

OMB Control No: 0970-0517

Expiration date: 12/31/2024

THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13)

Public reporting burden for this collection of information is estimated to average 65.0 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, reviewing the collection of information, and completing the form.

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

Quality Progress Report (QPR)
For
Virginia
FFY 2024

QPR Status: Recommend for Acceptance Review as of 2025-01-28 22:07:31 GMT

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

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

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

QUALITY PROGRESS REPORT

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

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

Specifically, this report will be used to:

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

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2023, through September 30, 2024), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

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

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

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

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2024.

Glossary of Terms

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

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in

care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

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

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

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

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

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

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

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

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

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2024. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **2646**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 1533 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **1328**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2024 ACF-800 data there were 784 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2023 to September 30, 2024?

Yes. If yes, describe: **Data is collected on teachers and site administrators through the LinkB5 data system. This data system collects self reported data from teachers and site administrators about demographics, accreditations, and professional characteristics.**

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

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe: **Teachers and providers are required to participate if they work in a child care or family day home site that receives public funding, operates full-day, and serves more than three children.**

No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2024 **30,548**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2023 and September 30, 2024 (check all that apply)? If selected, how many staff received each type of support?

- Scholarships (for formal education institutions) **1,239**
- Financial bonus/wage supplements tied to education levels
- Career advisors, mentors, coaches, or consultants **33 (21 ITS, 11 ITBC, 1 Central office staff)**
- Reimbursement for training
- Loans **23**
- Substitutes, leave (paid or unpaid) for professional development
- Other. Describe: **The Network provided scholarships to 65 providers to attend a statewide conference. Virginia provided financial incentives to 17,179 child care and family day home educators, not tied to education levels.**
- N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds

- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2024:

- Child Development Associate (CDA)
- Associate’s degree in an early childhood education field (e.g. psychology, human development, education)
- Bachelor’s degree in an early childhood education field (e.g. psychology, human development, education)
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason: **Virginia collects this information as an optional field through the LinkB5 database, which is only required for programs taking public funds (e.g., CCDF).**

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2024:

- Child Development Associate (CDA) **1,459**
- Associate’s degree in an early childhood education field (e.g. psychology, human development, education) **2,594 *information is not collected about type of associate’s degree**
- Bachelor’s degree in an early childhood education field (e.g. psychology, human development, education) **9,069 *information is not collected about type of bachelor’s degree**
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

Business Practices

Mental health for children

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system: **Across Virginia's 16 Improvement Partners, teachers and leaders have access to many options to support professional development and training needs. These PD options include: Virginia's Early Learning and Development Standards, early language and literacy training, safe sleep practices, business capacity building, subsidy program support for Child Care Subsidy Program participants, CPR/First Aid training, Infant/Toddler attachment, Impacting Infant/Toddler Behavior Through Language, Developing Resiliency in Infants and Toddlers, Behavior Guidance, Promoting Empathy, Sharing, and Turn Taking with Toddlers, Strategies for Increasing Peer Social Interactions, Early Math for Infants and Toddlers, Supporting Infants, Toddlers, and Families Experiencing Stress, Self-Care for Caregivers, Connecting with Parents of Infants and Toddlers, Routines that Foster Social Emotional Development in Infants and Toddlers, Supporting Infants and Toddlers with Sensory Differences, Trauma and Its Impact on Infants and Toddlers, Benefits of Outdoor Play for Infants and Toddlers, CLASS Foundational training on the Infant, Toddler, and Pre-K tools, Distance learning courses to support health and safety requirements, on-site and online training in Early Childhood Science, Technology, Engineering, Mathematics, and Literacy in Preschool classrooms, promoting healthy social-emotional environments, teaching behaviors to help children develop behavioral regulation, positive, relationships, and social skills, supporting responses to behavioral challenges in collaboration with families, Inclusive Practices for Preschool Programs, Adapting Books using the Principles of Universal Design for Learning, Early Childhood Mental Health, Technology Use in Early Childhood Special Education, Sensory Behaviors and How to Support Them, Itinerant Early Childhood Special Education Service Delivery Model for Administrators and Teachers, Tips for Overcoming Challenging Situations, and Introduction to Early Childhood Education for Children with IEPs.**

One key partner is Child Care Aware of Virginia. Technical assistance and professional

development opportunities available to child care providers through the VDOE partnership with Child Care Aware of Virginia (CCAoVA) include:

- **Health and Safety Training:** Includes CPR/First Aid training and emergency preparedness to help providers meet regulatory requirements and ensure safe environments.
- **Subsidy Program Support:** Assistance with onboarding and ongoing participation in the Child Care Subsidy Program (CCSP).
- **Business Capacity Building:** Strengthening Business Practices training covering fiscal management, marketing, staff retention, and operational sustainability. Access to tools like the VA Shared Services Platform and child care business scholarships.
- **Specialized Training:** Sessions on consumer safety topics such as car safety, firearm safety, and safe sleep practices. Directors' forums for networking and addressing operational challenges.

Infant Toddler Network TA involved 3,300 incidences of supporting teacher child interactions, 115 incidences of supporting health & safety, and 112 incidences of supporting early literacy.

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2023 to September 30, 2024? **\$16887514**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

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 Virginia Infant and Toddler Specialist Network conducts satisfaction surveys and pre- and post-tests for participants to measure the transfer of learning and overall satisfaction. They also capture qualitative data in the form of provider feedback.

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.

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.

