



**CHILD CARE AND DEVELOPMENT FUND PLAN**  
**FOR VIRGINIA**  
**FFY 2008-2009**

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

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

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Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

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

**(Form ACF 118 Approved OMB Number: 0970-0114 expires 06/30/2009)**

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**AMENDMENTS LOG**  
Child Care and Development Services Plan for  
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF
5.1.4	November 1, 2007	November 30, 2007	
6.3.1	November 1, 2007	November 30, 2007	
6.3.3	November 1, 2007	November 30, 2007	
6.4.3	November 1, 2007	November 30, 2007	
6.6	November 1, 2007	November 30, 2007	
6.7	November 1, 2007	November 30, 2007	
Attachment 3.3.4	October 1, 2007	November 30, 2007	

**Instructions:**

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

The following acronyms are used in this document:

**CCDF – Child Care Development Fund**  
**CDR – Child Development Resources**  
**FDCRS - Family Day Care Rating Scale**  
**FSET – Food Stamp Employment and Training Program**  
**GWG - Governor’s Working Group on Early Childhood Initiatives**  
**HANDS – Healthy and Nurturing Developmental Stages**  
**ITERS – Infant and Toddler Environmental Rating Scale**  
**LDSS – Local Department(s) of Social Services**  
**MAT – Medicine Administration Training**  
**MOU – Memorandum of Understanding**  
**MRR – Maximum Reimbursement Rate(s)**  
**QRS – Quality Rating System**  
**RFP – Request for Proposal**  
**SECCS – State Early Childhood Comprehensive Systems**  
**SMI – State Median Income**  
**TANF – Temporary Assistance to Needy Families**  
**TIPS – Training Information for Provider Success on-line training calendar**  
**VACCRRN – Virginia Child Care Resource and Referral Network**  
**VCCS – Virginia Community College System**  
**VDH – Virginia Department of Health**  
**VDHCD – Virginia Department of Housing and Community Development**  
**VDMHMRSAS – Virginia Department of Mental Health, Mental Retardation and  
Substance Abuse Services**  
**VDOE – Virginia Department of Education**  
**VDSS - Virginia Department of Social Services**  
**VECCS – Virginia Early Childhood Comprehensive Systems**  
**VIEW – Virginia Initiative for Employment Not Welfare**  
**VPI – Virginia Preschool Initiative**

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**PART 1  
ADMINISTRATION**

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

**1.1 Lead Agency Information** (as designated by State chief executive officer)

Name of Lead Agency: **Virginia Department of Social Services**  
Address of Lead Agency: **7 North 8<sup>th</sup> Street, Richmond, VA 23219**  
Name and Title of the Lead Agency's Chief Executive Officer: **Anthony Conyers, Jr., Commissioner**  
Phone Number: **(804) 726-7011** Fax Number: **(804) 726-7015**  
E-Mail Address: [anthony.conyers@dss.virginia.gov](mailto:anthony.conyers@dss.virginia.gov)  
Web Address for Lead Agency: [www.dss.virginia.gov](http://www.dss.virginia.gov)

**1.2 State Child Care (CCDF) Contact Information** (day-to-day contact)

Name of the State Child Care Contact (CCDF): **Mary Jo Thomas**  
Title of State Child Care Contact: **Director, Division of Child Care and Development**  
Address: **7 North 8<sup>th</sup> Street, Richmond, VA 23219**  
Phone Number: **(804) 726-7640**  
Fax Number: **(804) 726-7655**  
E-Mail Address: [maryjo.thomas@dss.virginia.gov](mailto:maryjo.thomas@dss.virginia.gov)  
Phone Number for child care subsidy program information (for the public) (if any): **(804) 726-7000**  
Web Address for child care subsidy program information (for the public) (if any): [www.dss.virginia.gov](http://www.dss.virginia.gov)

**1.3 Estimated Funding**

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF: **\$101,473,446**  
Federal TANF Transfer to CCDF: **\$0**  
Direct Federal TANF Spending on Child Care: **\$2,000,000**  
State CCDF Maintenance of Effort Funds: **\$21,328,762**  
State Matching Funds: **\$41,241,538**  
Total Funds Available: **\$164,043,746**

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**1.4 Estimated Administration Cost**

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): **\$7,135,749** (5%). (658E(c) (3), §§98.13(a), 98.52)

**1.5 Administration of the Program**

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

- Yes.
- No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity (Determines individual eligibility)	Agency	Non-Government Entity (see Guidance for definition)	
a) TANF families	120 local departments of social services	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b) Non-TANF families	120 local departments of social services	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Planning Council	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Assists parents in locating care	120 local departments of social services	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	VACCRRN	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	VDHCD	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Makes the provider payment	120 local departments of social services	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	VDHCD	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	Rural Family Development of the Virginia Council of Churches	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Planning Council	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Quality activities	120 local departments of social services	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	VDSS	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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Service/Activity (Determines individual eligibility)	Agency	Non-Government Entity (see Guidance for definition)	
	VACCRRN	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other:		<input type="checkbox"/> Yes	<input type="checkbox"/> No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

**VDSS has MOU's with other government agencies, Sole Source Agreements with human services/child care service organizations, and contracts with non-state agencies for the provision of child care services and activities to improve the quality of child care described in Part 5.1 of this Plan. All MOU's and contracts specify that VDSS child care policies and child care licensing regulations, when applicable, will be followed.**

**MOU's with state agencies and LDSS do not require the RFP process. However, for funds issued through the RFP process, LDSS are required to follow those procedures. LDSS are required to follow competitive solicitation processes in selecting sub-grantees to implement initiatives. All state level contracts are offered on a competitive basis, by way of an RFP, by VDSS to all other entities. These contracts are typically set up with a provision for three renewals.**

**All sub-grantee and contractors must:**

- (1) meet all the assurances in this Plan; and**
- (2) adhere to applicable statutory and regulatory requirements.**

**Performance indicators applied to contract agencies include general and specific terms and conditions in compliance with VDSS procurement policies and federal guidelines/requirements. Additional performance indicators are tailored to the services provided and are included as part of the contract. VDSS's monitoring of interagency agreements and contracts occurs through periodic reports, site visits, and financial reviews.**

**1.6 Use of Private Donated Funds**

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e) (2)?

- Yes. If yes, are those funds:
- Donated directly to the State?



Donated to separate entity or entities designated to receive private donated funds?

How many entities are designated to receive private donated funds?

Provide information below for each entity:

Name:

Address:

Contact:

Type:

No.

### **1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children**

1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

Yes, and:

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

(20%) Estimated percentage of the MOE requirement that will be met with pre-K expenditures. (Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

**Localities that participate in the VPI must assure that the program will operate on a full-day or half-day schedule and conform, at least, to the school calendar year. For new programs, in the first year of implementation only, a program operating less than a full school year will receive state funds on a fractional basis determined by the pro-rata portion of a school year program provided.**

**Programs are encouraged to operate on a full-day, full-year basis. Localities must provide transportation to and from the pre-K program, and they must assure that other services are identified to support families of participating children, such as child care wrap-around services.**

**The maximum class size is 18 students. One teacher will be employed for any class of nine students or less. If the average daily membership in any class exceeds nine students but does not exceed 18, a full-time teacher's aide will be assigned to the class.**

No.

1.7.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

Yes, and

**(30%)** Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30 %.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)): **Please refer to 1.7.1.**

No.

1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))

**Please refer to 1.7.1.**

## **1.8 Improper Payments**

1.8.1 How does the Lead Agency define improper payments?

**Improper payment means any over-payment or under-payment to a child care provider or a parent caused by an inadvertent household, provider, or LDSS error or by fraud.**

1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

Yes and these strategies are:

**Fraud workers in LDSS are responsible for the identification, investigation, and collection of improper payments. Procedures have been developed jointly with the Fraud Management Unit for investigation of suspected cases of child care fraud. Also, subsidy program regulations require LDSS to report suspected cases to the fraud staff for investigation.**

**Families who are determined to have committed fraud will be disqualified from participating in the subsidy program for three months upon the first finding of child care fraud, 12 months upon the second finding and permanently upon the third finding. Child care providers will be disqualified from participating in the subsidy program upon the first finding of child care fraud.**

**When fraudulent overpayments and non-fraudulent overpayments that are a result of a family or provider error are detected, the appropriate party is**

**required to repay the amount of the overpayment. Families or providers who do not enter into a repayment agreement or who miss three consecutive payments are disqualified from participating in the subsidy program until they enter into a repayment agreement or until all delinquent payments are made. When a non-fraudulent overpayment is the result of a local department error, the local department is responsible for repayment.**

**The amounts of recovered improper payments are entered by LDSS into automated systems so that LDSS' child care budgets can be adjusted by the amount of the recovered payments and the appropriate portion of the payments returned to the federal and/or state governments.**

**A child care provider fraud pilot is being conducted in conjunction with the Fraud Management Unit in an effort to determine the volume and types of provider fraud, if any, in the subsidy program and to determine any subsidy program policies and procedures that may contribute to erroneous payments. One full-time investigator is assigned to the project to follow up on referrals from LDSS that question provider claims, invoices, or practices.**

**Subsidy program staff within VDSS conduct periodic monitoring reviews of LDSS to assure that policies are correctly applied, thus preventing improper payments. Program staff also provides training on the correct application of policy and purchase of service procedures in order to prevent improper payments.**

**Duplicate payments are periodically reviewed at the state level to assure the propriety of the payments. Also, VDSS's Office of Audit Services conducts periodic reviews of child care expenditures in selected LDSS. These reviews focus on the validity of expenses submitted by LDSS and the providers they pay. Local audits are also conducted.**

- No. If no, are there plans underway to determine and implement such strategies?
- Yes, and these planned strategies are:
- No.

**PART 2**  
**DEVELOPING THE CHILD CARE PROGRAM**

**2.1 Consultation and Coordination**

2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

*Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

*Coordination* involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children’s emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	<b>Consultation in Development of the Plan</b>	<b>Coordination with Service Delivery</b>
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input type="checkbox"/>	<input type="checkbox"/>

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	<b>Consultation in Development of the Plan</b>	<b>Coordination with Service Delivery</b>
Representatives of local government	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emergency preparedness	<input type="checkbox"/>	<input type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

\* *Required.*

**For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts.** Descriptions must be provided for any consultation or coordination required by statute or regulation.

**Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services**

**VDSS works with the Child Day Care Council on issues concerning licensed child care centers. Coordination of child care resource and referral services will continue through a contract with VACCRRN. VACCRRN will also work with VDSS to coordinate future training for consumers and providers. VDSS collaborates with other state agencies, with the GWG and with the Early Childhood Alignment Project, including VDOE's VPI; Head Start; as well as the VCCS and state four-year colleges. VDSS coordinates with United Way's Success by 6 on activities and initiatives to educate the public on and advocate for quality child care, such as Virginia's SECCS.**

**Public Health**

**The VDH is the lead agency for Virginia's SECCS grant. This past year the plan was broadened to incorporate the plans of many other entities to have one common comprehensive plan for the Commonwealth.**

**VDSS coordinates with VDH to provide accurate health and safety materials for child care providers. VDSS also assists VDH with distributing their physical exam/health and immunization form to providers.**

**VDSS collaborates with VDH and other agencies to produce the New Parent Kits that are distributed to parents of newborns at hospitals statewide. These**

kits contain resource information and guidelines for early childhood development.

VDSS worked closely with VDH to implement the mandatory Medication Administration Training (MAT) for regulated child care providers who wish to administer medication.

### **Employment Services/Workforce Development**

The VIEW program is VDSS's employment services program for TANF recipients. Through consultation with the VIEW program staff, it was determined that child care services will continue to be available for VIEW participants who are working or participating in an approved education or training program or other assigned VIEW activity. Co-payments will also be waived for TANF/VIEW participants.

