating and improvement system, and implementation of Virginia's preschool development grant.
- To maximize outcomes as a result of several directives included in the 2018 State Appropriations Act, the Lead Agency and VDOE are working together to ensure coordinated efforts related to CLASS, evidence based curricula and professional development, and kindergarten readiness assessment.
- The Lead Agency partnered with VDOE on expulsion and suspension prevention best practice recommendations and will continue to work together to inform early education practitioners about new research and teaching strategies.

☑ (REQUIRED) State/territory agency responsible for child care licensing.

Describe the coordination goals and process:

- The Division of Licensing - Children's Programs is a part of the Virginia Department of Social Services; is responsible for child care licensing, including the inspection of subsidy providers; and is actively involved in State Plan development and implementation. Division activities directly related to CCDF coordination include:

1. Drafting, supporting and implementing legislation relating to fingerprint background checks and barrier crimes and the inspection of unlicensed subsidy providers;
2. Participating in federal technical assistance meetings and conference calls;
3. Providing input on automated system and regulatory changes necessary to achieve federal compliance;
4. Drafting content for the State Child Care Plan;
5. Serving on workgroups drafting health and safety standards, inspection procedures and group size standards;
6. Assisting with ongoing redesigning of the state child care website; and
7. Participating in VDSS planning and operations meetings as well as federal site visits.

- This work will continue with structured, joint planning sessions and meetings to leverage resources; will ensure smooth coordinated program and process operations; and will enhance supports, services and communications with child care providers and families.

☑ (REQUIRED) State/territory agency responsible for the Child and Adult Care Food Program (CACFP) and other relevant nutrition programs.

Describe the coordination goals and process:

- The Virginia Department of Health administers the CACFP for at-risk populations and this includes families the Lead Agency serves. VDSS is working with VDH to expand the CACFP program to additional child care programs, embedding education and contact information specific to CACFP in subsidy management training services and ensuring that new provider orientation sessions address CACFP. This is a step toward more comprehensive services and enhanced quality of care for vulnerable populations.
- The Lead Agency also provides technical assistance for the CACFP application as an incentive for providers participating in the Lead Agency's Shared Services Network for Family Day Home Providers pilot project.

☑ (REQUIRED) McKinney-Vento state coordinators for homeless education and other agencies providing services for children experiencing homelessness and, to the extent practicable, local McKinney-Vento liaisons.

Describe the coordination goals and process:

- The McKinney-Vento State Coordinator serves on various Lead Agency child care workgroups.
- The Coordinator assisted with a needs assessment to identify underserved areas of the state (which looked at quality child care, infant and toddler child care, non-

standard hours of care, and care for children with special needs) and formulated strategies to address these areas; and participated in the development of a statewide child care disaster plan.

- The Coordinator worked with the Lead Agency to develop a training module for local departments of social services staff on outreach to homeless families, as well as resource materials and training for providers.
- The Coordinator developed a webinar on characteristics and appropriate assistance for families who may be experiencing homelessness and this webinar is posted on the Lead Agency's website.

☑ (REQUIRED) State/territory agency responsible for the Temporary Assistance for Needy Families program.

Describe the coordination goals and process:

- The Virginia Department of Social Services administers the TANF program.
- It is the goal of the Child Care Subsidy and TANF programs to align services to the extent possible to assure that child care services can be easily accessed by TANF recipients.
- Child Care and TANF policy staff and program managers routinely collaborate to asure that policies for both programs are aligned, wherever possible.
- A TANF policy staff member is a member of the Child Care Policy Guidance Committee.
- The Lead Agency will continue to explore common needs and work together to meet those needs, especially as they relate to TANF families as well as children and families transitioning off TANF.
- TANF families are a priority for the Child Care Subsidy Program, with serving eligible TANF families articulated by the Lead Agency as a mandate.

☑ (REQUIRED) Agency responsible for Medicaid and the state Children's Health Insurance Program.

Describe the coordination goals and process:

- Citizens can apply for Medicaid and FAMIS, the state Children's Health Insurance Program, by visiting a local department of social services, mailing an application to social services or applying online through CommonHelp, the Lead Agency's online application system.
- The Lead Agency and Department of Medical Assistance Services (DMAS) coordinate to ensure that case records for both Medicaid and Child Care Subsidy are appropriately maintained within the Virginia Case Management System.
- The Child Care Subsidy Program makes available a "Family Resource Reference Guide," which includes information about Medicaid, throughthe Lead Agency's website.
- The Lead Agency and DMAS will continue to explore common needs and work together to meet those needs.

☑ (REQUIRED) State/territory agency responsible for mental health

Describe the coordination goals and process:

- Lead Agency staff members serve on the Early Childhood Mental Health Virginia (ECMHV) advisory committee. This committee developed a statewide training certificate program on early childhood mental health for providers and partners with cross-sector early childhood colleagues to educate practitioners on mental health issues for young children.
- Mental health competencies for early childhood professionals will be included in the state's revision of *Competencies for Early Childhood Professionals*.

☑ (REQUIRED) Child care resource and referral agencies, child care consumer education organizations, and providers of early childhood education training and professional development.

Describe the coordination goals and process:

- The Lead Agency contracts with Child Care Aware of Virginia (CCA-VA), Virginia's child care resource and referral agency, to:

1. provide comprehensive referral services to families,
2. provide technical assistance on quality care to families and providers and professional development guidance to providers,
3. assist unlicensed providers wishing to become Child Care Subsidy Program vendors, and
4. track requirements compliance of the unlicensed providers that receive subsidy funds.

- During this next Plan cycle, CCA-VA will provide more technical assistance and consumer education to families, leverage beneficial private-public partnerships, provide training on disaster preparedness, work with unlicensed providers as the first step to becoming licensed, and provide information outreach to vulnerable populations.
- CCA-VA assists with increasing the supply of quality child care and provides technical assistance to providers on business management and shared resources. The organizations will work closely together to reach greater numbers of providers with quality child care messaging.
- CCA-VA participates in the Virginia Cross-Sector Professional Development Team, Early Childhood Mental Health Virginia (ECMHV) and other relevant groups and is an integral partner in implementing the CCDF State Plan.
- The Lead Agency also works with other training and education partners to coordinate professional development standards and quality, including:

1. Virginia Cross-Sector Professional Development
2. Virginia Quality
3. Infant and Toddler Specialist Network
4. Community College Workforce Alliance
5. Virginia Community College System's Early Childhood Development Peer Group
6. Virginia Cooperative Extension office
7. Infant and Toddler Connection
8. Virginia Department of Education's Special Education Training and Technical Assistance
9. Head Start

- The Lead Agency will continue to work with CCA-VA and the other partners to meet current and emerging needs in professional development for providers, as well as subsidy requirements.

☑ (REQUIRED) Statewide afterschool network or other coordinating entity for out-of-school time care (if applicable).

Describe the coordination goals and process:

- The Virginia Partnership for Out-of-School Time (VPOST)is a statewide public-private partnership focused on developing and expanding services during out-of-school hours to school-age children and youth in the Commonwealth of Virginia.
- VPOST focuses on refining best practices, setting standards of high quality care for all children in out-of-school time, and facilitating professional development for practitioners serving this age group.
- Lead Agency staff serves in leadership positions on VPOST to help align early childhood and school-age care quality standards. VPOST serves as the official state affiliate to the National Afterschool Alliance.
- The Lead Agency provides support to VPOST with printing materials for the annual summit and meeting space.
- The VPOST Executive Director is invited to participate on relevant work groups for the Lead Agency.

☑ (REQUIRED) Agency responsible for emergency management and response.

Describe the coordination goals and process:

- The Virginia Department of Emergency Management (VDEM) works with local government, state and federal agencies and voluntary organizations to provide emergency management resources and expertise.
- A VDEM representative is one of 15 individuals serving on the Virginia Statewide Child Care Disaster Plan Work Group which develops the statewide child care disaster plan. The disaster plan provides guidance and procedures for ensuring compliance with the Child Care and Development Block Grant Act to ensure a

coordinated effort for the continuation of child care programs during and after a disaster or emergency event. The Work Group also makes recommendations for continuing improvements and enhancements to the disaster plan.

- The Lead Agency facilitates the disaster plan work group. The work group carried out its responsibilities through face-to-face meetings, research, completion of worksheets, providing comments and edits on drafts, and telephone communications as needed.

The following are examples of optional partners a state might coordinate with to provide services. Check all that apply.

☑ State/territory/local agencies with Early Head Start - Child Care Partnership 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.
- 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.
- The Lead Agency reserves a pool of Child Care Subsidy Funds earmarked for children served by partnership grant programs.
- The Head Start State Collaboration Office Director, a Lead Agency employee, is an integral consultant for the EHS-CC partnership grants in Virginia.

☑ State/territory institutions for higher education, including community colleges

Describe

- The Lead Agency contracts with the workforce development arm of two community colleges within the Virginia Community College System (Community College Workforce Alliance) to provide and revise online and classroom 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 improve the quality of child care.
- A Lead Agency staff member is collaborating with 2- and 4-year college faculty to revise Virginia's *Competencies for Early Childhood Professionals* through a subgroup of the School Readiness Committee.

- James Madison University (JMU), Virginia Commonwealth University (VCU)and Old Dominion University (ODU) conduct research and provide reports, training and assessment information to inform Virginia work on child care quality.
- A contract with VCU/VCPD provides a coordinator to organize a faculty institute held annually to help with the development of a comprehensive professional development system.
- The Lead Agency is working with the University of Virginia (UVA) on a curriculum and kindergarten readiness assessment pilot project.
- These efforts contribute to the overall improved knowledge and sustained continuous learning of providers, which will positively impact child care quality.

☑ Other federal, state, local, and/or private agencies providing early childhood and school-age/youth-serving developmental services.

Describe

The Lead Agency collaborates with VDOE-Special Education, VDBHDS-Early Intervention and VCPD to be sure the availability of developmental services are communicated to families, providers and trainers.

☑ State/territory agency responsible for implementing the Maternal and Child Home Visitation programs grant.

Describe

Early Impact, Virginia's 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 Early and Periodic Screening, Diagnostic, and Treatment.

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 child welfare.

Describe

- The Virginia Department of Social Services, the Lead Agency for CCDF, is also responsible for child welfare. Child welfare programs are directed by the Division of Family Services.
- Divisions within the Lead Agency cooperate in such areas as prevention, sharing of information related to cases of child abuse and neglect,and child care provider requirements.
- The Lead Agency will continue to explore common needs and the respective divisions will work together to meet those needs.

☑ State/territory liaison for military child care programs.

Describe

- A Department of Defense (DoD) representative is a member of Virginia's QRIS Think Tank which is revising the goals and objectives of Virginia's Quality Rating and Improvement System.
- The Lead Agency has worked with specific military bases to establish agreements surrounding subsidy program inspections.
- The Lead Agency, DoD and branch military representatives are participating in joint discussions relating to expansion of Virginia Quality services to better serve children of military families.

☑ 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 issues associated with the legislation and to identify responding groups' positions. Information is shared with decision makers to ensure that parties impacted by legislation have an opportunity to comment on the respective measures.
- Lead Agency staff serves with provider group members on the School Readiness Committee, providing numerous opportunities for the exchange of information, ideas and recommendations.
- The Lead Agency's Family Day Home Shared Services Network pilot project is working directly with the Virginia Alliance of Family Child Care Associations.
- Workshops and resource information are provided at the Virginia Association for the Education of Young Children and Virginia Partnership for Out-of-School Time events, as well as Virginia Cross-Sector Professional Development conferences.

☑ 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.
- The Lead Agency will continue to explore common needs and work together to meet those needs.

☑ 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.
- The Lead Agency will continue to explore common needs and work together to meet those needs.

1.5 Optional Use of Combined Funds, CCDF Matching and Maintenance-of-Effort Funds

Optional Use of Combined Funds:
States and territories have the option to combine CCDF funds with any program identified as required in 1.4.1. These programs include those 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, children experiencing homelessness, 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 to expand and/or enhance services for infants, toddlers, preschoolers and school-age children and families to allow for the delivery of comprehensive 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 a 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 Program Performance Standards or state/territory prekindergarten requirements in addition to state/territory child care licensing requirements.

As a reminder, CCDF funds may be used in collaborative efforts with Head Start 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 CCDF is strongly encouraged by sections 640(g)(1)(D) and (E); 640(h); 641(d)(2)(H)(v); and 642(e)(3) of the Head Start Act in the provision of full working day, full calendar year comprehensive services. To implement such collaborative programs, which share, for example, space, equipment, or materials, grantees may layer several funding streams so that seamless services are provided (Policy and Program Guidance for the Early Head Start ' Child Care Partnerships:

https://www.acf.hhs.gov/sites/default/files/occ/acf_im_ohs_15_03.pdf
).

1.5.1 Does the Lead Agency choose to combine funding for CCDF services for any required early childhood program (98.14(a)(3))?

- [ ] No (If no, skip to question 1.5.2)
- [x] Yes. If yes, describe at a minimum:

a) How 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.

b) Which funds you will combine

CCDF and TANF

c) Your purpose and expected outcomes for combining funds, 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

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

d) How you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?

- The Lead Agency executes a transfer of TANF funds at the State level.
- Local departments of social services receive CCDF allocations from the Lead

Agency, with which they serve eligible families.

e) How are the funds tracked and method of oversight

- Cost codes, funding source codes and project codes are used to track the various funding streams used for child care services.
- Direct service funds are monitored and analyzed twice a month, while all other cost codes are monitored and analyzed monthly.
- Reports are generated from the VaCMS system, a financial analyst reviews the info, and results are reviewed with the division director and unit managers.

1.5.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF matching and MOE requirements described in 98.55(e) and 98.55(h)?

Note:
The Lead Agency must check at least public and/or private funds as matching, even if preK funds also will be used.

Use of PreK for Maintenance of Effort: The CCDF final rule clarifies that public preK funds may also serve as maintenance-of-effort funds as long as the state/territory can describe how it will coordinate preK and child care services to expand the availability of child care while using public preK funds as no more than 20 percent of the state's or territory's maintenance of effort or 30 percent of its matching funds in a single fiscal year (FY) (98.55(h)). If expenditures for preK services are used to meet the maintenance-of-effort requirement, the state/territory must certify that it has not reduced its level of effort in full-day/full-year child care services (98.55(h)(1); 98.15(a)(6)).

Use of Private Funds for Match or Maintenance of Effort: Donated funds do not need to be under the administrative control of the Lead Agency to qualify as an expenditure for federal match. However, Lead Agencies do need to identify and designate in the state/territory Plan the donated funds given to public or private entities to implement the CCDF child care program (98.55(f)).

- [ ] N/A - The territory is not required to meet CCDF matching and MOE requirements
- [x] Public funds are used to meet the CCDF matching fund requirement. Public funds may include any general revenue funds, county or other local public funds,

state/territory-specific funds (tobacco tax, lottery), or any other public funds.

-- If checked, identify the source of funds:

State General Revenue Funds

-- If known, identify the estimated amount of public funds that the Lead Agency will receive: $ 42.4 million/year, estimated

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

-- If checked, are those funds:

☐ donated directly to the State?

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

-- If checked, identify the name, address, contact, and type of entities designated to receive private donated funds:

-- If known, identify the estimated amount of private donated funds that the Lead Agency will receive: $

☑ State expenditures for preK programs are used to meet the CCDF matching funds requirement.

If checked, provide the estimated percentage of the matching fund requirement that will be met with preK expenditures (not to exceed 30 percent): 30%

-- If the percentage is more than 10 percent of the matching fund requirement, describe how the State will coordinate its preK and child care services:

- In addition to full day child care needed by young children, the Subsidy Program also funds wrap-around child care services that may be needed by Virginia Preschool Initiative (VPI), the state's public pre-k program, and Head Start participants to obtain full day child care services.
- The Lead Agency and VDOE participate in regular meetings to discuss related responsibilities and activities to maximize state legislative investments in early childhood.

-- If known, identify the estimated amount of preK funds that the Lead Agency will receive for the matching funds requirement: $ 12.7 million/year, estimated

-- Describe the Lead Agency efforts to ensure that preK programs meet the needs of working parents:

- In addition to full day child care needed by young children, the Subsidy Program also funds wrap-around child care services that may be needed by Virginia Preschool Initiative (VPI), the state's public pre-k program, and Head Start participants to obtain full day child care services.
- Further, per provisions in the State Appropriations Act, the Lead Agency contracts with the Virginia Early Childhood Foundation (VECF). As part of its responsibilities, VECF supports local Smart Beginnings coalitions. The coalitions facilitate partnerships with both public and private providers of early childhood services. Local Smart Beginnings partners help communities deliver on ensuring conditions for a strong, healthy start for young children and their families. For example, the Smart Beginning Greater Richmond Regional Plan for 2017-2020 describes how it will work in a pilot program with families to identify and coordinate services to supplement their child's preschool experience.

☑ State expenditures for preK programs are used to meet the CCDF maintenance-of-effort requirements. If checked,

-- The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.55(h)(1) and 98.15(6).

☐ No

☑ Yes

-- Describe the Lead Agency efforts to ensure that preK programs meet the needs of working parents:

- In addition to full day child care needed by young children, the Subsidy Program also funds wrap-around child care services that may be needed by Virginia Preschool Initiative (VPI), the state's public pre-k program, and Head Start participants to obtain full day child care services.
- Further, per provisions in the State Appropriations Act, the Lead Agency contracts with the Virginia Early Childhood Foundation (VECF). As part of its responsibilities, VECF supports local Smart Beginnings coalitions. The coalitions facilitate partnerships with both public and private providers of early childhood services. Local Smart Beginnings partners help communities deliver on ensuring conditions for a strong, healthy start for young children and their families. For example, the Smart Beginning Greater Richmond Regional Plan for 2017-2020 describes how it will work in a pilot program with families to identify and coordinate services to supplement their child's preschool experience.

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

-- If the percentage is more than 10 percent of the MOE requirement, describe how the State will coordinate its preK and child care services to expand the availability of child care:

- In addition to full day child care needed by young children, the Subsidy Program also funds wrap-around child care services that may be needed by Virginia Preschool Initiative (VPI), the state's public pre-k program, and Head Start participants to obtain full day child care services.
- The Lead Agency and VDOE participate in regular meetings to discuss related responsibilities and activities to maximize state legislative investments in early childhood.

-- If known, identify the estimated amount of preK funds that the Lead Agency will receive for the MOE Fund requirement: $ 4.3 million/year, estimated

1.6 Public-Private Partnerships

Lead Agencies are required to describe how they encourage public-private partnerships among other public agencies, tribal organizations, private entities, faith-based organizations, businesses or organizations that promote business involvement, and/or community-based organizations to leverage existing service delivery (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 the CCDBG Act. Lead Agencies are required to demonstrate how they encourage public-private partnerships to leverage existing child care and early education service-delivery systems and to increase the supply and quality of child care services for children younger than age 13, for example, by implementing voluntary shared service alliance models (98.14(a)(4)).

1.6.1 Identify and describe the entities with which and the levels at which the state/territory is partnering (level-state/territory, county/local, and/or programs), the goals of the partnerships, the ways that partnerships are expected to leverage existing service-delivery systems, the method of partnering, and examples of activities that have resulted from these partnerships (98.16(d)(2)).

- The Lead Agency has a memorandum of agreement with the Virginia Early Childhood Foundation (VECF) to co-administer Virginia Quality (VQ), the Quality Rating and Improvement System (QRIS).VECF is a public-private foundation with a mission to ensure that Virginia's children enter kindergarten healthy and ready to learn. The purpose of the QRIS is twofold:

1. Engaging and supporting families in identifying high quality child care and preschool options for their young children.
2. Assisting child care and preschool programs with their efforts to provide high quality early care and education and recognizing them for the quality of the services they provide.

- 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.
- Virginia Quality is implemented through eight regional coordinating agencies for statewide coverage. Each coordinating agency submits a plan to strengthen regional and local collaboration and coordination among stakeholders to leverage funding and resources, share knowledge, and undertake quality improvement activities. Collaborative partners include:

1. Regional and local school divisions
2. Head Start/Early Head Start programs and Regional Head Start Policy Councils
3. Department of Defense Child Development Centers
4. Virginia Infant and Toddler Specialists Network
5. Local departments of social services
6. Regional and local non-profits such as United Way, YMCA/YWCAs and Smart Beginnings Coalitions
7. Regional DSS licensing offices
8. Community and state colleges and universities
9. Family day care associations
10. Health departments and hospitals
11. Early Intervention
12. Public libraries
13. Community Action Councils
14. Child Care Aware of Virginia

- The net result of the partnerships and collaborative efforts has been growth in the QRIS and coordination of outreach and services to families and children – from 394 quality rated programs in 2015 (representing 8% of eligible providers) to over 1000 quality rated programs in 2017 (representing 20% of eligible providers).
- The Lead Agency worked with the Department of Education (VDOE) to launch a 2017-2018 Virginia Preschool Initiative (VPI) External Evaluation Pilot as part of new state monitoring and continuous quality improvement requirements for state-funded pre-k.
- VDOE in coordination with VQ offered participation in QRIS as an acceptable method to meet VDOE's annual assessment report for VPI programs. Three QRIS regions were selected and there were two school divisions that ultimately participated in the pilot.
- These school divisions will have classrooms rated with the Classroom Assessment Scoring System and Environmental Rating System.
- The performance measure for this initiative will be QRIS participation by the divisions

and the rating results. Expansion of the pilot is being explored.

- 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:

1. Discounts to commonly purchased products and services (which help promote financial stability);
2. Online resources for classroom teachers (e.g. 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);
3. Financial system resources (budgeting and classroom break-even tools); and
4. Human resources (employee handbooks, personnel forms, orientation tips and forms, performance review materials, etc.).

- The Virginia Shared Services Network has over 225 members.

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

Lead Agencies may use CCDF funds to establish or support a system of local or regional child care resource and referral (CCR&R) organizations that is coordinated, to the extent determined by the state/territory, by a statewide public or private non-profit, community-based or regionally based, lead child care resource and referral organization (such as a statewide CCR&R network) (658E(c)(3)(B)(iii); 98.52).

- If Lead Agencies use CCDF funds for local CCR&R organizations, the local or regional CCR&R organizations supported by those funds must, at the direction of the Lead Agency, provide parents in the State with consumer education information concerning the full range of child care options (including faith-based and community-based child care providers), analyzed by provider, including child care provided during non-traditional hours and through emergency child care centers, in their area.

- To the extent practicable, work directly with families who receive assistance to offer the families support and assistance to make an informed decision about which child care providers they will use to ensure that the families are enrolling their children in the most appropriate child care setting that suits their needs and one that is of high quality (as determined by the Lead Agency).

- Collect data and provide information on the coordination of services and supports, including services under Section 619 and Part C of the Individuals with Disabilities Education Act;

- Collect data and provide information on the supply of and demand for child care services in areas of the state and submit the information to the State;

- Work to establish partnerships with public agencies and private entities, including faith- based and community-based child care providers, to increase the supply and quality of child care services in the state and, as appropriate, coordinate their activities with the activities of the state Lead Agency and local agencies that administer funds made available through CCDF (98.52(b)).

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

Note: Use 1.7.1 to address if a state/territory funds a CCR&R organization, what services are provided and how it is structured and use section 7.6.1 to address the indicators of progress met by CCR&R organizations if they are funded by quality set-aside funds.

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

☐ No. The state/territory does not fund a CCR&R organization(s) and has no plans to establish one.

☑ Yes. The state/territory funds a CCR&R system. If yes, describe the following:

a) What services are provided through the CCR&R organization?

- The Lead Agency has a contract with Child Care Aware of Virginia (CCA-VA) to:

1. Provide comprehensive resource and referral services to families seeking child care (including faith-based, community-based, non-traditional hours, emergency care, and special needs care);
2. Provide technical assistance for child care providers on professional development and program operations; and
3. Track requirements compliance of the unlicensed subsidy vendors.

- CCA-VA coordinates activities with the Lead Agency and local departments of social services (LDSS), providing outreach to LDSS child care program staff to promote usage of CCA-VA for resource and referral to families and to VDSS' Division of Licensing-Children's Programs for technical assistance for providers.

Among provider resources shared by CCA-VA are handouts for providers on becoming licensed.

- CCA-VA maintains partnerships with public and private organizations, including faith-based, unregulated and community-based child care providers to increase the supply and quality of child care services in Virginia.
- CCA-VA must address the following topics with families:

1. Differences between licensed and unlicensed child care,
2. Quality ratings of potential providers, and
3. Quality care characteristics.

- Data is collected by region on:

1. Unduplicated number of families served,
2. Completed referrals,
3. Internet referrals,
4. Technical assistance calls,
5. Number of families requesting assistance for each age range of children needing care,
6. Number of families requesting care for a special needs child,
7. Reason for care at this time, and
8. Type of care chosen.

- Data is collected and information is provided on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act (IDEA) for children with disabilities, and the supply of and demand for child care services in local areas or regions of the state, including regularly updated mapping of supply to identify child care deserts for potential outreach and recruitment. CCA-VA also collects and analyzes data on family income levels, single-parent families, employment status, and DSS subsidy referrals.

b) How are CCR&R services organized, include how many agencies, if there is a statewide network and if the system is coordinated?

- Child Care Aware of Virginia is organized into five regions with each region serving between 22-34 localities. These regions are Central Virginia, Eastern Virginia, Northern Virginia, Piedmont Virginia, and Western Virginia and are aligned with the VDSS's general program regions.
- The CCA-VA main office is located in Richmond, VA and has 12 employees, including a Director, professional staff, and support staff; it partners with regional staff, community organizations and independent contractors to fulfill the services needed in each region.

1.8 Disaster Preparedness and Response Plan

Lead Agencies are required to establish a Statewide Child Care Disaster Plan (658E(c)(2)(U)). They must demonstrate how they will address the needs of children'including the need for safe child care, before, during, and after a state of emergency declared by the Governor or a major disaster or emergency (as defined by Section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5122)'through a Statewide Disaster Plan that, for a State, is developed in collaboration with the State human services agency, the State emergency management agency, the State licensing agency, the State health department or public health department, local and State child care resource and referral agencies, and the State Advisory Council on Early Childhood Education and Care (designated or established pursuant to section 642B(b)(I)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i))) or similar coordinating body (98.16(aa)).

1.8.1 Describe how the Statewide Child Care Disaster Plan was developed in collaboration with the State human services agency, the State emergency management agency, the State licensing agency, the State health department or public health department, local and State child care resource and referral agencies, and the State Advisory Council on Early Childhood Education and Care or similar coordinating body:

- Virginia has a Statewide Child Care Disaster Plan Work Group that includes representatives from the Department of Social Services (Division of Child Care and Early Childhood Development, Division of Licensing Programs, Child Care Subsidy Program, Information Security and Risk Management and Emergency Management), Department of Emergency Management, Department of Health, Child Care Aware of Virginia (state resource and referral agency), Project Hope (state program for the education of homeless children and youth), Virginia Early Childhood Foundation (partners with the Lead Agency to administer the state quality rating and improvement system for child care programs and staffs the Virginia School Readiness Committee) and child care providers (center and home-based).
- The Lead Agency facilitates and directs disaster plan development with input of Work Group members. The Work Group also makes recommendations for continuing improvements and enhancements to the disaster plan.
- The Work Group carries out its responsibilities through a combination of face-to-face meetings, research, completion of worksheets, providing comments and edits on drafts, and telephone communications as needed.
- The Work Group updated the disaster plan in 2018 and also developed a list of

recommendations for continued enhancements to the plan.

1.8.2 Describe how the Statewide Disaster Plan includes the Lead Agency's guidelines for the continuation of child care subsidies and child care services, which may include the provision of emergency and temporary child care services during a disaster and temporary operating standards for child care after a disaster:

- In the event of an emergency or disaster, the Lead Agency's Divisions of Child Care and Early Childhood Development (CCECD) and Licensing have Continuity of Operations Plans in place to guide operations and support the continuance of child care subsidies and child care services during the term of the event and the recovery period.
- These plans are part of the Lead Agency's overall Continuity of Operations Plan (COOP). Elements of the Continuity Plan are incorporated in or referenced in the Statewide Child Care Disaster Plan.
- The Disaster Plan and/or the continuity plans reference the overall continuity framework, authorities, contact information, designated responsibilities and activities, levels of emergency, and the phases of operation associated with an event: activation and relocation, alternate facility operations and reconstitution.

1.8.3 Describe Lead Agency procedures for the coordination of post-disaster recovery of child care services:

- In the post-recovery phase of an emergency or disaster, the Lead Agency's Division of Child Care and Early Childhood Development (CCECD) and Licensing will collect information from child care providers, the health departments and emergency agencies to evaluate the overall loss of child care services following an emergency or disaster event. This information will be communicated as needed with appropriate officials.
- The Lead Agency will maintain contact with federal, state and local agencies to collect and disseminate information from disaster relief efforts including programs that offer grants and loans to help providers rebuild their businesses as appropriate.
- Based on the impact on child care services, managers for the Child Care Subsidy Program will review the resources available and may be able to reallocate funds to alleviate family wait lists. Licensing will work with providers to expedite new applications for child care providers to regain child care services.
- The Lead Agency will continue to work with community partners and disaster relief programs to support families and child care providers as the communities affected

rebuild and services are restored.

1.8.4 Describe how the Lead Agency ensures that providers who receive CCDF funds have the following procedures in place-evacuation; relocation; shelter-in-place; lockdown; communications with and reunification of families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions:

- The state regulations for the Child Care Subsidy Program and Subsidy Vendor Agreements require that participating providers have a written emergency preparedness plan that addresses staff responsibility and facility readiness, as well as procedures regarding emergency evacuation, relocation, shelter-in-place, lockdown, reunification of families, continuity of operations, accomodations or special requirements for infants and toddlers or children with special needs, and communication with families and first responders. Furthermore:

1. The plan shall address the most likely to occur emergency scenario or scenarios, including but not limited to fire, severe storms, loss of utilities, natural disaster, chemical spills, intruder, and violence on or near the facility, and facility damage or other situations that may require evacuation, lockdown or shelter-in-place.
2. The plan shall contain procedural components for staff training requirements, drill frequency, plan review and update, and other special procedures developed with local authorities.
3. Emergency evacuation and shelter-in-place procedures or maps shall be posted in a location conspicuous to staff and children on each floor of each building.
4. A 911 or local dial number for police, fire and emergency medical services and the number of the regional poison control center shall be posted in a visible and conspicuous place.
5. The provider/vendor shall ensure that all staff receives training regarding emergency evacuation, relocation, shelter-in-place, and lockdown procedures on an annual basis, and at the end of each plan update.
6. The provider/vendor shall ensure that the emergency plans are reviewed with any volunteers who work more than six hours per week prior to volunteering and on an annual basis.

- Compliance with the above-mentioned requirements is assessed during VDSS inspections and corrective action is pursued when deficiencies are noted.
- Virginia's *Statewide Child Care Disaster Plan* also references these requirements.
- VDSS provides templates for Emergency Preparedness Plans and the above-mentioned procedures that providers can download, modify and incorporate into their operation manuals.

- VDSS provides training for Subsidy Program providers that includes the requirement that providers have the abovementioned procedures in place.

1.8.5 Describe how the Lead Agency ensures that providers who receive CCDF funds have the following procedures in place for child care staff and volunteers-emergency preparedness training and practice drills as required in 98.41(a)(1)(vii):

Emergency response requirements are incorporated into Subsidy Vendor Agreements, including:

- Emergency response drills shall be practiced:

1. Evacuation procedures shall be practiced at least monthly
2. Shelter-in-place procedures shall be practiced twice a year
3. Lockdown procedures shall be practiced at least annually

- For centers offering multiple shifts, the simulated drills shall be divided evenly among the various shifts.
- The center shall maintain a record of the dates of the practice drills for one year.

The Lead Agency's preservice training course covers:

- The importance of a written emergency plan for every child care facility and what should be included in a written emergency plan.
- The need to identify emergency preparedness roles for child care center owners, center directors, family child care professionals, and staff who work in child care centers and homes when an emergency occurs.

During licensing inspections, DOLP reviews the documentation of practice drills and notes any instances where corrective action should be taken.

1.8.6 Provide the link to the website where the statewide child care disaster plan is available:

http://childcareva.com/ under the Community section.

2 Promote Family Engagement through Outreach and Consumer Education

Lead Agencies are required to support the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A key purpose of the CCDBG Act is to 'promote involvement by parents and family members in the development of their children in child care settings' (658A(b)). Lead Agencies have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care consumer education websites.

The target audience for the consumer education information includes three groups: parents receiving CCDF assistance, the general public, and when appropriate, child care providers. In this section, Lead Agencies will address how information is made available to families to assist them in accessing high-quality child care and how information is shared on other financial assistance programs or supports for which a family might be eligible. In addition, Lead Agencies will certify that information on developmental screenings is provided and will describe how research and best practices concerning children's development, including their social-emotional development, is shared.

In this section, Lead Agencies will delineate the consumer and provider education information related to child care, as well as other services, including developmental screenings, that is made available to parents, providers, and the general public and the ways that it is made available. This section also covers the parental complaint process and the consumer education website that has been developed by the Lead Agency and the manner in which it links to the national website and hotline. Finally, this section addresses the consumer statement that is provided to parents supported with CCDF funds.

2.1 Outreach to Families With Limited English Proficiency and Persons With Disabilities

The Lead Agency is required to describe how it provides outreach and services to eligible families with limited English proficiency and persons with disabilities and to facilitate the participation of child care providers with limited English proficiency and disabilities in the CCDF

program (98.16(dd)). Lead Agencies are required to develop policies and procedures to clearly communicate program information, such as requirements, consumer education information, and eligibility information, to families and child care providers of all backgrounds (81 FR 67456).

2.1.1 Check the strategies the Lead Agency or partners utilize to provide outreach and services to eligible families for whom English is not their first language. Check all that apply.

- [x] Application in other languages (application document, brochures, provider notices)
- [x] Informational materials in non-English languages
- [x] Website in non-English languages
- [ ] Lead Agency accepts applications at local community-based locations
- [x] Bilingual caseworkers or translators available
- [ ] Bilingual outreach workers
- [x] Partnerships with community-based organizations
- [x] Other.

Describe:

2-1-1 Virginia provides information by telephone 24/7 that parents can use to find information about child care options and additional services, with translation services available in 103 languages.

2.1.2 Check the strategies the Lead Agency or partners utilize to provide outreach and services to eligible families with a person(s) with a disability. Check all that apply.

- [ ] Applications and public informational materials available in Braille and other communication formats for access by individuals with disabilities
- [x] Websites that are accessible (e.g. Section 508 of the Rehabilitation Act)
- [ ] Caseworkers with specialized training/experience in working with individuals with disabilities
- [ ] Ensuring accessibility of environments and activities for all children
- [x] Partnerships with state and local programs and associations focused on disability-related topics and issues

- [ ] Partnerships with parent associations, support groups, and parent-to-parent support groups, including the Individuals with Disabilities Education Act (IDEA) federally funded Parent Training and Information Centers
- [ ] Partnerships with state and local IDEA Part B, Section 619 and Part C providers and agencies
- [x] Availability and/or access to specialized services (e.g. mental health, behavioral specialists, therapists) to address the needs of all children
- [x] Other.

Describe:

Individuals with visual or auditory disabilities are directed to 2-1-1 Virginia, which offers free, statewide, 24/7 online and telephone assistance.

2.2 Parental Complaint Process

The Lead Agency must certify that the state/territory maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request (658E(c)(2)(C); 98.15(b)(3)). Lead Agencies must also provide a detailed description of the hotline or similar reporting process for parents to submit complaints about child care providers; the process for substantiating complaints; the manner in which the Lead Agency maintains a record of substantiated parental complaints; and ways that the Lead Agency makes information on such parental complaints available to the public on request (98.16; 98.32).

2.2.1 Describe the Lead Agency's hotline or similar reporting process through which parents can submit complaints about child care providers, including a link if it is a Web-based process:

- Parents can submit complaints through both a hotline, 800-543-7545, and other means.
- Contact information for the Division of Licensing Programs is posted in each family day home and child care center where services are provided.
- Parents may contact the Licensing field office, the Licensing Inspector identified on the website for a particular service, or the main Licensing office by phone, mail, e-mail, or fax.
- Complaints may also be submitted online at https://www.dss.virginia.gov/about/email_licensing_complaint.cgi .
- Calls, letters and e-mails are reviewed when they are received and complaint details are forwarded to field Licensing Inspectors and Licensing Administrators in the appropriate region or to the Child Care Subsidy Program for follow up.

2.2.2 Describe the Lead Agency's process and timeline for screening, substantiating and responding to complaints regarding CCDF providers, including whether the process includes monitoring:

- Complaints may be received in oral or written form and may be anonymous.
- Licensing Inspectors review complaint information and assess the potential for violations of applicable regulations, coordinating with law enforcement and other agencies as appropriate.
- Timeline for screening, substantiating and responding to a complaint is dependent upon the perceived risk of the allegation. Complaints alleging serious injury or threat of harm are investigated with a monitoring visit as soon as possible.
- Unannounced complaint investigations gather facts through monitoring inspections, interviews, observation, and record review.
- An inspection report summarizes the complaint.
- A violation notice detailing substantiated areas of noncompliance is prepared and reviewed with the provider.
- The timeframe for completion of a complaint investigation is as soon as possible, but should not exceed sixty calendar days following receipt of the complaint.
- Findings and corrective actions pledged are monitored during subsequent inspections.

2.2.3 Describe the Lead Agency's process and timeline for screening, substantiating and responding to complaints for non-CCDF providers, including whether the process includes monitoring:

- Complaints may be received in oral or written form and may be anonymous.
- Licensing Inspectors review complaint information and assess the potential for violations of applicable regulations, coordinating with law enforcement and other agencies as appropriate.
- Timeline for screening, substantiating and responding to a complaint is dependent upon the perceived risk of the allegation. Complaints alleging serious injury or threat of harm are investigated with a monitoring visit as soon as possible.
- Unannounced complaint investigations gather facts through monitoring inspections, interviews, observation, and record review.
- An inspection report summarizes the complaint.
- A violation notice detailing substantiated areas of noncompliance is prepared and

reviewed with the provider.
- The timeframe for completion of a complaint investigation is as soon as possible, but should not exceed sixty calendar days following receipt of the complaint.
- Findings and corrective actions pledged are monitored during subsequent inspections.

2.2.4 Certify by describing how the Lead Agency maintains a record of substantiated parental complaints:

- Complaint records are maintained in the Licensing Division database, VERSA Regulation.
- If an inspection is conducted, inspection notices from the past 5 years are posted on the VDSS webpage, http://www.dss.virginia.gov/facility/search/cc2.cgi.
- Searching for any provider type, and then selecting a provider, will allow access to all inspections, including complaint inspections. The page displaying inspection information has a column that indicates if the inspection is complaint related.

2.2.5 Certify by describing how the Lead Agency makes information about substantiated parental complaints available to the public; this information can include the consumer education website discussed in section 2.3:

- Inspections and complaints from the last five years are found on the VDSS public website at http://www.dss.virginia.gov/facility/search/cc2.cgi.
- Searching for any provider type, and then selecting a provider, will allow access to all inspections, including complaint inspections. The page displaying inspection information has a column that indicates if the inspection is complaint related.
- All inspections and complaints maintained in the licensing database, VERSA Regulation, are available upon request.

2.2.6 Provide the citation to the Lead Agency's policy and process related to parental complaints:

Code of Virginia § 63.2-1728

https://law.lis.virginia.gov/vacode/title63.2/chapter17/section63.2-1728/

2.3 Consumer Education Website

States and Territories are required to provide information to parents, the general public, and when applicable, child care providers through a State website, which is consumer-friendly and easily accessible (658E(c)(2)(E)(i)(III)). The website must include information to assist families in understanding the policies and procedures for licensing child care providers. The website information must also include provider-specific information, monitoring and inspection reports for the provider, the quality of each provider (if such information is available for the provider), and the availability of the provider (658E(c)(2)(D); 98.33(a)). The website should also provide access to a yearly statewide report on deaths, serious injuries, and the number of cases of substantiated child abuse that have occurred in child care settings. To assist families with any additional questions, the website should provide contact information for local child care resource and referral organizations and any other agencies that can assist families in better understanding the information on the website.

To certify, respond to questions 2.3.1 through 2.3.10 by describing how the Lead Agency meets these requirements and provide the link in 2.3.11. If the Lead Agency has not fully implemented the Consumer Education website elements identified in Section 2.3, then respond to question 2.3.12. Please note that any changes made to the web links provided below in this section after the CCDF Plan is approved will require a CCDF Plan amendment.

2.3.1 Describe how the Lead Agency ensures that its website is consumer-friendly and easily accessible:

- The Lead Agency has a consumer-friendly and easily accessible microsite that contains child care and early care and education information, http://childcareva.com/.
- The microsite is on the internet and is accessible from anywhere in the world.
- The child care microsite utilizes a straightforward and uncomplicated design with information organized in three main sections, each oriented toward a target group: Providers, Parents/Families, and Communities. Each of the three sections includes the most important and relevant information for that target group.
- Information available through the site includes but is not limited to: policies and procedures for licensing child care providers; provider specific information such as name, location, phone number, facility type, license type and expiration date; information

on the availability of care including business hours, capacity, ages served and if the provider participates in the Child Care Subsidy Program; and provider monitoring and inspection reports.

- Quality ratings are available by clicking on a link titled “Search for a Virginia Quality-rated Program.”
- Aggregate information on deaths, serious injuries, and the number of cases of substantiated child abuse that have occurred in child care settings is available on the Community page of the microsite.
- To assist families with questions they may have, contact information (including address, phone number, fax number and local director name) for each local department of social services is available through a link on the microsite; the telephone number and a link for Child Care Aware of Virginia is provided on the site; phone numbers and other methods of contacting the lead agency to file complaints are provided; and contact information for numerous other resource organizations is provided.
- The child care microsite was launched in March 2016. The lead agency will periodically review OCC’s Child Care Consumer Education Websites: Self Assessment Checklist and survey stakeholders for feedback.

2.3.2 Describe how the website ensures the widest possible access to services for families that speak languages other than English (98.33(a)):

The microsite and the Virginia Department of Social Services website may be translated online into 103 different languages, using Google Translate.