In accordance with state legislation (HB30 Item 137.H), effective the 2019-2020 school year, statewide implementation of the Virginia Kindergarten Readiness Program (VKRP) is required of all school divisions statewide. This mandate specifically requires that all entering kindergartners' readiness skills are assessed in the fall and upon the conclusion of the kindergarten year as a post-test. The VKRP measures students' literacy (through PALS or the Phonological Awareness Screener), mathematics (through the EMAS or Early Mathematics Assessment System) and self-regulation and social skills (through the CBRS or Child Behavior Rating Scale). Funded through the federal Governor's Emergency Education Relief (GEER) Fund (HB30 item 137.H.c) and allocated to the University of Virginia, initial implementation of the VKRP for Preschool is available to all state-funded, school based, 4-year-old classrooms for fall and spring assessment windows beginning in the fall of 2021. Implementation is required for Virginia Preschool Initiative (VPI) and Mixed Delivery Programs, while other state supported prekindergarten classrooms (e.g., a full ECSE classroom, Head Start, Title I or other locally supported preschool classrooms) have the option to participate during the 2021-2022 school year. Prekindergarten classrooms that are not required to implement the VKRP during the 2021-2022 school year may choose to only assess students using the Child Behavior Rating Scale (CBRS), the self-regulation and social skills component of VKRP. Also through GEER funding, the VKRP is being developed and piloted for three-year-olds effective fall 2021, with availability for statewide implementation in fall of 2022.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **The following measures demonstrate progress and success from VQB5:**

2023-2024 VQB5 Progress Update for Sites and Classrooms

- **Quality Ratings** ☐ 3,121 sites received a VQB5 Quality Rating ☐ Rating Profiles available at EarlyChildhoodQuality.doe.virginia.gov
 - Participation increased by 525 sites from 2022-2023 Program Year
 - 1,514 Centers
 - 855 Public Schools
 - 752 Family Day Homes
 - This encompasses 10,678 classrooms within VQB5 Sites.
 - 98% of VQB5 sites met or exceeded the state's quality expectations.

- The Statewide Average was 588 points.
- Rating Band Breakdown:
 - 79 sites received an Exceeds Expectations Rating
 - 2,991 received a Meets Expectations Rating
 - 51 sites received a Needs Support Rating
 - As of August 2023, all Needs Support Sites are required to participate in VDOE Site Improvement Planning. This includes completing a Needs Assessment and Quality Improvement Plan with a VDOE Quality Consultant who will monitor their progress on a regular basis.
 - All Needs Support sites are also required to participate in coaching from Virginia Early Childhood Consultation (VECC) during the 2024-2025 year to improve interactions and use of quality curriculum.

CLASS Observations VQB5 Classrooms:

- Overview of Local and External CLASS Observations in VQB5 (<https://www.doe.virginia.gov/home/showpublisheddocument/56093/638574080824400000>)
- Total CLASS Observations completed = 28,404
 - Total Local Observations: 21,344
 - Total External Observations: 7,060
 - Local CLASS Observation Totals by Site Type:
 - Child Care Centers: 14,432
 - Public Schools: 5,37
 - Family Day Homes: 1,540
 - External CLASS Observation Totals by Site Type:
 - Child Care Centers: 1,522
 - Public Schools: 4,749
 - Family Day Homes: 789
- Infant Local CLASS Observations
 - 2,914 local CLASS observations
 - Avg Score 5.21; Range 2.00-7.00
- Infant External CLASS Observations
 - 1,246 external CLASS observations
 - Avg Score 5.03; Range 1.94-7.00
- Toddler Local CLASS Observations
 - 6,633 local CLASS observations

- Avg score 4.97; Range 2.09-7.00
- Toddler External CLASS Observations
 - 2,309 external CLASS Observations
 - Avg score 4.69; Range 2.09-6.56
- Preschool Local CLASS Observations
 - 11,797 local CLASS observations
 - Avg score 5.14; Range 1.90-7.00
- Preschool External CLASS Observations
 - 3,505 external CLASS Observations
 - Avg score 4.86; Range 2.13-6.75
- Additional information about domain and dimension averages for VQB5 CLASS observations can be found in Virginia CLASS Data Averages ☐ July 2024 (<https://www.doe.virginia.gov/home/showpublisheddocument/56047/638580395583500000>)
- Use of Approved Curriculum in VQB5 Sites and Classrooms
 - View List of VDOE-Approved Early Childhood Curricula
 - 84% of VQB5 Sites use an approved curriculum (2,610 out of 3,121)
 - 85% of Child Care Centers use an approved Curriculum
 - 99% of Public Schools use an approved Curriculum
 - 64% of Family Day Homes use an approved Curriculum
 - 85% of VQB5 Classrooms use an approved curriculum (9,095 out of 10,678)
 - 89% of Preschool Classrooms use an approved curriculum
 - 80% of Toddler Classrooms use an approved curriculum
 - 80% of Infant Classrooms use an approved curriculum

The following measures demonstrate progress and success from the Virginia Infant & Toddler Specialist Network includes items such as:

- The average percentage increase of participants' knowledge of the Infant Toddler Specialist training topic for FFY 2024 was 10%.
- The average percentage increase of participants' knowledge of the Infant Toddler Behavior Consultant training topic for FFY 2024 was 11%.
- The average overall evaluation score for trainings conducted by Infant Toddler

Specialists was 4.9 out of 5.

- The average overall evaluation score for trainings conducted by Infant and Toddler Behavior Consultants was 4.9 out of 5.