Additionally, VDSS will be working with the VCCS academicians who created standard college curricula for each early childhood certificate and degree program. Coordination of the preschool and infant and toddler training series was transferred to the Community College Workforce Alliance. Each series was developed into an endorsement program with the goal of justifying college credits upon completion of a core grouping of courses and corresponding assignments. VDSS is also working with the Department of Labor to help advertise the Early Childhood Apprenticeship Program.

The GWG formed a sub-committee, Early Childhood Teacher Education and Training in Virginia Committee. This group, of which VDSS is a partner, is collaborating to initiate a dialogue about improving Virginia's teacher education and training system.

### **Public Education**

VDSS continues to work with the VDOE on **Virginia's Foundation Blocks for Early Learning**, and coordination of the VPI. In addition to the other learning domains, VDOE recently added standards for physical motor and social-emotional skills from which to measure the progress of four-year-old children. These Standards are available to all child care providers in the state on the VDOE Web site: [http://www.doe.virginia.gov/VDOE/Instruction/Elem\\_M](http://www.doe.virginia.gov/VDOE/Instruction/Elem_M).

The Milestones of Child Development were developed as guidelines of childhood development from birth through kindergarten to align with the VDOE standards. VDSS will provide training on the Milestones with reference to **Virginia's Foundation Blocks for Early Learning**.

### **TANF**

VDSS is the lead agency for both the TANF and the CCDF programs. Policy for both child care and TANF is coordinated to assure a seamless process for the provision of child care services for TANF families and families transitioning off TANF. The goal is to provide supportive services as low income families gradually transition to self-sufficiency.

#### **Representatives of local government**

Input into the Program is requested from local governmental organizations including LDSS and focus groups for the Early Childhood Alignment components. The Plan was made available on the state's Web site and input was requested from all interested parties. In addition, the Virginia League of Social Services' Executives had the opportunity for input into the proposed CCDF plan.

Coordination with the local government includes the implementation of each locality's quality initiatives and recruitment of infant and toddler providers; implementation of Virginia's integrated early childhood systems plan and the voluntary Early Childhood Alignment Project resource tools; and participation on councils and task forces. Local input was encouraged through focus groups and meetings to share the Milestones of Child Development and Competencies for Early Childhood Professionals.

During the spring of 2007, contracts were initiated to improve the quality of early education and care for the infant and toddler population. Richmond City's Office of the Deputy Chief Administrative Officer for Human Services plans to train infant and toddler teachers on the ITERS, the FDCRS, and the Creative Curriculum while providing coaching opportunities and materials to infant and toddler programs.

#### **State Pre-kindergarten Programs**

VDSS will continue to coordinate with the VDOE to provide training on the standards, Virginia's Foundation Blocks for Early Learning. These include indicators of success for students entering kindergarten.

The Milestones of Child Development were developed in collaboration with the VDOE and align to Virginia's Foundation Blocks for Early Learning. The Milestones provide a continuum of skill-building from birth to kindergarten, but are not meant to assess individual children.

Several preschool program pilots will be established statewide for four-year-olds, and these programs will test innovative strategies to enhance pre-K offerings in the state. These pilots are the first step toward implementing the voluntary pre-K program offered through private and public partnerships.

Meetings will continue to be held to foster collaboration between state pre-kindergarten and Head Start programs focusing on working partnerships and single point of entry strategies.

#### Head Start Programs

VDSS, VDOE and Head Start have conducted an assessment of program availability, gaps in services and deficiencies to better collaborate in the expansion of quality early care and education.

In preparation for the assessment, staff from state pre-kindergarten and Head Start programs and community partners were invited to participate in a forum on “Conversations on Collaboration” and in focus groups held throughout the state to document working partnerships and to offer strategies to address collaboration and maximization of service.

The Head Start State Collaboration Office established an advisory board which includes a subcommittee on collaboration for early childhood programs. Representation on the advisory board includes VDSS, VDOE, VDH, Community Action Agencies and groups representing populations with special child care needs.

VDSS provided a grant to the Early Head Start program in Spring 2007 to hold a conference for infant and toddler teachers statewide. Early Head Start attendees will invite an external infant and toddler teacher to join the one and a half day event where infant and toddler care and teaching strategies will be explored. Additionally, the Early Head Start programs will have an opportunity to submit proposals for equipment and materials that will improve the quality of their program. The grant ends 8/30/2008.

LDSS collaborate with local Head Start programs to facilitate application for child care subsidies for Head Start families.

VDSS also provides a grant to the Rural Family Development of the Virginia Council of Churches to provide wrap-around care for children of migrant and seasonal workers who attend Head Start programs.

#### Programs That Promote Inclusion of Children With Special Needs

Through involvement with the Coalition for Early Childhood Educators, VDSS coordinates with Virginia Commonwealth University’s Partnership for People with Disabilities Project to provide additional resources for providers who have children with special needs in their programs.

If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1**.



2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Check only ONE.**

- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- Developing.** A plan is being drafted. The draft is included as **Attachment 2.1.2.**
- Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 2.1.2.**
- Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- Other (describe):**

**Describe** the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

**VDSS is working with a variety of agencies and groups to develop a statewide early care and education system. Through Virginia's SECCS grant, Virginia's SECCS plan was developed. A technical assistance grant was received from the Smart Start National Technical Assistance Center to integrate Virginia's SECCS plan with six other statewide strategic plans for early childhood education, providing a comprehensive roadmap for the early childhood agenda. The GWG and the Virginia Early Childhood Foundation will play primary lead roles for public and private implementation. VDSS will assist with implementation of the tasks.**

**The task force for the final plan included representatives from the VDH; United Way's Success by 6; VDMHMRSAS; Voices for Virginia's Children; Virginia Commonwealth University; Virginia's Head Start State Collaboration Project; Early Head Start and Head Start; Virginia Alliance of Family Child Care Association; Virginia State University; VDOE; Culpeper Department of Human Services; Prince William Department of Social Services; VACCRRN; VDSS; and others.**

**Through the Early Childhood Alignment Project, many partners came together to develop a structure for the professional development of early childhood professionals. Competencies for Early Childhood Professionals were developed and a career lattice is under development.**

**The VCCS is standardizing its 2-year degree programs in early childhood education across the state. Articulation agreements between the 2-year and 4-**

**year early childhood degree programs may be added to the career lattice. VDSS will assist facilitation with the VCCS by sharing and distributing information.**

**The Virginia Child Care Provider Scholarship Program changed third-party administrators and is committed to helping child care teachers earn degrees and certificates in early childhood education. The regulation is being changed to give priority for scholarships to people working in the field.**

**The Start Strong Council was formed to make recommendations for expanding access to high quality preschool for four-year-olds. The interim report may be found on their Web site at:**

**<http://www.education.virginia.gov/Initiatives/EarlyChildhood/StartStrong/index.cfm>. This Council includes approximately two dozen representatives of private business, various agencies in the administration, and elected officials.**

**Indicate** whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

**Coordination across programs and agencies is provided by the GWG. Established by Governor Kaine within the Secretariat of Education, the GWG includes three cabinet secretaries and heads of executive branch agencies related to early childhood. The charge of this policy office is to coordinate the work and objectives of all early childhood efforts in the administration. The GWG coordinates the work of the Start Strong Council, the Early Childhood Alignment Project, the state's integrated early childhood plan, and serves as a primary link to the Virginia Early Childhood Foundation, as well as local and state elected officials.**

**The Head Start State Collaboration Office holds regular advisory committee meetings to share ideas and support for common early childhood initiatives. Gaps in performance are identified and addressed.**

**Describe** the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

**Coordination through the GWG is expected to result in the planning and implementation of coordinated early childhood policies and programs; a cohesive strategic plan for statewide early childhood development; a coordinated system of professional development; provision and promotion of alignment of early learning guidelines, professional competencies, and quality ratings system; evaluation and accountability mechanisms; an enhanced preschool network; and policy and programmatic improvements through legislation and administration.**

**Describe** how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

**Efforts supported through VDSS's plan involve both public and private agencies. The initiatives begun for early care and education cannot be accomplished by one entity working in isolation. Therefore, in order for the initiative addressed in this plan to be successful, coordination among programs must continue.**

## **2.2 Public Hearing Process**

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

Date(s) of statewide notice of public hearing:

Manner of notifying the public about the statewide hearing:

Date(s) of public hearing(s):

Hearing site(s):

How the content of the plan was made available to the public in advance of the public hearing(s):

A brief summary of the public comments from this process is included as

**Attachment 2.2.**

**The draft plan was posted on VDSS's Website on May 7, 2007. The draft plan included the dates and locations of the public hearings.**

**Notices of public hearings were placed in newspapers in the appropriate region prior to the hearings. The notifications were published on:**

**May 20 and 27, and June 8, 2007 in the Roanoke Times, the Bristol Herald Courier, the Virginian Pilot, the Richmond Times-Dispatch, the Washington Post and the Lynchburg News & Advance.**

Manner of notifying the public about the statewide hearing:

**Notice of public hearings was posted on VDSS's public Web site in the draft plan and in local newspapers.**

Date(s) of public hearing(s)/Hearing site(s):

**May 29, 2007 – Virginia Department of Social Services  
Virginia Beach State Office  
291 Independence Boulevard  
Pembroke IV Office Building – Suite 300  
Pembroke Office Park  
Virginia Beach, VA 23462**

**May 30, 2007 – Virginia Department of Social Services**

**Piedmont Regional Office  
Commonwealth of Virginia Building  
210 Church Ave., S.W.  
Roanoke, VA 24011**

**May 30, 2007 – Virginia Department of Social Services  
Northern Virginia Regional Office  
170 West Shirley Drive  
Warrenton, VA 22186**

**May 31, 2007 – Virginia Commonwealth University-VISSTA Office  
1604 Santa Rosa Road  
Second Floor – Henrico Room  
Richmond, VA 23229**

**Above hearings were scheduled from 5:30 P.M. to 7:00 P.M.**

**June 30, 2007 – Virginia Department of Social Services  
7 North 8<sup>th</sup> Street  
Richmond, Virginia 23219  
10:00 A.M. – 12:00P.M.**

### **2.3 Public-Private Partnerships**

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

- Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

**The GWG and VDSS educate business leaders and encourage private-public partnerships to improve early care and education in Virginia. The Smart Beginnings Web site (<http://www.smartbeginnings.org>) provides information for business leaders on the economic impact of early care and education, as well as the benefits of providing quality child care from birth through kindergarten. The Web site also provides resource information for parents, child care professionals, and the community.**

**The Virginia Early Childhood Foundation is using public-private dollars to award grant proposals for improving early care and education with public-private partnerships at the local community level.**

**In June 2007, a Summit was held to launch the Milestones of Child Development, the Competencies for Early Childhood Professionals, and the revised Virginia's Foundation Blocks for Early Learning from VDOE. It is expected that public and private early childhood professionals will use these resources to enhance their programs and their careers.**

**The New Parent Kit encourages a public-private partnership as it draws resources from many entities and is well-received by the parents of newborns. The kits advertise an electronic newsletter, which parents may request, that provides growth and development information sent at each age milestone of their child. It is expected that parents will become more aware of typical child development milestones, as well as resources available if needed.**

**The Start Strong Council is studying how to implement a voluntary, universal pre-kindergarten program for four-year-olds. The program will be a private-public partnership. Pilot programs will help determine the future statewide implementation of voluntary pre-kindergarten.**

No.