2.3.3 Describe how the website ensures the widest possible access to services for persons with disabilities:

- The microsite is on the internet and is accessible from any location with internet access.
- The lead agency runs its sites through the WAVE Tool by WebAIM, an institution at Utah State University that provides guidance and requirements for Section 508 Accessibility. Among the elements built into the site by the lead agency surrounding accessibility are those listed below.
- Determined and implemented a color palette which satisfies the contrast requirements of Section 508.
- Utilized a code framework which grants the flexibility for users to increase the website font size or the resolution of their display device without compromising the readability of

the site.
- Ensured, through strict oversight, that all imagery used on the site includes alt tags allowing screen readers the ability to properly describe imagery used throughout the site.
- Utilized a recommended code base and structure compatible with all currently available browser engines allowing manufacturers of assistive technology the freedom to select the rendering engine best suited for their application.
- Further, the Virginia Department of Social Services website has a tab for Civil Rights Policy and Procedures to remind people that state and local offices may not discriminate based on disability.

2.3.4 Lead Agency processes related to child care.

A required component of the consumer education website is a description of Lead Agency policies and procedures relating to child care (98.33(a) (1)). This information includes a description of how the state/territory licenses child care, a rationale for exempting providers from licensing requirements, the procedure for conducting monitoring and inspections of providers, and the policies and procedures related to criminal background checks.

a) Provide the link to how the Lead Agency licenses child care providers, including the rationale for exempting certain providers from licensing requirements, as described in section 5.3.6:

The Provider section of the child care microsite, http://childcareva.com/, contains general provider-oriented information and links to licensure, inspection, background check, and other provider resources contained on the Lead Agency or Code of Virginia websites:

- The link for the process for new applicants for licensureof a child day center, http://www.dss.virginia.gov/facility/child_care/licensed/child_day_centers/
- The link for the process for new applicants for licensure of a family day home, http://www.dss.virginia.gov/facility/child_care/licensed/fdh/index.cgi
- Exemptions from licensure are in the Code of Virginia, section 63.2-1715, https://law.lis.virginia.gov/vacode/title63.2/chapter17/section63.2-1715/

b) Provide the link to the procedure for conducting monitoring and inspections of child care providers, as described in section 5.3.2:

Also available through the child care microsite, regulations for monitoring and inspection of licensed child care providers are found in the regulation General Procedures and

Information for Licensure at:
http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_gp_reg.pdf

c) Provide the link to the policies and procedures related to criminal background checks for staff members of child care providers and the offenses that prevent individuals from being employed by a child care provider or receiving CCDF funds, as described in sections 5.4.1 and 5.4.11:

- Also available through the child care microsite, procedures related to background checks are posted at: http://www.dss.virginia.gov/family/children_background.cgi
- Also available through the child care microsite, barrier crimes for child day programs are posted at: http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/background_investigations/guidance_procedures/barrier_crimes_for_child_day_programs.pdf

2.3.5 List of providers

The consumer education website must include a list of all licensed providers and, at the discretion of the Lead Agency, all providers eligible to deliver CCDF services, identified as either licensed or license-exempt. Providers caring for children to whom they are related do not need to be included. The list of providers must be searchable by ZIP Code.

a) Provide the website link to the searchable list of child care providers:
Also available through the child care microsite, http://childcareva.com/, the list of providers can be found at: http://www.dss.virginia.gov/facility/search/cc.cgi

b) In addition to the licensed providers that are required to be included in your searchable list, which additional providers are included in the Lead Agency's searchable list of child care providers (please check all that apply):

- [x] License-exempt center-based CCDF providers
- [x] License-exempt family child care (FCC) CCDF providers
- [x] License-exempt non-CCDF providers
- [x] Relative CCDF child care providers

☑ Other.

Describe

Certified preschools and short-term child day centers

c) Identify what informational elements, if any, are available in the searchable results. Note: Quality information (if available) and monitoring results are required on the website but are not required to be a part of the search results.

Licensed Providers

- ☑ Contact Information
- ☑ Enrollment Capacity
- ☐ Years in Operation
- ☐ Provider Education and Training
- ☐ Languages Spoken
- ☐ Quality Information
- ☑ Monitoring Reports
- ☑ Other.

  Describe:

  License Type and Expiration; Administrator; Ages Served; Subsidy Provider (Y/N); Inspector Contact

License-Exempt, non-CCDF Providers

- ☑ Contact Information
- ☑ Enrollment Capacity
- ☐ Years in Operation
- ☐ Provider Education and Training
- ☐ Languages Spoken
- ☐ Quality Information
- ☑ Monitoring Reports
- ☑ Other.

  Describe:

  License Type and Expiration; Administrator; Ages Served; Subsidy Provider (Y/N); Inspector Contact

License-Exempt CCDF Center Based Providers

- [x] Contact Information
- [x] Enrollment Capacity
- [ ] Years in Operation
- [ ] Provider Education and Training
- [ ] Languages Spoken
- [ ] Quality Information
- [x] Monitoring Reports
- [x] Other.

Describe:

License Type and Expiration; Administrator; Ages Served; Subsidy Provider (Y/N); Inspector Contact

License-Exempt CCDF Family Child Care

- [x] Contact Information
- [x] Enrollment Capacity
- [ ] Years in Operation
- [ ] Provider Education and Training
- [ ] Languages Spoken
- [ ] Quality Information
- [x] Monitoring Reports
- [x] Other.

Describe:

License Type and Expiration; Administrator; Ages Served; Subsidy Provider (Y/N); Inspector Contact

Relative CCDF Providers

- [ ] Contact Information
- [ ] Enrollment Capacity
- [ ] Years in Operation

- [ ] Provider Education and Training
- [ ] Languages Spoken
- [ ] Quality Information
- [ ] Monitoring Reports
- [ ] Other.

  Describe:

Other.

Describe:

Certified preschools and short-term child day centers

- [ ] Contact Information
- [x] Enrollment Capacity
- [x] Years in Operation
- [ ] Provider Education and Training
- [ ] Languages Spoken
- [ ] Quality Information
- [x] Monitoring Reports
- [x] Other.

  Describe:

  Facility Type and Expiration; Qualification (optional); Administrator; Ages Served; Subsidy Provider (Y/N); VDSS or Inspector Contact

2.3.6 Lead Agencies must also identify specific quality information on each child care provider for whom they have this information. The type of information provided is determined by the Lead Agency, and it should help families easily understand whether a provider offers services that meet Lead Agency-specific best practices and standards or a nationally recognized, research-based set of criteria. Provider-specific quality information must only be posted on the consumer website if it is available for the individual provider.

a) How does the Lead Agency determine quality ratings or other quality information to include on the website?

- [x] Quality rating and improvement system
- [ ] National accreditation
- [ ] Enhanced licensing system
- [ ] Meeting Head Start/Early Head Start requirements
- [ ] Meeting prekindergarten quality requirements
- [ ] School-age standards, where applicable
- [x] Other.

Describe

- The QRIS system has an accelerated (fast track) option for programs whose quality is already assessed and monitored by another organization.
- An organization can complete a crosswalk agreement that recognizes early care and education systems and accreditation that demonstrate that their standards align with Virginia's QRIS standards:

1. Level 1 - Health & Safety in good standing with Licensing and/or regulation authority
2. Level 2 - Education and Qualifications
3. Level 3 - Curriculum & Assessment

- The list of QRIS Fast Track Approved Organizations as of March 2018 is:

1. NAEYC (National Association for the Education of Young Children)
2. Virginia Preschool Initiative (VPI)
3. Head Start - Virginia
4. AdvancED
5. NAC (National Accreditation Commission for Early Care and Education Programs)

- If a program is in good standing with an approved fast track organization and voluntarily enrolls in the QRIS, it is designated as a Level 3 quality program and may apply for Level 4/5.

b) For what types of providers are quality ratings or other indicators of quality available?

- [x] Licensed CCDF providers.

Describe the quality information:

For providers that voluntarily enroll in QRIS and are approved, the quality level is available through the parent search on the Virginia Quality website, https://www.virginiaquality.com/parents.

☑ Licensed non-CCDF providers.

Describe the quality information:

For providers that voluntarily enroll in QRIS and are approved, the quality level is available through the parent search on the Virginia Quality website, https://www.virginiaquality.com/parents.

☑ License-exempt center-based CCDF providers.

Describe the quality information:

For providers that voluntarily enroll in QRIS and are approved, the quality level is available through the parent search on the Virginia Quality website, https://www.virginiaquality.com/parents.

☑ License-exempt FCC CCDF providers.

Describe the quality information:

For providers that voluntarily enroll in QRIS and are approved, the quality level is available through the parent search on the Virginia Quality website, https://www.virginiaquality.com/parents.

☐ License-exempt non-CCDF providers.

Describe the quality information:

☐ Relative child care providers.

Describe the quality information:

☐ Other.

Describe

2.3.7 Lead Agencies are required to post monitoring and inspection reports on the consumer education website for each licensed provider and for each non-relative provider eligible to provide CCDF services on the consumer education website. These reports must include results of required annual monitoring visits and visits due to major substantiated complaints about a provider's failure to comply with health and safety requirements and child care policies. The reports must be in plain language and be timely to ensure that the results of the reports are available and easily understood by parents when they are deciding on a child care provider. Lead Agencies must post at least 3 years of reports when available, going forward (not retrospectively), beginning October 1, 2018.

Certify by responding to the questions below:

a) What is the Lead Agency's definition of plain language and describe the process for receiving feedback from parents and the public about readability of reports.

- Written monitoring and inspection reports describe findings in language that depicts the compliance issue clearly to the target audience (providers, parents and the public) related to the regulation cited.
- Reports include contact information for the assigned licensing inspector. Additionally, regional licensing supervisors are available by email and phone to receive feedback

b) Are monitoring and inspection reports in plain language?

☑ If yes,

include a website link to a sample monitoring report.

- Go to http://dss.virginia.gov/facility/search/cc2.cgi
- Enter the name or select a county from the drop down list and select the type of program you wish to view a report for (Child Day Center or Family Day Home for example).
- Hit the "enter" key and scroll to the bottom of the page to view results.
- Click on the program name to run a list of the inspection reports for that program.
- Select the "Inspection Date" or "Yes" under violations to view a specific report.

☐ If no,

describe how plain language summaries are used to meet the regulatory requirements and include a link to a sample summary.

c) Check to certify what the monitoring and inspection reports and/or their plain language summaries include:

- [x] Date of inspection
- [x] Health and safety violations, including those violations that resulted in fatalities or serious injuries.

Describe how these health and safety violations are prominently displayed.

Inspections are listed by facility name and date. Columns note the type of inspection, if it is complaint related, and whether violations were cited. Health and safety violations are described in the inspection notice.

- [x] Corrective action plans taken by the State and/or child care provider.

Describe

The plan of correction follows the violation description on inspection reports.

d) The process for correcting inaccuracies in reports.

An amended report is created when an inaccuracy is identified and a signature of acknowledgement is obtained from the child care provider.

e) The process for providers to appeal the findings in reports, including the time requirements, timeframes for filing the appeal, for the investigation, and for removal of any violations from the website determined on appeal to be unfounded.

- Within 15 calendar days of receipt of the inspection findings (inspection summary, violation notice, and supplemental information), a provider may request a review and discussion of the findings with the inspector's immediate supervisor.
- To make a request for review and discussion, the provider must contact the licensing supervisor at the regional licensing office serving that geographical area.
- When a provider has concerns that cannot be resolved satisfactorily in discussion with the licensing representative, problem solving steps outlined in 22 VAC40-80-250 General Procedures and Information for Licensure, Part VI, are available.
- Violations that are overturned as a result of an appeal of the findings are removed from the violation notice and from the website

f) How reports are posted in a timely manner. Specifically, provide the Lead Agency's definition of 'timely' and describe how it ensures that reports are posted within its timeframe. Note: While Lead Agencies define 'timely,' we recommend Lead Agencies update results as soon as possible and no later than 90 days after an inspection or corrective action is taken

- Reports are written and entered into the Lead Agency's electronic database system.
- Reports are posted in a timely manner. Within five (5) business days of the provider's receipt of the Inspection Summary and/or Violation Notice, uploaded reports are synchronized and automatically posted on the Lead Agency's public website.

g) Describe the process for maintaining monitoring reports on the website. Specifically, provide the minimum number of years reports are posted and the policy for removing reports (98.33(a)(4)(iv)).

- Reports are available on the website for 5 years (2 years beyond the required 3 years).
- Reports are removed from the website after 5 years; however, they are maintained indefinitely in the VDSS database and are available at any time upon request.

h) Any additional providers on which the Lead Agency chooses to include reports. Note - Licensed providers and CCDF providers must have monitoring and inspection reports posted on their consumer education website.

- [x] License-exempt non-CCDF providers
- [x] Relative child care providers
- [ ] Other.

Describe

2.3.8 Aggregate data on serious injuries, deaths, and substantiated cases of child abuse that have occurred in child care settings each year must be posted on the consumer education website. This aggregate information on serious injuries and deaths must be organized by category of care (e.g., center, FCC, etc.) and licensing status for all eligible CCDF provider categories in the state. The information on instances of substantiated child abuse does not have to be organized by category of care or licensing status. The aggregate report should not list individual provider-specific information or names.

Certify by providing:

a) The designated entity to which child care providers must submit reports of any serious injuries or deaths of children occurring in child care (98.16 (ff)) and describe how the Lead Agency obtains the aggregate data from the entity.

Injuries requiring outside medical treatment and deaths are reported to the VDSS Division of Licensing-Children's Programs through submission of an online form at http://www.dss.virginia.gov/facility/iromt.cgi.

b) The definition of "substantiated child abuse" used by the Lead Agency for this requirement.

- A child abuse or neglect investigation is conducted when there are immediate child safety concerns, or the report is required by law to be investigated. The following reports are investigated:

1. Sexual abuse
2. Death of a child
3. Serious injury
4. Hospitalization due to suspected abuse/neglect
5. Injuries requiring medical evaluation/treatment
6. Abandonment
7. Abuse or neglect occurring in out-of-family settings, such as schools, child care programs, residential programs for children, or foster homes

- The results of child abuse and neglect reports are either founded or unfounded. A founded disposition (i.e. substantiated child abuse) means the information gathered during an investigation has revealed a preponderance of evidence to support that abuse or neglect occurred.

c) The definition of "serious injury" used by the Lead Agency for this requirement.

Serious injury means an injury of a child while under the care of a center or provider that requires outside medical treatment.

d) The website link to the page where the aggregate number of serious injuries, deaths, and substantiated instances of child abuse are posted.

The information is on the microsite, http://childcareva.com, in the Community section. The number of serious injuries and deaths is broken down by licensing status and

provider type.

2.3.9 The consumer education website should include contact information on referrals to local child care resource and referral organizations. How does the Lead Agency provide referrals to local CCR&R agencies through the consumer education website? Describe and include a website link to this information:

The child care microsite and the Virginia Department of Social Services website provide links to Virginia's child care resource and referral agency, Child Care Aware of Virginia.

VDSS Public Website: http://www.dss.virginia.gov/family/cc/publications.cgi

Microsite: http://www.childcareva.com/ - select Parents, then Resources.

2.3.10 The consumer education website should include information on how parents can contact the Lead Agency, or its designee, or other programs that can help the parent understand information included on the website. Describe and include a website link to this information:

- The VDSS Public Website provides information for parents on how to contact their local department of social services or otherprograms for more information at: http://www.dss.virginia.gov/family/cc/assistance.cgi or http://www.dss.virginia.gov/family/cc/publications.cgi
- Contact information on the child care microsite can be found at http://www.childcareva.com/ - select Parents, then Resources.

2.3.11 Provide the website link to the Lead Agency's consumer education website. Note: An amendment is required if this website changes.

http://childcareva.com and http://www.dss.virginia.gov/index.html

2.3.12 Other. Identify and describe the components that are still pending per the instructions on
CCDF Plan Response Options for Areas where Implementation is Still in Progress
in the Introduction.

N/A

2.4 Additional Consumer and Provider Education

Lead Agencies are required to certify that they will collect and disseminate information about the full diversity of child care services to promote parental choice to parents of eligible children, the general public, and where applicable, child care providers. In addition to the consumer education website, the consumer education information can be provided through CCR&R organizations or through direct conversations with eligibility case workers and child care providers. Outreach and counseling can also be effectively provided via information sessions or intake processes for families (658E(c)(2)(E); 98.15(b)(4); 98.33(b)).

In questions 2.4.1 through 2.4.5, certify by describing:

2.4.1 How the Lead Agency shares information with eligible parents, the general public, and where applicable, child care providers about the availability of child care services provided through CCDF and other programs for which the family may be eligible, such as state preK, as well as the availability of financial assistance to obtain child care services. At a minimum, describe what is provided (e.g., such methods as written materials, the website, and direct communications) and how information is tailored for these audiences.

- The Lead Agency provides information to parents, the general public and child care providers online at http://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. Consumers can also access the CommonHelp web-based application to apply online for benefits and use an online calculator to estimate their eligibility through this site.
- The consumer-friendly website, www.childcareva.com, provides a consolidated,

consumer-friendly format with bulleted information for families, providers, and the general public that include links to resources and services, including CommonHelp.
- In-person communication is available to families who visit local departments of social services. One face-to-face meeting is required when a family's eligibility for child care subsidy is determined.
- Some local departments of social services provide resources and written materials that are specific to their localities and are designed to be easy to read and understand.
- CommonHelp is a web-based application that allows potential applicants to screen for eligibility and apply for multiple benefits and services available through VDSS in English or Spanish. It is accessible 24/7, directly or through various links from other child care resources.
- 2-1-1 Virginia provides information by telephone 24/7 that parents, providers and the general public can use to find information about child care options and additional services.
- Information on the VDSS website, the child care microsite and 2-1-1 Virginia is available in 103 languages through Google Translate.

2.4.2 The partnerships formed to make information about the availability of child care services available to families.

- Local departments of social services provide resources to parents about child care that is specific to their localities.
- Child Care Aware of Virginia (CCA-VA), through a contract with the Lead Agency, provides information to parents, providers and the general public about available services and general child care information.
- CCA-VA provides resources to help families and providers educate themselves so they can support children's special needs.
- CCA-VA assists families in finding child care throughout Virginia via a website and toll-free hotline, providing:

1. Referrals to child care providers in their area;
2. Expert consultants to help families through the decision-making process;
3. Information about quality and how to find it;
4. Information about child development and parenting concerns; and
5. 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 103 languages.

2.4.3 How the Lead Agency provides the required information about the following programs and benefits to the parents of eligible children, the general public, and where applicable, providers. In the description include, at a minimum, what information is provided, how the information is provided, and how the information is tailored to a variety of audiences and include any partners who assist in providing this information.

☑ Temporary Assistance for Needy Families program:

- Information is available through the Lead Agency's websites at http://www.dss.virginia.gov/benefit/tanf/index.cgi and http://www.childcareva.com/.
- The above websites provide detailed information about the TANF program, such as eligibility requirements.
- The Lead Agency's main website provides a link to apply online through CommonHelp, http://commonhelp.virginia.gov/access/.
- Through CommonHelp, applicants are able to apply for multiple programs, in addition to TANF, at the same time.
- A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at http://www.childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi.
- Local departments of social services share the Family Resources Reference Guide with families applying for child care subsidy services.

☑ Head Start and Early Head Start programs:

- Detailed information about Head Start is available through the Lead Agency's websites at http://www.dss.virginia.gov/family/cc/headstart.cgi and http://www.childcareva.com/.
- A brief overview of the program is shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at http://www.childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi.
- The Lead Agency's website and the child care microsite provide a link to the Administration for Children and Families (ACF) Head Start website for additional information.
- Local departments of social services also share the Family Resources Reference Guide with families applying for child care subsidy services.

☑ 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/.
- The Lead Agency's main website provides detailed information about the program, such as the types of fuel assistance available, and also provides a link to apply online through CommonHelp or the information required to apply by phone.
- Through CommonHelp, http://commonhelp.virginia.gov/access/, applicants are able to apply for multiple programs in addition to LIHEAP, at the same time.
- A brief overview of the program and the link to more information are shared with families applying for child care services in the Family Resources Reference Guide, available on the Lead Agency's websites at http://www.childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi.
- Local departments of social services share the Family Resources Reference Guide with families applying for child care subsidy services.

☑ Supplemental Nutrition Assistance Programs (SNAP) Program:

- Information is available at the Lead Agency's websites at http://www.dss.virginia.gov/benefit/snap.cgi and http://www.childcareva.com/.
- The Lead Agency's main website provides detailed information about the program and requirements to become eligible for benefits. It also provides a link to apply online through CommonHelp, http://commonhelp.virginia.gov/access/, where applicants are able to apply for multiple programs, in addition to SNAP, at the same time.
- A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at http://www.childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi.
- Local departments of social services share the Family Resources Reference Guide with families applying for child care subsidy services.

☑ Women, Infants, and Children Program (WIC) program:

- Information is available through the Virginia Department of Health's website, http://www.vdh.virginia.gov/vdhlivewell/.
- A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at http://www.childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi.
- Local departments of social services also share the Family Resources Reference Guide with families applying for child care subsidy services.

☑ Child and Adult Care Food Program(CACFP):

- Information is available through the Virginia Department of Health's website, http://www.vdh.virginia.gov/vdhlivewell/.
- A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at http://www.childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi. Local departments of social services also share this resource guide with families.
- The link for the Virginia CACFP Sponsors Association is http://www.vachildcarefoodprogram.org/.

☑ Medicaid and Children's Health Insurance Program (CHIP):

- Information is available through the Lead Agency's websites, http://www.dss.virginia.gov/benefit/medical_assistance/index.cgi and http://www.childcareva.com/.
- The Lead Agency's main website provides detailed information about the program and requirements to become eligible for benefits. It also provides a link to apply online through CommonHelp, https://commonhelp.virginia.gov/access/, where applicants are able to apply for multiple programs, including Medicaid and CHIP, at the same time.
- Families may also apply for all medical assistance programs through the Cover Virginia website (https://www.coverva.org/) and are evaluated for all medical assistance programs for which they may be eligible.
- Families may also apply for health coverage through the federally facilitated Marketplace 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 families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at http://www.childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi.

☑ Programs carried out under IDEA Part B, Section 619 and Part C:

- 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 on the child care microsite, http://www.childcareva.com/.
- A brief overview of the program and the link to more information are shared with eligible parents in the Family Resources Reference Guide, also available on the these websites.

2.4.4 Describe how the Lead Agency makes available to parents, providers, and the general public information on research and best practices concerning children's development, including physical health and development, particularly healthy eating and physical activity. Information about successful parent and family engagement should also be shared. At a minimum, include what information is provided, how the information is provided, and how the information is tailored to a variety of audiences and include any partners in providing this information.

The Lead Agency provides information on research-based best practices for parents, providers, and the general public on http://childcareva.com/ and http://www.dss.virginia.gov/family/cc/publications.cgi.

- Parent topics include:

1. Choosing Quality Child Care
2. Child Development
3. Child Care/Preschool Options
4. Early Intervention and Special Needs
5. Emergency Planning
6. Financial Assistance
7. Health and Safety
8. Additional Resources, including links to QRIS, Child Care Aware of Virginia and the Virginia Head Start Association

- Provider topics include:

1. Business Management
2. Child Development
3. Early Intervention and Special Education
4. Emergency Preparedness
5. Family Engagement
6. Financial
7. Health and Safety
8. Homelessness
9. Inclusive Practices and Trauma-Informed Care
10. Professional Associations
11. Professional Development and Technical Assistance
12. Teaching, Courses and Endorsements
13. Professional Development
14. Scholarship Program

- The Virginia Infant & Toddler Specialist Network (ITSN) website has sections for families and providers that include child development topics, activities, and professional development at http://va-itsnetwork.org/.
- Virginia provides extensive training, technical assistance, and professional development opportunities for providers around:

1. Social emotional development
2. Early childhood development
3. Meaningful parent and family engagement
4. Physical health and development

- Information is made available online as:

1. Individual resources and comprehensive training courses, including videos
2. Downloadable, printable materials (some of which are available in multiple languages)

- Provider training is available in multiple formats, including web-based modules and in-person instruction. The “Virginia Preservice Training for Child Care Staff” 10-hour, online course and a health and safety update training module are available in partnership with Penn State’s Better Kid Care Office. Both emphasize the importance of positive child development, physical activity, and healthy eating.
- The Lead Agency partners with:

1. 120 local departments of social services
2. Child Care Aware of Virginia
3. Pennsylvania State University's Better Kid Care Offices
4. Virginia Community College Workforce Alliance
5. Virginia Cross-sector Professional Development
6. Virginia Early Childhood Foundation
7. Virginia Infant & Toddler Specialist Network

2.4.5 Describe how information on the Lead Agency's policies regarding the social-emotional and behavioral issues and early childhood mental health of young children, including positive behavioral intervention and support models based on research and best practices for those from birth to school age, are shared with families, providers, and the general public. At a minimum, include what information is provided, how the information is provided, and how information is tailored to a variety of audiences and include any partners in providing this information.

- The Lead Agency provides parents, providers and the general public with resources and information about social-emotional development. Through its online resources, social-emotional development information is also available on the Virginia Infant and Toddler Specialist Network (VITSN) and Early Childhood Mental Health Virginia (ECMHV) websites. Child Care Aware of Virginia, 2-1-1 Virginia and local departments of social services also provide information online and through direct communications.
- Through Virginia Quality, providers are trained on the CLASS assessment and environment rating scales, which measure interactions that contribute to positive social-emotional outcomes for children.
- Information is shared with providers through partnerships and grant-funded projects,

including VITSN and ECMHV, 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.

- The ECMHV (Birth to Eight) Advisory Council provides guidance on social-emotional and behavioral health issues for early childhood development and oversees the Virginia Association for Infant Mental Health Endorsement.
- The Lead Agency partners with Child Development Resources to operate the VITSN; Virginia Commonwealth University's Partnership for People with Disabilities for the ECMHV (Birth to Eight) Advisory Council; and Virginia Early Childhood Foundation for Virginia Quality to implement training and other efforts on positive interactions with children and social-emotional behavioral health of children.

2.4.6 Describe the Lead Agency's policies to prevent the suspension and expulsion of children from birth to age 5 in child care and other early childhood programs receiving CCDF funds (98.16(ee)), including how those policies are shared with families, providers, and the general public.

- The Lead Agency provides guidance on suspension and expulsion in a formal document, "Best Practice Recommendations for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings." This guide was created with state early care and education partners and a Rutgers' early childhood education expert and consultant. The Virginia Department of Education and the Virginia Department of Social Services jointly led the work group developing the guide.
- This guidance is made available to all families, child care programs, practitioners, and the general public via the Lead Agency's websites, the Virginia Department of Education's website and through email distribution to child care providers.
- It contains step-by-step guidance to avoid suspensions and expulsions, effective strategies for parents and providers, as well as numerous resources for parents, providers and the general public.
- Suspension and expulsion are to be avoided if possible through documented and intentional behavior modification plans, awareness and professional development opportunities for the practitioners, and positive administrative support.

2.5 Procedures for Providing Information on Developmental Screenings

Lead Agencies are required to provide information on developmental screenings, including information on resources and services that the State can deploy, such as the use of the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under title XIX of the Social Security Act and developmental screening services available under IDEA Part B, Section 619 and Part C, in conducting those developmental screenings and in providing referrals to services for children who receive subsidies. Lead Agencies must also include a description of how a family or child care provider can use these resources and services to obtain developmental screenings for children who receive subsidies and who might be at risk of cognitive or other developmental delays, which can include social, emotional, physical, or linguistic delays (658E(c)(2)(E)(ii)). Lead Agencies are required to provide this information to eligible families during CCDF intake and to child care providers through training and education (98.33(c)).

2.5.1 Certify by describing:

a) How the Lead Agency collects and disseminates information on existing resources and services available for conducting developmental screenings to CCDF parents, the general public, and where applicable, child care providers (98.15(b)(3)).

- Information on developmental screenings is on the Lead Agency's website, http://dss.virginia.gov/, and on the Parent and Provider pages of the child care microsite, http://childcareva.com/.
- As new information becomes available, updates are sent via the Lead Agency's ListServs and shared at partner meetings.
- Contact information for the Infant and Toddler Connection and the Virginia Department of Education's Special Education 619 Office, Virginia's developmental screening agencies, is listed in the Family Resources Reference Guide that is posted on the Lead Agency websites and distributed in trainings.
- Child Care Aware of Virginia, Infant and Toddler Specialists, local Child Care Social Workers, and QRIS staff provide this information to families and providers as needed or requested.

b) The procedures for providing information on and referring families and child care providers to the 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.).

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

c) How the Lead Agency gives information on developmental screenings to parents receiving a subsidy as part of the intake process. Include the information provided, ways it is provided, and any partners in this work.

- Parents applying at local departments of social services for child care subsidy are provided with a copy of the Family Resources Reference Guide, which includes information on how to access developmental screenings. The Guide is also available on the Lead Agency's website and the child care microsite.
- Child care providers receiving CCDF may discuss available resources with the families of the children in their care.
- All three programs (EPSDT, VDOE 619 Part C, and Virginia Infant & Toddler Connection) will provide developmental screenings upon request for families.
- The Virginia Infant & Toddler Specialist Network trains providers serving infants and toddlers on the Ages and Stages Questionnaire (ASQ-3 and ASQ:SE).
- Virginia Commonwealth University provides training on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) infant and toddler training modules.

d) How CCDF families or child care providers receiving CCDF can use the available resources and services to obtain developmental screenings for CCDF children at risk for cognitive or other developmental delays.

- Families may contact the Infant and Toddler Connection and the Virginia Department of Education's 619 Office to obtain information about getting developmental screenings.
- They may also contact Child Care Aware of Virginia, the Infant and Toddler Specialist Network, Early Impact Virginia (Virginia's home visiting consortium), and Virginia Quality (Virginia's QRIS).

e) How child care providers receive this information through training and professional development.

- Developmental screening information is provided in the 10-hour preservice training that is required for all child care practitioners who work in programs receiving subsidy funds.
- The Virginia Infant and Toddler Specialist Network is contracted to provide training on ASQ:SE-2(TM) and ASQ:3(TM) to providers caring for children aged 0-36 months. VITSN mental health consultants use ASQ:SE-2(TM) and SEAM(TM) when providing on-site coaching to improve the social emotional development of infants and toddlers. Providers are encouraged to invite families with infants and toddlers to participate in these training/coaching sessions, as appropriate.

f) Provide the citation for this policy and procedure related to providing information on developmental screenings.

Child Care Subsidy Program Guidance Manual, Section 3.7, Consumer Education

2.6 Consumer Statement for Parents Receiving CCDF Funds

Lead Agencies must provide CCDF parents with a consumer statement in hard copy or electronically (such as referral to a consumer education website) that contains specific information about the child care provider they select. This information about the child care provider selected by the parent includes health and safety requirements met by the provider, any licensing or regulatory requirements met by the provider, the date the provider was last inspected, any history of violations of these requirements, and any voluntary quality standards met by the provider. It must also describe how CCDF subsidies are designed to promote equal access, how to submit a complaint through a hotline, and how to contact local resource and referral agencies or other community-based supports that assist parents in finding and enrolling in quality child care (98.33(d)). Please note that if the consumer statement is provided electronically, Lead Agencies should consider how to ensure that the statement is accessible to parents and that parents have a way to contact someone to address questions they have.

2.6.1 Certify by describing:

a) How the Lead Agency provides parents receiving CCDF funds with a consumer statement.

- Child Care Subsidy Program Guidance requires that local departments of social services advise families who receive child care subsidy that they have full parental choice of legally operating child care vendors who meet the requirements of the

subsidy program.

- The local department or a recognized resource and referral agency must provide appropriate consumer education to parents to assist them in gaining needed information about child care services, about the availability of vendors and about how to identify and monitor quality child care.
- The provision of consumer education and notes on the discussion with program participants is required to be documented as part of the development of the family service plan.
- Local departments are strongly encouraged to provide parents with the link to the Quality Child Care Video, http://dss.virginia.gov/family/cc/assistance.cgi, prior to their initial eligibility interview. They are also encouraged to refer them to the Virginia Quality website at www.virginiaquality.com/parents, to learn more about the program and search for Virginia Quality rated programs.

b) What is included in the statement, including when the consumer statement is provided to families.

- Information on child care programs that is available on the Lead Agency website can be translated into 103 languages, through Google Translator.
- Consumer statements about providers consist of the health, safety, and licensing or regulatory requirements that were reviewed, technical assistance provided during the inspection, and the inspector's comments.
- Specific information on violations is available, including a description of the violation and the center's response and/or corrective action taken.
- The reports are searchable by name, type of provider, and location.
- At the initial child care eligibility interview, the local department of social services will advise the parent how to access the consumer statement.
- Child Care Aware of Virginia (CCA-VA), the Lead Agency's contracted child care resource and referral agency, provides resources and referral services and approves provider participation in the Child Care Subsidy Program.
- Each local department of social services has contact information for their local CCA-VA office and makes this information available to families and providers.

c) Provide a link to a sample consumer statement or a description if a link is not available.

- Go to http://dss.virginia.gov/facility/search/cc2.cgi.
- Click Search button, with or without entering qualifying choices.
- Select any provider to view sample format.

3 Provide Stable Child Care Financial Assistance to Families

In providing child care assistance to families, Lead Agencies are required to implement these policies and procedures: a minimum 12-month eligibility and redetermination periods, 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 a job search of not fewer than 3 months if the Lead Agency exercises the option to discontinue assistance, and policies for the graduated phase-out of assistance. Also, procedures for the enrollment of homeless children and children in foster care, if served, pending the completion of documentation, are required.

Note: Lead Agencies are not prohibited from establishing policies that extend eligibility beyond 12 months to align program requirements. For example, Lead Agencies can allow children enrolled in Head Start, Early Head Start, state or local prekindergarten, and other collaborative programs to finish the program year. This type pf policy promotes continuity for families receiving services through multiple benefit programs.

In this section, Lead Agencies will identify how they define eligible children and families and how the Lead Agency improves access for vulnerable children and families. This section also addresses the policies that protect working families and determine a family's contribution to the child care payment.

3.1 Eligible Children and Families

At the time when eligibility is determined or redetermined, children must (1) be younger than age 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 said family); and (3)(a) reside with a parent or parents who are working or attending a job training or educational program or (b) receives, or needs to receive, protective services and resides with a parent or parents not described in (3)(a.) (658P(4)).

3.1.1 Eligibility criteria based on a child's age

a) The CCDF program serves children

from 0 months

(weeks/months/years)

through 12

years (under age 13). . Note: Do not include children incapable of self-care or under court supervision, who are reported below in (b) and (c).

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))

- [ ] No
- [x] Yes,

and the upper age is 17 years

(may not equal or exceed age 19).

If yes, Provide the Lead Agency definition of physical and/or mental incapacity: 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 (up to a child's 18th birthday).

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))

- [ ] No.
- [x] Yes

and the upper age is 17 years

(may not equal or exceed age 19)

d) How does the Lead Agency define the following eligibility terms?

"residing with":

A child is considered to be residing with the parent if that parent is responsible for the day-to-day care and control of the child and if any temporary living situation is not an out-of-home placement.

"in loco parentis":

The adult(s) with whom a child is living and who has assumed responsibility for the day-to-day care and supervision of the child is considered in loco parentis.

3.1.2 Eligibility criteria based on reason for care

a) How does the Lead Agency define "working or attending a job training and educational program" for the purposes of CCDF eligibility at the time of determination? Provide the definitions below for:

"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.

"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.

"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. Payment cannot be made for an educational program beyond a baccalaureate degree.
- Participants must show that they are making satisfactory progress.

"Attending job training or education" (e.g. number of hours, travel time):

For parents enrolled in an approved education/training program, a full day of care up to 12 hours may be authorized for each day a class is scheduled.

3.1.2 Eligibility criteria based on reason for care

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)?

☐ No.

If no, describe the additional work requirements:

☑ Yes.

If yes, describe the policy or procedure:

- With one exception, families may receive assistance for education/training activities leading to employment.
- There are no minimum number of education or training hours required.
- Education leading to employment means the pursuit of basic remedial instruction to achieve a basic literacy level; instruction in English as a second language; preparation for GED or Adult Education; the completion of high school, associate degree or certificate work at the college level; or bachelor degree from a college or university (if the course of instruction is limited to a curriculum directly related to the fulfillment of an individual's educational goal to obtain useful employment in a recognized profession or occupation).
- Families transitioning off TANF may receive CCDF assistance for education and training only if they are also employed.

3.1.2 Eligibility criteria based on reason for care

c) Does the Lead Agency consider seeking employment (engaging in a job search) an eligible activity at initial eligibility determination (at application) and at the 12-month eligibility redetermination? (Note: If yes, Lead Agencies must provide a minimum of three months of job search)

☑ No.

☐ Yes.

If yes, describe the policy or procedure. (including any differences in eligibility at initial eligibility determination vs. redetermination of eligibility):

3.1.2 Eligibility criteria based on reason for care

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

☐ No.

☑ Yes. If yes:

i. Please provide the Lead Agency's definition of "protective services":

- Child Protective Services means the identification of, receipt of, 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.
- CCDF funds are not used to provide child care to foster children.

Note: Federal requirements allow other vulnerable children identified by the Lead Agency not formally in child protection to be included in the Lead Agency's definition of protective services for CCDF purposes. A Lead Agency may elect to provide CCDF-funded child care to children in foster care when foster care parents are not working or are not in education/training activities, but this provision should be included in the protective services definition above.

ii. Are children in foster care considered to be in protective services for the purposes of eligibility at determination?

☑ No

☐ Yes

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

☑ No

☐ Yes

iv. Does the Lead Agency provide respite care to custodial parents of children in protective services?

☑ No

☐ Yes

3.1.3 Eligibility criteria based on family income. Note: The question in 3.1.3 relates to initial determination. Redetermination is addressed in 3.1.7.

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

"Income" is the gross countable income of the individuals living in the household 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.

The following individuals living in the household are included in the family unit and entered as household members in VaCMS:

- Parents, including:

1. biological parents (including the father of a child born out of wedlock, if paternity can be established),
2. adoptive parents,
3. step-parents,
4. legal guardians,
5. adults standing in loco parentis for children under age 18 (including the spouse of an adult standing in loco parentis), or
6. persons cohabiting with the natural or adoptive parent of a child under the age of 18

AND

- All the parents' children under the age of 18.

b) Provide the CCDF income eligibility limits in the table below at the time of initial determination. Complete columns (a) and (b) based on maximum eligibility at initial entry into CCDF. Complete columns (c) and (d) *only if* the Lead Agency is using income eligibility limits lower than 85 percent of the current state median income (SMI) at the initial eligibility determination point. Fill in the chart based on the most populous area of the state (the area serving the highest number of CCDF children). If the income eligibility limits are not statewide, please respond to c) below the table.

	(a)	(b)	(c)	(d)
Family Size	100% of SMI($/Month)	85% of SMI ($/Month) [Multiply (a) by 0.85]	(IF APPLICABLE) ($/Month) Maximum Initial or First Tier Income Limit (or Threshold) if Lower Than 85% of Current SMI	IF APPLICABLE) (% of SMI) [Divide (c) by (a), multiply by 100] Income Level if Lower Than 85% of Current SMI
1	N/A	N/A	N/A	N/A
2	$5,485	$4,662	$3,430	63%
3	$6,776	$5,760	$4,330	64%
4	$8,067	$6,875	$5,230	65%
5	$9,357	$7,953	$6,130	66%

c) If the income eligibility limits are not statewide, describe how many jurisdictions set their own income eligibility limits and provide the income limit ranges across the jurisdictions (e.g. range from [lowest limit] to [highest limit])(98.16(i)(3)).

Income eligibility limits are set by the state at 150%, 160%, 185%, or 250% FPL, depending on the locality in which an individual resides or upon their special circumstances, e.g. when an applicant is operating in loco parentis.

Reminder: Income limits must be established and reported in terms of current SMI based on the most recent data published by the Bureau of the Census (98.20(a)(2)(i)) even if the federal poverty level is used in implementing the program. SMI guidelines are available at: https://www.acf.hhs.gov/ocs/resource/liheap-im2017-03.

d) SMI source and year. FFY 2019 State Median Income - Administration for Families and Children, Office of Community Services, Transmittal No. LIHEAP-IM-2018-03, June 15, 2018.

e) Identify the most populous area of the State used to complete the chart above.

Fairfax County/Fairfax City/Falls Church City

f) What was the date (mm/dd/yyyy) that these eligibility limits in column (c) became effective? 10/01/2018

g) Provide the citation or link, if available, for the income eligibility limits.

http://dss.virginia.gov/files/division/cc/assistance/parents_guardians/program_guidance/Guidance_Manual_Final.pdf, Appendix A on p. 160

3.1.4 Lead Agencies are required to ensure that children receiving CCDF funds do not have family assets that exceed $1,000,000, as certified by a family member (98.20(a)(2)(ii)).

a) Describe how the family member certifies that family assets do not exceed $1,000,000 (e.g., a checkoff on the CCDF application).

The applicant/recipient must self-certify that their family assets do not exceed $1,000,000 on the Child Care Subsidy Service Application and Redetermination form.

b) Does the Lead Agency waive the asset limit on a case-by-case basis for families defined as receiving, or in need of, protective services?

- [x] No.
- [ ] Yes.

If yes, describe the policy or procedure and provide citation:

3.1.5 Describe any additional eligibility conditions or priority rules applied by the Lead Agency during eligibility determination or redetermination (98.20(b)).

Recipients of the Subsidy Program are referred to the Division of Child Support Enforcement, as set out in the Code of Virginia.

3.1.6 Lead Agencies are required to take into consideration children's development and promote continuity of care when authorizing child care services (98.21(f); 98.16(h)(6)). Check the approaches, if applicable, that the Lead Agency uses when considering children's development and promoting continuity of care when authorizing child care services.

- [x] Coordinating with Head Start, prekindergarten, or other early learning programs to create a package of arrangements that accommodates parents' work schedules

- ☐ Inquiring about whether the child has an Individualized Education Program (IEP) or Individual Family Services Plan (IFSP)
- ☐ Establishing minimum eligibility periods greater than 12 months
- ☐ Using cross-enrollment or referrals to other public benefits
- ☐ Working with IDEA Part B, Section 619 and Part C staff to explore how services included in a child's IEP or IFSP can be supported and/or provided onsite and in collaboration with child care services
- ☐ Providing more intensive case management for families with children with multiple risk factors;
- ☐ Implementing policies and procedures that promote universal design to ensure that activities and environments are accessible to all children, including children with sensory, physical, or other disabilities
- ☐ Other.

Describe:

3.1.7 Policies and processes for graduated phase-out of assistance at redetermination.

Lead Agencies are required to provide for a graduated phase-out of assistance for families whose income has increased above the state's initial income threshold at the time of redetermination but remains below the federal threshold of 85 percent of the state median income. Providing a graduated phase-out promotes continuity by allowing for wage growth, allows for a tapered transition out of the child care subsidy program as income increases, and supports long-term self-sufficiency for families.

i. 85 percent of SMI for a family of the same size
ii. An amount lower than 85 percent of SMI for a family of the same size but above the Lead Agency's initial eligibility threshold that:

(A) Takes into account the typical household budget of a low-income family
(B) Provides justification that the second eligibility threshold is:
(1) Sufficient to accommodate increases in family income over time that are typical for low-income workers and that promote and support family economic stability
(2) Reasonably allows a family to continue accessing child care services without

unnecessary disruption.