The following measures demonstrate progress and success in access to curriculum, specifically STREAMin3 curriculum:

Through the VDOE sponsorship of STREAMin3 as an open source curriculum, 844 sites opted to use STREAMin3 (<https://streamin3.org/>), and it was the most frequently used VDOE approved curriculum in VQB5 year 2023-2024. VDOE prioritized publicly funded providers to receive curriculum guides, books, and manipulatives at low to no cost, with family day homes and child care centers receiving higher priority for curriculum access. The STREAMin3 coaching team provided a variety of professional development opportunities to meet the unique needs of providers interested in using the curriculum. Offerings included In-person, live online, on-site, webinar, trainer focused, and on demand learning opportunities in addition to more intensive coaching. ((<https://streamin3.org/streamin%C2%B3-curriculum-model-2/newsandevents/webinar-series/>)

722 participants enrolled in direct coaching in three cohorts; eligible participants were teachers, teacher assistants, family day home providers, leaders, and staff serving in multiple roles. Additionally, the ECE Resource Hub website, which offers free early childhood resources was expanded with additions to the classroom strategy library focused on language and literacy skills and additions to the Book Collections for infants and toddlers. (<https://eceresourcehub.org/>)

The following measures demonstrate progress and success for VKRP and Virginia's progress towards measuring school readiness:

Beginning in the 2022-2023 school year, VKRP (<https://vkrponline.org/>) was administered to publicly-funded 3-and 4-year-old children in Virginia Preschool Initiative (VPI) and Virginia Early Childhood Foundation (VECF) Mixed Delivery classrooms in the fall of 2022 and in the spring of 2023. Pre-kindergarten classrooms in public schools that are not funded by VPI (such as a full Early Childhood Special Education (ECSE) classroom, Head Start classroom, Title I classroom, or other locally supported pre-kindergarten classroom) may chose to administer the VKRP assessments, but it is not required.

Over 25,000 (83%) 4-year-old pre-kindergarten children were assessed in both the fall of 2023 and the spring of 2024 in all four domains of literacy, mathematics, self-regulation, and social skills. 7,290 (81%) of assessed 3-year-old pre-kindergarten children had complete VKRP data on all four measures — literacy (VALLS: Pre-K), mathematics (EMAS), and self-regulation and social skills assessments (CBRS) in the fall of 2023.

In January 2024, a VKRP Mid-year Assessment Pilot was conducted that incorporated pilot measures for mathematics, self-regulation, and social skills to compliment the pre-existing literacy measure. The VKRP team recruited teachers for participation across divisions and programs in the Commonwealth to participate in the pilot. In pre-kindergarten, 337 teachers, 1,002 3-year-old children, and 3,887 4-year-old children participated in the pilot. Results of the post-pilot survey of teachers showed that that pre-kindergarten and kindergarten teachers were likely to use the VKRP mid-year data for a wide range of purposes including identifying gaps in student knowledge, planning instruction for small groups, communicating with families about student development, and planning instruction to meet the needs of individual students.

Lastly, Ready Region Family Council members were invited to review Family Information Reports and VKRP family resources, leading to the improvement of the readability of individual child reports and resources to support home learning.
(<https://vkrponline.org/virginia-kindergarten-readiness-program-2/for-families/>)

3) Improving early learning and development guidelines

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

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2023 to September 30, 2024?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$45055**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

VDOE is in the process of developing trainings for providers on the ELDs. As part of this planning and rollout, VDOE will include provider assessments of training effectiveness and track completion rates among staff.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **Through a partnership with Radford University, Virginia’s Early Learning and Development Standards (ELDS) Introductory Micro-credential relaunched in August of 2023 for a third year of availability to the field. The 5-hour, non-credit-bearing, micro-credential was available for up to 500 educators in fiscal year 2023-2024 who work in varied Birth through 5 early childhood settings, including family day homes and center-based settings. The course is offered in English and Spanish, and registration and course access remained available until July 2023. 517 (103% of registration target) educators enrolled in the course, with 100 participants completing the course during the 2023-2024 fiscal year. From July 2024 through October 2024 there have been 241 learners register for the ELDS micro-credential. Data gathered by our partners at Radford University revealed that 94% of the learners felt that the micro-credential content was informative and educational and would change their practices in one or more ways that will directly impact better child outcomes for children in the Birth through 5 age range. Additionally, the Office of Early Childhood Learning hosted a refresher webinar in September 2024 to support the field in the use of the ELDS and ELDS aligned resources. The Virginia Infant & Toddler Specialist Network provides copies of the Early Learning and Development Standards (ELDS) to classrooms receiving VA ITSN coaching. From 10/1/23-9/30/24, 349 copies of ELDS were provided.**

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

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

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2023 to September 30, 2024?

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

- General description of QRIS: **Virginia's early childhood system must ensure that all children have quality teaching and learning experiences that meet their unique needs. To do this, Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve. VQB5 strengthens the quality of teaching and learning experiences in early childhood programs that serve infants, toddlers, and preschoolers, by setting shared expectations for measuring quality and supporting teachers for all birth-to-five programs. Through VQB5, teachers and leaders receive the feedback and support they need to help young children learn.**

As of August 2023, all publicly-funded programs that serve children ages birth-to-five are now required by state law to participate in VQB5. This includes child care centers, family day homes, Head Start and public school preschools.

VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions and Curriculum.

- **INTERACTIONS** - Teacher-child interactions are measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)®.
- **CURRICULUM** - Curriculum is measured by recognizing programs that use

VDOE-approved curricula that are aligned with Virginia’s Early Learning and Development Standards.

Interactions and curriculum were chosen because research shows high quality teacher-child interactions and a quality early childhood curriculum.

VQB5 Required Participation Activities

Publicly-funded sites must complete three activities annually to meet the legislative requirement. Non-publicly-funded sites who opt-in to VQB5 must also complete these activities in order to receive a public quality profile.

1. All VQB5 participants are required to use the data portal called LinkB5 to provide information about their sites, classrooms, teachers, and child enrollment through the completion of various profiles.
2. Every eligible classroom must complete two local CLASS observations, one in the fall and one in the spring, with scores entered in LinkB5.
3. In addition to the two local CLASS observations, all participating sites must participate in external CLASS observations for each age-level served, between August 15 and May 31. (<https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/quality-measurement-and-improvement-vqb5/measuring-quality-interactions/-fsiteid-1#!/>)

Virginia has regional early childhood partners called Ready Regions (<https://vecf.org/ready-regions/>) who support the coordination of VQB5 at the local level across all communities in the Commonwealth.