**PART 3**  
**CHILD CARE SERVICES OFFERED**

**3.1 Description of Child Care Services**

3.1.1 Certificate Payment System

**Describe** the overall child care certificate process, including, at a minimum:

- (1) a description of the form of the certificate (98.16(k));
- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and
- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of §98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

**When a family is determined eligible for a child care subsidy through CCDF, a Purchase of Service Order form is issued. The parents obtain services from any legally operating child care provider who meets the training requirements of and passes the background checks for the subsidy program. The LDSS informs the family if they have a co-payment obligation. The child care provider bills the LDSS directly for payment, and customers pay any fees owed directly to the provider, including any amount charged by the provider above the MRR.**

**Child care payments are administered through LDSS as sub-grantees of the Lead Agency, through sub-contractors of LDSS, and through agreements with VDHCD and Rural Family Development of the Virginia Council of Churches. Once the provider is selected by the parent, the purchase order/certificate is completed showing the maximum reimbursable payment, the term of the certificate, and the parents' co-payment, if applicable. The purchase order/certificate is then mailed to the provider. The provider sends a monthly invoice directly to the LDSS or the sub-contractor for payment.**

**Any agency receiving a contract or grant funded under the CCDF must provide assurances that parents have full parental choice of all legally operating child care in the community who meet the training requirements of and passes the background checks for the subsidy program. This includes licensed, unlicensed, and religious-exempt child care providers.**

**Attach** a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1.**

If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan:

[http://www.dss.virginia.gov/family/cc/policy\\_manual.cgi](http://www.dss.virginia.gov/family/cc/policy_manual.cgi) and  
[http://spark.dss.virginia.gov/divisions/dfs/dfs\\_generic\\_policy.html](http://spark.dss.virginia.gov/divisions/dfs/dfs_generic_policy.html) for  
**generic policy Chapters B, C, G, H and I.**

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be held for reference purposes only. Documents provided by Lead Agencies pursuant to this section will not be uniformly or comprehensively reviewed and will not be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in the Plan.

3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

No.

3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

Yes, and the limits and the reasons for those limits are: (§§98.16(g) (2), 98.30(e) (1) (iv))

**In-home care is limited to those instances in which:**

- **All the children in care reside in the home and the provider does not live in the home.**
- **The care arrangements comply with Internal Revenue Service and Fair Labor Standards requirements, including the requirement that the in-home provider be paid minimum wage or higher, and**
- **The cost of care is reasonable compared to the local maximum reimbursable rate for family day home care.**
- **The limits placed on in-home care assure compliance with federal requirements for services provided in the home of the recipient and assure that the cost of care does not exceed the maximum established set for other types of settings.**

No.

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

Yes.

No, and the following are the localities (political subdivisions) and the services that are not offered:

### **3.2 Payment Rates for the Provision of Child Care**

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

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of **September 1, 2004. Rates were phased in from September 1, 2004 through December 31, 2004.**

**Provide** a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum: **(See third bullet below)**

- The month and year when the local market rate survey(s) was completed: **April 2007**. (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings **(See Guidance for additional information.)**
- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?

Yes.

No.

**At what percentile of the current Market Rate Survey is the State rate ceiling set?** If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), describe and provide the range of variation in relation to your current survey. **(See Guidance for additional information.)**



In 2007 the VDSS conducted a survey of licensed and unlicensed child care providers in 42 LDSS across the state to determine rates charged. The LDSS selected were different LDSS sizes in each of the five regions.

The 2007 Market Rate Study consisted of a survey of 606 licensed centers and religious exempt providers in the selected LDSS. For these same LDSS a sample of 841 family providers were also surveyed. The family provider universe was drawn from the lists of State Licensed, Voluntary Registered and Local Ordinance family providers. The statewide response rate was 96% for centers and 83% for family providers.

**Level 2 percentiles.** For Level 2 centers, the MRRs ranged across age groups from the 40<sup>th</sup> to 55<sup>th</sup> percentiles of the rates from the 2007 market rate survey. For Level 2 family providers, the MRRs ranged across age groups from the 15<sup>th</sup> to the 40<sup>th</sup> percentiles of the rates from the 2007 market rate survey. The table below provides the percentiles for each age group.

**Childcare Rate Percentiles - Level 2 Rates**

	Infant	Toddler	Preschool	Before/After School	School Age Total	Total
<b>Center</b>	50.0	55.0	55.0	40.0	40.0	48.0
<b>Family</b>	20.0	30.0	30.0	15.0	40.0	25.7
<b>Total</b>	36.4	45.0	48.2	33.1	40.0	41.4

Overall, the MRRs for Level 2 centers are close to the median market rates. MRRs for school-age care were at somewhat lower percentiles than MRRs for infants, toddlers, and pre-school, which may reflect the fact school-age rates were not increased in 2004.

**Level 1 percentiles.** For Level 1 centers, the MRRs ranged across age groups from the 15<sup>th</sup> to 30<sup>th</sup> percentiles of the rates from the 2007 market rate survey. For Level 1 family providers, the MRRs ranged across age groups from the 5<sup>th</sup> to the 10<sup>th</sup> percentiles of the rates from the 2007 market rate survey. The table below provides the percentiles for each age group.

**Childcare Rate Percentiles - Level 1 Rates**

	Infant	Toddler	Preschool	Before/After School	School Age Total	Total
<b>Center</b>	15.0	30.0	20.0	20.0	20.0	20.3
<b>Family</b>	5.0	10.0	10.0	10.0	10.0	9.4
<b>Total</b>	5.3	10.8	10.5	10.3	10.3	9.8

**For children with special needs, payment may be the actual cost of care, even if this exceeds the MRR. The rate paid is a negotiation between parent, provider, professional and LDSS.**

**Clients have full parental choice of all legally operating care, including centers; family and in-home care; for-profit care; not-for-profit care; religious exempt centers; and relative care. In rural areas where there are three or fewer providers of a type of care, the rates they charge the public become the MRR.**

- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e., describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b)) **(See above)**
- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

Yes. If, yes, **describe.**

VIEW participants who are unable to find adequate child care are suspended from participation in the VIEW program. There are currently only 3 VIEW participants statewide in a suspend status for this reason.

No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

Yes. If yes, **describe:**

No.

**However, separate rates have been established for licensed and non-licensed care.**

### **3.3 Eligibility Criteria for Child Care**

#### 3.3.1 Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

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- Yes, and the upper age is **up to the 18<sup>th</sup> birthday.**
- No.

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

- Yes, and the upper age is **up to the 18<sup>th</sup> birthday.**
- No.

3.3.2 Income Eligibility

**Complete** columns (a) and (b) in the matrix below. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits **lower** than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE							
			Income Level, lower than 85% SMI, if used to limit eligibility							
			150% FPL		160% FPL		185% FPL		250% FPL	
			\$/month	% of SMI	\$/month	% of SMI	\$/month	% of SMI	\$/month	% of SMI
1	\$3,355	\$2,852	\$1,277	38%	\$1,362	41%	\$1,575	47%	\$2,128	63%
2	\$4,388	\$3,730	\$1,712	39%	\$1,826	42%	\$2,111	48%	\$2,853	65%
3	\$5,420	\$4,607	\$2,147	40%	\$2,290	42%	\$2,648	49%	\$3,578	66%
4	\$6,453	\$5,485	\$2,582	40%	\$2,754	43%	\$3,184	49%	\$4,303	67%
5	\$7,485	\$6,362	\$3,017	40%	\$3,218	43%	\$3,721	50%	\$5,028	67%

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective: **10/01/2007**

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b))

**See Attachment 3.3.2**

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?  
 Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

**Excluded income includes:**

**Supplemental Security Income;  
TANF benefits, including TANF match payments;  
Transitional payments of \$50.00 per month to former VIEW participants;  
Diversionary Assistance payments;  
General Relief benefits;  
The value of the household's food stamps;  
The value of USDA donated food;  
Any benefits received under Title VII, Nutrition Program for the Elderly, of the Older Americans Act of 1965;  
The value of supplemental food assistance under the Child Nutrition Act of 1966 and lunches provided under the National School Lunch Act;  
Child support paid to another household;  
Earnings of a child under 18 years of age;  
Garnisheed wages;  
Earned income tax credit (EITC);  
Lump sum child support payments;  
Any other scholarship, loan, or grants for education except any portion specified for child care;  
Payment to AmeriCorps volunteers;  
Tax refunds;  
Lump sum insurance payments;  
Monetary gifts for identifiable one time occasions or normal annual occasions;  
Basic Allowance for Housing (BAH) for military personnel is excluded if an individual lives on base and the entire BAH is deducted on the leave and earnings statement.  
Clothing Maintenance Allowance for military;  
Vendor payments made by non-financially responsible persons;  
Loans and other money borrowed;  
Money received from the sale of property, such as stocks, bonds, a house, a car (unless the person was engaged in the business of selling such property in which case the net proceeds would be counted as income from self-employment);  
Earnings of less than \$25.00 per month;  
Capital gains;  
Withdrawals of bank deposits;  
GI Bill benefits;  
Reimbursement, such as for mileage;**

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

No.

- Is the income of all family members included?

Yes.

No. If no, **describe** whose income is excluded for purposes of eligibility determination.

**Earnings of a child under 18 years of age are excluded.**

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

Yes.

No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

Yes.

No.

Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)

No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)

**An income eligibility determination is not required for families receiving TANF who need child care to support an approved activity.**

**Once initial eligibility is established, the income period for a family with a child enrolled in Head Start will continue without re-determination as long as the child remains enrolled in Head Start.**

**For those families receiving subsidy through Transitional child care, FSET child care, Head Start Wrap-Around child care, or through Fee child care, the following income eligibility rules apply:**

**Income eligibility thresholds for child care assistance reflect local cost of living by metropolitan statistical areas. Income limits are set at or below a defined percentage of the federal poverty level, adjusted for family size, as follows:**

- **Group I Localities – 150% of federal poverty**
- **Group II Localities – 160% of federal poverty**
- **Group III Localities – 185% of federal poverty.**

**Families that include a child residing with an individual(s) not responsible for the support of the child according to the *Code of Virginia* (caretakers) have been established as a priority group for child care services. Child care assistance enables some families to care for children who may otherwise enter the foster care system. Therefore, the maximum family income limit for this group has been set at 250% of the federal poverty level, adjusted for family size and capped at 85% of the SMI.**

**Two LDSS (Alexandria and Fairfax County) have waivers that permit them to provide services to residents whose income exceeds the maximum established by VDSS. Eligibility for these two localities is set at 250% of federal poverty capped at 85% of the SMI. Eligibility for caretakers in these localities is set at 85% of the SMI.**

**(See Attachment 3.3.4.)**

No.

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**3.4 Priorities for Serving Children and Families**

3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF- eligible families	(c) Same priority as other CCDF- eligible families	(d) Is there a time limit on guarantee or priority?	(e) How long is time limit?
Children with special needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families receiving Temporary Assistance for Needy Families (TANF)	<input checked="" type="checkbox"/> *	<input type="checkbox"/>	<input checked="" type="checkbox"/> *	<input type="checkbox"/>	
Families transitioning from TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	For up to one year if income eligible
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> **	<input type="checkbox"/>	

\*Families receiving TANF (VIEW or non-VIEW), who are employed, are guaranteed subsidy eligibility. Families receiving TANF (non-VIEW) who need child care for education/training only are not guaranteed assistance.

\*\*LDSS can set 5 year limit

3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))



**VDSS ensures that priority is given to families with very low income by mandating child care availability to recipients of TANF (except that families receiving TANF (non-VIEW) who need child care for education/training only are not guaranteed assistance) ; and to income-eligible families in the Transitional program, the FSET Program, and families with children enrolled in Head Start.**

**Additional priority is given to eligible children with special needs. VDSS sets aside a specific amount of funds to purchase child care for these children and allows payment above the MRR when it is appropriate.**

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

**CCDF will be used for the purchase of child care services for families receiving TANF who are working, in education/training, in other approved activities through the TANF child care program, or receiving child protective services. Income eligible families who are attempting through work activities or through participation in the Transitional Education and Training Program to transition off of TANF are served through the Transitional child care program. Families who are at risk of becoming dependent on TANF and who are working, in education/training, or receiving child protective services are served through the Fee child care program.**

- 3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

**Families that include a child residing with an individual(s) not responsible for the support of the child according to the *Code of Virginia* (caretakers) have been established as a priority group for child care services. Child care assistance enables some families to care for children who may otherwise enter the foster care system. See 3.3.4 above for income eligibility rules.**

No.