At redetermination, a child shall be considered eligible if his or her parents are working or attending a job training or educational program even if their income exceeds the Lead Agency's income limit to initially qualify for assistance as long as their income does not exceed the second tier of eligibility (98.21(a); 98.21(b)(1)). Note that once deemed eligible, the family shall be considered eligible for a full minimum 12-month eligibility period, even if their income exceeds the second tier of eligibility during the eligibility period, as long as it does not exceed 85 percent of SMI.

A family eligible for services via the graduated phase-out of assistance is considered eligible under the same conditions as other eligible families with the exception of the copayment restrictions, which do not apply to a graduated phase-out. To help families transition off of child care assistance, Lead Agencies may gradually adjust copay amounts for families whose children are determined eligible under a graduated phase-out and may require additional reporting on changes in family income. However, Lead Agencies must still ensure that any additional reporting requirements do not constitute an undue burden on families.

a) Check and describe the option that best identifies the Lead Agency's policies and procedures regarding the graduated phase-out of assistance.

- [ ] N/A - The Lead Agency sets its initial eligibility threshold at 85 percent of SMI and, therefore, is not required to provide a graduated phase-out period.
- [ ] N/A - The Lead Agency sets its exit eligibility threshold at 85 percent of SMI and, therefore, is not required to provide a graduated phase-out period.
- [x] The Lead Agency sets the second tier of eligibility at 85 percent of SMI.

Describe the policies and procedures.

- As determined by the local department at redetermination, graduated phase-out is defined as the period of time for child care subsidy and services to continue for recipients whose income exceeds the initial eligibility limit but is below the exit eligibility limit.
- At redetermination, if a recipient's countable income exceeds the initial eligibility limit, they shall be considered income eligible until their countable income meets or exceeds the exit eligibility limit (85% of SMI).
- During graduated phase-out, the recipient family co-payment amount may increase if the family's countable income increases.

Provide the citation for this policy or procedure.

Child Care Subsidy Program Guidance Manual, Section 1.1, Definitions and Section 3.5.D., Income Eligibility

☐ The Lead Agency sets the second tier of eligibility at an amount lower than 85 percent of SMI for a family of the same size but above the Lead Agency's initial eligibility threshold.

Provide the second tier of eligibility for a family of three.

Describe how the second eligibility threshold:

i. Takes into account the typical household budget of a low-income family:

ii. Is sufficient to accommodate increases in family income over time that are typical for low-income workers and that promote and support family economic stability:

iii. Reasonably allows a family to continue accessing child care services without unnecessary disruption:

iv. Provide the citation for this policy or procedure:

☑ Other.

Identify and describe the components that are still pending per the instructions on *CCDF Plan Response Options for Areas where Implementation is Still in Progress* in the Introduction.

Regulations currently in Governor's Office awaiting signature and implementation, which is expected by October 1, 2018.

3.1.7 b) To help families transition from assistance, does the Lead Agency gradually adjust copays for families eligible under the graduated phase-out period?

☐ No

☑ Yes

i. If yes, describe how the Lead Agency gradually adjusts copays for families under a graduated phase-out.

- During graduated phase-out, the recipient family co-payment may increase if the family's countable income increases.
- The copayment will be 5 to 10 percent of the family's gross monthly income,

based on family size and income.

ii. If yes, does the Lead Agency require additional reporting requirements during the graduated phase-out period? *(Note: Additional reporting requirements are also discussed in section 3.3.3 of the plan.)*

☐ No.

☑ Yes.

Describe:

- The recipient must report changes to the family's gross monthly income that would cause the total amount to exceed 85% of state median income.
- Recipients must also report any change of address, household members, or change in child care provider/vendor.

3.1.8 Fluctuation in earnings.

Lead Agencies are required to demonstrate how their processes for initial determination and redetermination take into account irregular fluctuations in earnings (658E(c)(2)(N)(i)(II)). The Lead Agency must put in place policies that ensure that temporary increases in income, including temporary increases that can result in a monthly income exceeding 85 percent of SMI (calculated on a monthly basis) from seasonal employment or other temporary work schedules, do not affect eligibility or family copayments (98.21(c)). Check the processes, if applicable, that the Lead Agency uses to take into account irregular fluctuations in earnings and describe, at a minimum, how temporary increases that result in a monthly income exceeding 85 percent of SMI (calculated on a monthly basis) do not affect eligibility or family copayments.

☑ Average the family's earnings over a period of time (i.e. 12 months).

Describe:

- If income fluctuates, the Child Care Worker selects a period sufficient to consider the fluctuations and enters that period into VaCMS.
- Usually, the monthly gross income received in the previous three months is sufficient; however, for child support, farm income or seasonal employment, it may be necessary to average income over a period of up to 12 months.

☑ Request earning statements that are most representative of the family's monthly income.

Describe:

- In order to establish income eligibility, verification of all income received or anticipated to be received monthly by the family unit is required at the time of application/redetermination.
- Temporary increases in income will not affect the applicant/recipient's eligibility or co-payment amount, including monthly fluctuations, which when taken in isolation, may incorrectly indicate that an applicant/recipient's income exceeds the income eligibility limit or 85% of state median income.
- Temporary increases in income shall not be included in the income calculation.
- These types of temporary increases may include, but are not limited to, sporadic overtime pay, commissions, bonus pay, and recognition pay, not indicative of a permanent increase in income, or income that is not expected to be received on a regular ongoing basis.
- Income that is included as part of the applicant/recipient's annual wages/salary, such as holiday pay, sick leave, or annual leave would not be disregarded.
- The Child Care Worker must document why any type of income was excluded from the calculation for determining income eligibility and the family's co-payment amount.

☑ Deduct temporary or irregular increases in wages from the family's standard income level.

Describe:

- Temporary increases in income do not affect the applicant/recipient's eligibility or co-payment amount, including monthly fluctuations, which when taken in isolation, may incorrectly indicate that an applicant/recipient's income exceeds the income eligibility limit or 85% of state median income; therefore, temporary increases in income shall not be included in the income calculation.
- These types of temporary increases may include, but are not limited to: sporadic overtime pay; commissions; bonus pay; recognition pay, not indicative of a permanent increase in income; or income that is not expected to be received on a regular or ongoing basis.

☐ Other.

Describe:

3.1.9 Lead Agencies are required to have procedures for documenting and verifying that children receiving CCDF funds meet eligibility criteria at the time of eligibility determination and redetermination (98.68(c)). Check the information that the Lead

Agency documents and verifies and describe, at a minimum, what information is required and how often. Check all that apply.

☑ 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).
- The applicant must provide verification of their identity at the time of application.
- The applicant's identity may be verified through readily available documentary evidence, including DMV inquiries through SPIDeR, or through a collateral contact, if no other source is available.
- Acceptable verification includes, but is not limited to, a driver's license, work or school ID, ID for health benefits/assistance or social services program, a voter registration card, wage stubs, a Social Security card issued by the Social Security Administration (SSA), or a birth certificate.
- The Child Care Worker must accept any document that reasonably establishes the applicant's identity.
- The source of verification used must be documented in VaCMS and scanned into the Document Management Imaging System (DMIS) under permanent verifications.

☑ 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, citizen/immigration status).

Describe:

- An applicant must declare the child's information on the application. The information is documented on the application and within 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 the Asylum Office of the U.S. Citizenship and Immigration Service, or by Order of an immigration judge granting asylum.
- If a child's receipt of TANF is documented in the Virginia Case Management

System, citizenship or alien/immigration status does not have to be verified for Child Care, the TANF program verifies it.
- 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.
- A statement from the educational institution verifies enrollment in an education/job training program.
- Education/training program enrollment must be verified at least annually and recipients must report changes to enrollment status to the child care worker.

☑ Family income.

Describe:

- An applicant must declare income on the application.
- Income from employment that is counted in determining eligibility must be verified through paystubs 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 affect 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:

- Families served must reside in the locality where application for child care subsidy and services is made.
- Proof of residency must be provided by the applicant and may be, but is not limited to, a lease, driver's license, landlord's written statement, or utility bills.
- Residency is required to be verified at initial application or when the recipient reports a change in residency at redetermination or during their 12-month eligibility period.

☑ Other.

Describe:

- As a condition of eligibility, in some instances non-TANF applicants/recipients of the Child Care Subsidy Program are required toccoperate 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 is entered in VaCMS.

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

☑ Time limit for making eligibility determinations

Describe length of time:

30 days

☑ Track and monitor the eligibility determination process

☑ Other.

Describe:

- Local departments of social services are responsible for monitoring the eligibility determination process.
- The state's automated computer system provides reports to track and monitor

eligibility determination processes and the timeliness of eligibility determination.

☐ None

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

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 younger than age 6 (98.16(v); 98.33(f)).

Lead Agencies must coordinate with TANF programs to ensure 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/territory 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: 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 guidance.

"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 guidance (Maximum Reimbursable Rate).

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

- [x] In writing
- [x] Verbally
- [x] Other.

Describe:

VIEW Assessment Presentation, TANF Policy Manual

d) Provide the citation for the TANF policy or procedure:

TANF Manual Section 401.7 and TANF Manual Section 1000.12, C.1

3.2 Increasing Access for Vulnerable Children and Families

Lead Agencies are required to give priority for child care assistance to children with special needs, which can include vulnerable populations, in families with very low incomes and to children experiencing homelessness (658E(c)(3)(B); 98.46(a)). The prioritization of CCDF assistance services is not limited to eligibility determination (i.e., the establishment of a waiting list or the ranking of eligible families in priority order to be served).

Note:
CCDF defines "child experiencing homelessness" as a child who is homeless, as defined in Section 725 of Subtitle VII-B of the McKinney-Vento Act (42 U.S.C. 11434a) (98.2).

3.2.1 Describe how the Lead Agency defines:

a) "Children with special needs":

Children with special needs are defined as:

- A child with a disability as defined in § 602 of the Individuals with Disabilities Education Act (20 USC 1401);
- A child who is eligible for early intervention services under part C of the Individuals with Disabilities Education Act (20 USC § 1431 et seq.);
- A child who is less than 13 years of age and who is eligible for services under § 504 of the Rehabilitation Act of 1973 (29 USC 794); and/or
- A child with a documented developmental disability, intellectual disability, emotional disturbance, sensory or motor impairment, or significant chronic illness who requires special health surveillance or specialized programs, interventions, technologies, or facilities.

b) "Families with very low incomes":

Families with very low incomes are defined as families eligible for TANF benefits and families in which at least one child participates, or has been found eligible and is on a waiting list, for a Head Start program.

3.2.2 Describe how the Lead Agency will prioritize or target child care services for the following children and families.

a) Identify how services are prioritized for children with special needs. Check all that apply:

- [x] Prioritize for enrollment
- [ ] Serve without placing these populations on waiting lists
- [ ] Waive copayments
- [x] Pay higher rates for access to higher-quality care
- [ ] Use grants or contracts to reserve slots for priority populations
- [x] Other.

Describe:

If funding does not permit these families to be served immediately, they are

prioritized on the applicable wait list.

b) Identify how services are prioritized for families with very low incomes. Check all that apply:

- [x] Prioritize for enrollment
- [ ] Serve without placing these populations on waiting lists
- [x] Waive copayments
- [x] Pay higher rates for access to higher-quality care
- [ ] Use grants or contracts to reserve slots for priority populations
- [x] Other.

Describe:

Co-payments are waived for TANF recipients and for Head Start participants whose countable gross monthly income is less than 100% FPL.

c) Identify how services are prioritized for children experiencing homelessness, as defined by the CCDF. Check all that apply:

- [ ] Prioritize for enrollment
- [ ] Serve without placing these populations on waiting lists
- [ ] Waive copayments
- [ ] Pay higher rates for access to higher-quality care
- [ ] Use grants or contracts to reserve slots for priority populations
- [x] Other.

Describe:

- If a family experiencing homelessness cannot be served immediately due to a lack of funds, they are part of a priority group for the waiting list for services.
- Funding is reserved to serve families residing in homeless or domestic violence shelters.

d) Identify how services are prioritized, if applicable, for families receiving TANF program funds, those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF (98.16(i)(4)). Check all that apply:

- [x] Prioritize for enrollment

- [x] Serve without placing these populations on waiting lists
- [x] Waive copayments
- [ ] Pay higher rates for access to higher-quality care
- [ ] Use grants or contracts to reserve slots for priority populations
- [x] Other.

Describe:

Co-payments are waived for TANF recipients only.

3.2.3 List and define any other priority groups established by the Lead Agency.

None

3.2.4 Describe how the Lead Agency prioritizes services for the additional priority groups identified in 3.2.3.

N/A

3.2.5 Lead Agencies are required to expend CCDF funds to (1) permit the enrollment (after an initial eligibility determination) of children experiencing homelessness while required documentation is obtained, (2) provide training and TA to child care providers and the appropriate Lead Agency (or designated entity) staff on identifying and serving homeless children and families (addressed in section 6), and (3) conduct specific outreach to homeless families (658E(c)(3); 98.51).

a) Describe the procedures to permit the enrollment of children experiencing homelessness while required documentation is obtained.

- Families of a child experiencing homelessness that cannot provide the required documentation needed to determine eligibility at the time of application or redetermination may be conditionally approved for services for a period not to exceed 90 days.

- Such documentation may include, but is not limited to, verification of immunizations, verification of child's citizenship or verification of income.
- The Lead Agency consulted with the Department of Housing and Community Development toestablish that the 90-day grace period was a reasonable length of time to allow families experiencing homelessness to comply.

b) Check, where applicable, the procedures used to conduct outreach for children experiencing homelessness (as defined by CCDF Rule) and their families.

- ☐ Lead Agency accepts applications at local community-based locations
- ☑ Partnerships with community-based organizations
- ☑ Partnering with homeless service providers, McKinney-Vento liaisons, and others who work with families experiencing homelessness to provide referrals to child care
- ☐ Other

Note: The Lead Agency shall pay any amount owed to a child care provider for services provided as a result of the initial eligibility determination, and any CCDF payment made prior to the final eligibility determination shall not be considered an error or improper payment (98.51(a)(1)(ii)).

3.2.6 Lead Agencies must establish a grace period that allows homeless children and children in foster care to receive CCDF assistance while providing their families with a reasonable time to take any necessary actions to comply with immunization and other health and safety requirements (as described in section 5). The length of such a grace period shall be established in consultation with the state, territorial, or tribal health agency (658E(c)(2)(I)(i)(I); 98.41(a)(1)(i)(C)).

Note:
Any payment for such a child during the grace period shall not be considered an error or improper payment (98.41(a)(1)(i)(C)(2)).

a) Describe procedures to provide a grace period to comply with immunization and other health and safety requirements, including how the length of the grace period was established in consultation with the state, territorial, or tribal health agency for:

Children experiencing homelessness (as defined by Lead Agency's CCDF)

- Families of a child experiencing homelessness that cannot provide the required

documentation needed to determine eligibility at the time of application or redetermination may be conditionally approved for services for a period not to exceed 90 days.
- Such documentation may include, but is not limited to, verification of immunizations, verification of child's citizenship, or verification of income.
- The Lead Agency consulted with the Virginia Department of Health to determine whether a 90-day grace period was a reasonable length of time to allow families experiencing homelessness to comply.

Provide the citation for this policy and procedure.

Child Care Subsidy Program Guidance Manual Section 3.2.C

Children who are in foster care.

CCDF funds are not used for children in foster care.

Provide the citation for this policy and procedure.

N/A

b) Describe how the Lead Agency coordinates with licensing agencies and other relevant state, territorial, tribal, and local agencies to provide referrals and support to help families with children receiving services during a grace period comply with immunization and other health and safety requirements (98.41(a)(1)(i)(C)(4)).

- Both the Subsidy Program and Licensing functions are provided through the Department of Social Services. Licensing staff are made aware of the grace period and do not cite violations for families experiencing homelessness.
- The Subsidy Program and the Department of Housing and Community Development, a sister state agency, work together to assist families experiencing homelessness.
- Subsidy Program staff has access to the Virginia Immunization Information System through the Virginia Department of Health to verify immunization information for children whose families may not have written documentation of immunizations.

c) Does the Lead Agency establish grace periods for other children who are not experiencing homelessness or in foster care?

☑ No.

☐ Yes.

Describe:

3.3 Protection for Working Families

3.3.1 12-Month eligibility.

The Lead Agency is required to establish a minimum 12-month eligibility and redetermination period, regardless of changes in income (as long as the income does not exceed the federal threshold of 85 percent of the state median income) or temporary changes in participation in work, training, or educational activities (658E(c)(2)(N)(i) and (ii)).

This change means that a Lead Agency 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 percent of SMI. The Lead Agency may not terminate assistance prior to the end of the 12-month period if a family experiences a temporary job loss or a temporary change in participation in a training or educational activity. A temporary change in eligible activity includes, at a minimum, any time-limited absence from work for an employed parent due to such reasons as the need to care for a family member or an illness; any interruption in work for a seasonal worker who is not working; any student holiday or break for a parent participating in a training or educational program; any reduction in work, training, or education hours, as long as the parent is still working or attending a training or educational program; any other cessation of work or attendance at a training or educational program that does not exceed 3 months or a longer period of time established by the Lead Agency; a child turning 13 years old during the 12-month eligibility period (except as described in 3.1.1); and any changes in residency within the state, territory, or tribal service area.

a) Describe the Lead Agency's policies and procedures in implementing the minimum 12-month eligibility and redetermination requirements, including when a family experiences a temporary change in activity.

- An eligibility redetermination is required at the end of the 12-month eligibility period.
- Recipients shall not have their eligibility for child care services redetermined prior to the end of their eligibility period.
- The 12-month cycle begins with the effective date of the child care approval and is calculated in VaCMS.
- Eligibility redetermination means that all eligibility criteria must be evaluated and a contact must be made with the recipient.
- This contact may be in person or by phone and should not unduly disrupt a parent's work schedule.
- Recipients will be eligible for child care subsidy and services for a minimum of 12 months before eligibility is redetermined unless:

1. Their countable income exceeds 85% of state median income. Temporary increases in income will not affect eligibility of family copayments, including monthly income fluctuations, which when taken in isolation may incorrectly indicate that a recipient's income exceeds 85% of state median income.
2. There is a finding that the recipient committed an intentional program violation/fraud.
3. The recipient is no longer a resident of Virginia.
4. The recipient requests that their case be closed.
5. The recipient is a family of a child experiencing homelessness that was conditionally approved because they could not provide required documentation. If the documentation is provided to the local department within 90 days of case approval, the recipient may remain eligible for the remainder of the 12-month eligibility period. If documentation is not provided to the local department within 90 days, or the recipient is determined ineligible after full documentation is provided, the child care case will be closed.

- Once eligibility has been approved, recipients will retain eligibility despite any change in residency within the State. Recipients will also retain eligibility despite any eligible child turning 13 or 18 (child with special needs) years of age during the eligibility period. During the eligibility period, the child shall be considered eligible and shall receive services at least at the same level, regardless of: (i) a change in family income, if that family income does not exceed 85% of state median income; or (ii) any temporary change or cessation of work or attendance at a training or education program.

b) How does the Lead Agency define "temporary change?'

- Any time-limited absence from work for an employed parent due to reasons such as need to care for a family member or an illness;
- Any interruption in work for a seasonal worker who is not working between regular work seasons;
- Any student holiday or break for a parent participating in training or education;
- Any reduction in work, training or education hours, as long as the parent is still working or attending training or education; or
- Any other cessation of work or attendance at a training or education program that does not exceed the recipient's eligibility period.

c) Provide the citation for this policy and/or procedure.

Child Care Subsidy Program Guidance Manual - Section 1.1, Definitions and Section 3.12, Eligibility Period

3.3.2 Option to discontinue assistance during the 12-month eligibility period.

Lead Agencies have the option, but are not required, to discontinue assistance during the 12-month eligibility period due to a parent's non-temporary loss of work or cessation of attendance at a job training or educational program, otherwise known as a parent's eligible activity (i.e., if the parent experiences a temporary change in his or her status as working or participating in a training or educational program, as described in section 3.3.1 of the plan).

If the Lead Agency chooses the option to discontinue assistance due to a parent's non-temporary loss or cessation of eligible activity, it must continue assistance at least at the same level for a period of not fewer than 3 months after each such loss or cessation for the parent to engage in a job search and to resume work or resume attendance in a job training or educational program. At the end of the minimum 3-month period of continued assistance, if the parent has engaged in a qualifying work, training, or educational program activity with an income below 85 percent of SMI, assistance cannot be terminated, and the child must continue receiving assistance until the next scheduled redetermination or, at the Lead Agency option, for an additional minimum 12-month eligibility period.

a) Does the Lead Agency choose to discontinue assistance during the 12-month eligibility period due to a parent's non-temporary loss or cessation of eligible activity and offer a minimum 3-month period to allow parents to engage in a job search and to resume participation in an eligible activity?

- [x] No, the state/territory does not allow this option to discontinue assistance during the 12-month eligibility period due to a parent's non-temporary loss of work or cessation of attendance at a job training or educational program.
- [ ] Yes, the Lead Agency discontinues assistance during the 12-month eligibility period due to a parent's non-temporary loss of work or cessation of eligible activity and provides a minimum 3-month period of job search. If yes:

i. Provide a summary describing the Lead Agency's policies and procedures for discontinuing assistance due to a parent's non-temporary change:

ii. Describe what specific actions/changes trigger the job-search period.

iii. How long is the job-search period (must be at least 3 months)?

iv. Provide the citation for this policy or procedure.

b) The Lead Agency may discontinue assistance prior to the next 12-month redetermination in the following limited circumstances. Check and describe any circumstances in which the Lead Agency chooses to discontinue assistance prior to the next 12-month redetermination. Check all that apply.

☐ Not applicable.

☐ Excessive unexplained absences despite multiple attempts by the Lead Agency or designated entity to contact the family and provider, including the prior notification of a possible discontinuation of assistance.

i. Define the number of unexplained absences identified as excessive:

ii. Provide the citation for this policy or procedure:

☑ A change in residency outside of the state, territory, or tribal service area.

Provide the citation for this policy or procedure:

Child Care Subsidy Program Manual, Section 4.2

☑ Substantiated fraud or intentional program violations that invalidate prior determinations of eligibility.

Describe the violations that lead to discontinued assistance and provide the citation for this policy or procedure.

An intentional program violation (IPV) consists of any action by which an individual intentionally:

- Makes a false or misleading statement to the local department, orally or in writing, to obtain child care services to which the household is not entitled. An IPV may exist for an individual even if the local department denies the family's application;
- Conceals information or withholds facts to obtain services to which the family is not entitled; or
- Commits any act that constitutes a violation of the:

1. Child Care Development Block Grant Act of 2014, as implemented in regulation at 45 CFR parts 98 and 99.
2. Code of Virginia, § 63.2-217, 63.2-319, 63.2-502, 63.2-522, 63.2-526, 63.2-611, 63.2-616, 63.2-620.

An IPV is also any action where an individual knowingly, willfully and with deceitful

intent uses the VaECC system to cause payment for child care services to be fraudulently obtained. Whoever obtains or attempts to obtain or aids or abets any individual in obtaining services by means of a willful statement or misrepresentation, by impersonation or other fraudulent device assistance, has committed an IPV.

Policy citation: Child Care Subsidy Program Guidance Manual, Section 3.12

3.3.3 Change reporting during the 12-month eligibility period.

The Lead Agency must describe the requirements for parents to report changes in circumstances during the 12-month eligibility period and describe efforts to ensure that such requirements do not place an undue burden on eligible families, which could impact the continuity of care for children and stability for families receiving CCDF services (98.16(h)(1)).

Note: Responses should exclude reporting requirements for a graduated phase-out, which were described in question 3.1.7(b).

Families are required to report a change to the Lead Agency at any time during the 12-month eligibility period if the family's income exceeds 85 percent of the state median income, taking into account irregular fluctuations in income (98.21(e)(1)). If the Lead Agency chooses the option to terminate assistance, as described in section 3.3.2 of the plan, they may require families to report a non-temporary change (as described in section 3.3.3 of the plan) in work, training or educational activities (otherwise known as a parent's eligible activity).

a) Does the Lead Agency require families to report a non-temporary change in a parent's eligible activity?

- [x] No
- [ ] Yes

b) Any additional reporting requirements during the 12-month eligibility period must be limited to items that impact a family's eligibility (e.g., income changes over 85 percent of SMI or that impact the Lead Agency's ability to contact the family or pay the child care providers (e.g., a family's change of address, a change in the parent's choice of child care provider).

Check and describe any additional reporting requirements required by the Lead Agency during the 12-month eligibility period. Check all that apply.

- [x] Additional changes that may impact a family's eligibility during the 12-month period.

  Describe:

  The recipient must report if they are no longer a resident of Virginia.

- [x] Changes that impact the Lead Agency's ability to contact the family.

  Describe:

  The recipient must report if they are no longer a resident of Virginia or the county in which they are receiving services.

- [x] Changes that impact the Lead Agency's ability to pay child care providers.

  Describe:

  The recipient must report if they are no longer a resident of Virginia or the county in which they are receiving services, of if there is a change in their selected child care provider.

Any additional reporting requirements that the Lead Agency chooses, as its option to require from parents during the 12-month eligibility period, shall not require an office visit. In addition, the Lead Agency must offer a range of notification options to accommodate families.

c) How does the Lead Agency allow for families to report changes to ensure that reporting requirements are not burdensome and to avoid an impact on continued eligibility between redeterminations? Check all that apply.

- [x] Phone
- [x] Email
- [ ] Online forms
- [x] Extended submission hours
- [x] Postal Mail
- [x] FAX
- [x] In-person submission
- [ ] Other.

  Describe:

d) Families must have the option to voluntarily report changes on an ongoing basis during the 12-month eligibility period. Lead Agencies are required to act on information reported by the family if it will reduce the family's co-payment or increase the family's subsidy. Lead Agencies are prohibited from acting on information reported by the family that would reduce the family's subsidy unless the information reported indicates that the family's income exceeds 85 percent of SMI after considering irregular fluctuations in income or, at the option of the Lead Agency, the family has experienced a non-temporary change in eligible activity.

i. Describe any other changes that the Lead Agency allows families to report.

- Parents may voluntarily report changes on an ongoing basis.
- During the recipient's eligibility period, the local department shall not act on any reported changes that would reduce the recipient's authorized child care service unless:

1. the recipient family's income exceeds 85 percent of state median income;
2. the recipient is no longer a resident of Virginia;
3. the recipient is found to have committed an intentional program violation/fraud; or
4. the recipient voluntarily withdraws their child from care or requests that their case be closed.

ii. Provide the citation for this policy or procedure.

Child Care Subsidy Program Guidance Manual Section 3.9., D. Reported Changes

3.3.4 Prevent the disruption of employment, education, or job training activities

Lead Agencies are required to have procedures and policies in place to ensure that parents (especially parents receiving assistance under the TANF program) are not required to unduly disrupt their employment, education, or job training activities to comply with the Lead Agency's or designated local entity's requirements for the redetermination of eligibility for assistance (658E(c)(2)(N)(ii); 98.21(d)).

Examples include developing strategies to inform families and their providers of an upcoming redetermination and the information that will be required of the family, pre-populating subsidy renewal forms, having parents confirm that the information is accurate, and/or asking only for the information necessary to make an eligibility redetermination. In addition, states and territories can offer a variety of family-friendly methods for submitting documentation for eligibility redetermination that considers the range of needs for families in accessing support

(e.g. use of languages other than English, access to transportation, accommodation of parents working non-traditional hours, etc.).

a) Identify, where applicable, the Lead Agency's procedures and policies to ensure that parents (especially parents receiving TANF program funds) do not have their employment, education, or job training unduly disrupted to comply with the state/territory's or designated local entity's requirements for the redetermination of eligibility.

- [x] Advance notice to parents of pending redetermination
- [ ] Advance notice to providers of pending redetermination
- [x] Pre-populated subsidy renewal form
- [ ] Online documentation submission
- [ ] Cross-program redeterminations
- [x] Extended office hours (evenings and/or weekends)
- [ ] Other.

Describe:

b) How are families allowed to submit documentation, described in 3.1.9, for redetermination? Check all that apply.

- [x] Postal Mail
- [x] Email
- [ ] Online forms
- [x] FAX
- [x] In-person submission
- [x] Extended submission hours
- [ ] Other.

Describe:

3.4 Family Contribution to Payments

Lead Agencies are required to establish and periodically revise a sliding-fee scale for CCDF families that varies based on income and the size of the family to determine each family's contribution (i.e., co-payment) that is not a barrier to families receiving CCDF funds (658E(c)(5)). In addition to income and the size of the family, the Lead Agency may use other

factors when determining family contributions/co-payments. Lead Agencies, however, may NOT use cost of care or amount of subsidy payment in determining copayments (98.45(k)(2)).

Note: To help families transition off of child care assistance, Lead Agencies may gradually adjust co-pay amounts for families determined to be eligible under a graduated phase-out. However, section 3.4 applies only to families in their initial/entry eligibility period. See section 3.1.7 Graduated Phase-Out regarding co-pays during the graduated phase-out period.

3.4.1 Provide the CCDF co-payments in the chart below according to family size for one child in care.

a) Fill in the chart based on the most populous area of the State (area serving highest number of CCDF children).

	(a)	(b)	(c)	(d)	(e)	(f)
Family Size	**Lowest Initial or First Tier Income Level Where Family Is First Charged Co-Pay (Greater Than $0)**	**What Is the Monthly Co-Payment for a Family of This Size Based on the Income Level in (a)?**	**The Co-Payment in Column (b) is What Percentage of the Income in Column (a)?**	**Highest Initial or First Tier Income Level Before a Family Is No Longer Eligible**	**What Is the Monthly Co-Payment for a Family of This Size Based on the Income Level in (d)?**	**The Co-Payment in Column (e) is What Percentage of the Income in Column (d)?**
1	N/A	N/A	N/A	N/A	N/A	N/A
2	$1.00	$.05	5%	$3,430	$343	10%
3	$1.00	$.05	5%	$4,330	$433	10%
4	$1.00	$.05	5%	$5,230	$523	10%
5	$1.00	$.05	5%	$6,130	$613	10%

b) What is the effective date of the sliding-fee scale(s)? 10/01/2018

c) Identify the most populous area of the state used to complete the chart above.

Fairfax County/Fairfax City/Falls Church City

d) Provide the link to the sliding-fee scale: Child Care Subsidy Program Guidance

Manual, Appendix B, p. 167http://dss.virginia.gov/files/division/cc/assistance/parents_guardians/program_guidance/Guidance_Manual_Final.pdf

e) If the sliding-fee scale is not statewide, describe how many jurisdictions set their own sliding-fee scale (98.16(i)(3)).

3.4.2 How will the family's contribution be calculated, and to whom will it be applied? Check all that apply.

- [ ] The fee is a dollar amount and:
  - [ ] The fee is per child, with the same fee for each child.
  - [ ] The fee is per child and is discounted for two or more children.
  - [ ] The fee is per child up to a maximum per family.
  - [ ] No additional fee is charged after certain number of children.
  - [ ] The fee is per family.
  - [ ] The contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).

    Describe:

  - [ ] Other.

    Describe:

- [x] The fee is a percent of income and:
  - [ ] The fee is per child, with the same percentage applied for each child.
  - [ ] The fee is per child, and a discounted percentage is applied for two or more children.
  - [ ] The fee is per child up to a maximum per family.
  - [ ] No additional percentage is charged after certain number of children.
  - [x] The fee is per family.
  - [ ] The contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1).

Describe:

☐ Other.

Describe:

3.4.3 Does the Lead Agency use other factors in addition to income and family size to determine each family's co-payment (658E(c)(3)(B))? Reminder ' Lead Agencies may NOT use cost of care or amount of subsidy payment in determining copayments (98.45(k)(2)).

☑ No.

☐ Yes, check and describe those additional factors below.

☐ Number of hours the child is in care.

Describe:

☐ Lower co-payments for a higher quality of care, as defined by the state/territory.

Describe:

☐ Other.

Describe:

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 (98.45(k)) or for families who are receiving or needing to receive protective services, as determined for purposes of CCDF eligibility, or who meet other criteria established by the Lead Agency (98.45(k)(4)). Does the Lead Agency waive family contributions/co-payments for any of the following? Check all that apply.

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

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

☐ Yes, the Lead Agency waives family contributions/co-payments for families who are receiving or needing to receive protective services, as determined by the Lead Agency for purposes of CCDF eligibility.

Describe the policy and provide the policy citation.

☐ Yes, the Lead Agency waives family contributions/co-payments for other criteria established by the Lead Agency.

Describe the policy and provide the policy citation.

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

A core purpose of CCDF is to promote parental choice and to empower working parents to make their own decisions regarding the child care services that best suit their family's needs. Parents have the option to choose from center-based care, family child care or care provided in the child's own home In supporting parental choice, the Lead Agencies must ensure that families receiving CCDF funding have the opportunity to choose from the full range of eligible child care settings and must provide families with equal access to child care that is comparable to that of non-CCDF families. Lead Agencies must employ strategies to increase the supply and to improve the quality of child care services, especially in underserved areas. This section addresses strategies that the Lead Agency uses to promote parental choice, ensure equal access, and increase the supply of child care. Note: In responding to questions in this section, the Office of Child Care (OCC) recognizes that each State/Territory identifies and defines its own categories and types of care. The OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories and types of care. For these questions, provide responses that closely match the CCDF categories of care.

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 receiving a child care certificate or, if available, enrolling his or her child with a provider that has a grant or contract for providing child care services (658E(c)(2)(A); 98.30(a)). Even if a parent chooses to enroll his or her child with a provider who has a grant or contract, the parent will select the provider, to the extent practicable. If a parent chooses to use a certificate, the Lead Agency shall provide information to the parent on the

range of provider options, including care by sectarian providers and relatives. Lead Agencies must require providers chosen by families to meet health and safety standards and has the option to require higher standards of quality. Lead agencies are reminded that any policies and procedures should not restrict parental access to any type of care or provider (e.g. center care, home care, in-home care, for-profit provider, non-profit provider or faith-based provider, etc.) (98.15 (a)(5)).

4.1.1 Describe the child care certificate, including when it is issued to parents (before or after the parent has selected a provider) and what information is included on the certificate (98.16 (q)).

A Purchase of Services Order (POSO), Virginia's child care certificate, is issued to both the parent and the child care provider once the family selects their provider. The POSO includes:

- Name of the parent and the child;
- Child's date of birth;
- Name, location, and type of provider (center or home);
- Amount of authorized care per week/month and whether full days or part days;
- Authorization ID number;
- Beginning and ending dates;
- Payment rate by age;
- Special needs rate, if applicable;
- Locality authorizing care;
- Co-payment amount, if any; and
- Signatures of the caseworker, supervisor, local fiscal manager, and provider.

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

- ☐ Certificate that provides information about the choice of providers
- ☐ Certificate that provides information about the quality of providers
- ☐ Certificate not linked to a specific provider, so parents can choose any provider

- [x] Consumer education materials on choosing child care
- [ ] Referral to child care resource and referral agencies
- [ ] Co-located resource and referral in eligibility offices
- [x] Verbal communication at the time of the 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 to be paid in the certificate program.

- [x] No. If no, skip to 4.1.4.
- [ ] Yes, in some jurisdictions but not statewide.

  If yes, describe how many jurisdictions use grants or contracts for child care slots.

- [ ] Yes, statewide. If yes, describe:

  i. How the Lead Agency ensures that parents who enroll with a provider who has a grant or contract have choices when selecting a provider:

  ii. The type(s) of child care services available through grants or contracts:

  iii. The entities that receive contracts (e.g., shared services alliances, CCR&R agencies, FCC networks, community-based agencies, child care providers):

  iv. The process for accessing grants or contracts:

  v. How rates for contracted slots are set through grants and contracts:

vi. How the Lead Agency determines which entities to contract with for increasing supply and/or improving quality:

vii. If contracts are offered statewide and/or locally:

4.1.3 Child care services available through grants or contracts.

b) Will the Lead Agency use grants or contracts for child care services to increase the supply and/or quality of specific types of care? Check all that apply.

- ☐ 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 children experiencing homelessness
- ☐ 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

Not applicable; however, response required for ACF-118 system.

4.1.3 Child care services available through grants or contracts.

c) Will the Lead Agency use grants or contracts for child care services to increase the quality of specific types of care? Check all that apply.

- ☐ 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
- [x] Other

Describe

Not applicable; however, response required for ACF-118 system.

4.1.4 Certify by describing the Lead Agency's procedures for ensuring that parents have unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds (658E(c)(2)(B); 98.16(t)).

The agreement signed by each child care provider participating in the Subsidy Program specifies that parents must be allowed unlimited access to their children while in the provider's 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 (98.16(i)(2)). Will the Lead Agency limit the use of in-home care in any way?

- [ ] No.
- [x] 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 the number of children in the care of the provider to meet the Fair Labor Standards Act (minimum wage) requirements.

    Describe:

  - [x] Restricted based on the provider meeting a minimum age requirement. (A relative provider must be at least 18 years of age based on the definition of eligible

child care provider (98.2).

Describe:

Payments to in-home providers must equal or exceed minimum wage.

☐ Restricted based on the hours of care (i.e., certain number of hours, non-traditional work hours).

Describe:

☐ Restricted to care by relatives.

Describe:

☐ Restricted to care for children with special needs or a medical condition.

Describe:

☐ Restricted to in-home providers that meet additional health and safety requirements beyond those required by CCDF.

Describe:

☐ Other.

Describe:

4.2 Assessing Market Rates and Child Care Costs

Lead Agencies have the option to conduct a statistically valid and reliable (1) market rate survey (MRS) reflecting variations in the price to parents of child care services by geographic area, type of provider, and age of child and/or (2) an alternative methodology, such as a cost estimation model (658E(c)(4)(B)). A cost estimation model estimates the cost of care by incorporating both data and assumptions to model what expected costs would be incurred by child care providers and parents under different cost scenarios. Another approach would be a cost study that collects cost data at the facility or program level to measure the costs (or inputs used) to deliver child care services. The MRS or alternative methodology must be developed and conducted no earlier than 2 years before the date of submission of the Plan.

Note - Any Lead Agency considering using an alternative methodology, instead of a market rate survey, is required to submit a description of its proposed approach to its ACF Regional Child Care Program Office for pre-approval in advance of the Plan submittal (see https://www.acf.hhs.gov/occ/resource/ccdf-acf-pi-2016-08). Advance approval is not required if the Lead Agency plans to implement both a market rate survey and an alternative methodology. In its request for ACF pre-approval, a Lead Agency must:

- Provide an overview of the Lead Agency's proposed approach (e.g., cost estimation model, cost study/survey, etc.), including a description of data sources.

- Describe how the Lead Agency will consult with the State's Early Childhood Advisory Council or similar coordinating body, local child care program administrators, local child care resource and referral agencies, organizations representing child care caregivers, teachers and directors, and other appropriate entities prior to conducting the identified alternative methodology.

- Describe how the alternative methodology will use methods that are statistically valid and reliable and will yield accurate results. For example, if using a survey, describe how the Lead Agency will ensure a representative sample and promote an adequate response rate. If using a cost estimation model, describe how the Lead Agency will validate the assumptions in the model.

- If the proposed alternative methodology includes an analysis of costs (e.g., cost estimation model or cost study/survey), describe how the alternative methodology will account for key factors that impact the cost of providing care'such as: staff salaries and benefits, training and professional development, curricula and supplies, group size and ratios, enrollment levels, licensing requirements, quality level, facility size, and other factors.

- Describe how the alternative methodology will provide complete information that captures the universe of providers in the child care market.

- Describe how the alternative methodology will reflect variations by provider type, age of children, geographic location and quality.

- Describe how the alternative methodology will use current, up to date data.

- Describe the estimated reporting burden and cost to conduct the approach.

4.2.1 Please identify the methodology(ies) used below to assess child care prices and/or costs.

- [x] MRS
- [ ] Alternative methodology.
  Describe:

- [ ] Both.
  Describe:

4.2.2 Prior to developing and conducting the MRS or alternative methodology, the Lead Agency is required to consult with the (1) State Advisory Council or similar coordinating body, local child care program administrators, local child care resource and referral agencies, and other appropriate entities and (2) organizations representing caregivers, teachers, and directors (98.45 (e)).

Describe how the Lead Agency consulted with the:

a) State Advisory Council or similar coordinating body:

Virginia does not currently have a State Advisory Council for which this type of consultation was appropriate. Prior to executing the previous MRS, the Lead Agency consulted with the Commonwealth Council for Childhood Success, the body serving at that time as the State Advisory Council.

b) Local child care program administrators:

The Child Care Subsidy Program Manager meets monthly with the League of Social Services Executives Child Care Committee, representing the local departments of social services. The market rate survey and instrument were discussed with the Committee prior to implementation.

c) Local child care resource and referral agencies:

Child Care Aware was sent a copy of the survey instrument and will be involved infuture discussions to help the Department assess rates, including the implementation of tiered reimbursement for the Child Care Subsidy Program.

d) Organizations representing caregivers, teachers, and directors:

The Market Rate Survey instrument was sent to the Virginia Child Care Association requesting their input and comments.

e) Other. Describe:

None

4.2.3 Describe how the market rate survey is statistically valid and reliable. To be considered valid and reliable, the MRS must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variations, 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 methods.

- The child care market rate survey was conducted from December 2017 through February 2018 by Old Dominion University's Social Science Research Center. The Lead Agency's Office of Research and Planning supervised the survey and completed the data analysis and survey report.
- The VDSS Division of Licensing Programs' DOLPHIN system was the primary source of provider contact information for the survey. The center list included licensed child care homes and religious-exempt providers. The family provider list consisted of licensed family day homes statewide and lists of providers approved under local ordinances generated by Arlington, Alexandria and Fairfax.
- The basic survey instrument was developed over 10 years ago, with modifications to address new areas of concern related to service delivery. 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 VDSS's Division of Licensing Programs. Additional questions relate to supplemental costs for meals, transportation, registration, and activities, as well as inquiries about night and weekend care.