VQB5 Annual Quality Profiles

All VQB5 participating programs/sites receive an overall rating at the end of each annual cycle. Overall scores will range from 100-800 points based on CLASS scores and the optional use of VDOE-approved Early Childhood Curriculum which correspond to one of three levels on the rating scale, ranging from Needs Support to Exceeds Expectations.

VQB5 helps families learn about different birth-to-five programs so they can choose a program that best meets their needs.

- In the fall of 2024, 3,121 VQB5 Quality profiles from the 2023-2024 participation year were published on a new VQB5 Quality Profile website EarlyChildhoodQuality.doe.virginia.gov.

VQB5 Quality Profiles include information about performance on quality measurements and other topics of interest to families, policymakers, and the general public and will be updated on an annual basis.

- How many tiers/levels? **3** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: **Exceeds Expectations (700-800 Points)** - The site performing at this level demonstrates performance that consistently and considerably surpasses the established standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the state’s mission and goals for early childhood care and education.
 High Quality
 - Tier/Level 2: **Meets Expectations (400-699 Points)** - The site meets the standard in a manner that is consistent with the state’s mission and goals for early childhood care and education.
 High Quality
 - Tier/Level 3: **Needs Support (100-399 Points)** - The site is performing below the established standard or in a manner that is inconsistent with the state’s mission and goals for early care and education.
 High Quality
 - Tier/Level 4:
 High Quality
 - Tier/Level 5:
 High Quality
 - Tier/Level 6:
 High Quality
 - Tier/Level 7:
 High Quality
 - Tier/Level 8:
 High Quality
 - Tier/Level 9:

High Quality

- Tier/Level 10:

High Quality

- Total number of licensed child care centers meeting high quality definition: **1,360 Centers (this is all centers in meets or exceeds (1,502), less the religious exempt (142))**
- Total number of licensed family child care homes meeting high quality definition: **710 Family Child Care Homes (this is all FDHs in meets or exceeds (715), less the non-licensed (5))**
- Total number of CCDF providers meeting high quality definition: **1,887**
- Total number of children served by providers meeting high quality definition: **100,298 children (95,395 in Centers; 4903 in FDH)**

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

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
 High Quality
 - Tier/Level 2:
 High Quality
 - Tier/Level 3:
 High Quality
 - Tier/Level 4:
 High Quality
 - Tier/Level 5:
 High Quality
 - Tier/Level 6:
 High Quality
 - Tier/Level 7:
 High Quality
 - Tier/Level 8:
 High Quality
 - Tier/Level 9:
 High Quality

- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

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

- Do you have a definition of high quality care?
 Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:

No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2023 to September 30, 2024 (check all that apply)?

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

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- One-time grants, awards or bonuses
 - Licensed child care centers
 - Licensed family child care homes
- On-going or periodic quality stipends
 - Licensed child care centers

- o Licensed family child care homes
- [] Higher CCDF subsidy rates (including tiered rating)
 - o Licensed child care centers
 - o Licensed family child care homes
- [x] Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- [] Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

[] Yes, if so which funding source(s) were used?

- [] CCDF quality funds
- [] Non-CCDF funds
- [] CARES funds
- [] CRRSA Funds
- [] ARP Supplemental Discretionary
- [] ARP Stabilization 10% set-aside
- [] Unable to report. Indicate reason:

[x] No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2023 to September 30, 2024? **\$14087305**

[] Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

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)

Level3 - 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 methods and outcomes identified for each listed activity

Monthly regional coordinator calls to monitor progress,

Address regional coordinator concerns and to provide administrative technical assistance.

The measures for the new Unified Measurement Improvement System will be defined and implemented as a pilot for practice year 1 in 2021-2022. The VDOE expects to refine these annually as the system will be implemented statewide in 2023-2024.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **The information below provides a summary of statewide performance information for the VQB5 2023-2024 program year. Since this was the first full year of required participation for the new VQB5 system, the ratings data below is considered baseline information.**

Overall Quality Ratings 2023-2024

- **During the 2023-2024, 98% of 3,121 sites met or exceed the state's quality expectations.**
- **Statewide average across all VQB5 sites was 588 points.**
 - **79 sites Exceeded Expectations (3%)**
 - **2,991 sites Met Expectations (95%)**
 - **51 sites Need Support (2%)**

Quality Ratings by Site Type

- **There were high performers across site types with slight variation by site type.**
 - **855 Public Schools**
 - **32 schools Exceeded Expectations**
 - **823 schools Met Expectations**
 - **0 schools Need Support**
 - **754 Family Day Homes (FDH)**
 - **28 FDH Exceeded Expectations**
 - **697 FDH Met Expectations**
 - **39 FDH Need Support**
 - **1,414 Child Care Centers**
 - **19 centers Exceeded Expectations**
 - **1,481 centers Met Expectations**
 - **12 centers Need Support**

Quality Ratings by Ready Region

- **There were high performers across regions with slight variation across regions.**
 - **Southwest (215 sites)**
 - **7 sites Exceeded Expectations**
 - **208 sites Met Expectations**
 - **0 sites Need Support**
 - **West (179 sites)**
 - **2 sites Exceeded Expectations**

- 175 sites Met Expectations
- 2 sites Need Support
- Southside (151 sites)
 - 8 sites Exceeded Expectations
 - 143 sites Met Expectations
 - 0 sites Need Support
- Central (414 sites)
 - 6 sites Exceeded Expectations
 - 402 sites Met Expectations
 - 6 sites Need Support
- Southeastern (465 sites)
 - 7 sites Exceeded Expectations
 - 452 sites Met Expectations
 - 6 sites Need Support
- Chesapeake Bay (222 sites)
 - 0 sites Exceeded Expectations
 - 219 sites Met Expectations
 - 3 sites Need Support
- Capital Area (796 sites)
 - 34 sites Exceeded Expectations
 - 729 sites Met Expectations
 - 31 sites Need Support
- North Central (467 sites)
 - 10 sites Exceeded Expectations
 - 455 sites Met Expectations
 - 2 sites Need Support
- Blue Ridge (214 sites)
 - 5 sites Exceeded Expectations
 - 208 sites Met Expectations
 - 1 site Need Support

NOTE: Percentages in this document may not sum to 100 due to rounding.