- 3.4.5 Does the Lead Agency serve all eligible families that apply?

Yes.

No.

3.4.6 Does the Lead Agency maintain a waiting list?

Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

**No waiting list is maintained for working TANF recipients or families with a child in Head Start or families in FSET; services are mandated for these populations. Other low income families are told at the time of inquiry if funds are not immediately available to provide services. They are then offered the opportunity to be placed on a waiting list in their locality of residence. If they request to be placed on the waiting list, they are screened for potential eligibility. If the screening indicates they may be eligible for assistance, they are then placed on the local department's waiting list.**

**Waiting lists are managed at the local level; however, the automated screening tool is available statewide and local department's waiting lists are maintained on a state supported intra-agency web site.**

**Any family may apply for services upon request. If an applicant is determined to be eligible but insufficient funds are available to provide services, the applicant is placed on a waiting list.**

**An automated report is made available to LDSS monthly to notify them of families who have been on their waiting list for 90 days. The local department may then contact the family to determine if services are still needed. Waiting list information is required to be updated at least twice a year.**

**Local departments may manage their waiting list on a first come, first served basis or they may set priorities for the waiting list. Any waiting list policy other than by date of request must be approved by VDSS prior to implementation, and any alternative policy must be applied uniformly within the LDSS.**

**When funds are insufficient to provide immediate assistance, families are advised of other community resources that may be of assistance. These resources may include programs that offer scholarships or services based on a sliding fee scale, including YMCA/YWCA programs, church programs and local not-for-profit programs.**

No.

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**3.5 Sliding Fee Scale for Child Care Services**

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of **10/01/07-05/30/08**.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- Yes, and the following **describes** any additional factors that will be used:
- No.

**The family's contribution is based on 10% of the gross countable income for a family unit of that size. It applies to income eligible families regardless of whether the care is full-time or part-time. As income increases or decreases, the fee changes accordingly.**

- 3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

- Yes.
- No, and other scale(s) and their effective date(s) are provided as **Attachment 3.5.2**.

- 3.5.3 The Lead Agency may waive contributions from families, whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is: \$ **1,431**.

The Lead Agency must **select ONE** of these options:

- ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

**Recipients of TANF are not required to pay a fee for child care.**

**Participants in the FSET Program whose countable gross monthly income is at or below the federal poverty guideline are not required to pay a fee for child care.**

**A family with a child enrolled in Head Start will not pay a fee for that child's care if the family's countable gross monthly income is at or below the federal poverty guideline. If siblings of the Head Start child are also receiving subsidy, the fee applies.**

3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

Yes.

No.

3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(3))

**Census Bureau reports indicate that families with incomes above the federal poverty level typically pay about six to seven percent of their income for child care while families with incomes below the federal poverty guideline typically pay up to and often more than 18 percent of their income for child care. Based on this, VDSS believes that 10 percent of gross family income, regardless of the number of children for whom a subsidy is required and regardless of the cost of care, is an affordable fee.**

**PART 4  
PARENTAL RIGHTS AND RESPONSIBILITIES**

**4.1 Application Process / Parental Choice**

4.1.1 **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- What documentation parents must provide
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

**Attach** a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):

<http://www.dss.virginia.gov/files/division/cc/forms/032-02-0109-00-eng.pdf>

**LOCAL DEPARTMENTS OF SOCIAL SERVICES**

**TANF child care families, FSET child care families, Transitional child care families, Head Start Wrap-Around child care families and Fee child care families receive child care subsidies under the Child Care and Development Fund through 120 LDSS. Parents are informed about the CCDF at the local offices where they may complete a “Service Application,” as well as on the state Web site.**

**The LDSS child care worker will either provide child care resource and referral services for the parent or assist the parent in receiving child care resource and referral services from the statewide child care resource and referral program (VACCRRN), regional licensing staff, VDSS’s public Web site, or other service agencies. The parent has the responsibility to select a provider. The child care worker has up to 45 days to complete the eligibility determination and authorize payments. During this time applicants must submit required documentation to determine eligibility. Eligibility for child care for TANF clients and VIEW participants is dependent upon the length of time in those programs. At the time of the assessment for the VIEW program, VIEW workers provide VIEW participants with written information explaining the exception to individual penalties due to the inability to obtain needed child care.**

Parents must provide documentation of the family unit's earned and unearned income and documentation of each child's age-appropriate immunizations. Parents must provide documentation regarding enrollment in and progress in education/training. Parents must provide proof of a child's citizenship or qualified alien status if there is reason to question the parent's declaration of such.

Transitional child care is available for the 12 consecutive months following the TANF case closure as long as the client remains income eligible and continues to be employed or in training approved and monitored by the VIEW worker as part of VIEW Transitional Employment and Training.

LDSS may limit receipt of Fee child care subsidies to a maximum of five years. Otherwise, eligibility for the fee program has no time limit as long as the client remains income eligible and there is a need for child care.

An eligibility determination is required every 12 months, unless the recipient reports a change in their circumstances which may affect eligibility (i.e., a change in income, a change in employment status, a change in household composition, etc.).

Through the use of a simple, one page application and a 12-month eligibility period, VDSS has reduced barriers to initial and continuing eligibility. Some LDSS of social service have extended hours of operation in order to accommodate working parents.

#### **HOUSING AND COMMUNITY DEVELOPMENT**

The VDHCD has subcontracts with shelters and transitional housing entities for child care subsidies for eligible families who are homeless. Parents receive information at the shelters and are screened by case managers. Applicants formally apply, and eligibility is determined by LDSS. If the family is eligible and the local department has a waiting list, contract funds are made available to these families while they are at the shelter or transitional housing and for the first six months after placement in permanent housing. Case managers assist families in linking with other agencies for ongoing child care subsidy following the final six months of service through shelters/transitional housing programs.

#### **RURAL FAMILY DEVELOPMENT OF THE VIRGINIA COUNCIL OF CHURCHES**

The Rural Family Development of the Virginia Council of Churches provides wrap-around care for children of migrant and seasonal workers who attend Head Start programs.

#### **HEAD START**

Income eligibility for families with a Head Start enrolled child is continuous after the initial eligibility determination as long as a child remains enrolled in a Head Start program. All other eligibility requirements remain the same as for other income eligible families.

**CHILD CARE RESOURCE AND REFERRAL**

**Families who contact VACCRRN are advised of the child care subsidy program and how to apply. LDSS can also make referrals to VACCRRN when families need assistance locating child care.**

**The VDSS Division of Licensing maintains a listing of all licensed and some unlicensed child care facilities on the VDSS public Web site. Parents may search this listing at any time.**

4.1.2 Is the application process different for families receiving TANF?

Yes. If yes, **describe** how the process is different:

**Families receiving TANF who are in the VIEW program and need child care to support an approved activity do not need to sign a separate child care subsidy application. The “VIEW/TWA/Transitional Activity and Service Plan” serves as the child care application.**

**Families receiving TANF who are not in the VIEW program and need child care to support employment or training/education must complete the “Service Application.”**

No.

4.1.3 The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

**Regulations and policy for the child care program specify that agencies may not establish policies that limit parental choice and that parents may choose any legally operating provider who meets the health and safety training requirements of and passes the background checks for the Child Care Program. Parents are required to select their provider and are advised at the time of application that they may select any legally operating provider who meets the health and safety training requirements of and passes the background checks for the Child Care Program.**

4.1.4 Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.

**Some LDSS provide translation services and applications in a foreign language. The state provides parents' guides to quality child care in Spanish.**

No.

## **4.2 Records of Parental Complaints**

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

**Regulatory staff within VDSS's Division of Licensing Programs accepts complaints regarding regulated child care providers, including anonymous complaints and complaints reported through a complaint and information line (1-800-543-7545) that has voice mail when it is unattended. VDSS records the information at the field office level in individual facility files. This information includes the details of the complaint, as well as the name of the individual making the complaint, if known. This information is not compiled in a way that allows statistical reports isolating parental complaints as opposed to complaints originating from other sources. Once an investigation is concluded, the findings and actions are public information, although personal information is omitted or deleted as necessary to comply with privacy and confidentiality requirements. Inquiries can be made to the statewide toll-free number for Licensing (1-800-543-7545), where the caller is directed to the appropriate regional licensing office for specific information. Callers can receive complaint information from the regional licensing office by telephone or in writing, if desired. Information provided to the public includes the nature of the complaint, the findings of the investigation and the final determination, including any required corrective action or negative action taken. The statewide toll-free number is listed on VDSS's internet site and in child care booklets and brochures developed by VDSS.**

Complaint information is also available for licensed providers through VDSS's public Web site at: <http://www.dss.virginia.gov/facility/search/licensed.cgi> and for some unlicensed providers at: <http://www.dss.virginia.gov/facility/search/unlicensed.cgi>

**All licensing inspection reports are public information. The following must also be posted by the child care provider for public viewing in the facility: license, inspection report/compliance plan, notice of revocation or denial letter detailing reasons for revocation or denial, and notice of probationary status. Information that is not subject**



**to public inspection without a court order would include medical information, information that would identify a complainant, identities of families and children and any information deemed excluded by the Freedom of Information Act.**

#### **4.3 Unlimited Access to Children in Child Care Settings**

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

**State law (*Code of Virginia, §63.2- 1813*) provides custodial parents unlimited access to their children whenever their children are in care. Regulations and policy reflect this law. Information on unlimited access is provided by LDSS and contract agencies at the time of application and by staff in the Division of Licensing Programs, if parents contact them. This information is also provided in "Choosing Quality Child Care: Building Virginia's Future, Child by Child, Day by Day" a booklet for parents that has been distributed to LDSS, libraries, pediatrician's offices, hospitals and some retail stores. This information is available on the public Web site at: [www.dss.virginia.gov/family/cc/guidelines.cgi](http://www.dss.virginia.gov/family/cc/guidelines.cgi).**

#### **4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care**

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: **the Virginia Department of Social Services.**

- "appropriate child care": **means child care arranged by the participant or, if the participant cannot arrange for the child's care, child care arranged by the LDSS with a legally-operating provider.**
- "reasonable distance": **means that the travel time from the child's home to the child care provider and the work site is generally no more than one hour, based on transportation available to the parent.**

- "unsuitability of informal child care": **means that the child care arrangement does not meet the requirements for relative care in the Virginia Department of Social Services' Child Care Subsidy and Services policy.**
- "affordable child care arrangements": **means the cost of the child care is less than or equal to the payment amounts specified in the Virginia Department of Social Services' Child Care Subsidy and Services policy.**

**PART 5**  
**ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF**  
**CHILD CARE**

**5.1 Quality Earmarks and Set-Asides**

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities

providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities, what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infants and toddlers:

**All infant and toddler activities serve children from birth through 36 months unless otherwise noted.**

**VDSS, in conjunction with other state agencies and private partners, provides new parents with a toolkit that includes resource information on a variety of topics, including child care, child growth and development, health care, and infant safety. The toolkits are expected to increase the knowledge of new parents about infant and toddler care, increase positive parenting behaviors, and increase knowledge and ability to access information and referrals. To date, approximately 100,000 kits have been distributed.**

**The toolkit also provides parents with a toll-free telephone line that links parents to child care. The information line, 1-866-KIDS-TLC (1-866-543-7852 is administered through a contract with VACCRRN.**

- **The Virginia Early Childhood Foundation is a private, non-profit [501(c)3] organization that advances the statewide agenda for improving the quality of early care and education. The Foundation recently awarded grants to build the capacity of local communities in their early childhood systems. These grants were awarded to a variety of public-private partnerships. Infant and Toddler programs will be broadened, and the quality will be enhanced.**
- **Child Development Resources (CDR) in Williamsburg, Virginia developed a research-based early literacy curriculum for teachers of infants and toddlers through a grant. With funding from the U.S. Department of Health and Human Services, CDR staff developed 12 modules for 1-2-3 READ! as a 20-hour training for child care teachers to learn how to develop literacy skills in very young children. VDSS is contracting with CDR to provide literacy information to all infant and toddler care provider facilities, literacy training to over 600 infant and toddler teachers statewide, an opportunity for technical assistance to all participants through email and telephone, an opportunity for one-on-one coaching to 33% of the course participants based on need, and incentives (literacy materials and educational tools) for participation in training and coaching.**
- **Richmond City's Office of the Chief Deputy Officer for Human Services' Early Childhood Development is using part of the Infant and Toddler Earmark to enhance their program. Richmond is an area of extreme poverty and high need for quality infant and toddler care. They will train**

infant and toddler (I/T) teachers in the Creative Curriculum, Infant and Toddler Environmental Rating Scale (ITERS), and Family Day Care Rating Scale (FDCRS); evaluate I/T programs; provide technical assistance; and provide needed equipment and materials as identified.