- The instrument was entered into computer-assisted telephone interviewing (CATI) software, which the Center uses to conduct the survey. A trained staff member contacts a provider and uses a script based on prescribed survey questions to gather rate information. During the interview process, the responses are being keyed into a database.
- The Center makes up to 10 attempts to reach a provider. The response rate for this survey was seventy-two percent (72%) for center providers and forty-four percent (44%) for family providers. The response rate declined somewhat compared to previous market rate surveys, but not significantly. Nationally, response rates for telephone surveys have declined - possibly due to the increase in solicitation calls and use of answering machines.
- The Office of Research and Planning analyzed the survey results. The initial analysis effort involved reviewing the data to minimize errors and inconsistencies, if any. The responses were standardized to a weekly rate for basic care and cost for supplemental services. A final rate, by provider type and age group, was calculated using the basic rate and adding supplemental costs, if any, for meals and transportation.

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

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

Providers are surveyed and results analyzed at the locality level.

b) Type of provider. Describe:

Center and family providers are surveyed and analyzed separately.

c) Age of child. Describe:

- The survey contains questions on charges for the care of infants, toddlers, pre-school, and school age children.
- Age category definitions are based on guidelines from the Division of Licensing Programs.

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

No variations were examined.

4.2.5 After conducting the market rate survey or alternative methodology, the Lead Agency must prepare a detailed report containing the results of the MRS or alternative methodology. The detailed report must also include the estimated cost of care (including any relevant variation by geographic location, category of provider, or age of child) necessary to support (1) child care providers' implementation of the health, safety, quality, and staffing requirements and (2) higher quality care, as defined by the Lead Agency using a quality rating and improvement system or other system of quality indicators, at each level of quality. For States without a QRIS, the States may use other quality indicators (e.g. provider status related to accreditation, pre-K standards, Head Start performance standards, or State defined quality measures.)

Describe how the Lead Agency made the results of the market rate survey or alternative methodology report widely available to the public (98.45(f)(1)). by responding to the questions below.

a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2016, and no later than July 1, 2018). 02/28/2018

b) Date the report containing results was made widely available - no later than 30 days after the completion of the report. The report will be made available by 11/30/2018

c) Describe how the Lead Agency made the detailed report containing results widely available and provide the link where the report is posted.

The report will be made available by11/30/2018.

Report are posted on Virginia's child care microsite, http://childcareva.com.

d) Describe how the Lead Agency considered stakeholder views and comments in the detailed report.

- Comments related to the market rate survey that were received on the draft state child care plan and during the public hearings were considered during the rate decision-making process.
- Reports areshared with stakeholders for comment upon completion.

4.3 Setting Payment Rates

The Lead Agency must set CCDF subsidy payment rates, in accordance with the results of the current MRS or alternative methodology, at a level to ensure equal access for eligible families to child care services that are comparable with those provided to families not receiving CCDF funds. The Lead Agency must re-evaluate its payment rates at least every 3 years.

4.3.1 Provide the base payment rates and percentiles (based on the most recent MRS) for the following categories below. Percentiles are not required if the Lead Agency conducted an alternative methodology only (with pre-approval from ACF), but must be reported if the Lead Agency conducted an MRS alone or in combination with an alternative methodology. The ages and types of care listed below are meant to provide a snapshot of the categories on which rates can be based and are not intended to be comprehensive of all categories that might exist or to reflect the terms used by the Lead Agency for particular ages. Please use the most populous geographic region (area serving highest number of CCDF children) to report base payment rates below, if they are not statewide. Note: If the Lead Agency obtained approval to conduct an alternative methodology, then reporting of percentiles is not required.

a) Infant (6 months), full-time licensed center care in the most populous geographic region
Rate $ 82 per daily unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 70th

b) Infant (6 months), full-time licensed FCC home in the most populous geographic region
Rate $ 55 per daily unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 70th

c) Toddler (18 months), full-time licensed center care in the most populous geographic region
Rate $ 78 per daily unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 70th

d) Toddler (18 months), full-time licensed FCC care in the most populous geographic region
Rate $ 52 per daily unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 70th

e) Preschooler (4 years), full-time licensed center care in the most populous geographic region
Rate $ 70 per daily unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 70th

f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic region
Rate $ 50 per daily unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 70th

g) School-age child (6 years), full-time licensed center care in most populous geographic region
Rate $ 61 per daily unit of time (e.g., daily, weekly, monthly, etc.)

Percentile of most recent MRS: 70th

h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region
Rate $ 45 per daily unit of time (e.g., daily, weekly, monthly)

Percentile of most recent MRS: 70th

i) Describe how part-time and full-time care were defined and calculated.

- Full time care is defined as five (5) or more hours per day and part time care is less than five (5) hours.
- Full time daily rates are based on the weekly rate reported by survey respondents divided by five (5) days.
- Part day rates are set at 70 percent of the full time daily rate.

j) Provide the effective date of the current payment rates (i.e., date of last update based on most recent MRS). 06/01/2018

k) Identify the most populous area of the state used to complete the responses above.

Fairfax County/Fairfax City/Falls Church City

l) Provide the citation or link, if available, to the payment rates.

http://dss.virginia.gov/files/division/cc/assistance/parents_guardians/program_guidance/Guidance_Manual_Final.pdf, Appendices F and G

m) If the payment rates are not set by the Lead Agency for the entire state/territory, describe how many jurisdictions set their own payment rates (98.16(i)(3)).

N/A

4.3.2 Lead Agencies can choose to establish tiered rates, differential rates, or add-ons on top of their base rates as a way to increase payment rates for targeted needs (i.e., a 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 and describe the types of tiered reimbursement or differential rates, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, at a minimum, indicate the process and basis used for determining the tiered rates, including if the rates were based on the MRS and/or an alternative methodology, and the amount of the rate. Check all that apply.

☐ Differential rate for *non-traditional hours*.

Describe:

☑ Differential rate for *children with special needs*, as defined by the state/territory.

Describe:

Payments for children with special needs may be up to twice the Maximum Reimbursable Rate.

☐ Differential rate for *infants and toddlers*. Note: Do not check if the Lead Agency has a different base rate for infants/toddlers with no separate bonus or add-on.

Describe:

☐ Differential rate for *school-age programs*. Note: Do not check if the Lead Agency has a different base rate for school-age children with no separate bonus or add-on.

Describe:

☑ Differential rate for higher quality, as defined by the state/territory.

Describe:

- Payment for care by a licensed or liensed-equivalent, Level 2 provider is set at ahigher rate than care provided by an unlicensed provider.
- Level 1 reimbursement rates apply to unlicensed and unregulated childcare providers. Level 2 rates apply to licensed/licensed equivalent providers.
- Licensure is considered to be a measurable foundation of quality.
- The rate difference with Level 2 is seen as an incentive for level 1 providers to become licensed care.
- Across center and family providers and all age groups, Level 1 rates are currently 56% of the latest Level 2 rates set at the 70th percentile.

☐ Other differential rates or tiered rates.

Describe:

☐ Tiered or differential rates are not implemented.

4.4 Summary of Facts Used To Determine That Payment Rates Are Sufficient To Ensure Equal Access

4.4.1 Lead Agencies must certify that CCDF payment rates are sufficient to ensure equal access for eligible families to child care services comparable to those provided by families not receiving CCDF assistance (98.16(a)). Certify that payment rates reported in 4.3.1 are sufficient to ensure equal access by providing the following summary of facts (98.45(b)):

a) Describe how a choice of the full range of providers eligible to receive CCDF is made available; the extent to which eligible child care providers participate in the CCDF system; and any barriers to participation, including barriers related to payment rates and

practices.

- Families are advised at intake that they may choose any provider which is approved for program participation.
- If the provider of choice is not currently approved for participation, the program will work with them to become approved, if the provider elects to do so.
- Families are made aware of the Department's website that provides information on provider hours of operation, contact information and results of their inspections.
- As of August 2018, 2544 child care providers participated in the Child Care Subsidy Program, representing 37% of the providers known to the Lead Agency.
- To identify barriers to participation in the Child Care Subsidy Program, the 2018 Market Rate Survey asked providers who currently do not participate to identify one or more of the barriers to participation in the program. Of the 1,060 total non-subsidy providers responding, 646 (61%) were centers and 414 (39%) were family day homes. The findings were as follow:

1. Most responses (68.8% of family day homes and 57.3% of centers) identified "no requests for subsidy child care" as the primary barrier to participation.
2. The administrative burden of participation was a barrier to 21.9% of centers and 11.2% of family day homes.
3. Payment after services are rendered was indicated as a barrier for 8.6% of centers and 5.7% of family day homes.
4. Reimbursement rates were a barrier to 6.6% of centers and 8.7% of family day homes.
5. The payment schedule was identified as a barrier in 5.6% of centers and 5.7% of family day homes.

b) Describe how payment rates are adequate and have been established based on the **most recent MRS or alternative methodology** . Note: Per the preamble (81 FR 67512), in instances where a MRS or alternative methodology indicates that prices or costs have increased, Lead Agencies must raise their rates as a result.

- The Lead Agency increased subsidy payment rates in June 2018 to the 70th percentile of the 2018 MRS results. This represented a significant increase. Rates prior to the June increase represented, on average, 41% of the 2018 MRS results.
- Program data reveal that children receiving subsidies are enrolled with a full range of legally operating vendors.
- State policies allow families to select the type of care that best meets their needs.
- Ninety-four percent 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. Children with special needs are eligible for a differential rate that is up to twice that of children without special needs. Care provided in a licensed or licensed-equivalent setting is paid for at a higher rate than care in an unlicensed setting.

c) Describe how base payment rates enable providers to meet health, safety, quality, and staffing requirements under CCDF.

- Based on the level of regulatory oversight, payment rates for the Subsidy Program are established for Level 1 and Level 2 providers, with Level 1 providers being unlicensed and Level 2 providers being licensed or licensed-equivalent.
- Level 2 takes into account that licensed/licensed-equivalent providers must comply with a higher level of requirements, an important step in providing health, safety and quality, and receive more frequent inspections.
- Virginia has not yet implemented tiered reimbursement for Subsidy providers participating in Virginia Quality (Virginia's quality rating and improvement system). However, the lead agency conducted a tiered reimbursement study in 2014/2015. The study found that subsidy rates would need to increase by 6.5% - 28.1% to address the cost of quality and maintain provider profitability.
- Level 2 rates were increased in June 2018 to the 70th percentile of the results of the market rate survey completed in February 2018. Overall, the Level 2 rates increased by 29%, exceeding the general percentages indicated by the tiered reimbursement study.
- The lead agency has taken additional steps to help providers address costs associated with health, safety and quality, including providing preservice, first aid, and CPR training free of charge. Further, the cycle for background checks has been moved from 3 years to 5 years, thus reducing fiscal burden on providers.
- Approximately 7,900 or 26% of Subsidy children receive care from quality-rated providers.

d) Describe how the Lead Agency took the cost of higher quality into account, including how payment rates for higher-quality care, as defined by the Lead Agency using a QRIS or other system of quality indicators, relate to the estimated cost of care at each level of quality. Note: For States without a QRIS, the States may use other quality indicators (e.g. provider status related to accreditation, Pre-K standards, Head Start performance standards, or State defined quality measures).

- Based on the level of regulatory oversight, payment rates for the Subsidy Program are established for Level 1 and Level 2 providers, with Level 1 providers being unlicensed and Level 2 providers being licensed or licensed-equivalent.
- Level 2 takes into account that licensed/licensed-equivalent providers must comply with a higher level of requirements, an important step in providing health, safety and quality, and receive more frequent inspections.
- Virginia has not yet implemented tiered reimbursement for Subsidy providers participating in Virginia Quality (Virginia's quality rating and improvement system). However, the lead agency conducted a tiered reimbursement study in 2014/2015. The study found that subsidy rates would need to increase by 6.5% - 28.1% to

address the cost of quality and maintain provider profitability.

- Level 2 rates were increased in June 2018 to the 70th percentile of the results of the market rate survey completed in February 2018. Overall, the Level 2 rates increased by 29%, exceeding the general percentages indicated by the tiered reimbursement study.
- The lead agency has taken additional steps to help providers address costs associated with health, safety and quality, including providing preservice, first aid, and CPR training free of charge. Further, the cycle for background checks has been moved from 3 years to 5 years, thus reducing fiscal burden on providers.
- Approximately 7,900 or 26% of Subsidy children receive care from quality-rated providers.

e) How will the Lead Agency ensure that the family contribution/co-payment, based on a sliding-fee scale, is affordable and is not a barrier to families receiving CCDF funds (98.16 (k))? Check all that apply.

☑ Limit the maximum co-payment per family.

Describe: .

Virginia utilizes a sliding fee scale of from 5-10% of a family's gross monthly income. The maximum co-payment is 10 percent.

☐ Limit the combined amount of co-payment for all children to a percentage of family income. List the percentage of the co-payment limit and

☐ Minimize 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 3.1.7.

☐ Other.

Describe:

f) To support parental choice and equal access to the full range of child care options, does the Lead Agency choose the option to allow providers to charge families additional amounts above the required co-payment in instances where the provider's price exceeds the subsidy payment (98.45(b)(5))?

☐ No

☑ Yes. If yes:

i. Provide the rationale for the Lead Agency's policy to allow providers to charge families additional amounts above the required co-payment, including a demonstration of how the policy promotes affordability and access for families.

- Allowing providers to charge families amounts above the state payment rate offers a wider selection of providers from which families may select.
- Families are allowed to make their own decision on the amount of out of pocket expenses they may wish to pay for a provider of their choice.

ii. Provide data (including data on the size and frequency of such amounts) on the extent to which CCDF providers charge additional amounts to families.

- The 2018 Market Rate Survey had 802 subsidy center provider respondents; 322 (40%) stated they would charge subsidized families the difference between their private pay amount and the subsidy payment.
- Of the 422 2018 MRS respondents who were family home providers that accepted subsidy payments, 244 (58%) would charge the additional amount.

iii. Describe the Lead Agency's analysis of the interaction between the additional amounts charged to families with the required family co-payment, and the ability of current subsidy payment rates to provide access to care without additional fees.

- Using an extract of child care service records from April 2016 through March 2017, 4,147 child care center cases (40%) could expect to pay an additional amount for care above the subsidy payment and any co-payment amount. The median additional amount for center care is $46 per case per month.
- For families served by family home providers, only 452 (6%) of the total cases would have been required to pay an amount above the subsidy payment and any co-payment amount. Family care cases could see a median additional amount of $68 per month.
- With the rate increase effective 6/1/2018, it is anticipated that fewer providers will need to collect additional amounts from families.

g) Describe how Lead Agencies' payment practices described in 4.5 support equal access to a range of providers.

- The use of vouchers allows parents to select any provider approved for program participation.
- The use of swipe cards to record child attendance eliminates the need for submission of paper invoices for payment.
- Payments are made by direct deposit to the provider's bank account, eliminating paper checks and providing faster access to payments.
- Payments for children with special needs may be up to twice the maximum payment

rate, an incentive for providers to serve this population.
- Within the market rate survey, family day home rate data is collected only from licensed providers, assuring payment rates for licensed family day home care is not minimized by the inclusion of rates for unlicensed care, which may be lower.
- Reimbursement rates are based on survey information from each locality, assuring that local rates are used to determine reimbursement rates for each locality.

h) Describe how and on what factors the Lead Agency differentiates payment rates. Check all that apply.

☑ Geographic area.

Describe:

Rates are established for each of the Lead Agency's 120 local department of social services areas.

☑ Type of provider.

Describe:

- Separate rates are established for licensed/licensed-equivalent (Level 2) and unlicensed (Level 1) providers.
- Different rates are also set for centers and family day homes within each provider level category.

☑ Age of child.

Describe:

Payment rates are set separately for infants, toddlers, preschool children, and school-age children.

☐ Quality level.

Describe:

☐ Other.

Describe:

i) Describe any additional facts that the Lead Agency considered in determining its payment rates to ensure equal access. Check all that apply and describe:

☐ Payment rates are set at the 75th percentile benchmark or higher of the most recent MRS.

Describe:

☐ Based on the approved alternative methodology, payments rates ensure equal access.

Describe:

☐ Feedback from parents, including parent surveys or parental complaints.

Describe:

☑ Other.

Describe:

Payment rates have been set at the highest possible sustainable rate. Costs associated with payment rates will be reassessed when the actual costs of other new federal mandates can be documented.

4.5 Payment Practices and the Timeliness of Payments

Lead Agencies are required to demonstrate that they have established payment practices applicable to all CCDF child care providers that include ensuring the timeliness of payments by either (1) paying prospectively prior to the delivery of services or (2) paying within no more than 21 calendar days of the receipt of a complete invoice for services. To the extent practicable, the Lead Agency must also support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences by (1) paying based on a child's enrollment rather than attendance, (2) providing full payment if a child attends at least 85 percent of the authorized time, (3) providing full payment if a child is absent for 5 or fewer days in a month, or (4) using an alternative approach for which the Lead Agency provides a justification in its Plan (658E(c)(2)(S)(ii); 98.45(l)(2)).

Lead Agencies are required to use CCDF payment practices that reflect generally accepted payment practices of child care providers who serve children who do not receive CCDF-funded assistance. Unless a Lead Agency is able to demonstrate that the following policies are not generally accepted in its particular state, territory, or service area or among particular

categories or types of providers, Lead Agencies must (1) pay providers based on established part-time or full-time rates rather than paying for hours of service or smaller increments of time and (2) pay for reasonable, mandatory registration fees that the provider charges to private-paying parents (658E(c)(2)(S); 98.45(l)(3)).

In addition, there are certain other generally accepted payment practices that are required. Lead Agencies are required to ensure that child care providers receive payment for any services in accordance with a payment agreement or an authorization for services, ensure that child care providers receive prompt notice of changes to a family's eligibility status that could impact payment, and establish timely appeal and resolution processes for any payment inaccuracies and disputes (98.45(l)(4) through (6); 658E(c)(2)(S)(ii); 98.45(l)(4); 98.45(l)(5); 98.45(l)(6)).

4.5.1 Certify by identifying and describing the payment practices below that the Lead Agency has implemented for all CCDF child care providers.

a) Ensure the timeliness of payments by either (Lead Agency to implement at least one of the following):

☐ Paying prospectively prior to the delivery of services.

Describe the policy or procedure.

☑ Paying within no more than 21 calendar days of the receipt of a complete invoice for services.

Describe the policy or procedure.

- The attendance system employs an eight-day "back swipe" period so a parent has time to enter or make changes to any service dates between today's date and eight days prior.
- Each day, the attendance "invoice" is received by VDSS in a file from the attendance tracking system and contains attendances that are just outside the back swipe period.
- The attendance files (invoices) received are paid in the next semi-monthly payment run, so that vendors are paid twice each month.

b) To the extent practicable, support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences by: (Note: The Lead Agency is to choose at least one of the following):

☐ Paying based on a child's enrollment rather than attendance.

Describe the policy or procedure.

☐ Providing full payment if a child attends at least 85 percent of the authorized time.

Describe the policy or procedure.

☐ Providing full payment if a child is absent for five or fewer days in a month.

Describe the policy or procedure.

☑ Use an alternative approach for which the Lead Agency provides a justification in its Plan.

If chosen, please describe the policy or procedure and the Lead Agency's justification for this approach.

- Level 2 Vendors and any certified preschool, voluntarily registered family day home, or religiously exempt child day center shall receive payment for 10 holidays, if the vendor charges the general public for those holidays.
- Level 2 vendors may receive payment for up to 36 absent days per child per fiscal year (June 1 - May 31). The department has no information at this time that charging for absent days is a generally accepted practice among unlicensed (Level 1) providers; therefore, the payment for absent days only applies to Level 2 vendors.
- Higher payment rates and paid absences are an incentive for Level 1 (unlicensed) providers to move toward licensure.
- The program has seen a steady increase in the percent of children in licensed or licensed-equivalent settings from 82% several years ago to 94% as of August 2018.

c) The Lead Agency's payment practices reflect generally accepted payment practices of child care providers who serve children who do not receive CCDF subsidies. These payment practices must include the following two practices unless the Lead Agency provides evidence that such practices are not generally accepted in its state (658E(c)(2)(S); 98.45(l)(3)).

i. Paying on a part-time or full-time basis (rather than paying for hours of service or smaller increments of time).

Describe the policy or procedure and include a definition of the time increments (e.g., part time, full-time).

- Payments are made on a full day or part day basis.
- Full day is defined as five to 12 hours per day.
- Part day is defined as up to five hours per day.

ii. Paying for reasonable mandatory registration fees that the provider charges to private-paying parents.

Describe the policy or procedure.

- An annual registration fee of up to $100.00 may be made to Level 2 providers.
- If payment of another registration fee is beyond the control of the recipient or due to extenuating circumstances (such as a vendor closing or the family moving), an additional fee payment may be made.
- In the absence of a definition of generally-accepted payment practices, Virginia is collecting data from Level 1 providers to determine how many, if any,charge a registration fee.

d) The Lead Agency ensures that providers are paid in accordance with a written payment agreement or an authorization for services that includes, at a minimum, information regarding provider payment policies, including rates, schedules, any fees charged to providers, and the dispute-resolution process. Describe:

- Each provider that participates in the Subsidy Program must sign an agreement with the state that specifies payment practices, schedules, fees to be paid, and the appeal process.
- Details concerning the authorization for a specific child, including payment rates, are contained on a Purchase of Service Order (POSO) signed by the local department child care worker and the selected provider.
- Specific payment rates by locality and type of care are available in the program's guidance document which is posted on the VDSS public website.

e) The Lead Agency provides prompt notice to providers regarding any changes to the family's eligibility status that could impact payments, and such a notice is sent no later than the day that the Lead Agency becomes aware that such a change will occur. Describe:

Changes to a family's eligibility status are sent to the provider through the issuance of a new POSO or a termination POSO, if the family is no longer eligible for assistance or elects to terminate care with the provider.

f) The Lead Agency has a timely appeal and resolution process for payment inaccuracies and disputes. Describe:

- Child care providers may work directly with the local department of social services or the state if there are payment inaccuracies or disputes.
- If the informal resolution process is not successful, providers may appeal through Virginia's Administration Process Act which specifies the appeal rights and process.

g) Other. Describe:

None

4.5.2 Do payment practices vary across regions, counties, and/or geographic areas?

☑ No, the practices do not vary across areas.

☐ Yes, the practices vary across areas.

Describe:

4.6 Supply-Building Strategies to Meet the Needs of Certain Populations

Lead Agencies are required to develop and implement strategies to increase the supply of and to improve the quality of child care services for children in underserved areas; infants and toddlers; children with disabilities, as defined by the Lead Agency; and children who receive care during non-traditional hours (658 E(c)(2)(M); 98.16 (x)).

4.6.1 Lead Agencies must identify shortages in the supply of high-quality child care providers. List the data sources used to identify shortages, and describe the method of tracking progress to support equal access and parental choice.

☑ In licensed family child care.

- Through a study conducted in 2016, three areas of the state were identified as having underserved localities: the Piedmont, Western and Eastern regions of Virginia. Evaluating shortages by specific type of provider was not a part of the study.
- Evaluative data used included U.S. Census Bureau data; survey data from providers

serving infants and toddlers; survey data from military families; survey data from providers serving children with special needs; and other data from various programs, studies and states.

- The Lead Agency is implementing a Shared Services Network for Family Day Homes Pilot Project for the underserved regions. The objective of the Shared Services Network is to enhance access to quality care in underserved areas of the state, including care for infants and toddlers, children with special needs, and families needing care during non-traditional hours.
- In each region, a central entity (Hub) will assist participating providers with such functions as business operations; connections to discount pricing; marketing; connections to Subsidy, Virginia Quality and the Virginia Infant & Toddler Specialist Network, enabling providers to access services such as Infant & Toddler Mental Health consultation; and assistance with licensing and CACFP.
- The pilot will measure improvement in accessibility and quality of child care for the geographic areas selected. The Hub will establish baseline measurements for each participating provider as they enter the shared services network and measure at periodic intervals progress toward operation at full legal capacity, licensure and Virginia Quality progression. The number of home-based child care programs that serve families during non-traditional hours, families with special needs children and families with infants and toddlers will also be tracked, along with the number of slots available.
- Virginia Quality, Virginia's quality rating and improvement system, will track on a broader scale the improvement of quality for all child care businesses in the target regions, with the intention of expanding accessibility of quality child care to more families.

☑ In licensed child care centers.

- Through a study conducted in 2016, three areas of the state were identified as having underserved localities: the Piedmont, Western and Eastern regions of Virginia. Evaluating shortages by specific type of provider was not a part of the study.
- Evaluative data used included U.S. Census Bureau data; survey data from providers serving infants and toddlers; survey data from military families; survey data from providers serving children with special needs; and other data from various programs, studies and states.
- The Lead Agency is implementing a Shared Services Network for Family Day Homes Pilot Project for the underserved regions. The objective of the Shared Services Network is to enhance access to quality care in underserved areas of the state, including care for infants and toddlers, children with special needs, and families needing care during non-traditional hours.
- In each region, a central entity (Hub) will assist participating providers with such functions as business operations; connections to discount pricing; marketing; connections to Subsidy, Virginia Quality and the Virginia Infant & Toddler Specialist Network, enabling providers to access services such as Infant & Toddler Mental

Health consultation; and assistance with licensing and CACFP.

- The pilot will measure improvement in accessibility and quality of child care for the geographic areas selected. The Hub will establish baseline measurements for each participating provider as they enter the shared services network and measure at periodic intervals progress toward operation at full legal capacity, licensure and Virginia Quality progression. The number of home-based child care programs that serve families during non-traditional hours, families with special needs children and families with infants and toddlers will also be tracked, along with the number of slots available.
- Virginia Quality, Virginia's quality rating and improvement system, will track on a broader scale the improvement of quality for all child care businesses in the target regions, with the intention of expanding accessibility of quality child care to more families.

☐ Other.

None.

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

a) Children in underserved areas. Check and describe all that apply.

☐ Grants and contracts (as discussed in 4.1.3).

Describe:

☐ Family child care networks.

Describe:

☐ Start-up funding.

Describe:

☑ Technical assistance support.

Describe:

VDSS Division of Licensing and Child Care Aware of Virginia provide assistance to providers wishing to become licensed or to receive subsidy payments, including

those in underserved areas.

☑ Recruitment of providers.

Describe:

Child Care Aware, as part of its contracted services, recruits providers throughout the state.

☐ Tiered payment rates (as discussed in 4.3.2).

Describe:

☑ Support for improving business practices, such as management training, paid sick leave, and shared services.

Describe:

VDSS sponsors an annual Child Care Business Summit conducted by Child Care Aware of Virginia and is implementing a Shared Services Network for Family Day Homes pilot project, targeting underserved and stressed areas of the state.

☐ Accreditation supports.

Describe:

☐ Child Care Health Consultation.

Describe:

☐ Mental Health Consultation.

Describe:

☑ Other.

Describe:

- TheShared Services Network for Family Day Homes pilot project described in 4.6.1 is being implemented to provide supportive services to family day home providers to increase the availability and quality of care provided in underserved and stressed areas of the state for specific target populations - infants and toddlers, children with special needs and children who require care during non-traditional hours.
- Services provided by the network may include:

1. Training, education, coaching, and mentoring on topics such as child development and/or improving competencies through professional development
2. Tools for enhancing business operations
3. Connections to discount pricing for materials and/or services
4. Assistance with marketing and parent outreach/education
5. Connections to Virginia Quality and the Virginia Infant & Toddler Specialist Network, enabling providers to access services such as Infant & Toddler Mental Health consultation
6. Assistance navigating the steps for becoming a licensed program and/or for participation with the Child Care Subsidy Program, Virginia Quality, and/or the Child and Adult Care Food Program

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

b) Infants and toddlers. Check and describe all that apply.

☐ Grants and contracts (as discussed in 4.1.3).

Describe:

☐ Family child care networks.

Describe:

☐ Start-up funding.

Describe:

☑ Technical assistance support.

Describe:

- VDSS Division of Licensing and Child Care Aware of Virginia provide assistance to providers wishing to become licensed or to receive subsidy payments, including those who serve infants and toddlers.
- The Virginia Infant & Toddler Specialist Network is contracted to provide technical assistance that helps providers enhance their knowledge of service to this population.

☑ Recruitment of providers.

Describe:

Child Care Aware, as part of its contracted services, recruits providers throughout the state.

☐ Tiered payment rates (as discussed in 4.3.2) .

Describe:

☑ Support for improving business practices, such as management training, paid sick leave, and shared services.

Describe:

VDSS sponsors an annual Child Care Business Summit conducted by Child Care Aware of Virginia and is implementing a Shared Services Network for Family Day Homes pilot project, which has among its objectives increasing the availability and quality of care for infants and toddlers.

☐ Accreditation supports.

Describe:

☐ Child Care Health Consultation.

Describe:

☑ Mental Health Consultation.

Describe:

Virginia Infant & Toddler Specialist Network, through its contracted services, provides mental health training and consultation to providers serving children ages 0-3.

☑ Other.

Describe:

- TheShared Services Network for Family Day Homes pilot project described in 4.6.1 is being implemented to provide supportive services to family day home providers to increase the availability and quality of care provided in underserved and stressed areas of the state for specific target populations - infants and toddlers, children with special needs and children who require care during non-traditional hours.

- Services provided by the network may include:

1. Training, education, coaching, and mentoring on topics such as child development and/or improving competencies through professional development
2. Tools for enhancing business operations
3. Connections to discount pricing for materials and/or services
4. Assistance with marketing and parent outreach/education
5. Connections to Virginia Quality and the Virginia Infant & Toddler Specialist Network, enabling providers to access services such as Infant & Toddler Mental Health consultation
6. Assistance navigating the steps for becoming a licensed program and/or for participation with the Child Care Subsidy Program, Virginia Quality, and/or the Child and Adult Care Food Program

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

c) Children with disabilities. Check and describe all that apply.

☐ Grants and contracts (as discussed in 4.1.3).

Describe:

☐ Family child care networks.

Describe:

☐ Start-up funding.

Describe:

☑ Technical assistance support.

Describe:

VDSS Division of Licensing and Child Care Aware of Virginia provide assistance to providers wishing to become licensed or to receive subsidy payments, including those who serve children with special needs.

☑ Recruitment of providers.

Describe:

Child Care Aware, as part of its contracted services, recruits providers throughout the state.

☑ Tiered payment rates (as discussed in 4.3.2).

Describe:

Payment rates for serving children with special needs are up to twice the standard rate.

☑ Support for improving business practices, such as management training, paid sick leave, and shared services.

Describe:

VDSS sponsors an annual Child Care Business Summit conducted by Child Care Aware of Virginia and is implementing a Shared Services Network for Family Day Homes pilot project, which has among its objectives increasing the availability and quality of care for children with special needs.

☐ Accreditation supports.

Describe:

☐ Child Care Health Consultation.

Describe:

☐ Mental Health Consultation.

Describe:

☑ Other.

Describe:

- TheShared Services Network for Family Day Homes pilot project described in 4.6.1 is being implemented to provide supportive services to family day home providers to increase the availability and quality of care provided in underserved and stressed areas of the state for specific target populations - infants and toddlers, children with special needs and children who require care during non-traditional hours.
- Services provided by the network may include:

1. Training, education, coaching, and mentoring on topics such as child development and/or improving competencies through professional development
2. Tools for enhancing business operations
3. Connections to discount pricing for materials and/or services
4. Assistance with marketing and parent outreach/education
5. Connections to Virginia Quality and the Virginia Infant & Toddler Specialist Network, enabling providers to access services such as Infant & Toddler Mental Health consultation
6. Assistance navigating the steps for becoming a licensed program and/or for participation with the Child Care Subsidy Program, Virginia Quality, and/or the Child and Adult Care Food Program

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

d) Children who receive care during non-traditional hours.Check and describe all that apply

☐ Grants and contracts (as discussed in 4.1.3).

Describe:

☐ Family child care networks.

Describe:

☐ Start-up funding.

Describe:

☑ Technical assistance support.

Describe:

- VDSS Division of Licensing and Child Care Aware of Virginia provide assistance to providers wishing to become licensed or to receive subsidy payments, including those who serve children during non-traditional hours.
- Techinical assistance for providers wishing to serve children during non-traditional hours will also be available through the Shared Services Network for Family Day Homes pilot project.

☑ Recruitment of providers.

Describe:

Child Care Aware, as part of its contracted services, recruits providers throughout the state.

☐ Tiered payment rates (as discussed in 4.3.2) .

Describe:

☑ Support for improving business practices, such as management training, paid sick leave, and shared services.

Describe:

VDSS sponsors an annual Child Care Business Summit conducted by Child Care Aware of Virginia and is implementing a Shared Services Network for Family Day Homes pilot project, which has among its objectives increasing the availability and quality of care for children requiring care during non-traditional hours.

☐ Accreditation supports.

Describe:

☐ Child Care Health Consultation.

Describe:

☐ Mental Health Consultation.

Describe:

☑ Other.

Describe:

- TheShared Services Network for Family Day Homes pilot project described in 4.6.1 is being implemented to provide supportive services to family day home providers to increase the availability and quality of care provided in underserved and stressed areas of the state for specific target populations - infants and toddlers, children with special needs and children who require care during non-traditional hours.
- Services provided by the network may include:

1. Training, education, coaching, and mentoring on topics such as child development and/or improving competencies through professional development
2. Tools for enhancing business operations
3. Connections to discount pricing for materials and/or services
4. Assistance with marketing and parent outreach/education
5. Connections to Virginia Quality and the Virginia Infant & Toddler Specialist Network, enabling providers to access services such as Infant & Toddler Mental Health consultation
6. Assistance navigating the steps for becoming a licensed program and/or for participation with the Child Care Subsidy Program, Virginia Quality, and/or the Child and Adult Care Food Program

4.6.2 Describe what method(s) is used to increase supply and to improve quality for the following.

e) Other. Check and describe all that apply:

☐ Grants and contracts (as discussed in 4.1.3).

Describe:

☐ Family child care networks.

Describe:

☐ Start-up funding.

Describe:

☐ Technical assistance support.

Describe:

☐ Recruitment of providers.

Describe:

☐ Tiered payment rates (as discussed in 4.3.2).

Describe:

☐ Support for improving business practices, such as management training, paid sick leave, and shared services.

Describe:

☐ Accreditation supports.

Describe:

☐ Child Care Health Consultation.

Describe:

☐ Mental Health Consultation.

Describe:

☑ Other.

Describe:

Not applicable; however, response required for ACF-118 system.

4.6.3 Lead Agencies must prioritize investments for increasing access to high-quality child care and development services for children of families in areas that have significant concentrations of poverty and unemployment and do not currently have sufficient numbers of such programs.

a) How does the Lead Agency define areas with significant concentrations of poverty and unemployment?

- The data used to determine significant concentrations of poverty and unemployment in Virginia included U.S. Census Bureau and Virginia Employment Commission data.
- Based on the 2016 Underserved Populations Work Group initiative, there are 70 localities in Virginia that have child poverty rates of 20% or greater (a significant concentration) and 91 localities with child poverty rates that exceed the state average.
- For children ages 0 to 17, Virginia has 10 localities in four of five regions where child poverty rates are between 33-42% (a very high concentration). In those same four regions, subsidy enrollment rates among children ages 0 to 5 are estimated to be between 27-37%.
- Unemployment rates (not seasonally adjusted) from July 2017 reflected a statewide

unemployment rate of 3.9%, versus a national rate of 4.6%. Twenty-seven of Virginia's 134 counties and cities (20%) had unemployment rates that exceeded 5.2% (more than 33% higher); nine localities (7%) had unemployment rates that exceeded 6.5% (more than 67% higher).

b) Describe how the Lead Agency prioritizes increasing access to high-quality child care and development services for children of families in areas that have significant concentrations of poverty and unemployment and that do not have high-quality programs

- A Shared Services Network for Family Day Homes Pilot Project is being developed for use on a controlled scale to determine what is helpful and makes an effective impact. Stressed, underserved areas of the state will be targeted. The pilot will:

1. Focus on supporting family day home child care providers with training, coaching, business management support, resources, funding, and marketing;
2. Measure improvement in accessibility and quality of child care for these localities; and
3. Track the number of home-based child care programs serving families during non-traditional hours, families with special needs children and families with infants and toddlers.

- Additional quality and infant/toddler targeted funds were added to Virginia Quality, Virginia's QRIS, to expand services and provide concentrated supports to infant and toddler caregivers, which is both the most expensive and most critical type of care. Stressed, underserved areas of the state will be targeted within this initiative as well.

5 Establish Standards and Monitoring Processes To Ensure the Health and Safety of Child Care Settings

Lead Agencies are required to certify that there are in effect licensing requirements applicable to all child care services in the state/territory, which supports the health and safety of all children in child care. States and territories may allow licensing exemptions. Lead Agencies must describe how such licensing exemptions do not endanger the health, safety, and development of CCDF children in license-exempt care (98.16 (u)).

Lead Agencies also must certify that there are in effect health and safety standards and training requirements applicable to providers serving CCDF children, whether they are licensed or

license-exempt. These health and safety requirements must be appropriate to the provider setting and age of the children served, must include specific topics and training on those topics, and are subject to monitoring and enforcement procedures.

The organization of this section begins with a description of the licensing system for providers of child care in a state or territory and then moves to focus in on CCDF providers who may be licensed, exempt from licensing, or relative providers. The section then covers the health and safety requirements and training, and monitoring and enforcement procedures to ensure that CCDF child care providers comply with licensing and health and safety requirements (98.16(n)). Lead Agencies are also asked to describe any exemptions for relative providers (98.16(l)). This section also addresses group size limits; child-staff ratios; and required qualifications for caregivers, teachers, and directors (98.16(m)) serving CCDF children.

Note: When responding to questions in this section, the OCC recognizes that each State/Territory identifies and defines its own categories of care. The OCC does not expect States/Territories to change their definitions to fit the CCDF-defined categories of care. For these questions, provide responses that closely match the CCDF categories of care.

Criminal background check requirements are included in this section (98.16(o)). It is important to note that these requirements are in effect for all child care staff members that are licensed, regulated or registered under state/territory law and all other providers eligible to deliver CCDF services.

5.1 Licensing Requirements

Each state/territory must certify it has in effect licensing requirements applicable to all child care services provided within the state/territory (not restricted to providers receiving CCDF funds) and provide a detailed description of these requirements and how the requirements are effectively enforced (658E(c)(2)(F)). If any types of providers are exempt from licensing requirements, the state/territory must describe those exemptions and describe how these exemptions do not endanger the health, safety, or development of children. The descriptions must also include any exemptions based on provider category, type, or setting; length of day; and providers not subject to licensing because the number of children served falls below a Lead Agency-defined threshold and any other exemption to licensing requirements (658E(c)(2)(F); 98.16(u); 98.40(a)(2)(iv)).

5.1.1 To certify, describe the licensing requirements applicable to child care services provided within the state/territory by identifying the providers in your state/territory that are subject to licensing using the CCDF categories listed below? Check all that apply and provide a citation to the licensing rule.

☑ Center-based child care.

Describe and Provide the citation:

Child Day Center:(Code of Virginia § 63.2-100) A child day program offered to:

- 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
- 13 or more children at any location.

☑ Family child care.

Describe and Provide the citation:

Family Day Home (Code of Virginia § 63.2-100):

- 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 5 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.
- 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.

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

Describe and provide the citation (if applicable):

5.1.2 Describe if any providers are exempted from licensing requirements and how such exemptions do not endanger the health, safety, and development of children (658E (c)(2)(F); 98.40(a)(2)).

Note: Additional information about exemptions related to CCDF providers is required in 5.1.3.

- Child Day centers are required to be licensed unless the program meets a licensure exemption. Family day homes are required to be licensed when caring for more than four children, not including the provider's children or children who reside in the home.
- Virginia child care exemptions from licensure are in Code of Virginia §63.2-1715. These exemptions do not endanger the health, safety and development of children in CCDF care due to the following reasons:

1. 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, and local government safety standards.
2. Child day centers that qualify for a religious exemption from licensure must follow health and safety requirements in Code of Virginia §63.2-1716.
3. 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.
4. Any unlicensed and unregulated child care program that receives CCDF funds must follow all subsidy vendor agreement requirements, which incorporate health and safety standards.
5. Many of the licensure exemptions in §63.2-1715 are for programs with a limited duration, programs serving school-age children, or programs which have requirements that parents are present on site or close by.

5.1.3 Check and describe any CCDF providers in your state/territory who are exempt from licensing (98.40(2)(i) through (iv))? Describe exemptions based on length of day, threshold on the number of children in care, ages of children in care or any other factors applicable to the exemption

☑ Center-based child care.

If checked, describe the exemptions.

Exemption:

- Child day centers operated under the auspices of religious institutions that have

obtained an exemption pursuant to § 63.2-1716 of the Code of Virginia.

- The religious institution must provide evidence of tax exempt status as a nonprofit religious institution. Physical facilities of the child day center must be in compliance with laws and regulations with regard to food service, health and sanitation, water, building and fire prevention codes.
- Supervisory personnel must follow staff to child ratios, background check and reporting requirements outlined in the Code.
- Procedures are required for: handwashing, appropriate supervision, daily health screening, ensuring a person certified in first aid and CPR is present, ensuring immunizations are completed, and that staff are able to recognize signs of abuse and neglect.
- The exemption does not include any length of day, threshold or age range factors.
- While the Code of Virginia exempts child day centers operated under the auspices of religious institutions from licensing pursuant to § 63.2-1716, and requires them to comply with just the above items. If these provider choose to participate in the Child Care Subsidy Program they must comply with all Subsidy requirements including inspections.

☑ Family child care.

If checked, describe the exemptions.

Exemptions:

- Family day homes where the number of children in care is four or less, excluding those related to or living in the caregiver's home; and,
- A family day home where the children in care are all related to the provider by blood or marriage.
- Family day homes that are members of a family day system referenced in § 63.2-1715.B of the Code of Virginia.

☐ In-home care.

If checked, describe the exemptions.

In Virginia there are no license exempt in home providers.

5.2 Health and Safety Standards and Requirements for CCDF Providers

5.2.1 Standards on ratios, group sizes, and qualifications for CCDF providers.

Lead Agencies are required to establish child care standards for providers receiving CCDF funds, appropriate to the type of child care setting involved, that address appropriate ratios between the number of children and number of providers in terms of the age of the children, group size limits for specific age populations, and the required qualifications for providers (658E(c)(2)(H); 98.41(d); 98.16(m)). For ease of responding, this section is organized by CCDF categories of care, licensing status, and age categories. Respondents should map their Lead Agency categories of care to the CCDF categories.

a) Licensed CCDF center-based care

1. Infant

-- How does the State/territory define infant (age range):

Birth to 16 months

-- Ratio:

4:1

-- Group size:

Except during meals or snacks, the designated rest period, evening and overnight sleep time,outdoor play, field trips, special group activities, or during the first and last hour of operation when the provider operates more than six hours per day; the provider, except those exempt from licensure operated by or under the auspices of a religious institution, shall ensure that the maximum group size of 12 children is maintained at all times.