The information below is provides a summary of statewide performance information for the VQB5 2023-2024 program year. Since this was the first full year of required participation for the new VQB5 system, the ratings data below is considered baseline information.

Overall Quality Ratings 2023-2024

- During the 2023-2024, 98% of 3,121 sites met or exceed the state's quality expectations.
- Statewide average across all VQB5 sites was 588 points.
 - 79 sites Exceeded Expectations (3%)
 - 2,991 sites Met Expectations (95%)
 - 51 sites Need Support (2%)

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

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

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2023 to September 30, 2024?

Yes

- Number of specialists available to all providers **21 specialists as well as 11 infant and toddler behavior consultants**
- Number of specialists available to providers serving children who receive CCDF **21 specialists as well as 11 infant and toddler behavior consultants**
- Number of specialists available specifically trained to support family child care providers **21 specialists as well as 11 infant and toddler behavior consultants**
- Number of providers served **By ITS 15,085, by ITBC 9,576 for a total of 24,661 duplicated (these numbers include coaching, training, and TA)**
- Total number of children reached **VA ITSN provides services to programs participating in VQB5 (QRIS) that served a total of 4,200 infants and 35,866 toddlers in FFY 2024. ITBC provided individualized services to providers and families for 93 infants/toddlers**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

- Group professional development
- Family engagement and partnerships
- Part C early intervention services
- Mental health of babies, toddlers, and families
- Mental health of providers
- Behavioral Health
- Other. Describe **Coaching in Language Environment Analysis (LENA) Grow™ and training on screening of infants and toddlers, milestones/development, infant and toddler observation and monitoring, and program leadership and management.**

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

- No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2023 to September 30, 2024?

- Number of staffed family child care networks:
 - Describe what the network/hub provides to participating family child care providers:
- No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2023 to September 30, 2024? **\$3595497**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Virginia Infant and Toddler Specialist Network evaluates improvement between pre and post (technical assistance or training) scores using the following assessment tools:**

ITERS-R and/or FCCERS-R scores (research based tools that the average total score relates to positive child development)

A health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues)

Infant/Toddler Environmental Checklist (an early literacy checklist consisting of five areas for evaluation using a Likert scale with 1=almost none and 4=numerous)

Verification of achievement of program goals

Knowledge measures

The Pyramid Infant-Toddler Observation Scale (TPITOS) for onsite consultation for Early Childhood Mental Health

Mean score of teacher and director self-assessment of knowledge on 13 social emotional items

Mean score of teacher and director level of comfortability using strategies to foster social emotional development

Before and after pictures (#_msocom_1" id="_anchor_1" name="_msoanchor_1) [VP1] - QRIS measurable indicators:

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

Progress of participating programs maintaining and/or moving up Levels . Increase in

Environmental Rating Scale and Classroom Assessment Scoring System (CLASS) average

scores upon renewal ratings

Survey to programs receiving technical assistance

Satisfaction surveys and calls after training and after completion of 10 hours of technical assistance and

Questionnaires administered during onsite TA and afterward

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: VQB5 measured the quality of child care and family day home programs for infants and toddlers (birth through 35 months) based on two nationally recognized indicators, Interactions and Curriculum. Data gathered from VQB5 measurements is used to target improvements for site leaders and educators in infant and toddler programs. Required VQB5 participation started with 2023-2024 with the first public quality ratings posted in the fall of 2024.

2023-2024 VQB5 Progress Update for Sites and Classrooms that serve Infants and Toddlers

- Quality Ratings - 1881 sites who serve Infants and Toddlers received a VQB5 Quality Rating  Rating Profiles available at EarlyChildhoodQuality.doe.virginia.gov

- 39 sites received an Exceeded Expectations Rating
- 1798 received a Meets Expectations Rating
- 44 sites received a Needs Support

- As of August 2023, all Needs Support Sites are required to participate in VDOE Site Improvement Planning. This includes completing a Needs Assessment and Quality Improvement Plan with a VDOE Quality

- Consultant who will monitor their progress on a regular basis.

- All Needs Support sites are also required to participate in coaching from Virginia Early Childhood Consultation (VECC) during the 2024-2025 year to improve interactions and use of quality curriculum.

- # of children served at VQB5 Quality Rated Sites by age-level
 - 14,200 Infants
 - 35,866 Toddlers
 - 88,621 Preschoolers (ages 3-5)

- CLASS Observations in Infant and Toddler Classrooms
 - Overview of Local and External CLASS Observations in VQB5
(<https://www.doe.virginia.gov/home/showpublisheddocument/56093/638574080824400000>)
 - Total Infant and Toddler CLASS Observations completed = 13,102
- Infant Local CLASS Observations
 - 2,914 local CLASS observations
 - Avg Score 5.21; Range 2.00-7.00
- Infant External CLASS Observations
 - 1,246 external CLASS observations
 - Avg Score 5.03; Range 1.94-7.00
- Toddler Local CLASS Observations
 - 6,633 local CLASS observations
 - Avg score 4.97; Range 2.09-7.00
- Toddler External CLASS Observations
 - 2,309 external CLASS Observations
 - Avg score 4.69; Range 2.09-6.56
- Additional information about domain and dimension averages for Infant and Toddler CLASS observations can be found in Virginia CLASS Data Averages ☐ July 2024
(<https://www.doe.virginia.gov/home/showpublisheddocument/56047/638580395583500000>)
- Use of Approved Curriculum in Infant and Toddler Classrooms
 - View List of VDOE Approved Infant and Toddler Curricula
(<https://www.doe.virginia.gov/home/showpublisheddocument/45243/638665310070400000>)
 - 80% of Infant Classrooms use an approved curriculum (1182 out of 1474)
 - 80% of toddler classrooms use an approved curriculum (2557 out of 3195)