- **In Spring 2007, an Infant and Toddler Endorsement Program for child care teachers working with infants and toddlers was begun. This Endorsement Program will continue into the next two plan years. The Program consists of twelve existing courses to form a solid base of knowledge about infant and toddler development (including brain development), adds projects and assessments, includes a portfolio opportunity, and allows the application for college credit upon successful completion of coursework and assignments. These courses may also be taken singly without participating in the Endorsement Program. The intent was to create a familiar stepping stone on a path to a college certificate or degree.**

All courses are taught by Master-level, early childhood education consultants as selected by VDSS based on participant feedback surveys and observation. Potentially, access to infant and toddler care could be increased by improving the comfort-level of the teachers to work with infants and toddlers through completion of VDSS classes, and by having more qualified infant and toddler teachers available.

A full list of courses for the Infant and Toddler Program is listed in the professional development/training catalog posted online at [http://www.dss.virginia.gov/family/cc/development\\_catalog.cgi](http://www.dss.virginia.gov/family/cc/development_catalog.cgi).

- **In addition, a self-paced video/DVD series called, “The Program for Infant and Toddler Caregivers” is available through licensing offices statewide for child care teachers and directors. The series contains comprehensive information on quality education and care for infants and toddlers. Workbooks are completed while watching the informative programs and then returned to VDSS for grading. Participants who successfully complete the series are sent a training certificate that may be applied toward their mandatory training hours. Each year approximately 200 providers participate in this training.**
- **The Read-A-Book Program was designed to assist teachers of infants and toddlers. This Program is a partnership between the Library of Virginia system and VDSS. In 350 libraries statewide, the same set of books is available. The set includes 25 titles of children’s literature and 5-6 titles of adult early childhood education books. Participants may visit their local library and check out books they would like to read, complete the assessment materials and send them to VDSS for grading. They receive training hours based on their grade.**
- **A statewide program is being established for Infant and Toddler Consultants who will be locally available for infant and toddler caregivers needing**

programming or technical assistance. These consultants will be trained on the ITERS, FDCRS, as well as effective coaching and training techniques. They will provide specific training on quality education and care for infants and toddlers, evaluations based on the ITERS with follow-up coaching for providers who need assistance, and identification of needs. The intent is to assist providers in meeting their basic environmental quality needs, which is an incentive for participation in the program. The possibility of having the Consultants provide consumer education sessions for parents is being explored.

Resource and referral services:

- **VDSS contracts with VACCRRN to provide a statewide resource and referral program to assist families in locating and identifying child care programs and to collect and disseminate child care data. These services may be expanded to include specific data collection; public awareness, advocacy and outreach; professional development; recruitment and retention; quality assurance and statewide coordination. In forming a stronger partnership with VACCRRN, the statewide early care and education infrastructure for parents and children will be strengthened. Previously, each of the 14 VACCRRN member agencies employed the equivalent of one half-day person weekly to assist with a total of 15,272 phone calls from parents, serving 6,449 families. This assistance is expected to increase and broaden with the new contract.**
- **VDSS also offers all 120 LDSS with a Quality Initiative allocation to fund the expansion of and improvement of child care in their localities. A number of these grants help fund area child care resource and referral agencies and activities, including training for providers.**

School-age child care:

- **Grants are provided through competitive bids to organizations to provide communities with the opportunity to plan, develop, establish, expand, and/or improve existing before and after school child care programs. The new Requests for Proposals (RFP) were awarded July 1, 2007 to ten school-age programs.**

**Grantees must demonstrate the following:**

- **The funding is offering a quality child care program with a variety of enrichment activities (indoors and outdoors).**
- **The program is for children ages 5-12 years only.**
- **The program is licensed.**
- **There is additional funding for the program.**
- **They use no more than 25% of the award for staff salaries, unless they exceed licensing standards.**

- **VDSS is taking the lead to use existing resources and programs to create a structure for a School-age Child Care Provider Credential. This credential will meet the licensing requirement for Virginia Directors and provide a content-specific credential for working with school-age children.**
  - **VDSS will finish a school-age video/DVD series that will be available as a distance learning opportunity for child care teachers who work with school-age children. Training credit may be earned and applied toward licensing requirements.**
  - **VDSS expects to expand the endorsement programs to include School-age Child Care. This program groups existing 4-hour courses that will provide a foundation of knowledge on caring for children who are school-age. Assessments and projects will be added to these courses. Upon successful completion of all coursework and a portfolio, participants will be eligible to apply for three college credits. These courses may also be taken singly without participating in the Endorsement Program. The intent was to create a familiar stepping stone on a path to a college certificate or degree.**
- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008: **\$5,487,205** (4%)
- 5.1.3 **Check** each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

<b>Activity</b>	<b>Check if undertaking/ will undertake</b>	<b>Name and type of entity providing activity</b>	<b>Check if this entity a non-governmental entity?</b>
Comprehensive consumer education	<input checked="" type="checkbox"/>	VDSS Freddie Mac Found. – private, not for profit foundation Harper Collins Children’s Book – Publisher Dominion - private business for profit VA Chapter of the Amer. Academy of Pediatrics – Prof. medical assoc. Children’s Medical Ctr. at the Univ. of VA – children’s health care facility Carilion Health Systems – a private health care network Inova Fairfax Hospital for Children – hospital Virginia Hospital System – private organization CHIP of VA – non-profit child health investment project Prevent Child Abuse VA – statewide, private, nonprofit org. March of Dimes, VA Chapter – nonprofit org. VDH – public health agency VACCRRN – nonprofit org.	<input type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	VDSS, VDSS sub-grantee Virginia Small Business Financing Authority – subsidiary of VA Dept. of Business Assistance VA Early Childhood Foundation – private, non-profit foundation	<input checked="" type="checkbox"/> Foundation only
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	Div. of Licensing Programs –VDSS Sub-grantees of the Virginia School-age Child Care Grants –	<input type="checkbox"/>

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity a non-governmental entity?
		child care providers All other VDSS sub-grantees Early Head Start – federal, nonprofit education system Richmond City Early Childhood Development Program – local human services system, public	
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	Div. of Licensing Programs –VDSS Sub-grantees of the Virginia School-age Child Care Grants – child care providers All other VDSS sub-grantees Early Head Start – federal, nonprofit education system Richmond City Early Childhood Development Program – local human services system, public	<input checked="" type="checkbox"/> VACCRN, CDR, Voices only
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	VDSS Head Start – federal nonprofit education system	<input type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	VDSS Governor’s Working Group on Early Childhood Initiatives CDR- private nonprofit org Head Start – federal, nonprofit education system VDOE	<input checked="" type="checkbox"/> CDR only
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	CDR VDMHMRSAS	<input checked="" type="checkbox"/> CDR only
Healthy Child Care America and other health	<input checked="" type="checkbox"/>	Head Start	<input checked="" type="checkbox"/>



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

Activity	Check if undertaking/ will undertake	Name and type of entity providing activity	Check if this entity a non-governmental entity?
activities including those designed to promote the social and emotional development of children		VDH	<input type="checkbox"/>
Activities that increase parental choice	<input checked="" type="checkbox"/>	VDSS/LDSS	<input checked="" type="checkbox"/> VACCRRN Only
		VACCRRN – nonprofit org	
Other activities that improve the quality of child care (describe below).	<input type="checkbox"/>		<input type="checkbox"/>
Other activities that improve the availability of child care (describe below).	<input checked="" type="checkbox"/>	VDSS	<input type="checkbox"/>
		Local Departments of Social Services	
(§98.51(a)(1) and (2))			

5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

**Comprehensive Consumer Education**

**VDSS will continue to maintain its Web-based listing of all licensed child care centers and family day homes, as well as Voluntary Registered homes, religious exempt centers and certified preschools in the state. VDSS will continue to produce and provide booklets and brochures to the public on the selection and monitoring of quality child care. The local Quality Initiative Grants will continue to be available to the 120 LDSS. Many of them utilize this funding to enhance child care consumer education in their area by activities such as funding of resource and referral agencies to provide training for parents and/or child care providers. LDSS will continue to provide consumer education as a part of their regular provision of child care case management services.**

**The toolkit for new parents provides resource information on a variety of topics, including child care. All birthing hospitals in the state are supplied with toolkits to disseminate to**

new parents. The toolkits include information on developmental stages and care, health, immunizations and community resources. Both the brochure, *A Guide for Choosing Quality Child Care*, and the booklet, *Choosing Quality Child Care*, are also available in Spanish.

Virginia's integrated early childhood system plan includes a parent education work group which is focused on educating parents on how to stay involved with their child's early care and education.

The contract with the statewide child care resource and referral network requires that all inquirers receive information on selecting and monitoring a child care provider, a copy of VDSS's brochure, *A Guide for Choosing Quality Child Care*, an explanation of the types of care and regulatory status allowable in Virginia, the availability of licensing and complaint information on providers, the telephone number of the appropriate regional licensing office and how to access financial assistance for child care expenses.

Through the VACCRRN, VDSS intends to expand the parent education component.

The expected result for all the above is to increase the awareness of parents about quality child care, selecting and monitoring their child's care, and typical child development.

#### Grants or Loans to Providers to Assist in Meeting State and Local Standards

VDSS will monitor and maintain the following grants/contracts to assist local organizations in meeting state and local standards for quality child care.

- The Virginia School Age Child Care Grants are awarded to sub-grantees with a maximum award of \$32,000 each. The total funds for SFY 2008 are \$384,239. Typically, the awards are used for improving the quality of the program for children ages 5-12 years.
- Rural Family Development of the Virginia Council of Churches provides wrap around child care to children of migrant and seasonal workers who attend the Head Start Program. The agreement is for \$76,250.
- The Virginia Department of Housing and Community Development provides temporary child care for homeless children. This is a 2-year contract for \$300,000.
- VDSS will continue to work with the Virginia Small Business Financing Authority to inform providers of the small business loans available for quality enhancements or to meet/maintain child care standards. Loans for up to \$50,000 are available on a low-interest basis.
- The Virginia Early Childhood Foundation works with VDSS by matching public dollars with private dollars for grant opportunities to improve the quality of child care through grants to local partnerships. Grants were awarded in spring 2007 for several private-public local early childhood initiatives.

### **Monitoring Compliance with Licensing and Regulatory Requirements**

The VDSS Division of Licensing Programs monitors regulatory and licensing compliance statewide. Quality funds are used to assist the Division of Licensing Programs. The Licensing Division trains on regulatory changes, inspects child care facilities, collects data for required reports, and follows-up with the consequences of their inspection findings. Violations are reported on VDSS's public Web site to encourage facilities to comply with requirements and to inform the public.