-- Teacher/caregiver qualifications:

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.
http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pdf

2. Toddler

-- How does the State/territory define toddler (age range):

16 months to two years

-- Ratio:

5:1

-- Group size:

Except during meals or snacks, the designated rest period, evening and overnight sleep time,outdoor play, field trips, special group activities, or during the first and last hour of operation when the provider operates more than six hours per day; the provider, except those exempt from licensure operated by or under the auspices of a religious institution, shall ensure that the maximum group size of 15 children is maintained at all times.

-- Teacher/caregiver qualifications:

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.
http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pd

3. Preschool

-- How does the State/territory define preschool (age range):

There are two preschool age categories: two years old and three years old to the age of eligibility to attend public school.

-- Ratio:

- Two years old: 8:1
- Three years old to the age of eligibility to attend public school: 10:1

-- Group size:

Except during meals or snacks, the designated rest period, evening and overnight

sleep time,outdoor play, field trips, special group activities, or during the first and last hour of operation when the provider operates more than six hours per day; the provider, except those exempt from licensure operated by or under the auspices of a religious institution, shall ensure that the maximum group size requirements are maintained at all times.

- The maximum group size for two-year-olds is 24 children.
- The maximum group size for children from three years old to the age of eligibility to attend public school is 30 children.

-- Teacher/caregiver qualifications:

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.

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pd

4. School-age

-- How does the State/territory define school-age (age range):

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 and nine years to 12 years: 20:1

-- Group size:

Group size requirements in this section do not apply to children school age eligible through 12 years of ageor when a variance has been granted by the Division of Licensing Programs.

-- Teacher/caregiver qualifications:

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.

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/

regulations/final_cdc_reg.pd

5. If any of the responses above are different for exempt child care centers, describe which requirements apply to exempt centers

- Religious exempt center ratios are:

    1. Infants to 24 months: 4:1
    2. Ages 2 through 5: 10:1
    3. Ages 6 through 12: 25:1

- Group size: With the exception of when meals or snacks are served, the designated rest period, evening and overnight sleep time, outdoor play, field trips, special group activities, or during the first and last hour of operation when the provider operates more than six hours per day; facilities operated by, or under the auspices, of a religious institution and are exempt from licensure shall ensure the following group size requirements are maintained at all times:

    1. For children from birth to two years, the maximum group size is 12 children.
    2. For children from two years to six years, the maximum group size is 30 children.
    3. For children who are six years up to 12 years of age, group size requirements in this section do not apply.

6. Describe, if applicable, ratios, group sizes, and qualifications for classrooms with mixed age groups.

- 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 for balanced mixed age groups.
- 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.
- Group size: With the exception of when meals or snacks are served, the designated rest period, evening and overnight sleep time, outdoor play, field trips, special group activities, or during the first and last hour of operation when the provider operates more than six hours per day; the provider, except those exempt from licensure operated by or under the auspices of a religious institution, shall ensure that the maximum group size of 30 children is maintained at all times.

7. Describe the director qualifications for licensed CCDF center-based care, including any variations based on the ages of children in care.

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/final_cdc_reg.pdf

b) Licensed CCDF family child care provider

1. Infant

-- How does the State/territory define infant (age range):

Birth to 16 months

-- Ratio:

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.

-- Group size:

The maximum group size is 12, or the licensed capacity.

-- Teacher/caregiver 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

http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pd

2. Toddler

-- How does the State/territory define toddler (age range):

From 16 to 24 months.

-- Ratio:

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.

-- Group size:

The maximum group size is 12, or the licensed capacity.

-- Teacher/caregiver 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 http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pd

3. Preschool

-- How does the State/territory define preschool (age range):

Preschool is defined as children from two years up to the age of eligibility to attend public school, which is age five by September 30 of the same year.

-- Ratio:

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.

-- Group size:

The maximum group size is 12, or the licensed capacity.

-- Teacher/caregiver 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

http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pd

4. School-age

-- How does the State/territory define school-age (age range):

Eligible to attend public school, age five or older by September 30 of that same year.

-- Ratio:

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.

-- Group size:

The maximum group size is 12, or the licensed capacity.

-- Teacher/caregiver 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

http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pd

5. If any of the responses above are different for exempt family child care homes, please describe which requirements apply to exempt homes

N/A

c) In-home CCDF providers:

1. Describe the ratios

N/A

2. Describe the group size

N/A

3. Describe the maximum number of children that are allowed in the home at any one time.

N/A

4. Describe if the state/territory requires related children to be included in the child-to-provider ratio or group size

N/A

5. Describe any limits on infants and toddlers or additional school-age children that are allowed for part of the day

N/A

5.2 Health and Safety Standards and Requirements for CCDF Providers

5.2.2 Health and safety standards for CCDF providers.

States and territories must establish health and safety standards for programs (e.g., child care centers, family child care homes, etc.) serving children receiving CCDF assistance relating to the topics listed below, as appropriate to the provider setting and age of the children served (98.41(a)). This requirement is applicable to all child care providers receiving CCDF funds regardless of licensing status (i.e., licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives because Lead Agencies have the option of exempting relatives from some or all CCDF health and safety requirements (98.42(c)).

a) To certify, describe how the following health and safety standards for programs serving children receiving CCDF assistance are defined and established on the required topics (98.16(l)). Note: This question is different from the health and safety training requirements, which are addressed in question 5.2.3.

1. Prevention and control of infectious diseases (including immunization)

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Documentation that each child has received the immunizations required by the State Board of Health before the child can attend the center is required.
- A child may be conditionally enrolled for a period of 90 days contingent upon the child having received at least one dose of each of the required vaccines and the child possessing a plan, from a physician or local health department, for completing his/her immunizations requirements within the ensuing 90 calendar days.
- There is an exception to extend the conditional period to 180 days only if the child requires more than two doses of the hepatitis B vaccine.
- A child experiencing homelessness who does not have documentation of the required immunizations is allowed a grace period of no more than 90 days to allow the parent or guardian time to obtain documentation of the required immunizations.
- Documentation of additional immunizations once every six months for children under the age of two years is required.
- Handwashing procedures for caregivers and children include washing with soap and running water or disposable wipes before and after serving or eating meals or snacks, and after toileting or any contact with blood, feces or urine.
- Parents must be notified within 24 hours when children have been exposed to a communicable disease listed in the Department of Health's current communicable disease chart, or immediately for life threatening diseases.

-- List all citations for these requirements, including those for licensed and license-exempt programs

Subsidy Vendor Agreement - FDH, Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-210 (Immunizations); 22VAC40-665-360 (Infectious Disease)
- Child Day Centers: 22VAC40-665-560 (Immunizations); 22VAC40-665-730 (Infectious Disease)

Licensing Regulations:

- Standards for Licensed Family Day Homes 22 VAC40-111

- Standards for Licensed Child Day Centers 22 VAC40-185

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

2. Prevention of sudden infant death syndrome and the use of safe-sleep practices

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Family day home caregivers monitor sleeping infants by placing each infant to sleep in a location where the infant is within sight and hearing of a caregiver, by in-person observation of each sleeping infant at least once every 15 minutes or by using a baby monitor.
- Sight and sound supervision is required for children enrolled in center-based programs.
- Implementation of safe sleep practices for infants in center-based programs includes allowing infants to sleep when needed, placing infants in a supine position when in a crib, allowing an infant who is able to easily turn over in the crib to adopt whatever position s/he prefers, and caregivers are required to individually check on resting infants every 15-20 minutes.
- It is required that cribs be provided for children from birth through 12 months of age and for children over 12 months of age who are not developmentally ready to sleep on a cot or bed during rest periods.
- Furnishings, equipment and materials for homes are required to meet current safety standards as set forth by the Consumer Product Safety Commission, Juvenile Products Manufacturer's Association or the American Society for Testing and Materials, as applicable.
- All staff must complete the Virginia Preservice Training for Child Care Staff within 90 days of employment or subsidy vendor approval. Orientation for staff at the program also includes facility-specific training regarding the prevention of Sudden Infant Death Syndrome and the use of safe sleeping practices.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A-3 (Caregiver Training); 22VAC40-665-280 A(2) (Supervision); 22VAC40-665-300 C-D (Daily Activities); 22VAC40-665-340 E-O (Furnishings)
- Child Day Centers: 22VAC40-665-580 A-3 and B-3 (Staff Training); 22VAC40-665-670 D.1-3 (Daily Activities); 22VAC40-665-710 E-N (Furnishings)

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

Licensed programs may not use portable cribs or play yards for sleeping.

-- Describe any variations based on the age of the children in care

The furnishings and safe sleep requirements only apply to infants.

-- Describe if relatives are exempt from this requirement

No

3. Administration of medication, consistent with standards for parental consent

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Medication administration for prescription and over the counter medications is performed according to the written policies of the child care provider.
- A staff member or independent contractor is required to have satisfactorily completed a training program for this purpose before administering medications or to be licensed by the Commonwealth of Virginia to administer medications.
- Medication Administration Training (MAT) is approved by the Board of Nursing and taught by a registered nurse, licensed practical nurse, doctor of medicine or osteopathic medicine, or pharmacist.
- The parent must provide written authorization.
- Prescription medication must be in the original container with the child's name and the manufacturer's label must be attached.
- Documentation of administration must be completed and maintained according to MAT guidelines.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH, Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A-4 and B-4 (Caregiver Training) 22VAC40-665-380 (Medication Administration)
- Child Day Centers: 22VAC40-665-580 I (Staff Training); 22VAC40-665-750 (Medication Administration)

Licensing Regulations:

- Standards for Licensed Family Day Homes 22VAC40-111
- Standards for Licensed Child Day Centers 22VAC40-185

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

Family day home regulations require medications for children in care to be stored separately from those of household members and caregivers.

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

4. Prevention of and response to emergencies due to food and allergic reactions

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- A list of allergies, sensitivities and dietary restrictions is posted in a manner that is easily accessible.
- Children's records must include information on allergies, including food allergies; intolerances to food, medication or other substances; and actions to be taken in an emergency situation. Also required is a written allergy care plan for each child with a diagnosed food allergy, with instructions from a physician regarding the food allergy and steps to be taken in the event of a suspected or confirmed allergic reaction.
- All staff working with children that have food allergies receives program-specific training in preventing exposure to food(s) to which the child is allergic, preventing

cross-contaminations, and recognizing and responding to any allergic reactions, in addition to Virginia Preservice Training for child care staff.
- Child care centers and family day programs must notify parents immediately of any confirmed or suspected allergic reactions, and ingestion or contact with prohibited food, even if a reaction did not occur.
- When food is prepared that a child in care is allergic to, staff shall take steps to avoid cross contamination in order to prevent an allergic reaction.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:
- Family Day Homes: 22VAC40-665-170 B(6) and B(12) (Children's Records); 22VAC40-665-230 A(6) and B(6) (Caregiver Training); 22VAC40-665-330 A, C, and D (Parental Involvement/Notifications); 22VAC40-665-420 G and H (Nutrition and Food Services)
- Child Day Centers: 22VAC40-665-520 B(5), B(11) (Children's Records); 22VAC40-665-580 A(6) and B(6) (Staff Training); 22VAC40-665-700 A, C, and D (Parental Involvement/Notifications); 22VAC40-665-790 E and F (Nutrition and Food Services)

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

5. Building and physical premises safety, including the identification of and protection from hazards that can cause bodily injury, such as electrical hazards, bodies of water, and vehicular traffic

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

Physical plant safety requirements are located in the subsidy vendor agreements;

licensed programs may have other standards in addition to subsidy vendor agreement requirements. For centers:

- Prior to approval of a center vendor agreement, written documentation is required indicating that the building meets fire and building codes or has an approved plan of correction, and has annual fire inspections.
- Approval from the local health department, or an approved plan of correction for meeting requirements for water, sewage disposal, and food service, if applicable, and subsequent annual inspections.
- Areas, inside and outside, are maintained in a clean, safe, and operable condition.
- Heating and cooling requirements are acceptable.
- Electrical outlets are covered.
- All areas of the premises that are accessible to children are free of obvious injury hazards, including cushioning materials under playground equipment.
- Swimming pools are kept locked.
- Water temperature does not exceed 120 degrees Farenheit.
- There is an operable, non-pay telephone.

For Family Day Homes:

- Family day home providers must maintain safe, clean and operable conditions inside and outside of the home, to include no poisonous plants or tripping hazards.
- Sharp kitchen utensils and other sharp objects are inaccessible to children unless being used by a caregiver or with children under supervision.
- Heating devices have barriers or screens and are located at least three feet from combustible materials. Unvented fuel burning heaters are not used when children are in care, and wood-burning stoves, fireplaces and associated chimneys, if used, shall be inspected annually to verify proper installation and maintenance. Flammable and combustible materials are stored in areas inaccessible to children.
- Protective barriers or guardrails are used for stairs with three or more risers, decks, porches, lofts, or balconies that are accessible by children; windows and doors used for ventilation are screened.
- Machinery in operation is inaccessible to children in care.
- A barrier shall surround outdoor play areas located within 30 feet of hazards such as lakes, ponds, streets with speed limits in excess of 25 mph or heavy traffic, or railroad tracks.
- Stationary outdoor play equipment may not be installed over hard surfaces.
- Access to pools is restricted and a barrier is required for pools, ponds or fountains, not enclosed by fences, if located within 30 feet of outdoor play areas. Hot tubs, spas, and whirlpools must be covered with safety covers while children are in care.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations

- Family Day Homes: 22VAC40-665-240 (Building/Home Maintenance)
- Child Day Centers: 22VAC40-665-610 (Building/Home Maintenance)

Licensing Regulations:

- Standards for Licensed Family Day Homes 22 VAC40-111
- Standards for Licensed Child Day Centers 22 VAC40-185

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

- Centers housed in a building currently approved for school occupancy and housing a public or private school during the school year meet the requirements regarding building and fire codes when housing a center serving only school age or older children.
- Children are allowed to use outdoor play equipment and areas approved for use by the school during school hours.
- Family day homes do not have to have building, fire or health inspections, but have additional requirements regarding pools, spas, use of machinery, etc.

-- Describe any variations based on the age of the children in care

Electrical outlet covers are not required except in areas used by children of preschool age or younger.

-- Describe if relatives are exempt from this requirement

No

6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- "Shaken Baby Syndrome" or "Abusive Head Trauma" is a traumatic injury that has been inflicted upon the brain of an infant or young child. The injury can occur during violent shaking causing the child's head to whip back and forth, the brain to move about, and blood vessels in the skull to stretch and tear.
- Subsidy vendors and child care staff are required to complete the Virginia Preservice Training for child care staff, which includes training on the prevention of Shaken Baby Syndrome and Abusive Head Trauma.
- Staff of centers and caregivers in family day homes receives facility-specific training regarding prevention of Shaken Baby Syndrome and Abusive Head

Trauma, including coping with crying babies and fussy or distraught children.
- Physical punishments, or threats thereof, are forbidden. Physical punishment of a child includes striking a child, roughly handling a child, or shaking a child.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:
- Family Day Homes: 22VAC40-665-230 A(5) and B(5) (Caregiver Training); 22VAC40-665-320 (Forbidden Actions)
- Child Day Centers: 22VAC40-665-580 A(5) and B(5) (Staff Training); 22VAC40-665-690 (Forbidden Actions)

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-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)). Emergency preparedness and response planning (at the child care provider level) must also include procedures for evacuation; relocation; shelter-in-place and lockdown; staff and volunteer training and practice drills; communications and reunification with families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions.

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
- Signed vendor agreements require facilities serving children receiving CCDF funds to have emergency supplies and written emergency preparedness plans that address staff responsibilities and facility readiness for emergency evacuations, relocation, lockdown, and shelter-in-place scenarios.

- Plans include staff training requirements, frequency of drills, and posting of plans, maps, or emergency numbers. At a minimum, evacuation drills must be practiced monthly, shelter-in-place procedures practiced twice a year, and lockdown procedures practiced annually.
- Plans include methods of communication with parents and procedures to reunite children with parents or an authorized person, continuity of operations, and any accommodations or special requirements for infants, toddlers, or children with special needs.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement- FDH, Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A(2) and B(2) (Caregiver Training); 22VAC40-665-400 (Procedures for Emergencies); 22VAC40-665-410 (Emergency Response Drills)
- Child Day Centers: 22VAC40-665-580 A(2) and B(2) (Staff Training); 22VAC40-665-770 (Procedures for Emergencies); 22VAC40-665-780 (Emergency Response Drills)

Licensing Regulations:

- Standards for Licensed Family Day Homes 22 VAC40-111
- Standards for Licensed Child Day Centers 22 VAC40-185

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

8. Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Center-based programs must keep hazardous substances such as cleaning materials, insecticides, and pesticides in a locked place. The only exception is cleaning supplies used to clean and sanitize the diapering area or toilet chairs. These do not need to be kept locked during the diapering or toilet training time as long as those products are inaccessible to children.
- Family Day home requirements differ slightly in that hazardous substances include potentially poisonous substances, cleaning agents, disinfectants, deodorizers, plant care chemicals, pesticides, and petroleum distillates. These shall be stored away from food in areas inaccessible to children.
- Pesticides and insecticides shall not be stored in areas used by children or in areas used for food preparation or storage.
- Cleaning and sanitizing materials shall not be located above food, food equipment or single-service articles and shall be stored separate from food.
- Substitute containers shall clearly indicate the contents.
- Biocontaminant disposal deals with safely disposing of diapering items. Soiled disposable diapers and wipes shall be disposed of in a leak-proof or plastic-lined storage system that is either foot operated or used in such a way that neither the caregiver's hand nor the soiled diaper or wipe touches the exterior surface of the storage system during disposal.
- When cloth diapers are used, a separate leak-proof storage system shall be used.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-250 (Hazardous Substances)
- Child Day Centers: 22VAC40-665-620 (Hazardous Substances)

Licensing Regulations:

- Standards for Licensed Family Day Homes 22 VAC40-111
- Standards for Licensed Child Day Centers 22 VAC40-185

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

Storage requirements are slightly different between homes and centers. Licensed programs are required to keep hazardous items locked.

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

9. Precautions in transporting children (if applicable)

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Programs providing care to children receiving CCDF funds that provide transportation are responsible from the time the child boards a vehicle until returned to a parent or designee.
- Requirements for drivers and vehicles include:

    1. Safety belts and child restraints as required by the Code of Virginia sections 46.2-1095 through 46.2-1000 must be followed.
    2. Children shall remain seated with arms, legs and head remaining in the vehicle and at least one staff member or driver remains in the vehicle when children are present.
    3. Staff shall have a list of the children being transported and any allergy care plans, if necessary.
    4. In addition, the subsidy vendor agreement has requirements for entering and exiting the vehicle and staff responsibility to ensure all children are removed from the vehicle at the conclusion of any trip.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-440 (Transportation)
- Child Day Centers: 22VAC40-665-810 (Transportation)

Licensing Regulations:

- Standards for Licensed Family Day Homes 22 VAC40-111
- Standards for Licensed Child Day Centers 22 VAC40-185

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

10. Pediatric first aid and cardiopulmonary resuscitation (CPR) certification

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- All caregivers providing care to children must have current certification in CPR appropriate to the age of children in care, including an in-person competency demonstration, and current certification in first aid.
- There must always be least one staff/caregiver with current CPR and first aid training present during the operating hours of the center or family day home.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 E and F (Caregiver Training)
- Child Day Centers: 22VAC40-665-580 E and F (Staff Training)

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

11. Recognition and reporting of child abuse and neglect

-- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Virginia Preservice Training provides specific orientation on recognizing child abuse and neglect, and knowledge of reporting responsibilities is required.

- PerPennsylvania State University's Better Kid Care training information, signs of child maltreatment may include:

    1. Burns or bruises received in questionable ways
    2. Behavior changes such as appearing scared, anxious, depressed, withdrawn, or aggressive
    3. Return to behiors often seen in younger children, such as bed-wetting, thumb-sucking, fear of the dark, or fear of strangers
- In Virginia, child care professionals are "mandated reporters," required by law to report suspected or witnessed child abuse and neglect.
- Any suspected incident of child abuse or neglect shall be reported in accordance with section 63.2-1509 of the Code of Virginia.
- Child care professionals who work in licensed programs in Virginia must complete mandated reporter training on child maltreatment, available through the Lead Agency website at http://dss.virginia.gov/abuse/mr.cgi.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Code of Virginia Section 63.2-1509

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:
- Family Day Homes: 22VAC40-665-200 C (Reports); 22VAC40-665-230 A(7) and B(7) (Caregiver Training)
- Child Day Centers: 22VAC40-665-550 3 (Reports); 22VAC40-665-580 A(7) and B(7) (Staff Training)

Licensing Regulations:
- Standards for Licensed Family Day Homes 22 VAC40-111
- Standards for Licensed Child Day Centers 22 VAC40-185

-- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care

None

-- Describe if relatives are exempt from this requirement

No

b) Does the Lead Agency include any of the following optional standards?

☐ No, if no, skip to 5.2.3.

☑ Yes, if yes provide the information related to the optional standards addressed.

1. Nutrition

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Drinking water shall be accessible to all children.
- Family day homes and centers offering both meals and snacks shall serve a variety of nutritious foods and sufficient portions.
- When food is brought from home to the family day home or center, a subsidy vendor shall have extra food or provisions to obtain food to serve to children so they can have an appropriate snack or meal if they forget to bring food from home, bring an inadequate meal or snack, or bring perishable food.
- Unused portions of opened food shall be discarded by the end of the day or returned to the parent.
- Caregivers who prepare and serve food to children, or supervise meals, shall be aware of the food allergies, sensitivities, and dietary restrictions for each child.
- Caregivers shall not serve prohibited food to a child.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-420 (Nutrition)
- Child Day Centers: 22VAC40-665-790 (Nutrition)

Licensing Regulations:

- Standards for Licensed Family Day Homes 22 VAC40-111
- Standards for Licensed Child Day Centers 22 VAC40-185

--Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care.

Children three years of age or younger may not be offered foods that are considered to be potential choking hazards.

--Describe if relatives are exempt from this requirement

No

2. Access to physical activity

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

Family day homes are required to provide each child with:

- adequate space to allow free movement indoors and out; and
- daily, age-appropriate activities, including opportunities for vigorous outdoor play, depending upon the weather and the health of the children.

Child day centers require opportunities for active activities be provided:

- Outdoor time, weather permitting, is required for infants.
- Play spaces must provide equipment and toys that support large motor development and staff are required to provide frequent opportunities for infants to creep, crawl, toddle, and walk.
- Toddler and preschool-age children must be provided opportunities for outdoor activity each day as the weather and air quality allows.
- Children must be provided with:

    1. fifteen minutes per day or session if the center operates up to three hours;
    2. thirty minutes per day or session if the center operates between three and five hours; or
    3. one hour per day or session if the center operates more than five hours.

- Daily activities available to toddlers and preschool-age children must also include large motor activities.
- School-age children must be provided opportunities for large motor activities at least 25% of the time in the afternoon and on non-school days.

Unlicensed and license-exempt centers that participate in the Child Subsidy Program are required to offer opportunities for active activities each day and to include opportunities for infants to creep, crawl, toddle, and walk,

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-300 (Daily Activities)
- Child Day Centers: 22VAC40-665-670 (Daily Activities)

Licensing Regulations:

- Standards for Licensed Child Day Centers 22VAC40-185-360 A, 22VAC40-185-370-3 and 5, 22VAC40-185-380 A, 22VAC40-185-390 A and B.
- Standards for Licensed Family Day Homes, 22 VAC 40-111-180 and 22 VAC 40-111-580.C.2

-Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

Refer to summary above

-- Describe any variations based on the age of the children in care.

Refer to summary above

--Describe if relatives are exempt from this requirement

No

3. Caring for children with special needs

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Subsidy vendors must maintain records on instructions including, but not limited to, recommendations for the care and activities for a child with special needs.
- Accommodations or special requirements for children with special needs must be in place to ensure their safety during evacuation and relocation, shelter-in-place, and lockdown drills or actual events.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-170 B(6) and B(11) (Children's Records); 22-VAC40-665-400 (Procedures for Emergencies)
- Child Day Centers: 22VAC40-665-520 B(5) and B(10) (Children's Records); 22VAC40-665-770 (Procedures for Emergencies)

--Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

None

-- Describe any variations based on the age of the children in care.

None

--Describe if relatives are exempt from this requirement

No

4. Any other areas determined necessary to promote child development or to protect children's health and safety (98.44(b)(1)(iii)).

Describe:

Not applicable; however, response required for ACF-118 system.

--Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

Not applicable; however, response required for ACF-118 system.

-- List all citations for these requirements, including those for licensed and license-exempt providers

Not applicable; however, response required for ACF-118 system.

--Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

Not applicable; however, response required for ACF-118 system.

-- Describe any variations based on the age of the children in care.

Not applicable; however, response required for ACF-118 system.

--Describe if relatives are exempt from this requirement

Not applicable; however, response required for ACF-118 system.

5.2.3 Health and safety training for CCDF providers on required topics.

Lead Agencies are required to have minimum pre-service or orientation training requirements (to be completed within 3 months), as appropriate to the provider setting and the age of children served, that address the health and safety topics described in 5.2.2, and child development. Lead Agencies must also have ongoing training requirements on the health and safety topics for caregivers, teachers, and directors of children receiving CCDF funds (658E(c)(2)(I)(i); 98.44(b)(1)(iii)). The state/territory must describe its requirements for pre-service or orientation training and ongoing training. These trainings should be part of a broader systematic approach and progression of professional development (as described in section 6) within a state/territory. Lead Agencies have flexibility in determining the number of training hours to require, but they may consult with Caring for our Children Basics for best practices and the recommended time needed to address these training requirements.

Pre-Service or Orientation Training Requirements

a) Provide the minimum number of pre-service or orientation training hours on health and safety topics for caregivers, teachers, and directors required for the following:

1. Licensed child care centers:

10 hours, completion of the Preservice Training Course and provider orientation

2. Licensed FCC homes:

10 hours, completion of the Preservice Training Course and provider orientation

3. In-home care:

N/A

4. Variations for exempt provider settings:

No variation for exempt providers. Also 10 hours, completion of the Preservice Training Course and provider orientation

b) Provide the length of time that providers have to complete trainings subsequent to being hired (must be 3 months or fewer)

Within the first 90 days of employment

c) Explain any differences in pre-service or orientation training requirements based on the ages of the children served

None

d) Describe how the training is offered, including any variations in delivery (e.g. across standards, in rural areas, etc.) Note: There is no federal requirement on how a training must be delivered

Training is offered through an online course.

e) Identify below the pre-service or orientation training requirements for each topic (98.41(a)(1)(i through xi)).

1. Prevention and control of infectious diseases (including immunizations)

   Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

   Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

   Subsidy Regulations:
   - Family Day Homes: 22VAC40-665-210 (Immunizations); 22VAC40-665-360 (Infectious Disease)
   - Child Day Centers: 22VAC40-665-560 (Immunizations); 22VAC40-665-730 (Infectious Disease)

   Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

   ☐ Yes

   ☑ No

   Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

   ☐ Yes

   ☑ No

   Describe if relatives are exempt from this requirement

   This requirement applies to both centers and FCC.

   Relatives are not exempt from this requirement.

5.2.3e 2. Prevention of sudden infant death syndrome and the use of safe-sleep practices

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A-3 (Caregiver Training); 22VAC40-665-280 A(2) (Supervision); 22VAC40-665-300 C-D (Daily Activities); 22VAC40-665-340 E-O (Furnishings)
- Child Day Centers: 22VAC40-665-580 A-3 and B-3 (Staff Training); 22VAC40-665-670 D.1-3 (Daily Activities); 22VAC40-665-710 E-N (Furnishings)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF are allowed to care for children unsupervised?

☑ Yes

☐ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

☑ Yes

☐ No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 3. Administration of medication, consistent with standards for parental consent

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A-4 and B-4 (Caregiver Training); 22VAC40-665-380 (Medication Administration)

- Child Day Centers: 22VAC40-665-580 I (Staff Training); 22VAC40-665-750 (Medication Administration)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

☑ Yes

☐ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

☑ Yes

☐ No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 4. Prevention and response to emergencies due to food and allergic reactions

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-170 B(6) and B(12) (Children's Records); 22VAC40-665-230 A(6) and B(6) (Caregiver Training); 22VAC40-665-330 A, C, and D (Parental Involvement/Notifications); 22VAC40-665-420 G and H (Nutrition and Food Services)
- Child Day Centers: 22VAC40-665-520 B(5), B(11) (Children's Records); 22VAC40-665-580 A(6) and B(6) (Staff Training); 22VAC40-665-700 A, C, and D (Parental Involvement/Notifications); 22VAC40-665-790 E and F (Nutrition and Food Services)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

☑ Yes

☐ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

☑ Yes

☐ No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 5. Building and physical premises safety, including the identification of and protection from hazards, bodies of water, and vehicular traffic

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-240 (Building/Home Maintenance)
- Child Day Centers: 22VAC40-665-610 (Building/Home Maintenance)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

☐ Yes

☑ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

☐ Yes

☑ No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A(5) and B(5) (Caregiver Training); 22VAC40-665-320 (Forbidden Actions)
- Child Day Centers: 22VAC40-665-580 A(5) and B(5) (Staff Training); 22VAC40-665-690 (Forbidden Actions)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A(2) and B(2) (Caregiver Training); 22VAC40-665-400 (Procedures for Emergencies); 22VAC40-665-410

(Emergency Response Drills)
- Child Day Centers: 22VAC40-665-580 A(2) and B(2) (Staff Training); 22VAC40-665-770 (Procedures for Emergencies); 22VAC40-665-780 (Emergency Response Drills)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:
- Family Day Homes: 22VAC40-665-250 (Hazardous Substances)
- Child Day Centers: 22VAC40-665-620 (Hazardous Substances)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

- [ ] Yes
- [x] No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

- [ ] Yes
- [x] No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 9. Appropriate precautions in transporting children (if applicable)

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-440 (Transportation)
- Child Day Centers: 22VAC40-665-810 (Transportation)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 10. Pediatric first aid and CPR certification

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 E and F (Caregiver Training)
- Child Day Centers: 22VAC40-665-580 E and F (Staff Training)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

☐ Yes

☑ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

☐ Yes

☑ No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 11. Recognition and reporting of child abuse and neglect

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-200 C (Reports); 22VAC40-665-230 A(7) and B(7) (Caregiver Training)
- Child Day Centers: 22VAC40-665-550 3 (Reports); 22VAC40-665-580 A(7) and B(7) (Staff Training)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

☑ Yes

☐ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

☑ Yes

☐ No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 12. Child development (98.44(b)(1)(iii))

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A(11) and B(11) (Caregiver Training)
- Child Day Centers: 22VAC40-665-580 A(11) and B(11) (Staff Training)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

☐ Yes

☑ No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

☐ Yes

☑ No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

5.2.3e 13.

Describe other training requirements, such as nutrition, physical activities, caring for children with special needs, etc..

Playground safety, confidentiality and supervision of children are included in orientation training that must be completed within 30 days of employment.

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 D (Caregivers Training)
- Child Day Centers: 22VAC40-665-580 D (Staff Training)

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in licensed CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Does the state/territory require that this training topic be completed before caregivers, teachers, and directors in license-exempt CCDF programs are allowed to care for children unsupervised?

- [x] Yes
- [ ] No

Describe if relatives are exempt from this requirement

This requirement applies to both centers and FCC.

Relatives are not exempt from this requirement.

Ongoing Training Requirements

5.2.4 Provide the minimum number of annual training hours on health and safety topics for caregivers, teachers, and directors required for the following.

a) Licensed child care centers:

16 hours

b) Licensed FCC homes:

16 hours

c) In-home care:

N/A

d) Variations for exempt provider settings:

None

5.2.5 Describe the ongoing health and safety training for CCDF providers by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

1. Prevention and control of infectious diseases (including immunizations)

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

Family Day Homes: 22VAC40-665-210 (Immunizations); 22VAC40-665-360 (Infectious Disease)

Child Day Centers: 22VAC40-665-560 (Immunizations); 22VAC40-665-730 (Infectious Disease)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual

requirement.

2. Prevention of sudden infant death syndrome and the use of safe-sleep practices

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A-3 (Caregiver Training); 22VAC40-665-280 A(2) (Supervision); 22VAC40-665-300 C-D (Daily Activities); 22VAC40-665-340 E-O (Furnishings)
- Child Day Centers: 22VAC40-665-580 A-3 and B-3 (Staff Training); 22VAC40-665-670 D.1-3 (Daily Activities); 22VAC40-665-710 E-N (Furnishings)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

3. Administration of medication, consistent with standards for parental consent

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A-4 and B-4 (Caregiver Training); 22VAC40-665-380 (Medication Administration)
- Child Day Centers: 22VAC40-665-580 I (Staff Training); 22VAC40-665-750 (Medication Administration)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

Every three years.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

Every three years.

4. Prevention and response to emergencies due to food and allergic reactions

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-170 B(6) and B(12) (Children's Records); 22VAC40-665-230 A(6) and B(6) (Caregiver Training); 22VAC40-665-330 A, C, and D (Parental Involvement/Notifications); 22VAC40-665-420 G and H (Nutrition and Food Services)
- Child Day Centers: 22VAC40-665-520 B(5), B(11) (Children's Records); 22VAC40-665-580 A(6) and B(6) (Staff Training); 22VAC40-665-700 A, C, and D (Parental Involvement/Notifications); 22VAC40-665-790 E and F (Nutrition and Food Services)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-

informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

5. Building and physical premises safety, including the identification of and protection from hazards, bodies of water, and vehicular traffic

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-240 (Building/Home Maintenance)
- Child Day Centers: 22VAC40-665-610 (Building/Home Maintenance)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

- [ ] Annually
- [x] Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

- [ ] Annually
- [x] Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child

development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A(5) and B(5) (Caregiver Training); 22VAC40-665-320 (Forbidden Actions)
- Child Day Centers: 22VAC40-665-580 A(5) and B(5) (Staff Training); 22VAC40-665-690 (Forbidden Actions)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A(2) and B(2) (Caregiver Training); 22VAC40-665-400 (Procedures for Emergencies); 22VAC40-665-410 (Emergency Response Drills)
- Child Day Centers: 22VAC40-665-580 A(2) and B(2) (Staff Training); 22VAC40-665-770 (Procedures for Emergencies); 22VAC40-665-780 (Emergency Response Drills)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual

requirement.

8. Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-250 (Hazardous Substances)
- Child Day Centers: 22VAC40-665-620 (Hazardous Substances)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

9. Appropriate precautions in transporting children (if applicable)

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-440 (Transportation)
- Child Day Centers: 22VAC40-665-810 (Transportation)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which

the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.

- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

10. Pediatric first aid and CPR certification

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 E and F (Caregiver Training)
- Child Day Centers: 22VAC40-665-580 E and F (Staff Training)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

Current certification in first aid and in CPR appropriate to the age of children in care must be maintained.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

Current certification in first aid and in CPR appropriate to the age of children in care must be maintained.

11. Recognition and reporting of child abuse and neglect

-- Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-200 C (Reports); 22VAC40-665-230 A(7) and B(7) (Caregiver Training)
- Child Day Centers: 22VAC40-665-550 3 (Reports); 22VAC40-665-580 A(7) and B(7) (Staff Training)

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

-- How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

12. Child development (98.44(b)(1)(iii))

Provide the citation for this training requirement, including citations for both licensed and license-exempt providers

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement - Center

Subsidy Regulations:

- Family Day Homes: 22VAC40-665-230 A(11) and B(11) (Caregiver Training)
- Child Day Centers: 22VAC40-665-580 A(11) and B(11) (Staff Training)

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

- [ ] Annually
- [x] Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

- [ ] Annually
- [x] Other

Describe:

- Caregivers, teachers and directors who work directly with children are required to take this topic as part of the preservice training.
- The Child Care Subsidy Program regulation (22VAC40-665) went into effect October 1, 2018 and requires, in addition to preservice training and orientation, 16 hours of annual training to include the department's health and safety update course. The Lead Agency will identify health and safety topics for which the state of the practice or standards are evolving and include these topics in the annual update. Every topic may not need to be covered every year. The Lead Agency contracted with Penn State to develop the first update module which addresses physical activity, nutrition, immunization, new viruses, trauma-informed care and substance abuse.
- Per the regulation, annual training must relate to child safety, child development, the function of the program, and any required department-sponsored training. Caregivers, teachers and directors may opt for training on the topic cited in this section as part of meeting their 16-hour annual requirement.

13. Describe other requirements such as nutrition, physical activities, caring for children with special needs, etc..

None; however, ACF-118 requires a response.

Provide the citation for other training requirements, including citations for both licensed and license-exempt providers

None; however, ACF-118 requires a response.

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed CCDF programs?

- [ ] Annually
- [x] Other

Describe:

N/A; however, ACF-118 requires a response.

How often does the state/territory require that this training topic be completed by caregivers, teachers, and directors in licensed-exempt CCDF programs?

☐ Annually

☑ Other

Describe:

N/A; however, ACF-118 requires a response.

5.3 Monitoring and Enforcement Policies and Practices for CCDF Providers

5.3.1 Enforcement of licensing and health and safety requirements

Lead agencies must certify that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with all applicable State and local health and safety requirements, including those described in 98.41 (98.42(a)). This may include, but is not limited to, any systems used to ensure that providers complete health and safety trainings, any documentation required to be maintained by child care providers or any other monitoring procedures to ensure compliance. Note: Inspection requirements are described starting in 5.3.2.

To certify, describe the procedures to ensure that CCDF providers comply with all applicable State and local health and safety requirements

Written Subsidy Vendor Agreements set out the following Child Care Subsidy Program Participation Requirements:

- The subsidy vendor shall comply with all applicable federal and state laws and regulations, including but not limited to:
    1. Laws and regulations related to the licensing of or exemptions from the licensing of child care providers;
    2. State regulations, policies, and guidelines for the Child Care Subsidy Program as set forth by VDSS;
    3. State and local health and safety requirements related to child care providers; and
    4. Virginia Code § 63.2-1509, for the reporting of suspected abuse or neglect of a child.
- The Vendor shall be subject to at least one annual inspection by VDSS to ensure compliance with all such laws, regulations, and policies. Such inspection may be unannounced.
- All vendors must be in compliance with the Subsidy Inspection Requirements of the Subsidy Vendor Agreements.

Citation:

http://www.dss.virginia.gov/facility/child_care/unlicensed/ucdprcca/index.cgi

5.3.2 Inspections for licensed CCDF providers.

Lead agencies must require licensing inspectors to perform inspections-with no fewer than one pre-licensure inspection for compliance with health, safety, and fire standards-of each child care provider and facility in the state/territory. Licensing inspectors are required to perform no fewer than one annual, unannounced inspection of each licensed CCDF provider for compliance with all child care licensing standards; it shall include an inspection for compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards; inspectors may inspect for compliance with all three standards - health, safety, and fire - at the same time (658E(c)(2)(K)(i)(II); 98.16 (n); 98.42(b)(2)(i)). Certify by responding to the questions below to describe your state/territory's monitoring and enforcement procedures to ensure that licensed child care providers comply with licensing standards, including compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards.

a) Licensed CCDF center-based child care

1. Describe your state/territory's requirements for *pre-licensure inspections* of licensed child care center providers for compliance with health, safety, and fire standards

- A pre-licensure inspection of the facility and services, including review of health, safety and fire standards, is completed prior to license approval.Â
- As a part of this process, the inspector reviews a report obtained by the applicant from state or local fire authorities to determine compliance with the Virginia Statewide Fire Prevention Code.

2. Describe your state/territory's requirements for annual, unannounced inspections of licensed CCDF child care center providers

All licensed facilities are inspected at least twice a year for compliance with health and safety standards per Virginia regulations (22VAC 40-80-180 B).Â These inspections are unannounced.

3. Identify the frequency of unannounced inspections:

☐ Once a year

☑ More than once a year

Describe:

Licensed, center-based programs receive two unannounced inspections per year.

4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that child care center providers comply with the applicable licensing standards, including health, safety, and fire standards.

- Licensing inspectors visit each child care center at least twice per year to evaluate compliance. Each health, safety and fire requirement is reviewed to determine if the provider complies with the requirement. For example, records are reviewed to determine if children have immunization documentation.Â If there is noncompliance, a violation of the applicable requirement is cited.
- Regulations are scored as met or unmet.Â
- A violation notice detailing any findings of non-compliance is written and shared with the provider and posted on the public website.Â
- Technical assistance is provided, upon request, to clarify regulations and improve service delivery.

5. List the citation(s) for your state/territory's policies regarding inspections for licensed CCDF center providers

Standards for Licensed Child Day Centers, 22VAC 40-185

b) Licensed CCDF family child care home

1. Describe your state/territory's requirements for *pre-licensure inspections* of licensed family child care providers for compliance with health, safety, and fire standards

- A pre-licensure inspection of the facility and services, including review of health, safety and fire standards, is completed prior to preparing a licensing recommendation.
- As a part of this process, the inspector reviews a report obtained by the applicant from state or local fire authorities to determine compliance with the Virginia Statewide Fire Prevention Code.

2. Describe your state/territory's requirements for annual, unannounced inspections of licensed CCDF family child care providers

All licensed facilities are inspected at least twice a year for compliance with health and safety standards per Virginia regulations (22VAC 40-80-180 B).These inspections are

unannounced.

3. Identify the frequency of unannounced inspections:

☐ Once a year

☑ More than once a year

Describe:

Licensed family day homes receive two unannounced inspections per year.

4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that CCDF family child care providers comply with the applicable licensing standards, including health, safety, and fire standards.

- Licensing inspectors visit each family day home at least twice per year to evaluate compliance. Each health, safety and fire requirement is reviewed to determine if the provider complies with the requirement. For example, records are reviewed to determine if children have immunization documentation. If there is noncompliance, a violation of the applicable requirement is cited.
- Regulations are scored as met or unmet.
- A violation notice detailing any findings of non-compliance is written and shared with the provider and posted on the public website.
- Technical assistance is provided, upon request, to clarify regulations and improve service delivery.

5. List the citation(s) for your state/territory's policies regarding inspections for licensed CCDF family child care providers

Standards for Licensed Family Day Homes, 22 VAC 40-111

c) Licensed in-home CCDF child care

☑ N/A. In-home CCDF child care (care in the child's own home) is not licensed in the State/Territory. Skip to 5.3.2 (d).

1. Describe your state/territory's requirements for *pre-licensure inspections* of licensed in-home child care providers for compliance with health, safety, and fire standards

2. Describe your state/territory's requirements for annual, unannounced inspections of licensed CCDF in-home child providers

3. Identify the frequency of unannounced inspections:

☐ Once a year

☐ More than once a year

Describe:

4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that in-home CCDF child care providers comply with the applicable licensing standards, including health, safety, and fire standards.