Virginia Infant and Toddler Specialist Network measures and progress include:

- For classrooms and directors completing coaching, 1114 goals were created with the Infant Toddler Specialists with verification that 994 (86.5%) of these goals were accomplished. Numerous classrooms and directors continued receiving services and are working on goals during the 2024-2025 program year.
- For classrooms and directors completing coaching on social emotional topics, 264 goals were created with the Infant and Toddler Behavior Consultants with verification that 205 (77.7%) of these goals were accomplished. Numerous classrooms and directors continued receiving services and are working on goals during the 2024-2025 program year. A majority of

infant/toddler child- and classroom-referrals from the third year of the Early Childhood Mental Health Consultation Pilot (75% of requested cases) were shifted to Infant Toddler Behavior Consultation (ITBC) while the ECMHC infant/toddler consultant position was being filled.

- For classrooms serving infants and participating in ITS/ITBC coaching, CLASS scores increased from 4.78 (fall of 2023 or 8/15-12/22) to 4.93 (spring of 2024 or 1/20-5/31) or a .15 increase on a scale of 1-7. For classrooms serving toddlers and participating in ITS/ITBC coaching, CLASS scores increased from 4.57 (fall of 2023 or 8/15-12/22) to 4.70 (spring of 2024 or 1/20-5/31) or a .13 increase on a scale of 1-7. For classrooms serving infants or toddlers that started coaching in the 2022-2023 year and continued coaching to the 2023-2024 year, CLASS scores increased from 4.12 to 4.79 or a .67 increase.
- For classrooms completing coaching on social emotional topics, the average TPITOS pre-score was 62% while the average TPITOS post-score was 65% or a change of 3. Numerous classrooms continued receiving services and are working on TPITOS improvements during the 2024-2025 program year.
- Overall increase in use of 1-2-3 READ! strategies from 3.2 to 3.6 on a scale from 1-4 for providers completing follow-up technical assistance after attending Network early literacy training (pre- and post-coaching as measured by the Infant/Toddler Environment Checklist)
- 7,594 participants trained by Infant Toddler Specialists (duplicated)
- 5,789 participants trained by Infant and Toddler Behavior Consultants (duplicated)
- 139 programs received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)
- 264 providers received technical assistance from Child Development Resources, VA ITSN Central Office staff (duplicated)
- 787 programs received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching). There may be duplication of programs. Due to program request, some of these services occurred virtually.
- 11,266 providers received Network regional services (ITS & ITBC coaching and TA, 1-2-3 READ! coaching). There may be duplication of providers. Due to program request, some of these

services occurred virtually.

See 2.6.1 for change in participants' knowledge after participating in training.

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

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

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2023 to September 30, 2024?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2023 to September 30, 2024? **\$1539940**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The number of families provided with child care referrals is tracked monthly. This Information is recorded by type of referral:

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.

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).

Internet referral searches are reported for consumers visiting the CCA-VA provider database for 24/7 access (and does not include staff searches).

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:

Coordinated public awareness and networking meetings

Representation at community events

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: whether client would recommend CCR&R services to others; whether client's knowledge was increased as a result of the CCR&R service; whether client had a subsequent problem finding child care; and 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:

Number of referrals and consumer education to families regarding subsidy assistance
Number of unduplicated families served
Number of referrals by age category
Number of special needs requests
Count of child care providers within the state by care type and licensing or regulation status.

All of the services listed above have been successfully converted to virtual platforms and teleconferences as a response to COVID 19.

VDOE is currently working with Child Care Aware to streamline key goals and objectives of CCR&R and vendor services in relation to the Agency's broader goals for the child care system, focusing on increasing the number of licensed providers and providers participating in the child care subsidy program. Data is not yet available.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: In the FFY2022-2024 CCDF Plan, The Lead Agency contracted with Child Care Aware of Virginia (CCA-VA), to provide Child Care Resource and Referral services to families in the state of Virginia.

Consumer Education Services

- Number of referrals and consumer education to families regarding subsidy assistance: 702
- Number of referrals by age category* (*data are based on self-report; not a required field to complete/receive a referral) :

Infant: 401

Toddler: 133

Preschool: 520

School Age: 235

- Number of special needs requests: 142
- Total Referrals: 34,741 searches
- Number of families served: 17,055
- Total number of children served: 25,383
- Total consumer outreach hour or activities 727 activities/ Total Service hours - 936.5

CCA-VA also supports child care providers by:

- **Facilitating an optional orientation training for providers interested in becoming child care subsidy vendors: 90 providers**
- **Supporting providers interested in becoming licensed and/or becoming a child care subsidy vendor: 1,495 total technical assistance requests**
- **Professional Development Opportunities by topic: 3,734 total providers attended**

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

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

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2023 to September 30, 2024? **1200**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2023 to September 30, 2024? Number of staff **92**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2023 to September 30, 2024? **Data on the exact number of child care programs in each category that received coaching or technical assistance (TA) is not available because the system only pulls statistics of completed inspections, not statistics related to whether coaching or TA resulted from the inspection. Because TA aimed at improving understanding and compliance with health and safety standards occurs at every visit, the number of inspections is included; however, they are underestimated because only inspection data for user IDs associated with active staff is available. Therefore, inspections completed by staff during the FFY that are now no longer with the agency, are not included in the data. The inspection count shows that 14,505 inspections were conducted during FFY 24 [Licensed child care center = 9383; Licensed family child care = 3787; Licensed exempt child care center = 756; and Licensed exempt family child care = 579.**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds

- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2023 to September 30, 2024? **\$14889074**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

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

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **As the new Lead Agency, VDOE is focused on increasing the supply of licensed and regulated child care and increasing the supply of child care providers that participate in the subsidy program, particularly in underserved areas and for target populations for whom care is particularly hard to find, like children with disabilities and infants and toddlers. Measurable indicators of progress to this end will include:**

Increase in the number of licensed child care providers statewide and in target communities;

Increase in the overall licensed capacity among providers statewide and in target communities;

Increase in the number of child care providers participating in the Child Care Subsidy Program statewide and in target communities;

Increase in the licensed capacity of providers participating in the Child Care Subsidy Program;

Increase in the number of providers serving infants and toddlers;

Increase in the licensed capacity of providers serving infants and toddlers;

Increase in the number of providers serving children with disabilities;

Virginia's new child care licensing system will include data that will allow the Lead Agency to more easily track progress against these indicators. As of the end of August 2021, Virginia has roughly 6,000 regulated child care providers, about two-thirds of which (~4000) are licensed child day centers or family day homes. Total capacity is nearly 400,000, the majority of which are in licensed child care centers. Half of Virginia's licensed programs participate in the Child Care Subsidy Program.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **As of 9/30/2024, there were 3974 licensed child care providers statewide, which is a 1.8% decrease from the 4046 licensed child care providers on 9/30/2023.**

As of 9/30/2024, the overall licensed capacity among licensed child care providers statewide was 298906, which is a 1.4% decrease from the licensed capacity of 303303 on 9/30/2023.

As of 9/30/2024, there were 2998 child care providers participating in the Child Care Subsidy Program statewide, which is a 5.8% increase from the 2834 child care providers participating in the Child Care Subsidy Program on 9/30/2023.

As of 9/30/2024, the overall capacity of providers participating in the Child Care Subsidy Program statewide was 215767, which is a 4.9% increase from the overall capacity of 205616 of providers participating in the Child Care Subsidy Program on 9/30/2023.

As of 9/30/2024, the number of providers serving infants and toddlers statewide was 3513,

which is a 0.7% increase from the 3488 providers serving infants and toddlers on 9/30/2023.

As of 9/30/2024, the capacity of providers serving infants and toddlers statewide was 213746, which is a 1.3% increase from the capacity of 210960 of providers serving infants and toddlers on 9/30/2023.

The VDOE continues its work on enhancing the child care licensing system, which will facilitate better data quality and allow VDOE to better leverage data to inform child care licensing policies and processes.

Additionally, between October 1, 2023, to September 30, 2024, 15466 child care providers and staff have completed the Virginia Preservice Training for Child Care Staff, reflecting many more staff who have improved their understanding of foundational child care health and safety requirements. Also, during this same timeframe, 31494 child care providers and staff have completed the Virginia Annual Health and Safety Update Training, which helps build foundational knowledge. Of the providers identified above, 268 of those child care providers completed the Spanish version of the Preservice training, and 277 providers and staff completed the Spanish version of the annual training, allowing participants to learn this valuable content in their preferred language.

In 2024, the comprehensive provider orientation to center based and home based subsidy standards was updated and began being regularly offered to prospective providers through a contract agency to help prospective and existing vendors understand the health and safety requirements that they must implement to ensure the care and protection of children in care.

The VDOE continues to work on developing two new trainings specifically for prospective religiously exempt child day programs to help agencies better understand the filing process for exemption and the health and safety standards that must be met.

The VDOE will continue to explore needed training opportunities and updates to help better ensure the quality of care received by children and to better support providers.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

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

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2023 to September 30, 2024?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe
- Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2023 to September 30, 2024?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe
- Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

- No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2023 to September 30, 2024?

\$14087306

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **Virginia's early childhood system must ensure that all children have quality teaching and learning experiences that meet their unique needs. To do this, Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve. VQB5 strengthens the quality of teaching and learning experiences in early childhood programs that serve infants, toddlers, and preschoolers, by setting shared expectations for measuring quality and supporting teachers for all birth-to-five programs. Through VQB5, teachers and leaders receive the feedback and support they need to help young children learn.**

As of August 2023, all publicly-funded programs that serve children ages birth-to-five are now required by state law to participate in VQB5. This includes child care centers, family day homes, Head Start and public school preschools.

VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions and Curriculum.

- **INTERACTIONS** - Teacher-child interactions are measured in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)®.
- **CURRICULUM** - Curriculum is measured by recognizing programs that use VDOE-approved

curricula that are aligned with Virginia’s Early Learning and Development Standards.

In the fall of 2024, 3,121 VQB5 Quality profiles from the 2023-2024 participation year were published on a new VQB5 Quality Profile website [EarlyChildhoodQuality.doe.virginia.gov](https://www.doe.virginia.gov/earlychildhoodquality).

CLASS Observations VQB5 Classrooms:

- Overview of Local and External CLASS Observations in VQB5
(<https://www.doe.virginia.gov/home/showpublisheddocument/56093/638574080824400000>)
- Total CLASS Observations completed = 28,404
 - Total Local Observations: 21,344
 - Total External Observations: 7,060
 - Local CLASS Observation Totals by Site Type:
 - Child Care Centers: 14,432
 - Public Schools: 5,372
 - Family Day Homes: 1,540
 - External CLASS Observation Totals by Site Type:
 - Child Care Centers: 1,522
 - Public Schools: 4,749
 - Family Day Homes: 789
- Infant Local CLASS Observations:
 - 2,914 local CLASS observations
 - Avg Score 5.21; Range 2.00-7.00
- Infant External CLASS Observations:
 - 1,246 external CLASS observations
 - Avg Score 5.03; Range 1.94-7.00
- Toddler Local CLASS Observations:
 - 6,633 local CLASS observations
 - Avg score 4.97; Range 2.09-7.00
- Toddler External CLASS Observations:
 - 2,309 external CLASS Observations
 - Avg score 4.69; Range 2.09-6.56

- **Preschool Local CLASS Observations:**
 - 11,797 local CLASS observations
 - Avg score 5.14; Range 1.90-7.00

- **Preschool External CLASS Observations:**
 - 3,505 external CLASS Observations
 - Avg score 4.86; Range 2.13-6.75

- Additional information about domain and dimension averages for VQB5 CLASS observations can be found in Virginia CLASS Data Averages ☞ July 2024 (<https://www.doe.virginia.gov/home/showpublisheddocument/56047/638580395583500000>)

9) Supporting child care providers in the voluntary pursuit of accreditation

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

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2023 to September 30, 2024?