The VDSS Division of Child Care and Development is working closely with the Division of Licensing Programs to monitor the progress of licensing and regulatory compliance within child care facilities. Joint quarterly meetings are scheduled to review current violation trends, training deficiencies, and gaps in facility performance. The possibility of developing a child care owner/director mentoring program within the child care community is being explored, along with the revision of the Directors' Toolkit, which helps Directors train their staff. The expected result is to improve awareness and knowledge about quality child care practices, as well as the implementation of such, for all child care providers in the state.

### **Professional Development (Training, Education and Technical Assistance)**

VDSS, as the lead agency, provides low-cost educational opportunities for all child care providers in the state. The plan is to encourage all child care providers to become proficient in the identified competencies needed for their position in quality child care. This plan includes the following:

- continuation of 4+ hour training classes on a variety of early childhood education topics,
- development of core competencies that foster implementation of the early learning guidelines,
- development of certification/endorsement programs specifically addressing early childhood development/education,
- standardization of certificate and degree programs within the VCCS,
- development of improved articulation agreements between the Commonwealth's two-year and four-year institutions that have early childhood education/development programs,
- establishment of a comprehensive career lattice,
- revision of the Virginia Child Care Provider Scholarship Program,
- identification of resources for provider education,
- development of a statewide training registry for providers, and
- provision of enrichment courses for advanced or veteran providers.

VDSS provides a training calendar called, Training Information for Provider Success (TIPS) Calendar. This calendar allows external organizations to add an early childhood development training event to the public listing. All VDSS early childhood courses are listed on this calendar, as well as in the professional development catalog. The TIPS

calendar is located on the Web site at:

[http://www.dss.virginia.gov/family/cc\\_providertrain/tips.cgi](http://www.dss.virginia.gov/family/cc_providertrain/tips.cgi).

**VDSS will continue to fund the VDSS Child Care Provider Scholarship Program to assist practitioners with tuition for college courses leading to a certificate or degree in early childhood. The Virginia scholarship regulation will be broadened to streamline the procedures, establish more accountability of recipients, and limit awards for those not currently working in child care, but who intend to do so.**

**VACCRRN is the licensed administrator for TEACH® Virginia, the scholarship and wage incentive program for early childhood professionals to earn their associate's degree. VDSS provides \$200,000 to VACCRRN to help pay for tuition, technology, transportation and books for approved applicants. We anticipate that VACCRRN will raise additional private funds to supplement the program.**

**VDSS will continue to provide entry-level and enrichment courses to help providers meet licensing training requirements. Over 300 class sessions are offered each year on a wide-range of topics that reflect new research and trends in early care and education. Through the Read-A-Book Program, The Whole Child Video Series, Program for Infant and Toddler Caregivers Video Series, School-age Video Series, Child Abuse Recognition and Reporting online course, and the National Playground Safety online courses, providers have a variety of opportunities for distance learning. The video series are being expanded to include training materials that are available at all VDSS Licensing offices, as well as all 120 LDSS. The Helping and Nurturing Developmental Stages (HANDS) curriculum is being phased out in favor of the new Every Child curriculum for those who need the training hours to meet the Child Development Associate (CDA) credential.**

**VDSS is also using existing resources of the Every Child (CDA-appropriate) curriculum to develop a structured School-Age Child Care credential to meet the licensing requirements for Director training.**

**VACCRRN provides training to improve the knowledge and skills of early childhood professionals. This training may be funded through local quality initiatives, or through the VDSS contract.**

**CDR is providing literacy training for infant and toddler caregivers. This is a grant partnership with Infant and Toddler Earmark funds until September 2008.**

**With another grant partnership using Infant and Toddler Earmark funds, Richmond City's Office of the Chief Deputy Officer for Human Services' Early Childhood Development Office is training their infant and toddler teachers on the Creative Curriculum, ITERS and FDCRS.**

**Early Head Start and Head Start will be offering ongoing trainings. Early Head Start will hold a conference for infant and toddler teachers statewide prior to this plan period. The expansion of that opportunity is being explored.**

**VDSS partnered with VDH to offer Medication Administration Training (MAT). This program allows regulated child care providers to administer all medications to children in their care legally and safely. Upon successful completion of the training (which includes a full day of training, assessments, and demonstrated skills), individuals are certified to administer medication at a licensed child care facility. This program includes a massive training of public and private trainers in a partnership to ensure enough MAT classes for all licensed providers. VDSS is providing MAT classes as well.**

**VDSS announced a Request for Proposal by fall of 2007 from statewide partners to provide training, coaching/mentoring and technical assistance for infant and toddler teachers.**

### **Improving Salaries and Other Compensation for Child Care Providers**

**Through the development of a Quality Rating System, VDSS and the GWG hope to address the salary/compensation issues of early childhood professionals.**

**Currently, VDSS offers benefits to providers who participate in the Scholarship Program, grant opportunities that include the purchase of materials to improve program quality and training, as well as low-cost training/education or business loan opportunities. VDSS may explore the possibility of tax incentives or grouping employee benefits for providers statewide in order to obtain a volume discount for health insurance or other benefits.**

**Through a contract with VACCRRN, the TEACH® Virginia program supports salary improvements for child care providers.**

### **Activities in Support of Early Language, Literacy, Pre-reading, and Early Math Concepts Development**

**A variety of courses offered to child care providers by VDSS support early language, literacy, pre-reading, and early math concepts. A complete listing of courses can be found at the Web site: [http://www.dss.virginia.gov/family/cc/development\\_catalog.cgi](http://www.dss.virginia.gov/family/cc/development_catalog.cgi).**

**The Early Childhood Alignment Project, led by the GWG, will implement the voluntary use of the Milestones of Child Development for children from birth to kindergarten, which incorporate guidelines for all of these learning domains. This document may be used by child care teachers and parents to identify strategies for facilitating optimal development of children.**

**The contract with CDR provides literacy training, coaching and technical assistance to approximately 600 infant and toddler teachers statewide.**

**Through VDSS's affiliation with the Head Start Program, the Head Start State Collaboration Office supports language, literacy, pre-reading, and early math concept development.**

VDOE provides the Virginia's Foundation Blocks for Learning that are standards used to assess four-year-old children in all of these learning domains, as well as other domains. The Milestones of Child Development were aligned with these school readiness standards.

#### Activities to Promote Inclusive Child Care

VDSS will also work with the LDSS and VACCRRN to increase the availability of child care for children with special needs, including infant and toddler care, and to publicize the availability of these providers.

VDSS offers courses in working with children with special needs to child care professionals. A complete listing of courses may be found at the Web site:  
[http://www.dss.virginia.gov/family/cc/development\\_catalog.cgi](http://www.dss.virginia.gov/family/cc/development_catalog.cgi).

VDSS is partnering with many groups, including the GWG, Virginia Commonwealth University's Partnership for People with Disabilities, Child Development Resources, VDMHMRSAS, VDOE, and others, to develop a statewide infrastructure to support inclusiveness in early care and education programs.

#### Healthy Child Care America and Other Health Activities Including Those Designed to Promote the Social and Emotional Development of Children

VDH administers the Healthy Child Care America Program. VDSS developed a New Parent Kit which provides health information and resources for their role as a parent. The following partners collaborated on the New Parent Kit with VDSS and VDH:

- VA Chapter of the Amer. Academy of Pediatrics
- Children's Medical Ctr. At the Univ. of VA
- Carilion Health Systems
- Inova Fairfax Hospital for Children
- Virginia Hospital System
- CHIP of VA

VDSS is partnering with VDH to distribute the physical exam form completed by doctors for a child's entrance into school programs, including some child care programs. This form includes the documentation needed for immunizations and physical wellness. Through the Division of Licensing Programs' regional provider meetings, inspections, and other trainings, VDSS will assist with reducing the cost of shipping the forms to providers.

VDSS regularly offers courses on helping children handle stress, preventing injuries, transporting children safely, health screening, playground safety, nutrition and physical fitness for children, recognizing and reporting child abuse and neglect, brain development,

and more. A complete course listing is available on the Web site at:

[http://www.dss.virginia.gov/family/cc/development\\_catalog.cgi](http://www.dss.virginia.gov/family/cc/development_catalog.cgi).

#### **Activities That Increase Parental Choice**

Through the use of a licensing database, DOLPHIN, VDSS posts licensing violations of any licensed child care facilities on the internet. DOLPHIN includes specific information about violations so that families can make informed decisions about child care facilities.

VDSS also distributes a booklet, Choosing Quality Child Care, and a brochure, A Guide for Choosing Quality Child Care, about quality child care to parents and providers through the LDSS, VACCRRN, conferences, and public events. These are made available in hard copy, as well as on the public Web site at:

<http://www.dss.virginia.gov/family/cc/guidelines.cgi>. The booklet and brochure inform parents about quality child care, which will increase their awareness of available choices. Both are available in English and Spanish.

Through VACCRRN, VDSS sponsors a toll-free line for parents to call and obtain information on child care. The number is 1.866.KIDS TLC.

Through the Early Childhood Alignment Project, VDSS is developing standards for a Quality Rating System which will better inform parents about child care services in their locality.

#### **Other Activities that Improve the Availability of Child Care**

VDSS is providing funding to recruit new infant and toddler care providers through grants with the LDSS. A contract with the City of Richmond's Office of the Deputy Chief Officer for Human Services provides an increased number of spaces for infants and toddlers. Care for children from birth through 36 months of age is a need in the state. The result will be an increased number of providers and/or space for the care of infants and toddlers.

## **5.2 Good Start, Grow Smart Planning and Development**

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

5.2.1 **Status of Voluntary Early Learning Guidelines.** Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds.

**NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: \_\_\_\_\_
- Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: \_\_\_\_\_
- Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1.**
- Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- Other (describe):**

**Describe** the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

**Milestones of Child Development for children from birth up to kindergarten were developed through the Early Childhood Alignment Project, a partnership across state agencies and institutions of higher learning. These Milestones are intended to provide general and broad range guidelines for the learning of very young children; they are not intended to evaluate an individual child. The Milestones provide strategies for adults to use in facilitating optimal growth and development for children in this age group. They align with the VPI standards, Head Start standards, and Virginia's kindergarten Standards of Learning to create a complete continuum of learning guidelines that are compatible and comprehensive.**

**VDOE recently added physical motor and emotional development standards to their VPI standards, or Virginia's Foundation Blocks for Early Learning, which are assessment standards for measuring the school readiness of four-year olds. Current Foundation Blocks are available on VDOE's Web site:**

[www.doe.virginia.gov/VDOE/Instruction/Elem\\_M/FoundationBlocks.pdf](http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf).

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

- Yes. If yes, **name standards.**

**Alignment to the following is evident: to Virginia's Kindergarten Standards of Learning (SOL); to Virginia's Foundation Blocks for Early Learning; to Virginia's Phonological Awareness Literacy Screening (PALS); and to Teaching Our Youngest: A Guide for Preschool Teachers and Child Care Family Providers, produced by the Early Childhood Head Start Task Force (2002), the U.S. Department of Education, and the US Department of Health and Human Services.**



No.

If developed, are the guidelines aligned with early childhood curricula?

Yes. If yes, **describe**.

**The Milestones of Child Development are aligned with existing VDOE and Head Start standards, which should be aligned with their curricula. Virginia does not have one standard curriculum for children birth to kindergarten.**

No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

Birth to three. Guidelines are included as Attachment 5.2.1

Birth to five. Guidelines are included as Attachment 5.2.1

Five years or older. Guidelines are included as Attachment 5.2.1

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

**Four-year-old Foundation Blocks for Early Learning by VDOE:**

[http://www.doe.virginia.gov/VDOE/Instruction/Elem\\_M/early.html](http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/early.html)

**Kindergarten Through Twelfth Grade Standards of Learning by VDOE:**

<http://www.doe.virginia.gov/VDOE/Instruction/sol.html>

5.2.2 **Domains of Voluntary Early Learning Guidelines.** Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

Yes.