5. List the citation(s) for your state/territory's policies regarding inspections for licensed in-home CCDF providers

d) List the entity(ies) in your state/territory that are responsible for conducting pre-licensure inspections and unannounced inspections of licensed CCDF providers

Virginia Department of Social Services, Division of Licensing - Children's Programs

5.3.3 Inspections for license-exempt CCDF providers

Lead Agencies must have policies and practices that require licensing inspectors (or qualified monitors designated by the Lead Agency) to perform an annual monitoring visit of each license-exempt CCDF provider for compliance with health, safety (including, but not limited to, those requirements described in 98.41), and fire standards (658E(c)(2)(K)(i)(IV); 98.42(b)(2)(ii)). Lead Agencies have the option to exempt relative providers (as described in section (658P(6)(B)) from this requirement. To certify, respond to the questions below to describe the policies and practices for the annual monitoring of:

a) License-exempt center-based CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used

- In licensing-exempt center based CCDF programs, licensing staff perform on-site, unannounced inspections annually to confirm compliance with the Subsidy Vendor Agreement health, safety and fire requirements, and the Code of Virginia,or to investigate complaints. The policy and practice include inspecting for health, safety and fire required for CCDF programs.

- Additional inspections may be conducted at the center's request for consultation, or when information submitted indicates a center's need for assistance in complying with the law.

Provide the citation(s) for this policy or procedure

Subsidy Vendor Agreement for Child Care Centers and Code of Virginia Â§Â§ 63.2-1716 and 63.2-1725

b) License-exempt family child care CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used

- In license-exempt family child care CCDF programs, licensing staff perform on-site, unannounced inspections to confirm compliance with the Vendor Agreement health, safety and fire requirements, Â and to investigate complaints. The policy and practice include inspecting for health, safety and fire requirements required for CCDF programs.Â
- Additional inspections may be conducted at the centerÂ¿s request for consultation.

Provide the citation(s) for this policy or procedure

Subsidy Vendor Agreement for Family Day Homes

c) License-exempt in-home CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, if relative care is exempt from monitoring, and if differential monitoring is used

In Virginia, there are no license-exempt in home providers.

Provide the citation(s) for this policy or procedure

In Virginia, there are no license-exempt in home providers.

d) Lead Agencies have the option to develop alternate monitoring requirements for care provided in the child's home (98.42(b)(2)(iv)(B)). Does your state use alternate monitoring procedures for monitoring in-home care?

☑ No

☐ Yes. If yes,

decsibe:

Â

e) List the entity(ies) in your state/territory that are responsible for conducting inspections of license-exempt CCDF providers

Virginia Department of Social Services, Division of Licensing Â¿ ChildrenÂ¿s Programs

5.3.4 Licensing inspectors.

Lead Agencies will have policies and practices that ensure that individuals who are hired as licensing inspectors (or qualified monitors designated by the Lead Agency) are qualified to inspect child care providers and facilities and have received health and safety training appropriate to the provider setting and age of the children served. Training shall include, but is not limited to, those requirements described in 98.41(a)(1) and all aspects of the State's licensure requirements (658E(c)(2)(K)(i)(I); 98.42(b)(1-2)).

a) To certify, describe how the Lead Agency ensures that licensing inspectors (or qualified monitors designated by the Lead Agency) are qualified to inspect child care facilities and providers and that those inspectors have received training on health and safety requirements that are appropriate to the age of the children in care and the type of provider setting (98.42(b)(1-2)).

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:

    1. Developmental needs of children in order to evaluate children's programs and to provide technical assistance to improve services;
    2. Information collection and analysis techniques;
    3. Interpreting and applying laws and regulations; and
    4. Communicating effectively, both orally and in writing.
- All newly hired inspectors complete the division's New Staff Orientation and Training Program. Components of this program include licensing-related reading assignments in conjunction with field training and ongoing competency assessments.
- All inspectors, except those most recently hired, have completed training from the National Association for Regulatory Administration (NARA) and attained the National Regulatory Professional Credential. All new hires are registered for the training and credential, usually within six months of their hire date.
- Staff has ongoing professional development plans and receives training throughout the year, both online and in person.

b) Provide the citation(s) for this policy or procedure

Administrative Bulletins

5.3.5 The states and territories shall have policies and practices that require the ratio of licensing inspectors to child care providers and facilities in the state/territory to be maintained at a level sufficient to enable the state/territory to conduct effective inspections of child care providers and facilities on a timely basis in accordance with federal, state, and local laws (658E(c)(2)(K)(i)(III); 98.42(b)(3)).

a) To certify, describe the state/territory policies and practices regarding the ratio of licensing inspectors to child care providers (i.e. number of inspectors per number of child care providers) and facilities in the state/territory and include how the ratio is sufficient to conduct effective inspections on a timely basis.

- As a baseline for inspector caseloads/workloads, the Division of Licensing uses the NARA recommended numbers of 50-60 facilities per inspector.
- Workload assessments include a review of the number of total facilities per regional licensing office and regional growth in the total number of facilities.
- Caseload assignments are adjusted as needed, based on factors such as weather conditions, geographical traffic patterns and cycles of service delivery, such as the start and end of the school year.
- The VDSS dashboard tracks the number of mandated inspections required with the number of mandated inspections completed on a quarterly basis. In addition, regional licensing administrators submit the number of completed inspections to upper management on a weekly basis.
- Regional licensing administrators and upper management review inspection data, adjusting caseloads as necessary.

b) Provide the policy citation and state/territory ratio of licensing inspectors

Written in internal licensing documents, the Division of Licensing uses the NARA recommended ratio of one inspector to 50-60 facilities.

5.3.6 States and territories have the option to exempt relatives (defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles (98.42(c)) from inspection requirements. Note: This exception only applies if the individual cares only for relative children. Does the state/territory exempt relatives from the inspection requirements listed in 5.3.3?

☐ Yes, relatives are exempt from all inspection requirements.
If the state/territory exempts relatives from all inspection requirements, describe how the state ensures the health and safety of children in relative care.

☐ Yes, relatives are exempt from some inspection requirements.
If the state/territory exempts relatives from the inspection requirements, describe which inspection requirements do not apply to relative providers (including which relatives may be exempt) and how the State ensures the health and safety of children in relative care.

☑ No, relatives are not exempt from inspection requirements.

5.4 Criminal Background Checks

The CCDBG Act requires states and territories to have in effect requirements, policies and procedures to conduct criminal background checks for all child care staff members (including prospective staff members) of all child care programs that are 1) licensed, regulated, or registered under state/territory law; or, 2) all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers) (98.43(a)(1)(i)). Background check requirements apply to any staff member who is employed by a child care provider for compensation, including contract employees and self-employed individuals; whose activities involve the care or supervision of children; or who has unsupervised access to children (98.43(2)). For FCC homes, this requirement includes the caregiver and any other adults residing in the family child care home who are age 18 or older (98.43(2)(ii)(C)). This requirement does not apply to individuals who are related to all children for whom child care services are provided (98.43(2)(B)(ii)).

A criminal background check must include 8 specific components (98.43(2)(b)), which encompass 3 in-state checks, 2 national checks, and 3 inter-state checks

Components	In-State	National	Inter-State
1. Criminal registry or repository using fingerprints in the current state of residency	x		
2. Sex offender registry or repository check in the current state of residency	x		
3. Child abuse and neglect registry and database check in the current state of residency	x		
4. FBI fingerprint check		x	
5. National Crime Information Center (NCIC) National Sex Offender Registry (NSOR)		x	
6. Criminal registry or repository in any other state where the individual has resided in the past 5 years, with the use of fingerprints being optional			x
7. Sex offender registry or repository in any other state where the individual has resided in the past 5 years			x
8. Child abuse and neglect registry and database in any other state where the individual has resided in the past 5 years			x

In recognition of the significant challenges to implementing the Child Care and Development Fund (CCDF) background check require+J514ments, all States applied for and received extensions through September 30, 2018. The Office of Child Care (OCC)/Administration for Children and Families (ACF)/U. S. Department of Health and Human Services (HHS) is committed to granting additional waivers of up to 2 years, in one year increments (i.e., potentially through September 30, 2020) if significant milestones for background check requirements are met.

In order to receive these time-limited waivers, states and territories will demonstrate that the milestones are met by responding to questions 5.4.1 through 5.4.4 and then apply for the time-limited waiver by completing the questions in Appendix A: Background Check Waiver Request Form. By September 30, 2018, states and territories must have requirements, policies and procedures for four specific background check components, and must be conducting those checks for all new (prospective) child care staff, in accordance with 98.43 and 98.16(o):

--The national FBI fingerprint check; and,	
--The three in-state background check provisions for the current state of residency:	
	--state criminal registry or repository using fingerprints;
	--state sex offender registry or repository check;
	--state-based child abuse and neglect registry and database.

All four components are required in order for the milestone to be considered met.

Components	New (Prospective) Staff	Existing Staff
1. Criminal registry or repository using fingerprints in the current state of	Milestone/Prerequisite for Waiver	Possible Time Limited Waiver for current

residency		(existing) staff
2. Sex offender registry or repository check in the current state of residency	Milestone/Prerequisite for Waiver	Possible Time Limited Waiver for current (existing) staff
3. Child abuse and neglect registry and database check in the current state of residency	Milestone/Prerequisite for Waiver	Possible Time Limited Waiver for current (existing) staff
4. FBI fingerprint check	Milestone/Prerequisite for Waiver	Possible Time Limited Waiver for current (existing) staff
5. National Crime Information Center (NCIC) National Sex Offender Registry (NSOR)	Possible Time Limited Waiver for: --Establishing requirements and procedures and/or --Conducting checks on all new (prospective) staff and/or --Conducting checks on current (existing) staff	
6. Criminal registry or repository in any other state where the individual has resided in the past 5 years, with the use of fingerprints being optional	Possible Time Limited Waiver for: --Establishing requirements and procedures and/or --Conducting checks on all new (prospective) staff and/or --Conducting checks on current (existing) staff	
7. Sex offender registry or repository in any other state where the individual has resided in the past 5 years	Possible Time Limited Waiver for: --Establishing requirements and procedures and/or --Conducting checks on all new (prospective) staff and/or --Conducting checks on current (existing) staff	
8. Child abuse and neglect registry and database in any other state where the individual has resided in the past 5 years	Possible Time Limited Waiver for: --Establishing requirements and procedures and/or --Conducting checks on all new (prospective) staff and/or --Conducting checks on current (existing) staff	

Use the questions below to describe the status of the requirements, policies and procedures for background check requirements. These descriptions must provide sufficient information to demonstrate how the milestone prerequisites are being met and the status of the other components that are not part of the milestone. Lead Agencies have the opportunity to submit a waiver request in Appendix A: Background Check Waiver Request Form, for components not included in the milestones. Approval of these waiver requests will be subject to verification that the milestone components have been met as part of the CCDF Plan review and approval process.

In-state Background Check Requirements

5.4.1 In-State Criminal Registry or Repository Checks with Fingerprints Requirements (98.43(b)(3)(i)).

Note: A search of a general public facing judicial website does not satisfy this requirement. This check is required in addition to the national FBI criminal history check (5.4.4 below) to mitigate any gaps that may exist between the two sources.

a) Milestone #1 Prerequisite for New (Prospective) Child Care Staff: Describe the requirements, policies and procedures for the search of the in-state criminal registry or repository, with the use of fingerprints required in the state where the staff member resides.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia has partnered with the Virginia State Police and has contracted with a fingerprint vendor to take fingerprints.The individual's fingerprints are taken by the fingerprint vendor, and then the fingerprint vendor electronically transmits the fingerprints to the Virginia State Police. Virginia State Police conducts the national FBI fingerprint check and search of the Virginia criminal registry, with the use of fingerprints. Virginia State Police notifies the lead agency's Office of Background Investigations of fingerprint check results.
- All licensed, regulated, and registered providers (including center and home based care) are required to submit to a fingerprint based background check.
- The law requires applicants, agents, employees and applicants for employment, volunteers and applicants for volunteer service, and adult household members to submit to a fingerprint based national background check (which includes a separate fingerprint based Virginia check) every five years.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia has partnered with the Virginia State Police and has contracted with a fingerprint vendor to take fingerprints.The individual's fingerprints are taken by the fingerprint vendor, and then the fingerprint vendor electronically transmits the

fingerprints to the Virginia State Police. Virginia State Police conducts the national FBI fingerprint check and search of the Virginia criminal registry, with the use of fingerprints. Virginia State Police notifies the lead agency's Office of Background Investigations of fingerprint check results.

- Unlicensed providers; including household members, volunteers, and employees, who are approved to receive child care subsidy are required to submit to a fingerprint based background check (which includes a separate fingerprint based Virginia check) every five years.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

b) Has the search of the in-state criminal registry or repository, with the use of fingerprints, been conducted for all current (existing) child care staff?

☑ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No differences

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the search of the state criminal registry or repository, using fingerprints for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

5.4.2 In-State Sex Offender Registry Requirements (98.43(b)(3)(B)(ii))..

Note: This check must be completed in addition to the national NCIC sex offender registry check (5.4.5 below) to mitigate any gaps that may exist between the two sources. Use of fingerprints is optional to conduct this check.

a) Milestone #2 Prerequisite for New (Prospective) Child Care Staff: Describe the requirements, policies and procedures for the search of the in-state sex offender registry.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- The fingerprint based national criminal history check is completed through the Virginia State Policeand includes a search of the national and Virginia sex offender registries.
- The search is conducted on all licensed, regulated, or registered child care providers (including center and home based care),as part of the fingerprint based background check process, which includes the search of the national and Virginia sex offender registries.
- The law requires applicants, agents, employees and applicants for employment, volunteers and applicants for volunteer service, and adult household members to complete a fingerprint based background check, which includes the search of the national and Virginia sex offender registries.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia has partnered with the Virginia State Police and has contracted with a fingerprint vendor to take fingerprints.The individual's fingerprints are taken by the fingerprint vendor, and then the fingerprint vendor electronically transmits the fingerprints to the Virginia State Police. Virginia State Police conducts the national FBI fingerprint check and search of the Virginia criminal registry, with the use of fingerprints. Virginia State Police notifies the lead agency's Office of Background Investigations of fingerprint check results. The fingerprint based national criminal history check is completed through the Virginia State Police and includes a search of the national and Virginia sex offender registries.
- Unlicensed providers; including household members, volunteers, and employees who are approved to receive child care subsidy are required to submit to a fingerprint based national background check every five years. This check includes a search of the national and Virginia sex offender registries.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

b) Has the search of the in-state sex offender registry been conducted for all current (existing) child care staff?

☑ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No differences

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the search of the state criminal registry or repository, using fingerprints for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

5.4.3 In-State Child Abuse and Neglect Registry Requirements (98.43(b)(3)(B)(iii)).

Note: This is a name-based search.

a) Milestone #3 Prerequisite for New (Prospective) Child Care Staff: Describe the requirements, policies and procedures for the search of the in-state child abuse and neglect registry.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia law requires a search of the Virginia Central Registry (the child abuse and neglect registry) for all licensed, registered, regulated, and subsidy child care programs.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Unlicensed providers who receive child care subsidy payments are required to submit to a search of the Virginia Central Registry.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1

b) Has the search of the in-state child abuse and neglect registry been conducted for all current (existing) child care staff?

☑ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No differences

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the search of the state child abuse and neglect registry for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

National Background Check Requirements

5.4.4 National FBI Criminal Fingerprint Search Requirements (98.43(b)(1)).

Note: The in-state (5.4.1 above) and the inter-state (5.4.6 below) criminal history check must be

completed in addition to the FBI fingerprint check because there could be state crimes that do not appear in the national repository. Also note, that an FBI fingerprint check satisfies the requirement to perform an interstate check of another State's criminal history records repository if the responding state (where the child care staff member has resided within the past five years) participates in the National Fingerprint File program (CCDF-ACF-PIQ-2017-01).

a) Milestone #4 Prerequisite for New (Prospective) Child Care Staff. Describe the requirements, policies and procedures for the search of the National FBI fingerprint check.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia has partnered with the Virginia State Police and has contracted with a fingerprint vendor to take fingerprints.The individual's fingerprints are taken by the fingerprint vendor, and then the fingerprint vendor electronically transmits the fingerprints to the Virginia State Police. Virginia State Police conducts the national FBI fingerprint check and search of the Virginia criminal registry, with the use of fingerprints. Virginia State Police notifies the lead agency's Office of Background Investigations of fingerprint check results. The fingerprint based national FBI criminal history check is completed through the Virginia State Police.
- All licensed, regulated, or registered providers (including center and home based care) are required to submit to a national FBI fingerprint based background check.
- The law requires applicants, agents, employees and applicants for employment, volunteers and applicants for volunteer service, and adult household members to submit to a fingerprint based national FBI background check every five years.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia has partnered with the Virginia State Police and has contracted with a fingerprint vendor to take fingerprints.The individual's fingerprints are taken by the fingerprint vendor, and then the fingerprint vendor electronically transmits the fingerprints to the Virginia State Police. Virginia State Police conducts the national FBI fingerprint check and search of the Virginia criminal registry, with the use of fingerprints. Virginia State Police notifies the lead agency's Office of Background Investigations of fingerprint check results. The fingerprint based national FBI criminal history check is completed through the Virginia State Police.
- Unlicensed providers; including household members, volunteers, and employees, who are approved to receive child care subsidy are required to submit a fingerprint based FBI national background check every five years.
- Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

b) For all current (existing) child care staff, has the FBI criminal fingerprint check been conducted?

☑ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No differences

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the FBI fingerprint check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

National Background Check Requirements

5.4.5 National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) Search Requirements (98.43(b)(2)).

Note: This is a name-based search. Searching general public facing sex offender registries does not satisfy this requirement. This national check must be required in addition to the in-state (5.4.2 above) or inter-state (5.4.7 below) sex offender registry check requirements. This check must be performed by law enforcement.

a) Has the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) check been put in place for all new (prospective) child care staff

☑ Yes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- The NCIC's National Sex Offender Registry search is completed by the Virginia State Police and includes a separate name based check of the NSOR registryas part of the fingerprint based national background check process.
- The search is conducted on all licensed, regulated, or registered child care providers (including center and home based care) as part of the Virginia State Police fingerprint based background check process.
- The law requires new applicants, agents, employees and applicants for employment, volunteers and applicants for volunteer service, and adult household members to submit to a fingerprint based national background check every five years, which includes a separate name based check of the NSOR registry.
- Code of Virginia §§ 63.2-1720.1 and 63.2-1721.1

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- The NCIC's National Sex Offender Registry search is completed by the Virginia State Police and includes a separate name based check of the NSOR registryas part of the fingerprint based national background check process.
- Unlicensed providers; including household members, volunteers and employeees, who are approved to receive child care subsidy are required to submit to a fingerprint based national background check every five years, which includes a separate name based search of the NSOR registry.
- Code of Virginia §§ 63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) for new (prospective) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

b) Has the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) check been put in place for all current (existing) child care staff?

☑ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No differences

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

Inter-state Background Check Requirements

Checking a potential employee's history in any state other than that in which the provider's services are provided qualifies as an inter-state check, per the definition of required criminal background checks in 98.43(b)(3). For example, an inter-state check would include situations when child care staff members work in one state and live in another state. The statute and regulations require background checks in the state where the staff member resides and each state where the staff member resided during the previous 5 years. Background checks in the state where the staff member is employed may be advisable, but are not strictly required.

5.4.6 Interstate Criminal Registry or Repository Check Requirement (including in any other state where the individual has resided in the past 5 years). (98.43 (b)(3)(i)).

Note: It is optional to use a fingerprint to conduct this check. Searching a general public facing judicial website does not satisfy this requirement. This check must be completed in addition to the national FBI history check (5.4.4 above) to mitigate any gaps that may exist between the two sources (unless the responding state participates in the National Fingerprint File program).

a) Has the interstate criminal registry or repository check been put in place for all new (prospective) child care staff?

☐ Yes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

☑ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the the interstate criminal registry or repository check for new (prospective) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

Efforts to date to implement the requirement for all (prospective and existing) licensed, regulated and registered providers and all providers eligible to provide care for children receiving CCDF:

- Potential strategies for addressing this requirement have been discussed.

- The Lead Agency is willing to obtain technical assistance from OCC and requests peer-to-peer input from other states in order to continue pursuing this issue with appropriate Virginia agencies and legislators.

Key activities planned toward implementation of this requirement:

- VDSS will request technical assistance from OCC's Subsidy Innovation and Accountability Center.
- VDSS will request peer-to-peer input from other CCDF Lead Agency Administrators.
- VDSS will assess the impact of interstate checks on current processes and hiring timelines.

Key challenges to implementing this requirement:

- Revisions to Virginia law would be needed to add a requirement for interstate background checks. Previous attempts to revise background check requirements in Virginia law have been challenging. There is a perception that an out-of-state criminal record/sex offender registry check is duplicative.
- Obtaining out-of-state criminal record/sex offender registry checks may need to be conducted by child care provders.
- Child care providers would have to navigate the process of obtaining these background checks, as each state has different laws, processes, forms, and fees.
- Requiring out-of-state criminal record/sex offender registry checks would require providers to pay additional fees.
- Rolling out a process that requires providers to submit appropriate paperwork to other states for existing staff could be an onerous task for some, especially for larger centers or providers in more transient metropolitan areas.

Strategies used to address challenges:

- VDSS may perform a cost-benefit analysis to compare the financial costs of these potentially redundant checks to the likely outcomes.
- Virginia will continue moving toward becoming a National Fingerprint File state.
- Virginia will continue to review these requirements and research additional strategies.

b) Has the interstate criminal registry or repository check been put in place for all current (existing) child care staff?

☐ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

☑ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate criminal registry or repository check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

Efforts to date to implement the requirement for all (prospective and existing) licensed, regulated and registered providers and all providers eligible to provide care for children receiving CCDF:

- Potential strategies for addressing this requirement have been discussed.
- The Lead Agency is willing to obtain technical assistance from OCC and requests peer-to-peer input from other states in order to continue pursuing this issue with appropriate Virginia agencies and legislators.

Key activities planned toward implementation of this requirement:

- VDSS will request technical assistance from OCC's Subsidy Innovation and Accountability Center.
- VDSS will request peer-to-peer input from other CCDF Lead Agency Administrators.
- VDSS will assess the impact of interstate checks on current processes and hiring timelines.

Key challenges to implementing this requirement:

- Revisions to Virginia law would be needed to add a requirement for interstate background checks. Previous attempts to revise background check requirements in Virginia law have been challenging. There is a perception that an out-of-state criminal record/sex offender registry check is duplicative.
- Obtaining out-of-state criminal record/sex offender registry checks may need to be conducted by child care provders.
- Child care providers would have to navigate the process of obtaining these background checks, as each state has different laws, processes, forms, and fees.
- Requiring out-of-state criminal record/sex offender registry checks would require providers to pay additional fees.
- Rolling out a process that requires providers to submit appropriate paperwork to other states for existing staff could be an onerous task for some, especially for larger centers or providers in more transient metropolitan areas.

Strategies used to address challenges:

- VDSS may perform a cost-benefit analysis to compare the financial costs of these potentially redundant checks to the likely outcomes.
- Virginia will continue moving toward becoming a National Fingerprint File state.
- Virginia will continue to review these requirements and research additional

strategies.

5.4.7 Interstate Sex Offender Registry or Repository Check Requirements (including in any state where the individual has resided in the past 5 years). (98.43 (b)(3)(ii)).

Note: It is optional to use a fingerprint to conduct this check. This check must be completed in addition to the National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) (5.4.5 above) to mitigate any gaps that may exist between the two sources.

a) Has the interstate sex offender registry or repository check been put in place for all new (prospective) child care staff?

☐ Yes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

☑ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate sex offender registry or repository check for new (prospective) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

Efforts to date to implement the requirement for all (prospective and existing) licensed,

regulated and registered providers and all providers eligible to provide care for children receiving CCDF:

- Potential strategies for addressing this requirement have been discussed.
- The Lead Agency is willing to obtain technical assistance from OCC and requests peer-to-peer input from other states in order to continue pursuing this issue with appropriate Virginia agencies and legislators.

Key activities planned toward implementation of this requirement:

- VDSS will request technical assistance from OCC's Subsidy Innovation and Accountability Center.
- VDSS will request peer-to-peer input from other CCDF Lead Agency Administrators.
- VDSS will assess the impact of interstate checks on current processes and hiring timelines.

Key challenges to implementing this requirement:

- Revisions to Virginia law would be needed to add a requirement for interstate background checks. Previous attempts to revise background check requirements in Virginia law have been challenging. There is a perception that an out-of-state criminal record/sex offender registry check is duplicative.
- Obtaining out-of-state criminal record/sex offender registry checks may need to be conducted by child care provders.
- Child care providers would have to navigate the process of obtaining these background checks, as each state has different laws, processes, forms, and fees.
- Requiring out-of-state criminal record/sex offender registry checks would require providers to pay additional fees.
- Rolling out a process that requires providers to submit appropriate paperwork to other states for existing staff could be an onerous task for some, especially for larger centers or providers in more transient metropolitan areas.

Strategies used to address challenges:

- VDSS may perform a cost-benefit analysis to compare the financial costs of these potentially redundant checks to the likely outcomes.
- Virginia will continue moving toward becoming a National Fingerprint File state.
- Virginia will continue to review these requirements and research additional strategies.

b) Has the interstate sex offender registry or repository check been put in place for all current (existing) child care staff?

☐ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

☑ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate sex offender registry or repository check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

Efforts to date to implement the requirement for all (prospective and existing) licensed, regulated and registered providers and all providers eligible to provide care for children receiving CCDF:

- Potential strategies for addressing this requirement have been discussed.
- The Lead Agency is willing to obtain technical assistance from OCC and requests peer-to-peer input from other states in order to continue pursuing this issue with appropriate Virginia agencies and legislators.

Key activities planned toward implementation of this requirement:

- VDSS will request technical assistance from OCC's Subsidy Innovation and Accountability Center.
- VDSS will request peer-to-peer input from other CCDF Lead Agency Administrators.
- VDSS will assess the impact of interstate checks on current processes and hiring timelines.

Key challenges to implementing this requirement:

- Revisions to Virginia law would be needed to add a requirement for interstate background checks. Previous attempts to revise background check requirements in Virginia law have been challenging. There is a perception that an out-of-state criminal record/sex offender registry check is duplicative.
- Obtaining out-of-state criminal record/sex offender registry checks may need to be conducted by child care provders.
- Child care providers would have to navigate the process of obtaining these background checks, as each state has different laws, processes, forms, and fees.
- Requiring out-of-state criminal record/sex offender registry checks would require providers to pay additional fees.
- Rolling out a process that requires providers to submit appropriate paperwork to other states for existing staff could be an onerous task for some, especially for larger centers or providers in more transient metropolitan areas.

Strategies used to address challenges:

- VDSS may perform a cost-benefit analysis to compare the financial costs of these potentially redundant checks to the likely outcomes.
- Virginia will continue moving toward becoming a National Fingerprint File state.
- Virginia will continue to review these requirements and research additional strategies.

5.4.8 Interstate Child Abuse and Neglect Check Registry Requirements (98.43 (b)(3)(iii)).

Note: This is a name-based search.

a) Has the interstate child abuse and neglect check been put in place for all new (prospective) child care staff?

☑ Yes. If yes,

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia law requires a search of any child abuse and neglect registry or equivalent registry maintained by any other state in which the individual has resided in the preceding five years for all licensed, registered, or regulated child care programs.
- Code of Virginia §§ 63.2-1720.1 and 63.2-1721.1

ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43(a)(1)(i) and 98.16(o). Describe and provide citations

- Virginia law requires a search of any child abuse and neglect registry or equivalent registry maintained by any other state in which the individual has resided in the preceding five years for all unlicensed providers who receive a child care subsidy.
- Code of Virginia §§ 63.2-1720.1 and 63.2-1721.1

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate child abuse and neglect check for new (prospective) child

care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

b) Has the interstate child abuse and neglect check been put in place for all current (existing) child care staff?

☑ Yes

Describe, if applicable, any differences in the process for existing staff than what was described for new staff and provide citations.

No differences

☐ No. (Waiver request allowed. See Appendix A). Describe the status of conducting the interstate child abuse and neglect check for current (existing) child care staff including:

-- Efforts to date to complete the requirement for all existing child care staff in licensed, regulated or registered programs

-- Efforts to date to complete the requirement for all existing child care staff in other programs eligible to receive CCDF services (e.g. license-exempt CCDF eligible providers)

-- Key challenges to fully implementing this requirements

-- Strategies used to address these challenges

Describe:

Provisional Employment

The CCDF final rule states 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 staff members, prior to the date an individual becomes a child care staff member and at least once every 5 years thereafter (98.43(d)(1) and (2). A prospective child care staff member may not begin work until one of the following results have been

returned as satisfactory: either the FBI fingerprint check or the search of the state/territory criminal registry or repository using fingerprints in the state/territory where the staff member resides. The child care staff member must be supervised at all times pending completion of all the background check components (98.43(d)(4)).

Note: In recognition of the concerns and feedback OCC received related to the provisional hire provision of the CCDF final rule, OCC will allow states and territories to request time-limited waiver extensions for the provisional hire provision. State/territories may submit a waiver request to allow additional time to meet the requirements related to provisional hires (see Appendix A). A state/territory may receive a waiver from this requirement only when:

1. the state requires the provider to submit the background check requests before the staff person begins working; and
2. the staff member, pending the results of the elements of the background check, is supervised at all times by an individual who has completed the background check.

5.4.9 Describe the state/territory requirements related to prospective child care staff members using the checkboxes below. (Waiver request allowed. See Appendix A). Check all that apply.

☐ The state/territory allows prospective staff members to begin work on a provisional basis (if supervised at all times) after completing and receiving satisfactory results on either the FBI fingerprint check or a fingerprint check of the state/territory criminal registry or repository in the state where the child care staff member resides.

Describe and include a citation:

☐ The state/territory allows prospective staff members to begin work on a provisional basis (if supervised at all times) after the request has been submitted, but before receiving satisfactory results on either the FBI fingerprint check or a fingerprint check of the state/territory criminal registry or repository in the state where the child care staff member resides. Note: A waiver request is allowed for this provision (see Appendix A).

Describe and include a citation:

☑ Other.

Describe:

Virginia does not have provisional hires.

5.4.10 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.

Describe the requirements, policies, and procedures in place to respond as expeditiously as possible to other states', territories', and tribes' requests for background check results to accommodate the 45-day timeframe, including any agencies/entities responsible for responding to requests from other states (98.43(a)(1)(iii)).

- Virginia State Police respond to requests for criminal background checks from other states, territories, and tribes.
- Virginia Department of Social Service's Office of Background Investigations (OBI) responds to requests from other states, territories, and tribes for searches of the Virginia Child Abuse and Neglect Registry. Those searches are processed as they are received. OBI has a mandated turnaround time of 10 business days for Virginia central registry checks.

5.4.11 Child care staff members cannot be employed by a child care provider receiving CCDF subsidy funds if they refuse a background check, make materially false statements in connection with the background check, or are registered or required to be registered on the state or National Sex Offender Registry. Potential staff members also cannot be employed by a provider receiving CCDF funds if they have been convicted of: a felony consisting of murder, child abuse or neglect, crimes against children, spousal abuse, crimes involving rape or sexual assault, kidnapping, arson, physical assault or battery, or - subject to an individual review (at the state/territory's option)- a drug-related offense committed during the preceding 5 years; a violent misdemeanor committed as an adult against a child, including the following crimes - child abuse, child endangerment, or sexual assault; or a misdemeanor involving child pornography (98.43(c)(1)).

Note: The Lead Agency may not publicly release the results of individual background checks. It may release aggregated data by crime as long as the data do not include personally identifiable information (98.43(e)(2)(iii)).

Does the state/territory disqualify child care staff members based on their conviction for other crimes not specifically listed in 98.43(c)(i)?

- [ ] No
- [x] Yes.

Describe other disqualifying crimes and provide citation:

Virginia Code § 19.2-392.02 includes a list of barrier crime convictions that prohibit employment with a child welfare agency. All crimes listed in 98.43(c)(1) are included in Virginia's barrier crimes list.

5.4.12 The state/territory has a process for a child care staff member to appeal the the results of his or her background check to challenge the accuracy or completeness of the criminal background report, as detailed in 98.43(e)(3).

Describe how the Lead Agency ensures the privacy of background checks and provides opportunities for applicants to appeal the results of background checks. In addition, describe whether the state/territory has a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment (98.43(e)(2-4)).

VDSS ensures the privacy of background checks in the following ways:

- The provider establishes one identified contact person in their organization to communicate with the Office of Background Investigations.
- Criminal records are mailed only to the contact person of the provider who requested the search.
- The determination letter utilizes the last four digits of the individual's social security number.
- Criminal record information is stored and processed in a locked environment.
- State law prohibits dissemination of background check information other than to the Commissioner's representative, federal or state authority, or court.

VDSS Child Day Care Programs, Office of Background Investigations background check procedures include instructions on how to appeal criminal background check results:

- The eligibility determination letter the provider receives includes a link to the

procedures.
- These instructions include how to locate the FBI and the Virginia State Police appeal procedures.
- These procedures are posted on the Office of Background Investigation web page.
- The web page also contains a Fingerprinting Frequently Asked Questions document with links to the appeal procedures.
- There is no appeal process for a felony drug offense.

5.4.13 The state/territory may not charge fees that exceed the actual costs of processing applications and administering a criminal background check (98.43(f)).

Describe how the state/territory ensures that fees charged for completing the background checks do not exceed the actual cost of processing and administration, regardless of whether they are conducted by the state/territory or a third-party vendor or contractor. Lead Agencies can report that no fees are charged if applicable (98.43(f)).

- Fees for fingerprint based background checks and the related processing costs are reviewed periodically and adjusted as needed to ensure that fees, on average, do not exceed costs.
- Code of Virginia §§63.2-1720.1 and 63.2-1721.1 require 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."

5.4.14 Federal requirements do not address background check requirements for relative providers who receive CCDF; therefore, states have the flexibility to decide which background check requirements relative providers must meet, as defined by CCDF in 98.2 under eligible child care provider.

Note: This exception only applies if the individual cares only for relative children. Does the state/territory exempt relatives from background checks?

- [x] No, relatives are not exempt from background check requirements.
- [ ] Yes, relatives are exempt from all background check requirements.

☐ Yes, relatives are exempt from some background check requirements. If the state/territory exempts relatives from some background check requirements, describe which background check requirements do not apply to relative providers.

6 Recruit and Retain a Qualified and Effective Child Care Workforce

This section covers the state or territory framework for training, professional development, and post-secondary education (98.44(a)); provides a description of strategies used to strengthen the business practices of child care providers (98.16(z)); and addresses early learning and developmental guidelines.

States and territories are required to describe their framework for training, professional development, and post-secondary education for caregivers, teachers, and directors, including those working in school-age care (98.44(a)). This framework is part of a broader systematic approach building on health and safety training (as described in section 5) within a state/territory. States and territories must incorporate their knowledge and application of health and safety standards, early learning guidelines, responses to challenging behavior, and the engagement of families. States and territories are required to establish a progression of professional development opportunities to improve the knowledge and skills of CCDF providers (658E(c)(2)(G)). To the extent practicable, professional development should be appropriate to work with a population of children of different ages, English-language learners, children with disabilities, and Native Americans (98.44(b)(2)(iv)). Training and professional development is one of the options that states and territories have for investing their CCDF quality funds (658G(b)(1)).

6.1 Professional Development Framework

6.1.1 Each state or territory must describe their professional development framework for training, professional development, and post-secondary education for caregivers, teachers and directors, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care or similar coordinating body. The framework should include these components: (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing (98.44(a)(3)). Flexibility is provided on the strategies, breadth, and depth with which states and territories will develop and implement their

framework.

a) Describe how the state/territory's framework for training and professional development addresses the following required elements:

-- State/territory professional standards and competencies. Describe:

- Virginia developed the *Milestones of Child Development* (MCDs) early learning guidelines, *Competencies for Virginia Early Childhood Professionals*, and Technical Assistance Provider (TAP) Specialized Knowledge and Competencies, and adopted, "What Makes an Effective Early Childhood Professional Development Provider?" cross-sector trainer competencies. Virginia's former early childhood advisory council, the Commonwealth Council for Childhood Success, reviewed these standards, which are research-based and developed with input from cross-sector early care and education professionals.
- Quality standards and competencies for school-age care practitioners were developed in partnership with the Virginia Partnership for Out-of-School Time leadership team and cross-sector out-of-school time professionals.
- Virginia Community College System (VCCS) Early Childhood programs intentionally embed information related to the professional standards and competencies into early childhood coursework. The state resources widely used include: The Virginia *Milestones of Child Development*, *Competencies for Early Childhood Professionals*, VDSS licensing guidelines, and *Virginia Foundation Blocks for Early Learning*. NAEYC standards are also featured prominently, particularly at the VCCS institutions that are in the process of Early Childhood Associate Degree Accreditation.

-- Career pathways. Describe:

- Virginia recently revised the previous career lattice into a simpler document titled "Career Pathways for Early Childhood and Out-of-School Time Practitioners." The Career 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.
- The VCCS career trajectory includes prior learning credit (3 credits) at many community colleges for a current CDA. Once students have begun at the community colleges, they may take credits toward a 16-credit career studies certificate (occasionally 19 credits), which often stacks into a certificate of 31 credits, and does stack into the Associate of Applied Science (AAS) in Early Childhood Development.
- The 16-credit certificate was created for Virginia Head Start and Early Head Start and is approved as an alternative to the CDA. Within the state, HS and EHS teachers may seek this option, which places them on a trajectory toward earning an AAS.
- Career pathways as a whole have been looked at carefully by the VCCS early childhood faculty peer group and various universities. Virginia's legislated School

Readiness Committee included a subcommittee to examine professional development pathways in early childhood including articulation agreements, dual enrollment, and prior learning credit.

-- Advisory structure. Describe:

- Virginia has a legislated, high-level School Readiness Committee that is focusing on improving professional development for the child care workforce. This Committee may choose to appoint a subcommittee to serve as the advisory structure for Virginia's early care and education professional development. The Committee tracks and facilitates various professional development efforts in the state.
- The Virginia Community College System has a well-organized and cohesive structure of standard curricula across the state. Faculty meet face to face every two years and have nearly constant communication through the use of a shared Blackboard site, a ListServ through Blackboard, and informal meetings at other early childhood venues, including the Virginia Cross-Sector Professional Development (VCPD) Faculty Institutes and meetings.

-- Articulation. Describe:

- A state workgroup for articulation was formed in 2016, including representatives of five universities and six community colleges. This workgroup agreed to make some changes to the statewide AAS in Early Childhood Development so that it would maintain its primary goal of workforce preparation, while enhancing portability into universities.
- As a result, new articulation agreements among two and four year institutions were created with additional details to be finalized by summer 2018. The articulation workgroup activities were tracked by the State School Readiness Committee as a whole, and by their Pathways subcommittee.

-- Workforce information. Describe:

- Virginia has implemented a child care professional development registry called Innovative Model for Professional Advancement and Career Tracking (IMPACT).
- Early childhood and out-of-school time practitioners may voluntarily input their personal education, training, and employment information, which is subsequently reviewed by State staff. Based on this data, each practitioner will be aligned with one Career Pathways Level and can print a certificate verifying their level of achievement.
- IMPACT includes formal education certificates and degrees as well as continuing education activities. In the future, this system will give Virginia access to basic, self-reported compensation information for the child care industry for the first time.
- Virginia is in the process of adding the trainer approval component, and will add the course approval component soon. This will allow Registry participants 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, such as the Virginia Child Care Provider Scholarship database.
- The Virginia Early Childhood Foundation workforce survey collects extensive information related to the early care and education workforce.
- Data is also pulled from the U.S. Department of Labor, Bureau of Labor Statistics (child care workers, preschool teachers except special education, education administrators, preschool and child care center/program).

-- Financing. Describe:

- The Virginia Child Care Provider Scholarship Program helps practitioners pay for undergraduate college-level courses that lead to degrees and certificates in early childhood or school-age care.
- This Program works in concert with Project Pathfinders, a scholarship program administered by the Virginia Early Childhood Foundation.

b) The following are optional elements, or elements that should be implemented to the extent practicable, in the training and professional development framework.

☑ Continuing education unit trainings and credit-bearing professional development to the extent practicable

Describe:

- Virginia has 54 foundational courses that are grouped into five endorsement areas:

    1. Infant and Toddler Endorsement
    2. Preschool Endorsement
    3. Early Childhood Endorsement I: Creativity Series
    4. Early Childhood Endorsement II: Health, Safety, and Nutrition Series
    5. School-age Endorsement

- Each endorsement includes 12-13 four-hour courses addressing Competencies for Early Childhood Professionals and aligning with five standard community college courses (CHD 166, CHD 120, CHD 145, EDU 235, and CHD 220).
- 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.
- The Virginia Infant and Toddler Specialist Network piloted the classroom versions of the infant and toddler endorsement courses in 2017-2018. The pilot helped determine revisions needed for these courses and whether they should be offered beyond the pilot areas.

- Participants may choose to complete all courses in an Endorsement program, complete additional Endorsement projects to use the concepts learned in each course, and make application for an Endorsement certificate upon successful course completion.
- Endorsement courses may be combined to meet the content and hours of the training requirements for the Child Development Associate (CDA) credential.
- The Lead Agency is planning to revise all 54 Endorsement courses for online and classroom use to include, as appropriate, more information about social-emotional development, trauma-informed care, working with English language learners, the recommended use of technology, and parent engagement.
- Additional child development training activities are offered through distance learning in partnership with Child Care Aware of Virginia. These courses are self-paced, online, workbook or project-oriented, and available statewide at minimal cost.
- The self-paced Read-a-Book Program, which is a partnership with the state's Library of Virginia through 350 branch libraries, gives providers the choice of reading and testing on a professional book or reading two children's literature books and writing two lesson plans.
- A contract with Pennsylvania State University's Better Kid Care Program provides free, 10-hour preservice training for all child care practitioners, as well as an annual health and safety update training for a minimal cost.
- The Division of Licensing - Children's Programs provides training on health and safety topics for licensed child care providers at their regional meetings twice each year and training for unlicensed subsidy providers on Virginia's health and safety standards.
- Certification in CPR with a demonstration component and First Aid certificate are required separately from the preservice training. CPR and First Aid are offered by Child Care Aware of Virginia to infant and toddler providers free of charge.