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
 - b. License-exempt center-based programs
 - c. Licensed family child care homes
 - d. License-exempt family child care homes (care in providers' home)
 - e. Programs serving children who receive CCDF subsidy
- No lead agency support given to providers in their pursuit of accreditation.
- N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2023 to September 30, 2024? \$

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
 No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

NA

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

NA

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

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

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2023 to September 30, 2024?

- QRIS, check which indicators the lead agency has established:
 - Health, nutrition, and safety of child care settings
 - Physical activity and physical development in child care settings
 - Mental health of children
 - Learning environment and curriculum
 - Ratios and group size
 - Staff/provider qualifications and professional development
 - Teacher/provider-child relationships
 - Teacher/provider instructional practices
 - Family partnerships and family strengthening
 - Other. Describe:
- Early Learning Guidelines
- State Framework. Describe
- Core Knowledge and Competencies
- Other. Describe
- N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?
 - CCDF quality funds
 - Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2023 to September 30, 2024? \$

- Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

N/A

11) Other activities to improve the quality of child care services

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

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2023 to September 30, 2024?

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

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2023 to September 30, 2024?

Yes. Describe: **Virginia is continuing its investing in the growth and expansion of LinkB5. The LinkB5 data system collects information about Virginia's early childhood education (ECE) system to broaden and deepen the understanding of Virginia's unique needs and resources. Communities collect and share information about their ECE landscape through LinkB5, creating visibility into the vital network of diverse providers (including Virginia Preschool Initiative, Head Start, private centers, and family day homes) serving Virginia's youngest learners from birth to age five. LinkB5 expands Virginia's ability to understand young children's experiences across a variety of settings by collecting consistent information across diverse providers. All sectors, including private child care centers (centers), publicly funded programs (public schools), and family or home-based providers (family day homes), have contributed to increased participation. LinkB5's expansion is supported by ARPA stabilization (supply-building) funds. While not formally used as a workforce registry, LinkB5 does collect information on credentialing, training, and professional backgrounds of educators.**

Virginia continues to develop a new child care licensing system that modernizes the approach for health and safety inspections, and automates the collection and maintenance of records.

No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2023 to September 30, 2024?

Yes. Describe findings:

No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need

child care during non-traditional hours) during October 1, 2023 to September 30, 2024?
Check all that apply.

- Child care deserts
- Infants/toddlers
- Children with disabilities
- English language learners
- Children who need child care during non-traditional hours
- Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

- No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2023 and September 30, 2024 (check all that apply)? If indicated, how many providers received each type of support?

- Financial bonuses (not tied to education levels) **17,179**
- Salary enhancements/wage supplements
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits

- Loan Forgiveness programs
- Mental Health/Wellness programs
- Start up funds
- Other. Describe:
- N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2023 to September 30, 2024? **\$44475500**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

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

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **Virginia has expanded investments in RecognizeB5 in FY23 (formerly known as the Teacher Recognition Program). In FY24, the RecognizeB5 supported Recognition supported 17,179 teachers in center-based child care and family day homes. Teachers were eligible for up to \$3,000 to recognize their work in the sector and support movement towards wage equity. The program is supported by State General Funds, and ARPA relief funding in FY23. In total, \$41,575,500 in incentive payments were disbursed.**

12) Annual Report

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

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **The Virginia Department of Education (VDOE) website provides an online form for CCDF-participating child care programs and other programs to report deaths and serious child injuries that require outside medical attention. These reports are entered into a spreadsheet upon receipt by the VDOE Office of Child Care Health and Safety. The information from the reports is analyzed and organized into various tables to track specific data (ex. number of injuries each month based on gender, region, location of injury, etc.). Any concerning trends or reports are presented to the Home Office management for guidance on the next course of action (i.e., training, consultation, etc.). Regional licensing offices review reports to determine if an investigation or inspection is necessary. If violations are cited as a result of a review of an occurrence of a serious injury or death, procedures for enforcement are followed accordingly. VDOE reviews the aggregate data related to serious injuries and deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and homes annually. The data is reviewed for trends related to common injuries and the circumstances surrounding those injuries. This data is shared with management so that the data can be used to determine the specific content area that the annual health and safety training should focus on, when regulations are opened for review and amendments, and when proposals for legislative action can be made. The data is also used to assist with decisions related to content updates for other trainings made available to providers to ensure the safety of children in care.**

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **In October**

2024, proposed revised Standards for Licensed Child Day Centers (8VAC20-781) were approved by the Board of Education. If the proposed regulations are approved through the executive review process, a 60-day public comment period will be held for the proposed regulation.

Additionally, the proposed revised General Procedures for Licensure and Background Checks (8VAC20-821) underwent public comment, which ended on November 8, 2024. The proposed regulations will continue to move through the regulatory process. This proposed regulation combines Background Checks for Child Day Programs and Family Day Systems (8VAC20-770) and General Procedures and Information for Licensure (8VAC20-820) to condense requirements into one regulation, eliminate informational and redundant language, defers to statutory requirements to reduce conflicting information, and streamlines processes for administrative convenience that will ultimately benefit the public.

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