No.

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

Yes. If yes, **describe**.

**The Milestones of Child Development include guidelines for children (from birth to kindergarten) in the areas of Social and Emotional Development, Approaches to**

**Learning, Cognition and General Knowledge, Fine Arts, Physical Development and Health.**

No.

5.2.3 **Implementation of Voluntary Early Learning Guidelines.** Indicate the strategies the State used or expects to use in **implementing** its early learning guidelines.

**Check all that apply:**

- Disseminating materials to practitioners and families
- Developing training curricula
- Partnering with other training entities to deliver training
- Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- Other. Describe:

<b>Indicate</b> the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	<b>Indicate</b> the programs that mandate or require the use of early learning guidelines.
<input checked="" type="checkbox"/> Publicly funded (or subsidized) child care	<input type="checkbox"/> Publicly funded (or subsidized) child care
<input checked="" type="checkbox"/> Head Start	<input type="checkbox"/> Head Start
<input checked="" type="checkbox"/> Education/Public pre-k	<input type="checkbox"/> Education/Public pre-k
<input checked="" type="checkbox"/> Early Intervention	<input type="checkbox"/> Early Intervention
<input checked="" type="checkbox"/> Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
<input checked="" type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input checked="" type="checkbox"/> Parent Associations	<input type="checkbox"/> Parent Associations
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

**As in all trainings and information sessions, VDSS will allow providers to request special adaptations to meet their learning needs.**

**VDSS will continue to plan to use trainers who most closely relate culturally to the population being served.**

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

**Participants will attend small group sessions based on their primary type of child care: Family Day Home setting, center setting, faith-based setting, directors and administrators of the various types of care, etc. Each small group session will use hands-on activities and tailor them for the type of child care being addressed so implementation examples are more relevant.**

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address:

**The Milestones of Child Development were developed but are also included as Attachment 5.2.1 and 5.2.3. Information about the Milestones will be posted on the Web site: [www.dss.virginia.gov](http://www.dss.virginia.gov). Materials to support the implementation of the Milestones have not been developed.**

- 5.2.4 **Assessment of Voluntary Early Learning Guidelines.** As applicable, **describe** the State's plan for:
- (a) Validating the content of the early learning guidelines
  - (b) Assessing the effectiveness and/or implementation of the guidelines
  - (c) Assessing the progress of children using measures aligned with the guidelines
  - (d) Aligning the guidelines with accountability initiatives
- (a) **The content of the Milestones was validated by the current research used to develop them. They were reviewed by national and state experts in the field. Please see the Introduction to the Milestones where all acknowledgements are listed.**
- (b) **VDSS will explore assessing the effectiveness and/or implementation of the Milestones.**
- (c) **The *Milestones of Child Development* were not developed to be assessment guidelines for children. They are not meant to evaluate the success or failure of a child at a certain age. The *Milestones* are a set of child development indicators and strategies for adults designed to support the growth and development of young children from birth to kindergarten entry. These indicators and strategies for adults will allow the caregivers to provide optimal learning environments and experiences for young children. The *Milestones* are a helpful tool in evaluating the early care and education programs, not assessing individual children.**
- (d) **VDSS plans to use the Milestones in conjunction with the proposed Quality Rating System. Quality Ratings will be evaluated by use of the ITERS, ECERS, FDCERS (measuring the quality of the environment), and the Classroom Assessment Scoring System (CLASS) instrument, which measures interactions between teachers and children.**

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Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan):

**Written reports of these efforts are not available.**

5.2.5 **State Plans for Professional Development.** Indicate which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

- Planning.** Indicate whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
- Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5.**
- Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5.**
- Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5.**
- Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5.**
- Other (describe):**

**Describe** the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

**Although VDSS does not have a written professional development plan for early childhood practitioners, competencies have been developed and a career lattice is being developed (*Competencies for Early Childhood Professionals*, Attachment 5.2.5). Practitioners and supervisors may use the *Competencies* as a common language and reference point from which to assess their performance strengths and gaps. VDSS is working toward identifying the competencies addressed in each professional development training or education activity so that practitioners will attend classes that meet their competency gaps. Used in conjunction with the career lattice, the competencies will serve as a professional growth guide for practitioners and will be included in a formal written professional development plan.**

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If your State has developed a plan for professional development, does the plan include  
(Check **EITHER** yes or no for each item):

	Yes	No
Specific goals or desired outcomes	<input type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input type="checkbox"/>	<input type="checkbox"/>

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.

**VDSS and partners are still developing a comprehensive professional development plan for early childhood professionals. Some components of the plan are developed. The plan may include objectives, links to the Milestones of Child Development, Competencies of Early Childhood Professionals, Career Lattice, articulation agreements, trainer certification and evaluation, course approval, statewide training registry, evaluation of training effectiveness, credentials for school-age child care and possibly directors, and special strategies to meet the needs of family, friend and neighbor care.**

For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Are the professional development opportunities described in the plan available:

**VDSS does not have a plan developed.**

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**Note: Check either yes or no for each item:**

	Yes	No
Statewide	<input type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

**Describe** how the plan addresses early language, literacy, pre-reading, and early math concepts development.

**VDSS does not have a plan developed.**

Are program or provider-level incentives offered to encourage provider training and education?

**VDSS does not have a plan developed.**

- Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

**VDSS does not have a plan developed.**

- Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.
- No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Does the State assess the effectiveness of specific professional development initiatives or components?

- Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.

**The Preschool and Infant/Toddler Endorsement Programs assess the knowledge and application of participants.**

**All distance learning initiatives include assessments (workbooks and tests) that are submitted to VDSS for grading. Based on the score, participants receive training hour credit.**

- No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- Yes. If yes, **describe** how assessment informs the professional development plan.

**A long term goal is to develop assessments that align with the competencies for early childhood professionals, which then would align with the career lattice to be used as a career path for early childhood professionals. Having a statewide coaching and mentoring program, used in conjunction with individual performance evaluations, would help identify the performance gaps of professionals. Performance gap identification and credential or educational requirements would steer the course of professional development programs.**

- No. If no, **describe** any plans to include assessment to inform the professional development plan.



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**PART 6**  
**HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS**

*(Only the 50 States and the District of Columbia complete Part 6.)*

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

**6.1 Health and Safety Requirements for Center-Based Providers** (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.

No. **Describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

- **Education and care programs provided by public schools that are regulated by the State Board of Education using regulations that incorporate or exceed the regulations for child day centers licensed by the VDSS. Public schools self-certify compliance with Minimum Standards for Licensed Child Day Centers through their annual pre-accreditation report to the VDOE.**
- **A child day center operated by a religious institution that has obtained an exemption pursuant to §63.1716 of the Code of Virginia.**
- **A certified preschool or nursery school program operated by a private school that is accredited by a statewide accrediting organization recognized by the State Board of Education or accredited by the National Association for the Education of Young Children's National Academy of Early Childhood Programs; the Association of Christian Schools International; the American Association of Christian Schools; the National Early Childhood Program Accreditation; the National Accreditation Council for Early Childhood Professional Personnel and Programs; the International Academy for Private Education; the American Montessori Society; the International Accreditation and Certification of Childhood Educators, Programs, and Trainers; or the National Accreditation Commission that complies with the provisions of §63.2-1717 of the *Code of Virginia*.**

- **A program of recreational activities offered by local governments, staffed by local government employees, and attended by school-age children.**

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2)&(3))

Yes, and the changes are as follows:

**Staff-child ratios effective June 1, 2006:**

**For two-year-old children, one staff member will be required for every eight children.**

**For children four years to the age of eligibility to attend public school (five years by September 30), one staff member will be required for every 10 children.**

**For children from the age of eligibility to attend public school through eight years, one staff member will be required for every 18 children.**

**The ratio for balanced mixed-age groupings of children will be one staff member for every 14 children.**

No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations):

**Exempt Child Day Centers sponsored by religious organizations:**

- **Within the prior 90 days of initial exemption and within 180 days of subsequent exemptions, an inspection by the local health department documenting compliance with applicable laws and regulations regarding food service, water supply, and health and sanitation. The State's immunization laws must be met; hand-washing routines must be followed by staff and children; daily health screening and exclusion of sick children must be performed by a person with training; and annual health reports for staff are required.**

**Certified Pre-schools accredited by an entity recognized by the Board of Education:**

- **Annual inspection by the local health department documenting the facility is in compliance with applicable laws and regulations regarding food service, water supply, and health and sanitation. The State's immunization laws must be met.**

**Programs of recreational activities offered by local governments:**

- **The State's immunization laws must be met.**
- Building and physical premises safety:

**Exempt Child Day Centers sponsored by religious organizations:**

- **The building must meet applicable construction, use and fire prevention requirements; premises must be free of obvious hazards and some cushioning materials must be used under playground equipment; and transportation used must comply with laws related to drivers, vehicle and insurance status, and child restraint devices.**

**Certified Pre-schools accredited by an entity recognized by the Board of Education:**

- **Annual inspection by the local fire marshal or Office of the State Fire Marshal documenting that the facility is in compliance with building codes, the Statewide Fire Prevention Code or the Uniform Statewide Building Code.**

**Programs of recreational activities offered by local governments:**

- **Section 63.2-1715 of the *Code of Virginia* provides that a program of recreational activities offered by local governments, staffed by local government employees, and attended by school-age children is subject to safety and supervisory standards established by local governments.**
- Health and safety training:

**Exempt Child Day Centers sponsored by religious organizations:**

- **Training is required in screening and exclusion of sick children for the person doing the screening; training and certification in first aid is required; and all staff must be able to recognize the signs of child abuse and neglect. The provider or a staff member on site must have current certification in CPR as appropriate to the age of the children in care. The provider and other individuals who work directly with children must annually complete four hours of skills training relating to child health, safety, and/or development.**

**Certified Pre-schools accredited by an entity recognized by the Board of Education:**

- **The provider or a staff member on site must have current certification in CPR as appropriate to the age of the children in care. The provider and other individuals who work directly with children must annually complete four hours of skills training relating to child health, safety, and/or development.**

**Programs of recreational activities offered by local governments:**

- **The provider or a staff member on site must have current certification in CPR as appropriate to the age of the children in care. The provider and other individuals who work directly with children must annually complete four hours of skills training relating to child health, safety, and/or development.**

**6.2 Health and Safety Requirements for Group Home Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.
- No. **Describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.
- NA

**NOTE: Virginia does not distinguish between Group Home Provider (two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s) work) and Family Child Care Provider (one individual who provides 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). All care provided in the home of the provider is considered family child care unless 13 or more children are in care, in which case the program must follow child day center requirements. The number of adults supervising children in care depends on the number and ages of the children in care. All information on family child care is provided at 6.3 below.**

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- Yes, and the changes are as follows:
- No.
- NA

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety
- Health and safety training

**6.3 Health and Safety Requirements for Family Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.
- No. **Describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

**“Family day home’ means a child day program offered in the residence of the provider or the home of any of the children in care for one through 12 children under the age of 13, exclusive of the provider's own children and any children who reside in the home, when at least one child receives care for compensation. Family day homes serving six through twelve children, exclusive of the provider’s own children and any children who reside in the home, must be licensed. However, no family day home may care for more than four children under the age of two, including the provider’s own**

**children and any children who reside in the home, unless the family day home is licensed or voluntarily registered. A family day home where the children in care are all grandchildren of the provider shall not be required to be licensed.” (Code of Virginia 63.2-100).**

**Licensed family day system-approved family day homes are not required to obtain a license. (Code of Virginia, § 63.2-1715) “Family day system’ means any person who approves family day homes as members of its system; who refers children to available family day homes in that system; and who, through contractual arrangement, may provide central administrative functions**

**including, but not limited to, training of operators of member homes; technical assistance and consultation to operators of member homes; inspection, supervision, monitoring, and evaluation of member homes; and referral of children to available health and social services.” (Code of Virginia §63.2-100)**

**Voluntarily Registered Family Day Homes - serve fewer than 6 children so are not required to be licensed. Any person who maintains a family day home serving fewer than six children, exclusive of the provider's own children and any children, who**

reside in the home, may apply for voluntary registration. (Code of Virginia §63.2-1704) "Certificate of registration" means a document issued by the commissioner to a family day home provider, acknowledging that the provider has been certified by the contracting organization or VDSS and has met the Voluntary Registration of Family Day Homes—Requirements for Providers (22VAC40-180) or the current regulation under the Voluntary Registration Program for Family Day Homes.