☑ Engagement of training and professional development providers, including higher education, in aligning training and educational opportunities with the state/territory's framework

Describe:

- The Lead Agency partners with and supports the Virginia Cross-Sector Professional Development (VCPD) Team. VCPD is a coordinated group of early care and education (birth through age 5) professional development providers (trainers/educators). VCPD promotes planning, development, implementation, and evaluation of professional development.
- The VCPD website houses numerous resources for professional development providers (assessments, templates, information and articles, evaluations, etc.) at http://www.vcpd.net/.
- VCPD members are committed to supporting a coordinated professional development system that incorporates seamless professional development across disciplines, collaborative planning, and service integration across the traditional

boundaries of child care, pre-K-12 education, higher education, health, mental health and social services. VCPD establishes quality assurance measures to improve professional development provider performance.

- VCPD coordinates an annual Faculty Institute with community college and four-year early childhood faculty to share updates and information across sector areas of early care and education.
- One Lead Agency staff member serves on the Virginia Partnership for Out-of-School Time (VPOST) Executive Council. VPOST develops and facilitates quality standards for out-of-school time care programs, including before- and after-school child care. The Lead Agency is exploring supportive measures.
- The Virginia Community College System Early Childhood Development faculty peer group intentionally embeds information related to the professional standards and competencies into early childhood coursework. The state resources widely used include: Virginia's *Milestones of Child Development*, *Competencies for Early Childhood Professionals*, VDSS licensing guidelines, and *Virginia Foundation Blocks for Early Learning*. NAEYC standards are also featured prominently, particularly at the VCCS institutions that are in the process of earning Early Childhood Associate Degree Accreditation.
- The Lead Agency's Commissioner is engaged with the Virginia School Readiness Committee along with numerous higher education leaders. The Committee's goal is to address professional development and credential requirements for Virginia's early childhood education workforce. Lead Agency staff serves on subcommittees to the School Readiness Committee.
- Initial meetings are being planned to add school-aged child care to the professional development infrastructure through partnership with the Virginia Partnership for Out-of-School Time (VPOST). VDSS will explore leveraging resources with the 21st Century Community Learning Center Grant work. Professional development will include information on trauma-informed care, social-emotional development, English language learners, and cultural and linguistic responsiveness. VDSS plans to align the current out-of-school time quality standards with existing early childhood standards.

☐ Other

Describe:

6.1.2 Describe how the state/territory developed its professional development framework in consultation with the State Advisory Council on Early Childhood Education and Care (if applicable) or similar coordinating body if there is no SAC that addresses the professional development, training, and education of child care providers and staff.

- Virginia currently does not have a State Advisory Council on Early Childhood Education.
- Aspects of Virginia's professional development framework developed over the years through engagement with multiple bodies such as the Virginia Cross-Sector Professional Development Team (with representation from Social Services, Education, Special Education, Infant & Toddler Specialist Network, Early Impact Virginia (home visiting), VCU Partnership for People with Disabilities, James Madison University, Department for the Blind and Vision Impaired, Virginia Tech, Health, Wingspan, Virginia Community College System, Early Childhood Mental Health, and the University of Virginia.)
- Further, training and professional development requirements articulated in Children's Program Licensing, Subsidy Program, and Child Care Provider Scholarship Program regulations are approved by the State Board of Social Services. The Board is the approval authority for all regulations promulgated by the Lead Agency. The 11-member board consists of a representative of a stand-alone licensed child care center that meets the accountability standards of state recognized accreditation, a representative of religiously-exempt child care centers, a licensed health care professional, representatives from each of the Lead Agency's five geographic regions, and other individuals suitably qualified to carry out the powers and duties of the Board which includes the adoption of regulations. The regulatory process includes at least two periods of public comment through the Virginia Regulatory Town Hall and a public hearing. Comments received through both sources are addressed via regulatory documents submitted to the Board. During the regulatory process Lead Agency staff also meet with interested groups such as the Virginia Child Care Association and the League of Social Services Executives – Child Care Committee to receive comments and suggestions. Based on input from the Board, the public and stakeholders, regulations are often modified prior to final approval by the Board.

6.1.3 Describe how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors (98.44(a)(7)).

Financial assistance to attain credentials and post-secondary degrees:

- Paying for undergraduate courses that lead to a school-age child care degree or an early childhood development/education degree through the Virginia Child Care Provider Scholarship Program (VCCPSP) assists providers with meeting licensing and employer qualifications and helps with retention in the field.
- Partnering with VECF's Project Pathfinders, practitioners are able to continue their educational pursuits in early childhood education and supplement the Virginia Child Care Provider Scholarship Program by paying for child care, transportation, books, etc. Project Pathfinders pays the cost of tuition once the VCCPSP funds are exhausted for a student. This partnership allows students to complete a degree or certificate program since the VCCPSP only pays for about seven 3-credit courses.

- Research has proven that improving the knowledge and practical skills of child care teachers and directors improves the quality of child care. Practitioners, who know how to teach young children and do it well, will most likely stay in the field, helping with retention of caregivers.
- The Virginia Infant and Toddler Specialist Network offers incentives for infant and toddler providers who make progress in obtaining the VDSS Infant and Toddler Endorsement, the Child Development Associate Credential – Infant/Toddler or Family Child Care, and the Virginia Community College System's Infant and Toddler Career Studies Certificate.

Registered apprenticeship programs:

- The Virginia Department of Labor and Industry (DOLI) has three apprenticeship programs in early care and education:
    1. Child Care Development Specialist
    2. Teacher Aide I
    3. Teacher Preschool
- DOLI provides workers with job training opportunities for lifelong skills while helping employers meet their needs for highly skilled workers through a cost-effective system of registered apprenticeship.
- Apprentices complete 4000 hours of on-the-job training and mentoring and complete 288 hours of related technical instruction, earning employer-determined wage increases at specified intervals. This program assists practitioners in gaining the knowledge and expertise they need to be successful early educators at a part-time pace while continuing to work full-time.
- VDSS added Apprenticeship Programs to the VDSS provider web page as an option for child care practitioners, and it is listed on Virginia's Career Pathways for Early Childhood and Out-of-School Time Practitioners.
- Registered apprenticeships have been shown to retain child care practitioners.

Outreach to high school (including career and technical) students:

- In 2017, VDSS staff served on the career and technical education early childhood curriculum advisory team to update the early care and education curricula for the Virginia Department of Education's Career and Technical Education Program.
- The Virginia Child Care Provider Scholarship Program offers scholarships to high school students in approved dual enrollment career/technical education programs.
- This outreach keeps the curricula relevant with strong quality content, and helps with the stability and preparation of caregivers, teachers, and directors in the field.

Support for providers' mental health, such as training in reflective practices and stress-reduction techniques and health and mental health consultation services:

- The Virginia Infant and Toddler Specialist network offers a course on positive stress management, "Smile and Mean It," and a course on practicing self-care, "The Art of Self Care."
- These offerings help providers reduce their stress from working with children, allow them to share their experiences with other child care providers, and encourage them to stay positive and in the field.

- A partnership with the Head Start State Collaboration Office will be explored to provide trauma-informed care training to child care providers statewide.

6.2 Training and Professional Development Requirements

The Lead Agency must describe how its established health and safety requirements for pre-service or orientation training and ongoing professional development requirements--as described in Section 5 for caregivers, teachers, and directors in CCDF programs--align, to the extent practicable, with the state/territory professional development framework. These requirements must be 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 funds across the entire age span, from birth through age 12 (658E(c)(2)(G)). Ongoing training and professional development should be accessible and appropriate to the setting and age of the children served (98.44(b)(2)).

6.2.1 Describe how the state/territory incorporates the knowledge and application of its early learning and developmental guidelines (where applicable); its health and safety standards (as described in section 5); and social-emotional/behavioral and early childhood mental health intervention models, which can include positive behavior intervention and support models (as described in section 2) in the training and professional development framework (98.44(b)).

- The Lead Agency aligns all child care training courses with Virginia's early learning guidelines, *Milestones of Child Development*.
- The *Milestones of Child Development* document was an integral component for developing the state's professional development framework.
- Health and safety standards are included in the "Virginia Preservice Training for Child Care Staff" course that is required for all staff working in a program that receives state subsidy funds, and which may in the future be required for all licensed program staff.
- A health and safety update training course emphasizes additional health and safety practices.
- Several online courses provide information on social-emotional/behavioral and early childhood mental health intervention models, including intervention and support models. These courses are available and may be counted toward training requirements. Revisions will be made to these courses to add trauma-informed care, mindfulness, and cultural and linguistic responsiveness.

- Training requirements for practitioners working in programs that receive state subsidy funds must complete 10 hours of preservice training, Cardiopulmonary Resuscitation training, and first aid training. The VDSS Board-approved Subsidy Program regulation requires 16 hours of annual training.
- Training requirements for practitioners working in licensed child day centers call for completion of 16 clock hours of training annually that may include up to two hours of training in first aid or Cardiopulmonary Resuscitation. Training must cover safety, child development and/or information regarding the program and facility. Training on medication administration and daily health observation of children must be completed in addition to the annual 16 clock hours of training.
- The Virginia Infant and Toddler Specialist Network offers training to infant and toddler providers on modules 1 and 2 of the Center on Social Emotional Foundations for Early Learning (CSEFEL) training. The Network has a new goal to increase strategies and practices used by providers and families to promote the social emotional development of infants and toddlers. This will expand social emotional training offered and include consultation on strategies to deal with challenging behaviors of individual infants and toddlers.
- Virginia Community College System (VCCS) courses include health, safety, and social and emotional development, including interventions. VCCS faculty share information and instructional materials. The Pyramid model is widely incorporated into several courses, but particularly in CHD 205: Guiding the Behavior of Young Children. VDSS rules and regulations are incorporated throughout the early childhood courses, but particularly in EDU 235/HLT 135: Health, Safety and Nutrition Education. The State School Readiness Committee recommended that required state trainings be incorporated into coursework. As of spring 2018, VCCS is attempting to embed the 10 hour health and safety training within EDU 235/HLT 135.

6.2.2 Describe how the state/territory's training and professional development are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF funds (as applicable) (98.44(b)(2)(vi)).

- Virginia’s training and professional development requirements are found on the Lead Agency’s main website, http://dss.virginia.gov/family/children.cgi, and the more user-friendly child care microsite, www.childcareva.com.
- All tribes with Internet access will be able to access training courses and other professional development activities and resources the Lead Agency offers.
- VDSS will include Virginia’s federally recognized tribes on ListServs and distribution lists for professional development information.

6.2.3 States/territories are required to facilitate participation of child care providers with limited English proficiency and disabilities in the subsidy system (98.16 (dd)). Describe how the state/territory will recruit and facilitate the participation of providers:

a) with limited English proficiency

- All potential child care providers are welcome. Subsidy Program recruitment materials are available to all child care providers and, as a state program, there is a non-discrimination policy; however, providers must meet minimum standards and program criteria.
- The Lead Agency provides a public website and child care microsite which includes the capability to translate information contained on the Child Care Provider Resources web pages into 103 languages.
- VDSS, including home and local offices, has contracted for 24-hour, seven days a week translation services.
- Professional development information will be shared with all early childhood and school-age sectors statewide, regionally and locally. A partnership with the refugee resettlement division in the Lead Agency will be explored.

b) who have disabilities

- All potential child care providers are welcome. Subsidy Program recruitment materials are available to all child care providers and, as a state program, there is a non-discrimination policy; however, providers must meet minimum standards and program criteria.
- Lead Agency documents will contain non-discrimination clauses for people who have different abilities.

6.2.4 Describe how the state/territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers who care 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 developmental delays and disabilities; and Native Americans, including Indians and Native Hawaiians (98.44(b)(2)(iii--iv)).

- Subsidy Program training and PD requirements are appropriate because they contain both set requirements and also allow the provider choices for selecting other PD/training most relevant to them and the children they serve.
- Set requirements include the "Virginia Preservice Training for Child Care Staff" course (providers must take this once), the annual "Virginia Health and Safety Update Training for Child Care Staff" course (beginning in 2018), CPR certification appropriate to the age of children in care, and first aid certification.
- The 10-hour, online "Virginia Preservice Training for Child Care Staff" course is required for all child care staff who work directly with children in a program that receives state child care subsidy funds. This course covers 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 a brief overview of the Child Care Subsidy Program. CPR and First Aid are separate requirements from preservice training.
- Additional annual training is required to help providers stay updated on child development, health and safety, and other child care content. This information helps prepare the provider to respond positively to the children in their care, meet the children's emotional needs, create a warm and nurturing environment, and allow the best learning to occur that will lead to kindergarten readiness and school success.
- The Division of Licensing offers regular training on health and safety topics for licensed child care providers at regional meetings twice each year. Training topics are based on national and regional trends and child care best practices. The provision of this training in various regions allows the opportunity to address unique regional needs.
- Providers are required to participate in 16 hours of training annually related to child development, health and safety, and other child care content. Some of the set requirements can count toward the 16 hours. This requirement can be met through a variety of options including the courses mentioned above, as well as:
    1. Online Endorsement courses offered by VDSS through the Community College Workforce Alliance
    2. The Read-A-Book program
    3. College courses
    4. Child Care Aware of Virginia
    5. Virginia Quality (QRIS) program
    6. The Infant and Toddler Specialist Network
    7. Virginia Partnership for Out-of-School Time Conferences
    8. Other professional conferences
- The Division of Licensing provides several qualification options for directors, lead teachers and other staff. These qualification requirements support the need for basic knowledge and skills in child development for relevant age groups, working with children who have special needs/disabilities, English language learners, health and safety, child care administration, and other relevant topics.

6.2.5 The Lead Agency must provide training and technical assistance to providers and appropriate Lead Agency (or designated entity) staff on identifying and serving children and families experiencing homelessness (658E(c)(3)(B)(i)).

a) Describe the state/territory's training and TA efforts for providers in identifying and serving homeless children and their families (relates to question 3.2.2).

- VDSS offered a webinar on homelessness characteristics and resources available for child care providers in the state. This webinar was recorded and is available on the public website.
- Future webinars may be offered through our partnership with Project HOPE, an initiative of the Virginia Department of Education housed at the College of William and Mary.
- Parent Paks for families at risk for or experiencing homelessness were developed by the Homeless Education Project through the College of William and Mary in response to McKinney-Vento Education for Homeless Children and Youth requirements and the CCDBG Act final rule. The Parent Pak contains a sturdy folder designed to help families organize and keep immunization records for their children and other important information. Also in the Pak are McKinney-Vento rights and state resources, a developmental wheel, and a children's book. Currently the Paks are free from Project Hope. Project Hope also includes VDSS resources in their training of school division liaisons.

b) Describe the state/territory's training and TA efforts for Lead Agency (or designated entity) staff in identifying and serving children and their families experiencing homelessness (connects to question 3.2.2).

- The Lead Agency maintains an online file of homelessness resources that staff members are encouraged to consult in the pursuit of their planning and day-to-day work, including: "Supporting Children and Families Experiencing Homelessness: CCDF State Guide," "Supporting Children and Families Experiencing Homelessness: CCDF State Self-Assessment," and "Self-Assessment Tool for Early Childhood Programs Serving Families Experiencing Homelessness."
- A VDSS webinar on homelessness characteristics and resources available to child care providers is on VDSS' public website and can be viewed by local and Lead Agency staff.

6.2.6 States and territories are required to describe effective internal controls that are in place to ensure program integrity and accountability (98.68(a)). Describe how the state/territory ensures that all providers for children receiving CCDF funds are informed and trained regarding CCDF requirements and integrity (98.68(a)(3)). Check all that apply

- [x] Issue policy change notices
- [x] Issue new policy manual
- [x] Staff training
- [x] Orientations
- [x] Onsite training
- [x] Online training
- [x] Regular check-ins to monitor the implementation of CCDF policies

Describe the type of check-ins, including the frequency.

- Child care providers must sign an agreement that outlines program, reporting, documentation, and inspection requirements.
- Monthly orientations to the Child Care Subsidy Program are conducted by Child Care Aware of Virginia (CCA-VA) via a contract with the Lead Agency.
- In March 2018, the Lead Agency initiated new training programs that address Subsidy health and safety standards and requirements. Training handouts include numerous recommended templates and forms that providers can utilize. These training programs will be offered monthly or as requested.
- Lead Agency licensing inspectors assess provider compliance with requirements and provide technical assistance to correct deficiencies. Providers develop plans of correction to address deficiencies. Licensed providers are inspected twice per year; unlicensed providers are inspected once per year.

- [ ] Other

Describe:

6.2.7 Lead Agencies must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services (98.16 (z)). Describe the state/territory's strategies to strengthen provider's business practices, which can include training and/or TA efforts.

a) Describe the strategies that the state/territory is developing and implementing for training and TA.

- The Lead Agency supports efforts of CCA-VA to hold a child care business summit annually. The summit covers topics such as marketing, business management, curricula, human resource issues, budgeting, shared services, business growth, etc. Lead agency staff typically participates in the delivery of summit programs.
- VDSS is developing a shared services network for family day homes in three underserved areas of the state: Piedmont, Western, and Eastern. The network will provide business assistance, marketing assistance, connection to available professional development and training, and other supports.
- Child Care Aware of Virginia provides technical assistance to child care providers on programming, setting, basic marketing, business support, etc. and manages the VA Shared Services Network statewide web platform for provider resources.
- Virginia Quality and the Infant and Toddler Specialist Network provide business practices support, as needed.

b) Check the topics addressed in the state/territory's strategies. Check all that apply.

- [x] Fiscal management
- [x] Budgeting
- [x] Recordkeeping
- [x] Hiring, developing, and retaining qualified staff
- [ ] Risk management
- [x] Community relationships
- [x] Marketing and public relations
- [x] Parent-provider communications, including who delivers the training, education, and/or technical assistance
- [ ] Other

Describe:

6.3 Early Learning and Developmental Guidelines

6.3.1 States and territories are required to 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, birth-to-five), describing what children should know and be able to do and covering the essential domains of early childhood development. These early learning and developmental guidelines are to be used statewide and territory-wide by child care providers and in the development and implementation of training and professional development (658E(c)(2)(T)). The required essential domains for these guidelines are cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning (98.15(a)(9)). At the option of the state/territory, early learning and developmental guidelines for out-of-school time may be developed. Note: States and territories may use the quality set-aside, discussed in section 7, to improve on the development or implementation of early learning and developmental guidelines.

a) Describe how the state/territory's early learning and developmental guidelines are research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with kindergarten entry

- Virginia's early learning and developmental guidelines, *Milestones of Child Development*, reflect current research that shows a child's need for positive, responsive relationships with adults who use effective strategies to stimulate language development and boost self-regulation.
- A team of state and higher education early childhood education partners developed the original early learning guidelines in collaboration with external early childhood research consultants. Critical reviews were conducted by numerous early childhood professionals and experts who provided feedback and recommendations based on best practices and research in the field.
- The *Milestones of Child Development*, arranged along a continuum of development, are a predictable but flexible progression of accomplishments sequenced in the order in which, according to research, they emerge for most children. The domains include:

    1. Social and emotional development
    2. Approaches to learning
    3. Language and learning
    4. Cognition and general knowledge
    5. Fine arts
    6. Physical development and health

- Each domain is broken down into strands and indicators with examples of observable behaviors and strategies for the teachers in order to facilitate development of the child in the different areas. These domains, strands, indicators, and observable behaviors were selected, based on research and general knowledge, to be developmentally, culturally and linguistically appropriate and aligned with kindergarten entry.

- Key research documents were used to develop the *Milestones* document and an extensive list is included in the "References" section.

b) Describe how the state/territory's early learning and developmental guidelines are appropriate for all children from birth to kindergarten entry.

- The *Milestones of Child Development* show an age continuum of observable behaviors of children from birth through age five. Expectations are flexible and based on the child's abilities, exposure to the world of learning and social- emotional background.
- The "Guiding Principles" section emphasizes, "Every child develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests regardless of family background, culture, special need, experience, or ability." This includes children of all abilities.
- The "Guiding Principles" also states, "All children are capable and competent learners, and they learn best when they are included with their peers.

c) Verify by checking the domains included in the state/territory's early learning and developmental guidelines. Responses for "other" is optional

- [x] Cognition, including language arts and mathematics
- [x] Social development
- [x] Emotional development
- [x] Physical development
- [x] Approaches toward learning
- [x] Other

Describe:

Virginia also includes Fine Arts, which encompasses dance, music, theater arts, and visual arts.

d) Describe how the state/territory's early learning and developmental guidelines are implemented in consultation with the educational agency and the State Advisory Council or similar coordinating body.

- A prior Early Childhood Advisory Council (ECAC) came into existence after the original *Milestones* were developed, and subsequently sanctioned its use among early care and education programs statewide.
- Currently, there is no identified ECAC; however, the legislated School Readiness Committee meets the partial purpose of the ECAC in many ways and is aware of and supports the *Milestones of Child Development*.
- The Lead Agency and the Department of Education are active together on the

School Readiness Committee.

e) Describe how the state/territory's early learning and developmental guidelines are updated and include the date first issued and/or the frequency of updates

- The *Milestones of Child Development* were initially published in 2008, after a nearly two-year development period.
- The *Milestones of Child Development* were revised in August 2013; the process taking place over one year and involving nearly 40 independent reviewers and contributors. Seven focus groups were conducted that involved more than 100 parents, teachers, directors, child care resource and referral agency staff, and other interested partners.
- Virginia's *Milestones* will be updated every five to ten years, on average.

f) If applicable, discuss the state process for the adoption, implementation and continued improvement of state out-of-school time standards

N/A

g) Provide the Web link to the state/territory's early learning and developmental guidelines.

http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/milestones/milestones_one_document/Milestones_Revised.pdf

6.3.2 CCDF funds cannot be used to develop or implement an assessment for children that:

-- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF,

-- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider,

-- Will be used as the primary or sole method for assessing program effectiveness,

-- Will be used to deny children eligibility to participate in the CCDF (658E(c)(2)(T)(ii)(I); 98.15(a)(2)).

Describe how the state/territory's early learning and developmental guidelines are used.

- Virginia's *Milestones of Child Development* are used universally by child care programs, Department of Education's Virginia Preschool Initiative for high-risk 4-year-olds, and the Head Start and Early Head Start programs. This document serves as the basis for curricula programming and workforce training.
- All state-supported early care and education training for providers who work with children ages birth to age 5 reference the *Milestones of Child Development* and explain that the expectation is to use the document to help providers plan their lessons for the children. The *Milestones* are available to all on the internet.
- The Virginia Community College System (23 colleges on 40 campuses) was given permission to reprint the *Milestones of Child Development* for their students. Students are required to use the *Milestones* for various projects within the early care and education course structure offered.

7 Support Continuous Quality Improvement

Lead Agencies are required to reserve and use a portion of their Child Care and Development Fund program expenditures for activities designed to improve the quality of child care services and to increase parental options for and access to high-quality child care (98.53). The quality activities should be aligned with a statewide or territory-wide assessment of the state's or territory's need to carry out such services and care. States and territories are required to report on these quality improvement investments through CCDF in three ways:

1. In the Plan, states and territories will describe the types of activities supported by quality investments over the 3-year period (658G(b); 98.16(j)).

2. ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696). This report will be used to determine compliance with the required quality and infant and toddler spending requirements (658G(d)(1); 98.53(f)).

3. For each year of the Plan period, states and territories will submit a separate annual Quality Progress Report that will include a description of activities to be funded by quality expenditures and the measures used by the state/territory to evaluate its progress in improving the quality of child care programs and services within the state/territory (658G(d); 98.53(f)).

States and territories must fund efforts in at least one of the following 10 activities:

-- Supporting the training and professional development of the child care workforce

-- Improving on the development or implementation of early learning and developmental guidelines

-- Developing, implementing, or enhancing a tiered quality rating and improvement system for child care providers and services

-- Improving the supply and quality of child care programs and services for infants and toddlers

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

-- Supporting compliance with state/territory requirements for licensing, inspection, monitoring, training, and health and safety (as described in section 5)

-- Evaluating the quality of child care programs in the state/territory, including evaluating how programs positively impact children

-- Supporting providers in the voluntary pursuit of accreditation

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

-- Performing 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, quality set-aside funds and will describe the measurable indicators of progress used to evaluate state/territory progress in improving the quality of child care services for each expenditure (98.53(f)) These activities can benefit infants and toddlers through school age populations.

This section covers the quality activities needs assessment and quality improvement activities and indicators of progress for each of the activities undertaken in the state or territory.

7.1 Quality Activities Needs Assessment for Child Care Services

7.1.1 Lead Agencies must invest in quality activities based on an assessment of the state/territory's needs to carry out those activities. Lead Agencies have the flexibility to design an assessment of their quality activities that best meet their needs, including how often they do the assessment. Describe your state/territory assessment process, including the frequency of assessment (658G(a)(1); 98.53(a)).

- The Lead Agency uses numerous strategies and sources of information to assess the state's needs to carry out quality activities. Some activities are conducted on a routine basis, while others are periodically conducted.
- For example, because Virginia's QRIS program is voluntary, the program monitors and examines participation rates and provider progression through the system levels for each region and statewide on a quarterly basis. These results indicate where targeted efforts are needed.

Two recent examples of periodic assessments are provided below; the first conducted by the Lead Agency, the second by an external partner.

Lead Agency Needs Assessment:

Report of Child Care Underserved Areas Workgroup April 2017, by VDSS Division of Child Care and Early Childhood Development.

Purpose: Up-to-date assessment of the current state of child care needs among localities for underserved target populations:

- Children in underserved and stressed areas
- Infants and toddlers
- Children with special needs
- Children in need of care during nontraditional hours

Desired outcomes of the workgroup:

- Quantify and evaluate the child care needs of the above referenced target populations in Virginia.
- Identify strategies to increase the supply and quality of child care for these populations.
- Share ideas and form collaborations to implement these strategies.

Workgroup Composition – representatives from:

- Child care licensing
- Community action agencies and early childhood coalitions
- Child Care Aware of Virginia (CCA-VA) and Child Care Aware of America's Virginia

Military Liaison
- Higher education
- Parent groups
- Head Start State Collaboration Office
- Subsidy
- State and local departments of social services

The Process:

- The workgroup met multiple times in 2016. To allow for more in-depth exploration of each focus area, the larger group divided into the following groups:
    1. Underserved and Stressed Areas
    2. Infants and Toddlers
    3. Care during Non-Traditional Hours
    4. Children with Special Needs
- These sub-groups reviewed:
    1. Maps of supply and demand by type and quality indicators
    2. Survey of military families
    3. Survey of providers serving infants and toddlers
    4. Survey of providers serving children with special needs
    5. Review of data from other studies and states
- For each focus area, a summary was provided noting:
    1. Findings
    2. Recommendations
    3. Implementation Ideas
    4. Pros/Cons/Estimated Cost

Link to the report: http://childcareva.com/ in the Community section and www.dss.virginia.gov/cc/downloads/Final%20CC%20Underserved%20Areas%20Workgroup%20Report.pdf

External Partner Needs Assessment:

The Commonwealth's Brain Builders: Virginia Early Childhood Workforce Survey - 2017 by The Virginia Early Childhood Foundation:

Requested by: The Virginia School Readiness Committee (Lead Agency staff are members)

Purpose: To establish a base line to provide information about Virginia's early childhood professionals and professional settings

Process: The Virginia Early Childhood Foundation, in collaboration with the Virginia Community College System, conducted a survey of early education program administrators and teachers across the Commonwealth.

Focus areas of the survey:

- Program administrator and teacher qualifications
- Wages and benefits

- Professional development
- Staff turnover and retention

Link to report at Virginia Early Childhood Foundation listed under “Focus on Quality”: http://www.vecf.org/reports-and-tools/

7.1.2 Describe the findings of the assessment and if any overarching goals for quality improvement were identified.

Description of findings for Report of Child Care Underserved Areas Workgroup, April 2017

1. Virginia child care providers have the capacity to serve less than 90% of children ages birth to five with all available parents in the workforce.
2. The Western and Piedmont Regions, which are more rural, have proportionately more localities with fewer child care resources, combined with high rates of childhood poverty.
3. Across Virginia, the supply of child care for infants and toddlers is insufficient to meet the need, as is the supply of care for children with disabilities.
4. Of those providers who indicate that they can serve children with disabilities, not all are able to serve children who require higher levels of accommodation.
5. Some families prefer family day home settings over centers for infants and for care during non-traditional hours, particularly overnight.
6. Family day homes may be more economically viable in rural, less populated communities.

Five strategies appeared to have the highest perceived priority:

1. Conduct a recruitment campaign for licensed family day homes to serve infants and toddlers, children with special needs, children who are homeless, children in need of care during non-traditional hours, military families, and underserved localities.
2. Get information out to unlicensed providers about the benefits available to licensed providers such as higher Subsidy Program reimbursement rates, Child and Adult Care Food Program eligibility, low interest loans, and eligibility for Virginia Quality.
3. Develop state-local partnerships to expand regulated child care for underserved areas and target populations.
4. Make access to training/technical assistance easier for all providers.
5. Use a Cost of Quality standard instead of Market Rate Survey to establish Child Care Subsidy Program reimbursement rates. Explore an alternative to the market rate survey to encourage start-up of new programs in underserved areas. Develop strategies for implementation across domains and/or targeted populations.

Description of findings for the external partner needs assessment titled The Commonwealth’s Brain Builders: Virginia Early Childhood Workforce Survey - 2017

1. Teacher and administrator qualifications, wages, benefits, and turnover rates vary

widely by program type.

2. More than a third of private centers report turning over 20% or more of their staff each year, and those centers that serve high numbers of at-risk children report having particular difficulty filling those roles.
3. Teachers who are planning to leave the profession in the coming years by far cite low pay and lack of benefits as the reasons driving their decision – and these teachers are most likely to be young and in the early stage of their career.
4. Teachers and administrators identified cost and time as the most common barriers to engaging with professional development opportunities and identified behavior management and social & emotional learning as topics of greatest need for PD.

The findings support existing overarching goals of the Lead Agency and partner organizations such as 1) Increasing the number and percent of children in licensed care, 2) Increasing the number and percent of children in quality-rated care, and 3) Increasing the number of CCDF providers that participate in the QRIS. They also are informing the formation of new goals, such as better addressing the cost of quality through increases in baseline payment rates for Subsidy Program vendors and implementation of tiered reimbursement based on Virginia Quality (QRIS) participation, and improving the availability of care for infants and toddlers, children with disabilities and children in need of services during nontraditional hours through the creation of shared services networks for family day homes in highly stressed areas of the state.

7.2 Use of Quality Funds

7.2.1 Check the quality improvement activities in which the state/territory is investing

- [x] Supporting the training and professional development of the child care workforce If checked, respond to section 7.3 and indicate which funds will be used for this activity. Check all that apply.
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

- [x] Developing, maintaining, or implementing early learning and developmental guidelines. If checked, respond to section 6.3 and indicate which funds will be used for this activity. Check all that apply.
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

- [x] Developing, implementing, or enhancing a tiered quality rating and improvement system. If checked, respond to 7.4 and indicate which funds will be used for this activity. Check all that apply.
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

- [x] Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.5 and indicate which funds will be used for this activity. Check all that apply
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

- [ ] Establishing or expanding a statewide system of CCR&R services, as discussed in 1.7. If checked, respond to 7.6 and indicate which funds will be used for this activity. Check all that apply.
  - [ ] CCDF funds
  - [ ] Other funds

  Describe:

- [x] Facilitating compliance with state/territory requirements for inspection, monitoring, training, and health and safety standards (as described in section 5). If checked, respond to 7.7 and indicate which funds will be used for this activity. Check all that apply.
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

- [x] Evaluating and assessing the quality and effectiveness of child care services within the state/territory. If checked, respond to 7.8 and indicate which funds will be used for this activity. Check all that apply.
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

- [ ] Supporting accreditation. If checked, respond to 7.9 and indicate which funds will be used for this activity. Check all that apply.
  - [ ] CCDF funds
  - [ ] Other funds

  Describe:

- [x] 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 7.10 and indicate which funds will be used for this activity. Check all that apply.
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

- [x] Other activities determined by the state/territory to improve the quality of child care services and which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or kindergarten entry is possible. If checked, respond to 7.11 and indicate which funds will be used for this activity. Check all that apply
  - [x] CCDF funds
  - [ ] Other funds

  Describe:

7.3 Supporting Training and Professional Development of the Child Care Workforce With CCDF Quality Funds

Lead Agencies can invest in the training, professional development, and post-secondary education of the child care workforce as part of a progression of professional development activities, such as those included at 98.44 in addition to the following (98.53(a)(1)).

7.3.1 Describe how the state/territory funds the training and professional development of the child care workforce

a) Check and describe which content is included in training and professional development activities and describe who or how an entity is funded to address this topic. Check all that apply.

- [x] Promoting the social, emotional, physical, and cognitive development of children, including those efforts related to nutrition and physical activity, using scientifically based, developmentally appropriate, and age-appropriate strategies

Describe:

- Fifty-four stackable Endorsement courses are offered online, with classroom versions available for approved trainers, through a contract with the Community College Workforce Alliance. These evidence-based courses include all developmental domains listed with evidence-based and developmentally-appropriate content. They are paid for with CCDF funds and practitioner payments.
- The Lead Agency offers a 10-hour, online preservice course that is required for practitioners working in programs receiving state child care subsidy funds. This will likely also be required in the future for all licensed and regulated child care programs. Content is developmentally appropriate, evidence-based, and uses age-appropriate strategies. The course covers topics on health and safety information and child development (cognitive, social, emotional, and physical). This course is funded with CCDF funds in a contract with Pennsylvania State University's Better Kid Care Program.
- The Virginia Child Care Provider Scholarship Program pays tuition and technology fees for eligible practitioners to take undergraduate courses leading to a certificate or degree in early childhood or school-age care. Courses are standardized at the 23 community colleges, promoting effective evidence-based, age-appropriate strategies, and cover all topics listed above. This program is state-appropriated with federal CCDF funds.

- Child Care Aware of Virginia administers the Read-A-Book program where practitioners may read professional books and complete a graded assignment. Books include topics about brain development, play, and language/literacy, among other things. The information is evidence-based and developmentally appropriate. CCDF funds pay for this contract.
- The Infant and Toddler Specialist Network offers training and coaching on domain topics for infant and toddler practitioners through a series of courses and Institutes offered annually. These courses are geared toward practitioners serving infants and toddlers, are evidence-based, and are paid for with Quality CCDF funds targeted for the Infant and Toddler set-aside.
- Virginia Quality (QRIS) offers training and coaching for practitioners serving children from birth through age 5. Training on the developmental domains is included and addresses age-appropriate strategies and evidence-based practices. CCDF funds pay for this training.
- The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. The workshop sessions include social, emotional, physical (nutrition), and cognitive development of school-age youth. The Mott Foundation and VDOE fund this event annually.
- A new training module in physical activity and nutrition has been developed and began to be offered in spring 2018 through a contract with PSU's Better Kid Care Program.

☑ Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional development and early childhood mental health and that reduce challenging behaviors, including a reduction in expulsions of preschool-age children from birth to age five for such behaviors. (See also section 2.5.)

Describe:

- The Infant and Toddler Specialist Network offers training to practitioners on CSEFEL social-emotional development to help reduce challenging behaviors in infants and toddlers. This training is paid for with Quality CCDF funds targeted for the Infant and Toddler set-aside.
- Through Child Care Aware of Virginia, the Read-A-Book Program offers professional level books on discipline management and positive interactions that practitioners may read for training credit. An assessment project is required. All funding is provided through the CCDF state grant.
- The Lead Agency teamed up with the Virginia Department of Education (VDOE) to lead early care and education partners in developing recommendations on preventing suspensions and expulsions. Staff from the Lead Agency and VDOE presented a session on this topic at the annual Virginia Children's Mental Health Symposium in 2018. Funds were provided by VDOE.
- Virginia Quality (QRIS) offers training and coaching for practitioners serving

children from birth through age 5. Training on positive behavior management strategies is included. CCDF funds pay for this training.

- The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. The workshop sessions include positive behavior management. The Mott Foundation and VDOE fund this event annually.

☑ 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:

- Fifty-four stackable Endorsement courses are offered online, with classroom versions available for approved trainers, through a contract with the Community College Workforce Alliance. These evidence-based courses include strategies to engage parents in culturally and linguistically-appropriate ways. Courses are paid for with CCDF funds and practitioner payments.
- The Virginia Child Care Provider Scholarship Program pays tuition and technology fees for eligible practitioners to take undergraduate courses leading to a certificate or degree in early childhood or school-age care. Courses are standardized at the 23 community colleges, promoting effective evidence-based age-appropriate strategies, and cover all topics listed above. This program is state-appropriated with federal CCDF funds.
- The Infant and Toddler Specialist Network offers training and coaching that integrates these topics for infant and toddler practitioners through a series of courses and Institutes offered annually. Specifically, there is a computer-based training module that addresses this topic. This evidence-based course is geared toward practitioners serving infants and toddlers and is paid for with Quality CCDF funds targeted for the Infant and Toddler set-aside.
- Virginia Quality (QRIS) offers training and coaching for practitioners serving children from birth through age 5. Training on effective family engagement and cultural awareness is included. CCDF funds pay for this training.
- The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. The conference sessions include family engagement and cultural awareness. The Mott Foundation and VDOE fund this event annually.

☑ Implementing developmentally appropriate, culturally and linguistically responsive instruction, and evidence-based curricula and designing learning environments that are aligned with state/territory early learning and developmental standards.

Describe:

- The Lead Agency requires that all professional development efforts are aligned with Virginia's *Milestones of Child Development* and *Competencies for Early Childhood Professionals*.
- Child care courses offered through the Community College Workforce Alliance, Virginia Child Care Provider Scholarship Program, Infant and Toddler Specialist Network, and Virginia Quality include information on how to implement developmentally-appropriate, evidence-based curricula, and culturally- and linguistically-responsive instruction.
- Coaches, mentors and technical assistance consultants through ITSN, VQ and CCA-VA assist providers with designing their learning environments according to state Licensing standards, evidence-based practice, and Virginia's *Milestones of Child Development*.
- The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. Topics may include any of these topics listed.

☐ Providing onsite or accessible comprehensive services for children and developing community partnerships that promote families' access to services that support their children's learning and development

Describe:

☑ Using data to guide program evaluation to ensure continuous improvement

Describe:

- Training on the use of data to guide program evaluation is provided through Child Care Aware of Virginia's annual business summit, technical assistance from the Infant and Toddler Specialist Network, and technical assistance from Virginia Quality.
- Child Care Aware of Virginia maps underserved areas, cross-referencing child care with child poverty rates, unemployment and subsidy participation.

☑ Caring for children of families in geographic areas with significant concentrations of poverty and unemployment

Describe:

The Lead Agency plans to conduct a second webinar on serving families who may be experiencing homelessness. This training is funded through CCDF.

☑ Caring for and supporting the development of children with disabilities and developmental delays

Describe:

- The Infant and Toddler Specialist Network provides training on inclusion that includes supporting children with disabilities and developmental delays.
- The Virginia Cross-Sector Professional Development (VCPD) Team provides training links on their website, http://www.vcpd.net/, about how to care for and support the development of children with disabilities. There are many online training opportunities including websites for the Infant and Toddler Connection and the Virginia Department of Education - Early Childhood Special Education. VCPD is funded partially by the Lead Agency and mostly by VDOE.

☑ Supporting the positive development of school-age children

Describe:

The Virginia Partnership for Out-of-School Time (VPOST) provides training at their annual Conference on how to support the development of school-age children. They are funded by the Mott Foundation and VDOE.

☐ Other

Describe:

b) Check how the state/territory connects child care providers with available federal and state/territory financial aid or other resources to pursue post-secondary 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 post-secondary training, including financial aid and academic counseling

☑ Statewide or territory-wide, coordinated, and easily accessible clearinghouse (i.e., an online calendar, a listing of opportunities) of relevant post-secondary education opportunities

☑ Financial awards, such as scholarships, grants, loans, or reimbursement for expenses, from the state/territory to complete post-secondary education

☐ Other

Describe:

7.3.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

- Numerous program-specific measures and indicators are utilized to assess progress, as well as higher-level measures and indicators.
- The Lead Agency includes performance measures for any contract that it has in order to measure the progress made and to identify trends that need to be addressed.
- The Infant and Toddler Specialists Network conducts satisfaction surveys and pre- and post-tests for participants to measure the transfer of learning and overall satisfaction of each course. They also capture qualitative data in the form of provider feedback, as well as before and after photos.
- Virginia Quality captures technical assistance assessment data, feedback and provides a survey to the regional coordinators. With the results, VQ evaluates its program for improvement.
- Improving the training and technical assistance will improve child care programs through individual practitioner implementation.
- Pre- and post-test scores are an indicator of the transfer of knowledge that took place during training.
- Hands-on implementation projects demonstrate the level of mastery of the content, as well as the level to which the practitioner can transform theory into practice.
- Technical assistance providers (CCA-VA, ITSN, and VQ) gather qualitative data from their observations and analysis of performance. This information is then directly used with the practitioners to improve performance and increase quality.
- Higher-level indicators include such items as:
    1. Percent of children receiving Child Care Subsidy who are cared for in licensed settings (94% as of August 2018 – data is extracted from the child care case management system); and
    2. Percent of early care and education programs that participate in Virginia's voluntary child care and early education quality rating and improvement system (22% as of June 2018 – data is extracted from Virginia Quality system).
- In 2018-2019, the Lead Agency, in cooperation with a higher education institution, will further develop the Virginia Kindergarten Readiness Program to use in assessing four year olds' kindergarten readiness.

7.4 Quality Rating and Improvement System (QRIS)

Lead Agencies may respond in this section based on other systems of quality improvement, even if not called a QRIS, as long as the other quality improvement system contains the elements of a QRIS. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality
3. Financial incentives and supports
4. Quality assurance and monitoring
5. Outreach and consumer education

7.4.1 Does your state/territory have a quality rating and improvement system or other system of quality improvement?

- [ ] No, but the state/territory is in the QRIS development phase. If no, skip to 7.5.1.
- [ ] No, the state/territory has no plans for QRIS development. If no, skip to 7.5.1.
- [x] Yes, the state/territory has a QRIS operating statewide or territory-wide

Describe how the QRIS is administered (e.g., statewide or locally or through CCR&R entities) and any partners and provide a link, if available.

- The Virginia Department of Social Services and the Virginia Early Childhood Foundation, through a public-private partnership, administer Virginia's QRIS, working with eight contracted organizations that provide hands-on assistance in eight regions throughout the State. Link: https://www.virginiaquality.com/
- The Lead Agency has activities underway to expand Virginia Quality utilization by Head Start, Virginia Preschool Initiative, child care providers serving military families, and community-based child care and early learning programs.
- The Lead Agency captures movement through the five QRIS levels as well as provider program affiliations and special populations enrolled to assist with outreach to providers and Virginia Quality resource prioritization.

- [ ] Yes, the state/territory has a QRIS initiative operating as a pilot-test in a few localities or only a few levels but does not have a fully operating initiative on a

statewide or territory-wide basis.

Provide a link, if available.

☐ Yes, the state/territory has another system of quality improvement

If the response is yes to any of the above, describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

QRIS measurable indicators:

- The percentage of early care and education (ECE) programs that are participating in QRIS (22% as of June 2018 - data extracted from Virginia Quality system);
- Progress of participating programs maintaining and/or moving up Levels; and
- Increase in Environmental Rating Scale and Classroom Assessment Scoring System (CLASS) average scores upon renewal ratings.

7.4.2 QRIS participation

a) Are providers required to participate in the QRIS?

☑ Participation is voluntary

☐ Participation is mandatory for providers serving children receiving a subsidy. If checked, describe the relationship between QRIS participation and subsidy (e.g., minimum rating required, reimbursed at higher rates for achieving higher ratings, participation at any level).

☐ Participation is required for all providers.

b) Which types of settings or distinctive approaches to early childhood education and care participate in the state/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

- [x] State prekindergarten or preschool programs
- [ ] Local district-supported prekindergarten programs
- [x] Programs serving infants and toddlers
- [ ] Programs serving school-age children
- [x] Faith-based settings
- [ ] Tribally operated programs
- [x] Other

Describe:

Programs serving military families

7.4.3 Support and assess the quality of child care providers.

The Lead Agency may invest in the development, implementation, or enhancement of a tiered quality rating and improvement system for child care providers and services. Note: If a Lead Agency decides to invest CCDF quality dollars in a QRIS, that agency can use the funding to assist in meeting consumer education requirements (98.33). If the Lead Agency has a QRIS, respond to questions 7.4.3 through 7.4.6.

Do the state/territory's quality improvement standards align with or have reciprocity with any of the following standards?

- [ ] No
- [x] Yes. If yes, check the type of alignment, if any, between the state/territory's quality standards and other standards. Check all that apply.
  - [x] Programs that meet state/territory preK standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between preK programs and the quality improvement system) .
  - [x] Programs that meet federal Head Start Program Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start programs and the quality improvement system).
  - [x] Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, an alternative pathway exists to meeting the standards).

- [ ] Programs that meet all or part of state/territory school-age quality standards.
- [x] Other.

Describe:

The national accrediting entities with a VA QRIS approved crosswalk agreement in place are:

- AdvancED
- National Accreditation Commission for Early Care and Education Programs (NAC)
- National Association for the Education of Young Children (NAEYC)

7.4.4 Do the state/territory's quality standards build on its licensing requirements and other regulatory requirements?

- [ ] No
- [x] Yes. If yes, check any links between the state/territory's quality standards and licensing requirements
  - [x] Requires that a provider meet basic licensing requirements to qualify for the base level of the QRIS.
  - [ ] Embeds licensing into the QRIS
  - [ ] State/territory license is a "rated" license
  - [x] Other.

Describe:

State pre-kindergarten or preschool programs are regulated by the Department of Education and must meet the DOE standards/requirements that align with the Virginia Quality QRIS.

7.4.5 Does the state/territory provide 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 that are provided through the QRIS

- [ ] No

- [x] Yes. If yes, check all that apply
  - [ ] One time grants, awards, or bonuses.
  - [ ] Ongoing or periodic quality stipends
  - [ ] Higher subsidy payments
  - [x] Training or technical assistance related to QRIS.
  - [x] Coaching/mentoring.
  - [x] Scholarships, bonuses, or increased compensation for degrees/certificates
  - [x] Materials and supplies
  - [ ] Priority access for other grants or programs
  - [ ] Tax credits (providers or parents)
  - [ ] Payment of fees (e.g., licensing, accreditation)
  - [ ] Other

Describe:

7.4.6 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

1. QRIS Standards for child care and preschool programs, and data generated through assessment using these standards, are used to measure progress in improving the quality of care at programs participating in Virginia Quality, the State quality rating and improvement system.
2. The quality standards areas are:
   - Basic Health & Safety (compliance with regulating authority) – Level 1
   - Education & Qualifications (assessed by documentation) – Level 2
   - Curriculum and Assessment (assessed by documentation and observation) – Level 3
   - Interactions and Learning Environment (assessed by observation using Environmental Rating Scales and Classroom Assessment Scoring System research-based tools – Level 4 and Level 5
3. QRIS measurable indicators:
   - The percentage of early care and education (ECE) programs that are participating in QRIS out of the eligible universe
   - Progress of participating programs maintaining and/or moving up levels during a 12-month period and at annual reviews.
   - Increase in Environmental Rating Scale and Classroom Assessment Scoring System average scores upon renewal ratings
4. Additional quality of services measures include:
   - Post training evaluations via surveys

- Quarterly progress reports on regional work plan elements with evaluation method and outcomes identified for each listed activity
- Monthly regional coordinator calls to monitor progress, address regional coordinator concerns and provide administrative technical assistance

7.5 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

Lead Agencies are encouraged to use the needs assessment to systematically review and improve the overall quality of care that infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers, 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, including any partnerships or coordination with Early Head Start and IDEA Part C programs. Lead Agencies are required to spend 3 percent of their total CCDF expenditures on activities to improve the supply and quality of their infant and toddler care. This is in addition to the general quality set-aside requirement.

7.5.1 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. These centers can serve as resources to child care providers to improve the quality of early childhood services for infants and toddlers from low-income families and to improve eligible child care providers' capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families

Describe:

☐ Establishing or expanding the operation of community- or neighborhood-based family child care networks.

Describe:

☑ Providing training and professional development to enhance child care providers' ability to provide developmentally appropriate services for infants and

toddlers

Describe:

- Child Care Aware of Virginia targets training to infant and toddler providers statewide on First Aid and CPR certification training, Emergency Preparation and Disaster Response, and Providing Trauma-Informed Care.
- The Virginia Infant & Toddler Specialist Network (VITSN), operated by Child Development Resources (CDR) and sponsored by the Lead Agency, offers statewide training for infant and toddler child care providers on topics such as:

1. The Program for Infant and Toddler Caregivers (PITC)
2. Health and safety
3. Inclusion
4. Early literacy
5. CSEFEL
6. Program management/leadership

- Depending on the training, a pre- and post-knowledge measure is administered.

☑ Providing coaching, mentoring, and/or technical assistance on this age group's unique needs from statewide or territory-wide networks of qualified infant-toddler specialists

Describe:

- The Virginia Infant & Toddler Specialist Network offers on-site consultation including mentoring and support using quality improvement plans. This service is typically offered through an extended engagement with the provider. For example, Level I services for a center would involve 40 hours of on-site technical assistance over a five-month period.
- The program is assessed using the Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R), or the 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:

- The Virginia Infant & Toddler Specialist Network Leadership Council includes a representative from the Virginia Department of Behavioral Health and Developmental Services' Early Intervention Division (DBHDS - PartC of IDEA) to help ensure coordination of services.

- DBHDS is to develop in coordination with the Network an orientation package for child care providers/early childhood professionals to support provision of early intervention services through coaching in child care settings, including home-based child care settings.
- The Network provides ASQ (Ages and Stages Questionnaires) training to infant and toddler providers, which may result in referrals to Part C for assessment.

☑ Developing infant and toddler components within the state/territory's QRIS, including classroom inventories and assessments

Describe:

- Virginia Quality includes the following infant and toddler components for programs serving children ages 0 to 36 months:

1. Professional Development learning modules on ITERS/CLASS at Level 2
2. ITERS/CLASS self studies completed at Level 3
3. Curriculum checklist completed at Level 3 in infant and toddler classrooms

- Infant and toddler classroom quality measures include:

1. Document review
2. Infant and Toddler Curriculum validation
3. 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.
- Programs/providers receive professional development support 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/territory's child care licensing regulations

Describe:

☑ Developing infant and toddler components within the early learning and developmental 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 that includes information on infant and toddler language, social-emotional, and both early literacy and numeracy cognitive development

Describe:

☐ Carrying out other activities determined by the state/territory to improve the quality of infant and toddler care provided within the state/territory and for which there is evidence that the activities will lead to improved infant and toddler health and safety, cognitive and physical development, and/or well-being

Describe:

☐ Coordinating with child care health consultants.

Describe:

☑ Coordinating with mental health consultants.

Describe:
- The Virginia Infant & Toddler Specialist Network, through infant and toddler mental health consultants, provides training and technical assistance to increase providers' and families' use of strategies and practices to promote the social emotional development of infants and toddlers.
- This support includes consultation to providers on challenging behaviors of individual infants and toddlers in care, which involves development of an individual plan for that infant or toddler in coordination with the child's family.
- Consultants also provide training on Ages and Stages Questionnaires (ASQ).

☐ Other

Describe:

7.5.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services for infants and toddlers within the state/territory and the data on the extent to which the state or territory has met these measures

- The state Infant & Toddler Specialist Networkevaluates improvement between “pre” and “post” (technical assistance or training) scores using the following assessment tools:
    1. ITERS-R and/or FCCERS-R scores (research based tools that the average total score relates to positive child development)
    2. A health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues)
    3. 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
    4. Knowledge measures
    5. The Pyramid Infant-Toddler Observation Scale (TPITOS) for onsite consultations for Early Childhood Mental Health
    6. Ages and Stages Questionnaire®: Social-Emotional, Second Edition (ASQ:SE-2™), a screening tool for Social-emotional health
    7. The Social Emotional Assessment/Evaluation Measure (SEAM™)
    8. Survey to programs receiving on-site technical assistance
    9. Satisfaction surveys after trainings
    10. Questionnaires administered during on-site TA and afterward
- Additional (ITSN) measurable indicators:
    1. Qualitative documentation of outcomes achieved
    2. Before and after pictures
- QRIS measurable indicators:
    1. The percentage of early care and education (ECE) programs that are participating in QRIS
    2. Progress of participating programs maintaining and/or moving up Levels
    3. Increase in Environmental Rating Scale and Classroom Assessment Scoring System (CLASS) average scores upon renewal ratings

7.6 Child Care Resource and Referral

A Lead Agency may expend funds to establish or expand a statewide system of child care resource and referral services (98.53(a)(5)). It can be coordinated, to the extent determined appropriate by the Lead Agency, by a statewide public or private non-profit, community-based, or regionally based lead child care resource and referral organization (658E(c)(3)(B)(iii)). This effort may include activities done by local or regional child care and resource referral agencies, as discussed in section 1.7.

7.6.1 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

- Please note: Virginia utilizes CCDF funds to support a statewide system of child care resource and referral services. Virginia does not plan to "establish" or "expand" this system as indicated in the Section 7.6 introduction.
- The number of families provided with child care referrals is tracked quarterly. This information is recorded by level:
    1. A standard referral includes a customized search of the provider database, based on individual needs and requests of the customer, a consumer education overview and materials, custom provider listing via email or mail, and follow-up services.
    2. An enhanced referral includes provider vacancy checks to assist families struggling to find care (for example, a family receiving subsidy searching for affordable care, or a family with a child with behavior issues or special needs).
    3. Internet referral searches are reported for consumers visiting the CCA-VA provider database for 24/7 access (and does not include staff searches).
    4. Referral services are also made available to families at community outreach events and in-person at CCA-VA offices.
- Consumer outreach is provided and reported at three levels quarterly:
    1. Coordinated public awareness and networking meetings
    2. Representation at community events
    3. On-site Choosing Quality Child Care workshops, including one-on-one consumer education and guidance to families
- CCR&R initiates a follow up call with 100% of referral clients one week after referral, and a follow up customer service survey at six weeks which asks:
    1. Whether client would recommend CCR&R services to others
    2. Whether client’s knowledge was increased as a result of the CCR&R service

3. Whether client had a subsequent problem finding child care
4. Whether client is satisfied or very satisfied with quality of the care provider they chose

- CCR&R quantifies additional client data on a quarterly basis, as follows:
    1. Number of referrals and consumer education to families regarding subsidy assistance
    2. Number of unduplicated families served
    3. Number of referrals by age category
    4. Number of special needs requests
    5. Count of child care providers within the state by care type and licensing or regulation status

7.7 Facilitating Compliance With State Standards

7.7.1 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:

- Providers receive Virginia Preservice Training for Childcare Staff at no cost.
- Childcare staff members earn a 10-hour certificate for completion of this required training.
- The Lead Agency is covering the cost of fingerprint-based national background checks through 9/30/2019.
- At a child care provider’s request, technical assistance is provided at no charge by the Licensing Inspector and/or the Licensing Administrator.
- Orientation training on health and safety standards is provided by Licensing to new unlicensed child care subsidy providers. There is no charge for this training.
- Licensing provider training is offered twice each year by each field office and covers a variety of health and safety topics. There is no charge for this training.
- If deficiencies are detected during the inspection of unlicensed Subsidy providers, the Licensing inspector will provide technical assistance and allow the Subsidy provider a 10-day period to correct the deficiency and provide proof of the correction.

7.7.2 Does the state/territory provide financial assistance to support child care providers in complying with minimum health and safety requirements?

- [ ] No
- [x] Yes. If yes, which types of providers can access this financial assistance?
  - [x] Licensed CCDF providers
  - [x] Licensed non-CCDF providers
  - [x] License-exempt CCDF providers
  - [ ] Other

  Describe:

  Financial assistance includes free preservice training, very low cost annual training updates, free First Aid and CPR training sessions, and free fingerprint background checks (the latter through 9/30/2019).

7.7.3 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

- The number of early care and education providers successfully completing Virginia Preservice Training for Child Care Staff, demonstrating understanding of basic concepts of health and safety,between August 1, 2016 and March 31, 2018 was 33,788 .
- The total number of prints submitted by child care categories between January 16, 2018 and August 28, 2018 was 64,143.

7.8 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

7.8.1 Describe how the state/territory measures the quality and effectiveness of child care programs and services in both child care centers and family child care homes currently being offered, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the state/territory evaluates how those tools positively impact children

- QRIS assesses child care programs' attainment of and maintenance of quality improvement standards beyond licensing/regulated compliance for basic health and safety:
    1. Level 1 confirms that a program requesting to enroll is in good standing with a recognized regulatory authority and has completed QRIS Orientation.
    2. Level 2 (Education & Qualifications) measures include completion of required online learning modules and evidence of ECE formal education attainment.
    3. Level 3 (Curriculum & Assessment) uses a curriculum check list, CLASS/ERS self-study tools, and curriculum validation.
    4. Levels 4/5 use Environmental Rating Scales [ERS] and Classroom Assessment Scoring System [CLASS] observation average scores.
    5. The tools have versions applicable to type of setting (Classroom Based or Family Day Home childcare) and the ages of the children.
- The Infant and Toddler Specialist Network measures quality and effectiveness of child care providers using various tools:
    1. An 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)
    2. Verification of achievement of program goals
    3. Knowledge measures
    4. Provider self-assessment
    5. Before and after pictures
    6. Quantitative documentation of outcomes achieved
    7. Follow-up surveys to assess provider use of acquired skills and strategies in their practice
- The state also monitors higher-level indicators, including such items as:
    1. Percent of children receiving Child Care Subsidy who are cared for in licensed settings (94% as of August 2018 – data is extracted from the child care case management system)
    2. Percent of early care and education programs that participate in Virginia's voluntary child care and early education quality rating and improvement system (22% as of June 2018 – data is extracted from Virginia Quality system)

7.8.2 Describe the measureable indicators of progress relevant to this use of funds that the State/Territory will use to evaluate its progress in improving the quality of child care programs and services in child care centers and family child care homes within the state/territory and the data on the extent to which the state or territory has met these measures

- The effectiveness of QRIS is measured by:
    1. Number of participating programs
    2. Number of programs that maintain or increase their assessed quality level over time
- The effectiveness of ITSN is measured by:
    1. Number of programs participating in on-site consultations
    2. Number of providers attending training
    3. ITERS-R and FCCERS-R average scores
    4. Health and safety checklist for unlicensed programs
    5. Verification of goal attainment (from on-site TA)
    6. Infant/Toddler Environmental Checklist (from 1-2-3 READ! coaching)
    7. Pre- and post- knowledge measures
    8. Before and after pictures
    9. Qualitative documentation of outcomes achieved

7.9 Accreditation Support

7.9.1 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 statewide or territory-wide for both child care centers and family child care homes

Describe the support efforts for all types of accreditation that the state/territory provides to child care centers and family child care homes to achieve accreditation

☐ Yes, the state/territory has supports operating statewide or territory-wide for child care centers only. Describe the support efforts for all types of accreditation that the state/territory provides to child care centers.

Describe:

☐ Yes, the state/territory has supports operating statewide or territory-wide for family child care homes only. Describe the support efforts for all types of accreditation that the state/territory provides to family child care

Describe:

☐ Yes, the state/territory has supports operating as a pilot-test or in a few localities but not statewide or territory-wide

☐ Focused on child care centers

Describe:

☐ Focused on family child care homes

Describe:

☐ No, but the state/territory is in the accreditation development phase

☐ Focused on child care centers

Describe:

☐ Focused on family child care homes

Describe:

☑ No, the state/territory has no plans for accreditation development

7.9.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

Not applicable; however, response required for ACF-118 system.

7.10 Program Standards

7.10.1 Describe how the state/territory supports state/territory or local efforts to develop or adopt high-quality program standards, including standards for infants and toddlers, preschoolers, and/or school-age children

Virginia has numerous processes in place that support high quality program standards, including those in the following categories:

- Virginia Quality, the state's QRIS (birth through five), and the Infant and Toddler Specialist Network (birth through 3) support adoption of high quality program standards through assessments, consultations, professional development, and material supports to providers.
- Health:
    1. The Lead Agency works with the Virginia Department of Health and serves on the Project Advisory Board for the Perinatal Infant Oral Health Quality Improvement Expansion Grant, as well as the Virginia Oral Health Coalition advisory team.
    2. VDSS partnered with the Virginia Oral Health Coalition to add an important oral health module to the federally-required preservice training in Virginia, "Virginia Preservice Training for Child Care Staff" course.
    3. The Lead Agency reaches out for consultation on training and other content to the Virginia Department of Health throughout the year, especially for the Medication Administration Training and Daily Health Observation course for child care providers.
    4. VDSS staff contributes to the *Rev Your Bev* ECE Campaign sponsored by Virginia Foundation for Healthy Youth. The Lead Agency helps coordinate efforts for the campaign as relevant, and helps with marketing the program and educating child care providers on the benefits of replacing sugary beverages with water.
- Mental health:
    1. VDSS staff co-led a team of early childhood experts with the Virginia Department of Education and Rutgers early childhood consultant, in developing a guidance document for the prevention of suspension and expulsion in early childhood programs. The Lead Agency promotes the use of the document "Best Practice Recommendations for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings."
    2. VDSS staff serves on the Early Childhood Mental Health Virginia Advisory Board (ECMHV). This team provides feedback on the direction, activities and products of ECMHV, as well as collaborates with ECMHV to align work for common goals.

The Lead Agency extends the reach of ECMHV through distribution of educational information to child care providers and educators.

3. Lead Agency staff present workshops at the Children's Mental Health Symposium approximately every two years.
4. Social-emotional development and the CSEFEL Pyramid Model are included in the online/classroom ages and stages courses for the Infant and Toddler, Preschooler and School-age Endorsements.

- Nutrition:
  1. The annual health and safety update training includes an educational section on good nutrition for children with age-appropriate feeding recommendations. This training is required for all practitioners who work directly with children in programs that receive state subsidy funds, "Virginia Health and Safety Update Training." (2018)
  2. Nutrition is covered in the online and classroom courses for the Early Childhood Endorsement II – Health, Safety and Nutrition.
- Physical activity:
  1. The annual health and safety update training includes an educational section on physical activity for children and staff wellness. This training is required for all practitioners who work directly with children in programs that receive state subsidy funds, "Virginia Health and Safety Update Training." (2018)
  2. Physical activity is covered in the online and classroom courses for the Early Childhood Endorsement II – Health, Safety and Nutrition, as well as the online and classroom courses for the Infant and Toddler, Preschooler and School-age Endorsements.
- Physical development:
  1. Physical development is covered in online and classroom courses for the Early Childhood Endorsement II – Health, Safety and Nutrition, as well as online and classroom courses for the Infant and Toddler, Preschooler and School-age Endorsements.

7.10.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures

- At this time, the Lead Agency is not positioned to systematically measure quantitative improvement in health, mental health, nutrition, physical activity, or physical development.
- Qualitative assessments in overall health, mental health, nutrition, physical activity, and

physical development practices are completed through the Infant and Toddler Specialist Network, Virginia Quality, and Licensing and Subsidy inspections.

7.11 Early Learning and Development Guidelines and Other Quality Improvement Activities

7.11.1 If quality funds are used to develop, maintain, or implement early learning and development guidelines, describe the measureable indicators that will be used to evaluate the state/territory's progress in improving the quality of child care programs and services and the data on the extent to which the state/territory has met these measures (98.53(f)(3)).

- Virginia's *Milestones of Child Development* are used by all of our programs and contractors, including:
    1. The Infant and Toddler Specialist Network
    2. Virginia Quality (Virginia's QRIS for programs serving children birth through five)
    3. Child Care Aware of Virginia
    4. VDSS Endorsement Programs
    5. Read-A-book Program
    6. Virginia Child Care Provider Scholarship Program
    7. Virginia Partnership for Out-of-School Time
    8. Virginia Cross-Sector Professional Development Leadership Team
- A number of measurable indicators are used through these programs including, but not limited to:
    1. Environment rating scale scores (ITERS, ECERS, SACCERS, FCCERS)
    2. CLASS interaction measurement scores
    3. Knowledge and transfer of learning assessments
    4. Qualitative assessments completed through observation
    5. Other related quantitative data, such as participation numbers and completion rates collected from providers, programs and the community that, when combined, provide a picture of the quality landscape for early care and education in the community
- School-age program best practices are used to help evaluate out-of-school time child care programs through self-assessment and peer review.
- These data may be linked to child data from the Subsidy program in order to ensure that eligible families are receiving quality child care.
- Each year, the Lead Agency reviews data to measure 1) the progression of quality through the level of improvement, and 2) the increase in program participation in Virginia

Quality and the Infant and Toddler Specialist Network.

- The IMPACT professional development registry captures trainer qualifications, as well as the training and formal education of child care practitioners. While this tool is voluntary and in its initial stages, future assessments of this workforce data will be an indicator of the knowledge and skill level achieved by the workforce.

7.11.2 List and describe any other activities that the state/territory provides to improve the quality of child care services for infants and toddlers, preschool-aged, and school-aged children, which may include consumer and provider education activities, and also describe the measureable indicators of progress for each activity relevant to this use of funds that the state/territory will use to evaluate its progress in improving provider preparedness, child safety, child well-being, or kindergarten entry and the data on the extent to which the state or territory has met these measures. Describe:

None

8 Ensure Grantee Program Integrity and Accountability

Program integrity and accountability activities are integral to the effective administration of the CCDF program. Lead Agencies are required to describe in their Plan effective internal controls that ensure integrity and accountability while maintaining the continuity of services (98.16(cc)). These accountability measures should address reducing fraud, waste, and abuse, including program violations and administrative errors.

This section includes topics on internal controls to ensure integrity and accountability and processes in place to investigate and recover fraudulent payments and to impose sanctions on clients or providers in response to fraud. Respondents should consider how fiscal controls, program integrity and accountability apply to:

-- Memorandums of understanding within the Lead Agency's various divisions that administer or carry out the various aspects of CCDF

-- MOU's, grants, or contracts to other state agencies that administer or carry out various

aspects of CCDF

-- Grants or contracts to other organizations that administer or carry out various aspects of CCDF such as professional development and family engagement activities

-- Internal processes for conducting child care provider subsidy

8.1 Internal Controls and Accountability Measures To Help Ensure Program Integrity

8.1.1 Check and describe how the Lead Agency ensures that all its staff members and any staff members in other agencies who administer the CCDF program through MOUs, grants and contracts are informed and trained regarding program requirements and integrity. Check all that apply:

☑ Train on policy manual

Describe:

Orientations, onsite trainings, and online trainings

☑ Train on policy change notices

Describe:

Orientations, onsite trainings, and online trainings

☑ Ongoing monitoring and assessment of policy implementation

Describe:

- The Lead Agency's Child Care Regional Consultants follow a process outlined in an annual monitoring plan to ensure case accuracy and local department of social services compliance.
- Each Regional Consultant reviews a minimum of seven local departments annually. Risk assessment results influence the frequency and extent of each review.
- Program monitoring includes the regular review of case management reports, financial reports, case records, and may include staff interviews. A primary focus of the review is to assess compliance with program guidance and requirements.
- The program's payment accuracy unit conducts annual case monitoring according to federal improper payment guidelines.

☐ Other

Describe:

8.1.2 Lead Agencies must ensure the integrity of the use of funds through sound fiscal management and must ensure that financial practices are in place (98.68 (a)(1)). Describe the processes in place for the Lead Agency to ensure sound fiscal management practices for all expenditures of CCDF funds. Check all that apply:

☑ Verifying and processing billing records to ensure timely payments to providers

Describe:

- Regarding payments to child care providers participating in the Child Care Subsidy Program, the Lead Agency's Third Party Reconciliation System (TPR) ensures that the count of child care attendances are the same between the attendance system (EPPIC), which provides the attendance tracking, and the case management system (VaCMS), which calculates payment.
- Business rules are in place in each system to ensure that attendance can only be recorded for authorized days. This process is done twice monthly prior to payment runs.
- Regarding contracts with organizations that provide quality improvement, training and other services as part of the state's CCDF programs, the contract administrator approves contract deliverable completion based on contract provisions and the validation of the work product. This step precedes the invoice process.
- Once a contract deliverable is approved by the contract administrator, the vendor billing invoices are received by the contract administrator.
- The scope of work and invoice amount is validated against the contract and approved by the contract administrator and fiscal representative.
- The invoice is processed and sent to the Finance Division within seven days of receipt for payment.

☑ Fiscal oversight of grants and contracts

Describe:

- The Lead Agency Procurement Division reviews all contract documents to ensure they align with Virginia procurement guidelines.
- Each contract is entered into the eVA procurement system and a purchase order is created for the goods or services.
- Contract administrators manage contract-related invoices to ensure compliance with terms and scope of service.
- Contract administrators are required to review quarterly reports and updates to

ensure contracts are progressing as agreed upon.
- Each invoice paid is processed against the purchase order in eVA.
- Each invoice is tracked in the Federal Grant Obligation and Liquidation (FGOL) database.
- Monthly reconciliation between FGOL, internal invoice tracking, and the fiscal financial management system is performed to ensure contracts are processed appropriately.
- Quarterly grant reports are received from the Grants Unit and reconciled with the FGOL reports and the Division internal tracking system.
- The Grants Unit monitors grants expenditures on a daily basis.

☑ Tracking systems to ensure reasonable and allowable costs

Describe:
- Each invoice is tracked in the Division's internal expenditure tracking workbook.
- Contract invoices and other grant expenditures are tracked in the FGOL system.
- The Grants Unit uses the agency's financial management system to track expenditures related to the grants.
- If there is a questionable cost, the Code of Federal Regulations and the CAPP manual are reviewed.
- If necessary, the Virginia Department of Accounts and/or Region III federal Office of Child Care are contacted.

☐ Other

Describe:

8.1.3 Check and describe the processes that the Lead Agency will use to identify risk in their CCDF program. Check all that apply:

☐ Conduct a risk assessment of policies and procedures

Describe:

☑ Establish checks and balances to ensure program integrity

Describe:
- All sub-recipients are monitored based on assessed risk, which takes into account the dollar amount of the agreement, previous tracked record, and potential for fraud.
- Within the Lead Agency's Division of Child Care and Early Childhood Development (CCECD), which administers the CCDF program, the Fiscal Unit manages CCECD's

financial activities. Routine functions include:

1. Formulating the annual budget based on federal awards and State general fund appropriations
2. Monitoring program expenditures
3. Ensuring that subsidy and quality activities are managed within appropriated amounts
4. 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
5. 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

- If ineffective internal controls were to be identified, the Fiscal Unit would coordinate with the program and the Lead Agency's Department of Finance to develop guidance documents to correct the deficiencies.

☐

Use supervisory reviews to ensure accuracy in eligibility determination

Describe:

☐

Other

Describe:

8.1.4 Lead Agencies conduct a wide variety of activities to fight fraud and ensure program integrity. Lead Agencies are required to have processes in place to identify fraud and other program violations to ensure program integrity. Program violations can include both intentional and unintentional client and/or provider violations, as defined by the Lead Agency. These violations and errors, identified through the error-rate review process may result in payment or nonpayment (administrative) errors and may or may not be the result of fraud, based on the Lead Agency definition. Check and describe any activities that the Lead Agency conducts to ensure program integrity.

a) Check and describe all activities that the Lead Agency conducts to identify and prevent fraud or intentional program violations. Include in the description how each activity assists in the identification and prevention of fraud and intentional program violations. Include a description of the results of such activity.

☐ Share/match data from other programs (e.g., TANF program, Child and Adult Care Food Program, 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)).

Describe

☑ Run system reports that flag errors (include types).

Describe:

With the signing of a new Electronic Child Care Contract in 2018, "red flag" reports for the following are planned to be incorporated into the system:

- All authorized units consistently used
- Swipes occuring at odd hours or unusual intervals
- Provider submits all attendance as manual attendance
- Provider bills or swipes for children no longer attending
- Children never have absences reported

☑ Review enrollment documents and attendance or billing records

Describe:

- The Program's Payment Accuracy unit conducts annual case monitoring according to federal improper payment guidelines.
- The Vendor Services unit reviews manual attendance submitted by providers to ensure validity, accuracy and timeliness for processing payments to subsidy vendors.
- The Vendor Services unit compares attendance submitted manually with attendance recorded via swipe machines to ensure duplicate or excessive billing does not occur.

☑ Conduct supervisory staff reviews or quality assurance reviews.

Describe:

- The Program's Payment Accuracy unit conducts annual case monitoring according to federal improper payment guidelines.
- Lead Agency Child Care Regional Consultants (5) review program implementation of 120 local departments of social services using a standard case and fiscal review process and a risk assessment.
- Each local department's program implementation is reviewed at least once every three years; however, large local departments are reviewed annually.
- Each local department is also encouraged to perform in-house case record reviews.

☐ Audit provider records.

Describe:

☑ Train staff on policy and/or audits.

Describe:

- All staff who work in the Subsidy Program are required to take Phase One New Worker training (on-line training) and Phase Two Training (a series of three webinars).
- Lead Agency Child Care Regional Consultants train on policy changes through group meetings.

☐ Other

Describe:

b) Check and describe all activities the Lead Agency conducts to identify unintentional program violations. Include in the description how each activity assists in the identification and prevention of unintentional program violations. Include a description of the results of such activity.

☐ Share/match data from other programs (e.g., TANF program, CACFP, FNS, Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, PARIS).

Describe:

☐ Run system reports that flag errors (include types).

Describe:

☑ Review enrollment documents and attendance or billing records

Describe:

- The Program's Payment Accuracy unit conducts annual case monitoring according to federal improper payment guidelines.
- The Vendor Services unit reviews manual attendance submitted by providers to ensure validity, accuracy and timeliness for processing payments to subsidy vendors.
- The Vendor Services unit compares attendance submitted manually with attendance recorded via swipe machines to ensure duplicate or excessive billing does not occur.
- Irregular findings, such as attendance swiped after hours, etc. is forwarded to

local departments of social services for fraud investigations.
- Vendors who are found to have committed fraud are disqualified from program participation.

☑ Conduct supervisory staff reviews or quality assurance reviews.

Describe:

- The Program's Payment Accuracy unit conducts annual case monitoring according to federal improper payment guidelines.
- Lead Agency Child Care Regional Consultants review program implementation of 120 local departments of social services using a standard case and fiscal review process and a risk assessment.
- Each local department's program implementation is reviewed at least once every three years; however, large local departments are reviewed annually.
- When errors are noted, the local department of social services is required to submit a correction action plan to their Regional Consultant who follows up on verification of corrections.
- Each local department is also encouraged to perform in-house case record reviews.

☐ Audit provider records.

Describe:

☑ Train staff on policy and/or audits.

Describe:

- All staff who work in the Subsidy Program are required to take Phase One New Worker training (on-line training) and Phase Two Training (a series of three webinars).
- Lead Agency Child Care Regional Consultants train on policy changes through group meetings.

☐ Other

Describe:

c) Check and describe all activities the Lead Agency conducts to identify and prevent agency errors. Include in the description how each activity assists in the identification and prevention of agency errors.

☐ Share/match data from other programs (e.g., TANF program, CACFP, FNS, Medicaid) or other databases (e.g., State Directory of New Hires, Social Security

Administration, PARIS).

Describe:

☐ Run system reports that flag errors (include types).

Describe:

☑ Review enrollment documents and attendance or billing records

Describe:

- The Program's Payment Accuracy unit conducts annual case monitoring according to federal improper payment guidelines.
- The Vendor Services unit reviews manual attendance submitted by providers to ensure validity, accuracy and timeliness for processing payments to subsidy vendors.
- The Vendor Services unit compares attendance submitted manually with attendance recorded via swipe machines to ensure duplicate or excessive billing does not occur.
- Irregular findings, such as attendance swiped after hours, etc. is forwarded to local departments of social services for fraud investigations.
- Vendors who are found to have committed fraud are disqualified from program participation.

☑ Conduct supervisory staff reviews or quality assurance reviews.

Describe:

- The Program's Payment Accuracy unit conducts annual case monitoring according to federal improper payment guidelines.
- Lead Agency Child Care Regional Consultants review program implementation of 120 local departments of social services using a standard case and fiscal review process and a risk assessment.
- Each local department's program implementation is reviewed at least once every three years; however, large local departments are reviewed annually.
- When errors are noted, the local department of social services is required to submit a correction action plan to their Regional Consultant who follows up on verification of corrections.

☐ Audit provider records.

Describe:

☑ Train staff on policy and/or audits.

Describe:

- All staff who work in the Subsidy Program are required to take Phase One New Worker training (on-line training) and Phase Two Training (a series of three webinars).
- Lead Agency Child Care Regional Consultants train on policy changes through group meetings.

☐ Other

Describe:

8.1.5 The Lead Agency is required to identify and recover misspent funds as a result of fraud, and it has the option to recover any misspent funds as a result of errors.

a) Check and describe all activities that the Lead Agency uses to investigate and recover improper payments due to fraud. Include in the description how each activity assists in the investigation and recovery of improper payment due to fraud or intentional program violations. Include a description of the results of such activity. Activities can include, but are not limited to, the following:

☐ Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe:

☑ Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Describe:

The fraud staff in local departments of social services will refer fraud cases to local Commonwealth Attorneys if the case meets certain criteria established by the Attorney's office.

☑ Recover through repayment plans.

Describe:

- Improper payments are recovered through repayment plans with local departments of social services.
- Collections are recorded in the Program's automated system and adjustments are made to the locality's administrative budget to reflect the payments they received.

☐ Reduce payments in subsequent months.

Describe:

☐ Recover through state/territory tax intercepts.

Describe:

☐ Recover through other means.

Describe:

☑ Establish a unit to investigate and collect improper payments and describe the composition of the unit below.

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 the applicable local department establishes and monitors a repayment agreement.

☐ Other

Describe:

b) Check any activities that the Lead Agency will use to investigate and recover improper payments due to unintentional program violations. Include in the description how each activity assists in the investigation and recovery of improper payments due to unintentional program violations. Include a description of the results of such activity. Activities can include, but are not limited to, the following:

☐ Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe:

☐ Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Describe:

☑ Recover through repayment plans.

Describe:

Improper payments are recovered through repayment plans with local departments of social services. Collections are recorded in the Program's automated system and adjustments are made to the locality's administrative budget to reflect to payments they receive.

☐ Reduce payments in subsequent months.

Describe:

☐ Recover through state/territory tax intercepts.

Describe:

☐ Recover through other means.

Describe:

☐ Establish a unit to investigate and collect improper payments and describe the composition of the unit below.

Describe:

☐ Other

Describe:

c) Check and describe all activities that the Lead Agency will use to investigate and recover improper payments due to agency errors. Include in the description how each activity assists in the investigation and recovery of improper payments due to administrative errors. Include a description of the results of such activity.

☐ Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount

Describe:

☐ Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).

Describe:

☐ Recover through repayment plans.

Establish a unit to investigate and collect improper payments.

☐ Reduce payments in subsequent months.

Describe:

☐ Recover through state/territory tax intercepts.

Describe:

☑ Recover through other means.

Describe:

When improper payments due to agency errors are detected, local administrativereimbursements will be adjusted.

☐ Establish a unit to investigate and collect improper payments and describe the composition of the unit below.

Describe:

☐ Other

Describe:

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? Check and describe all that apply:

☑ Disqualify the client. If checked, describe this process, including a description of the appeal process for clients who are disqualified.

Describe:

- Applicant/recipients 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.
- Applicants/recipients may appeal through the Lead Agency's Administrative Disqualification process.
- Appeals are heard and determined by Hearing Officers in the Lead Agency's Division of Appeals and Fair Hearings.
- Should an applicant/recipient choose, they may further appeal to Circuit Court.

☑ Disqualify the provider. If checked, describe this process, including a description of the appeal process for providers who are disqualified.

Describe:
- Providers will be permanently disqualified from participating in the child care subsidy program upon the first finding of child care fraud.
- Providers may appeal under Virginia's Administrative Process Act.

☑ Prosecute criminally.

Describe:
- Recipient and provider fraud cases are managed by the 120 local departments of social services.
- Local departments that have determined fraud was committed refer the case to their local Commonwealth Attorney for prosecution.
- If the Commonwealth Attorney declines to prosecute (usually due to the dollar amount involved), recipients may be disqualified from program participation through the Administrative Disqualification process.
- Providers that the Commonwealth Attorney declines to prosecute are referred to Program Administration.

☐ Other.

Describe:

Appendix A: Background Check Waiver Request Form

Lead Agencies may apply for a temporary waiver for certain background check requirements if milestone prerequisites have been fully implemented. These waivers will be considered "transitional and legislative waivers" to provide transitional relief from conflicting or duplicative requirements preventing implementation, or an extended period of time in order for the state/territory legislature to enact legislation to implement the provisions (98.19(b)(1)) These waivers are limited to a one-year period and may be extended for at most one additional year

from the date of initial approval.

Approval of these waiver requests is subject to and contingent on OCC review and approval of responses in section 5 questions 5.4.1 -- 5.4.4 to confirm that the milestones are met. If milestone prerequisites are not met, the waiver request will not be approved. Approved waivers would begin October 1, 2018 through September 30, 2019. If approved, States and Territories will have the option to renew these waivers for one additional year as long as progress is demonstrated during the initial waiver period. Separate guidance will be issued later on the timeline and criteria for requesting the waiver renewal.

Overview of Background Check Implementation deadlines

Original deadline for implementation (658H(j)(1) of CCDBG Act): September 30, 2017

Initial one-year extension deadline (658H(j)(2) of CCDBG Act): September 30, 2018

One-year waiver deadline (45 CFR 98.19(b)(1)(i)): September 30, 2019

Waiver deadline one-year renewal (45 CFR 98.19(b)(1)(ii)): September 30, 2020

Waiver approval for new (prospective) staff, existing staff or staff hired provisionally until background checks are completed, are subject to and contingent upon the OCC review and approval of responses to 5.4.9 that demonstrate that the state/territory requires: (1) the provider to submit the background check request before the staff person begins working; and (2) pending the results of the background check, the staff person must be supervised at all times by an individual who has completed the background check.

To submit a background check waiver request, complete the form below.

Check and describe each background check provision for which the Lead Agency is requesting a time-limited waiver extension.

☑ **Appendix A.7:** Interstate criminal registry or repository check for new or prospective staff. (See related question at 5.4.6 (a))

Describe the provision from which the state/territory seeks relief.

Establishing requirements and procedures for interstate criminal registry or repository checks for new or prospective staff.

Describe how a waiver of the provision will, by itself, improve the delivery of child care services for children

Allowing the Lead Agency additional time to develop these requirements and procedures, which include a change to state law, will allow providers to serve children without additional requirements that haven't been appropriately addressed and implemented.

Certify and describe how the health, safety, and well-being of children served through assistance received through CCDF will not be compromised as a result of the waiver.

The Lead Agency's position is that information obtained through an interstate criminal registry check would already be discovered through the national criminal registry check.

☑ **Appendix A.8:** Interstate criminal registry or repository check for existing staff. (See related question at 5.4.6 (b))

Describe the provision from which the state/territory seeks relief.

Establishing requirements and procedures for interstate criminal registry or repository checks for existing staff.

Describe how a waiver of the provision will, by itself, improve the delivery of child care services for children

Allowing the Lead Agency additional time to develop these requirements and procedures, which include a change to state law, will allow providers to serve children without additional requirements that haven't been appropriately addressed and implemented.

Certify and describe how the health, safety, and well-being of children served through assistance received through CCDF will not be compromised as a result of the waiver.

The Lead Agency's position is that information obtained through an interstate criminal registry check would already be discovered through the national criminal registry check.

☑ **Appendix A.9:** Interstate sex offender registry or repository check for new or prospective staff. (See related question at 5.4.7 (a))

Describe the provision from which the state/territory seeks relief.

Establishing requirements and procedures for interstate sex offender registry or repository checks for new or prospective staff.

Describe how a waiver of the provision will, by itself, improve the delivery of child care services for children

Allowing the Lead Agency additional time to develop these requirements and procedures, which include a change to state law, will allow providers to serve children without additional requirements that haven't been appropriately addressed and implemented.

Certify and describe how the health, safety, and well-being of children served through assistance received through CCDF will not be compromised as a result of the waiver.

The Lead Agency's position is that information obtained through an interstate sex offender registry check would already be discovered through the NCIC National Sex Offender Registry check.

☑ **Appendix A.10:** Interstate sex offender registry or repository check for existing staff. (See related question at 5.4.7 (b))

Describe the provision from which the state/territory seeks relief.

Establishing requirements and procedures for interstate sex offender registry or repository checks for existing staff.

Describe how a waiver of the provision will, by itself, improve the delivery of child care services for children

Allowing the Lead Agency additional time to develop these requirements and procedures, which include a change to state law, will allow providers to serve children without additional requirements that haven't been appropriately addressed and implemented.

Certify and describe how the health, safety, and well-being of children served through assistance received through CCDF will not be compromised as a result of the waiver.

The Lead Agency's position is that information obtained through an interstate sex offender registry check would already be discovered through the NCIC National Sex Offender Registry check.