**Local Ordinance Approved Family Day Homes** - serve fewer than 6 children so are not required to be licensed. These homes are in three localities in the State (Fairfax, Alexandria, and Arlington) whose local governments have ordinances for the regulation and licensing of the homes.

**Unregulated Family Day Homes** - serve fewer than 6 children so are not required to be licensed.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

Yes, and the changes are as follows:

No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

**Family Day Homes approved by Family Day Systems**

The water supply and the sanitary disposal system must be approved by the health officer unless water is obtained from a municipal supply and the home is connected to a municipal sewer supply. TB screening is required for the providers, assistants, and for those household members who come in contact with children or handle food served to children. Children must be age appropriately immunized unless there is a medical or religious exemption.

**Voluntarily Registered Family Day Homes**

Hand washing routines must be observed; staff must have a TB test; children must have physical exams and age appropriate immunizations unless there is a medical or

religious exemption; building must have indoor running water and bathrooms and be dry, well lighted and kept at 68 degrees Fahrenheit during the heating season; bathroom areas must be kept clean and in working order; only one child is allowed to occupy a crib/play pen at a time; food spoilage precautions are required; building must be free from insect or rodent infestation; dogs and cats must have up-to-date rabies shots and kept away from food preparation surfaces; building must have screened doors and windows.

#### **Local Ordinance Approved Family Day Homes**

Children must be age appropriately immunized unless there is a medical or religious exemption. The provider, assistant and all adult household members must have a TB screening; may not accept an ill child; must isolate a child who becomes ill. Dogs and cats must have up-to-date rabies shots and kept away from food preparation surfaces.

#### **Unregulated Family Day Home**

Provider attests to the following: that hand washing routines are observed and children are age appropriately immunized unless there is a medical or religious exemption. TB screening is required for the provider and all adults living in the household and all assistants, unless the provider is a close relative.

- Building and physical premises safety

#### **Family Day Homes approved by Family Day Systems**

There must be a working telephone with a listed number, adequate space for play activities and napping, absence of safety hazards, lighting requirements, toileting and bathing facilities, furnishings and equipment appropriate to age of children in care, and requirements for maintenance and cleanliness. Fire safety must include appropriate emergency plans for evacuation of the home. The member home must comply with any limitations which may be placed by the Virginia Fire Safety Regulations on the maximum number of children who may be in care.

#### **Voluntarily Registered Family Day Homes**

No obvious hazards indoors or outside; home in good repair with no peeling lead paint; exits, stairs, hallways well lighted and free of obstruction; barriers required against shock and burn hazards; firearms to be kept unloaded, apart from ammunition and in a locked place; transportation must meet state law; smoke detectors required; smoking prohibited in areas accessible to children; gates and cribs must meet Consumer Product Safety Council standards; stairs must be in good repair with handrails; barriers must be at stairways; medication, toxic household products, and dangerous objects must be inaccessible to children.

**Local Ordinance Approved Family Day Homes**

**Home safety inspection is completed by locality.**

**Unregulated Family Day Homes**

**The provider attests to the following: that all areas of property where children are allowed must be free of obvious dangers; working smoke detectors are in the areas where children are in care; home is in good repair, clean and free of trash; medicines and cleaning products are stored away from food and in places where children cannot reach them; guns are kept unloaded, separate from ammunition and in a locked place; premises are not infested by insects or rodents; pets have up-to-date rabies shots.**

- Health and safety training

**Family Day Homes approved by Family Day Systems**

**Each provider, prior to acceptance or within the first six months after acceptance as a member home, must obtain training that includes, at a minimum, two hours in the following areas: health care; first aid, home safety, and fire safety; nutrition; and child abuse and protection. Two hours of training in health and safety or other areas is required each quarter. The provider or a staff member on site must have current certification in first aid and CPR as appropriate to the age of the children in care.**

**Voluntarily Registered Family Day Homes**

**Voluntary Registration Health and Safety checklist required to be completed. The provider or a staff member on site must have current certification in first aid and CPR as appropriate to the age of the children in care. The provider and other individuals who work directly with children must annually complete four hours of skills training relating to child health, safety, and/or development.**

**Local Ordinance-Approved Family Day Homes**

**The provider or a staff member on site must have current certification in first aid and CPR as appropriate to the age of the children in care. The provider and other individuals who work directly with children must annually complete four hours of skills training relating to child health, safety, and/or development.**

**Unregulated Family Day Homes**

**Health and Safety Checklist for Unregulated Providers is completed. The provider or a staff member on site must have current certification in first aid and CPR as**



**appropriate to the age of the children in care. The provider and other individuals who work directly with children must annually complete four hours of skills training relating to child health, safety, and/or development.**

**6.4 Health and Safety Requirements for In-Home Providers** (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.

No. **Describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

**“ ‘Family day home’ means a child day program offered in the residence of the provider or the home of any of the children in care for one through 12 children under the age of 13, exclusive of the provider's own children and any children who reside in the home, when at least one child receives care for compensation. Family day homes serving six through twelve children, exclusive of the provider's own children and any children who reside in the home, shall be licensed. However, no family day home shall care for more than four children under the age of two, including the provider's own children and any children who reside in the home, unless the family day home is licensed or voluntarily registered. A family day home where the children in care are all grandchildren of the provider shall not be required to be licensed.” (Code of Virginia 63.2-100).**

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

Yes, and the changes are as follows:

No.

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

**Unregulated In-Home Providers**

**Provider is required to have a TB screening test unless the provider is a grandparent, great grandparent, aunt, uncle, or adult siblings not living in the home; children are age appropriately immunized unless there is a medical or religious exemption.**

- Building and physical premises safety

**Unregulated In-Home Provider**

**Health and Safety Checklist must be completed every three years unless the provider is a grandparent, great grandparent, aunt, uncle or adult sibling not living in the home.**

- Health and safety training

**Unregulated In-Home Providers**

**The provider or a staff member on site must have current certification in first aid and CPR as appropriate to the age of the children in care. The provider and other individuals who work directly with children must annually complete four hours of skills training relating to child health, safety, and/or development.**

**6.5 Exemptions to Health and Safety Requirements**

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A)) Indicate the Lead Agency's policy regarding these relative providers:

- All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- All** relative providers are **exempt** from all health and safety requirements.
- Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

**Grandparents, great grandparents, aunts, uncles and adult siblings not living in the home are subject to the same health and safety requirements as those described in section 6.1-6.4 except the TB screening requirement.**

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**6.6 Enforcement of Health and Safety Requirements**

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits:

**State licensing staff is required by law to make two inspections annually to licensed child care providers. One of these inspections is to be unannounced.**

**LDSS can make unannounced visits to providers as frequently as there is a need.**

**Family day system-approved homes are visited quarterly by system staff; at least two of the visits must be unannounced. State licensing staff may make announced or unannounced visits to system-approved homes.**

**Contracting organizations make unannounced monitoring visits to at least 10% of the Voluntarily Registered Family Day Homes who are not participating in the USDA food program.**

No.

- Are child care providers subject to background checks?

Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):

**Prior to payment using CCDF funds, all providers, assistants, volunteers, and household members (in family day homes) are required to have state criminal history record checks and child abuse and neglect central registry checks. In addition, they must sign a sworn statement or affirmation disclosing any criminal conviction, whether they have ever been the subject of a founded complaint of child abuse or neglect and any pending criminal charges. Background checks must be repeated every 3-5 years (depending on the state regulation for background checks governing the program).**

No.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

Yes, and the following **describes** the State's reporting requirements and how such injuries are tracked (if applicable):

**Licensed child day centers and family day homes are required to notify parents of any serious injury on the day it occurs. Information on the date and nature of the injury must be recorded in the child's record.**

No.

- Other methods used to ensure that health and safety requirements are effectively enforced:

**Inspections include licensure issuance investigations, compliance monitoring, complaint investigations and on-site technical assistance. Technical assistance is not, however, typically the sole purpose for an inspection. If violations are found in a licensed or Voluntarily Registered facility, a Violation Notice is completed. The licensee, or provider if a Voluntarily Registered home, must submit an acceptable plan for correcting any areas of non-compliance.**

## **6.7 Exemptions from Immunization Requirements**

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).

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- Children who receive care in their own homes.
- Children whose parents object to immunization on religious grounds.
- Children whose medical condition contraindicates immunization.

**PART 7**  
**HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES**

*(Only the Territories complete Part 7)*

**7.1 Health and Safety Requirements for Center-Based Providers in the Territories**  
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

**7.2 Health and Safety Requirements for Group Home Providers in the Territories**  
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

**7.3 Health and Safety Requirements for Family Providers in the Territories** (658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety
- Health and safety training

**7.4 Health and Safety Requirements for In-Home Providers in the Territories** (658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

**7.5 Exemptions to Territorial Health and Safety Requirements**

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- All relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- All relative providers are **exempt** from all health and safety requirements.
- Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

**7.6 Enforcement of Territorial Health and Safety Requirements**

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

No.

Are child care providers subject to background checks?

Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

No.

Does the Territory require that child care providers report serious injuries that occur while a child is in care? ( Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

Yes. If yes, **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):

No.

Other methods used to ensure that health and safety requirements are effectively enforced:

### **7.7 Exemptions from Territorial Immunization Requirements**

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- Children who receive care in their own homes.
- Children whose parents object to immunization on religious grounds.
- Children whose medical condition contraindicates immunization.



**APPENDIX 1**  
**PROGRAM ASSURANCES AND CERTIFICATIONS**

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

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- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

## APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) - **attending refers to an individual in a job training or educational activity who participates in that activity on a regular basis as stipulated in state regulations or policy. Child care approved for education/training activities shall be limited to curriculum related to the fulfillment of an individual's employment goal. Participants shall show that they are making satisfactory progress in order to continue receiving child care services. Payment for child care for the attainment of post baccalaureate education is not allowed, except with local- only funding.**
- *in loco parentis* - **means an adult(s) with whom the child is living who has assumed responsibility for the day-to-day care and supervision of the child.**
- *job training and educational program* - **means a program that develops specific work attitudes, behaviors and skills leading to job readiness and/or development of specified technical or vocational skills which would lead to employment and result in other than a baccalaureate or advanced degree.**
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - **a child is considered physically or mentally incapacitated if the child has physical or mental impairments that substantially limit one or more of the major life activities and the child is unable to care for himself/herself without supervision.**
- *protective services* -- **means the identification, receipt and immediate response to complaints and reports of alleged child abuse or neglect for children under 18 years of age. It also includes assessment, and arranging for and providing necessary protective and rehabilitative services for a child and his family when the child has been found to have been abused or neglected or is at risk of being abused or neglected.**
- *residing with* - **a child is considered to be residing with the parent if that parent is responsible for the day-to-day care and control of the child and if any temporary living situation is not an out-of-home placement.**
- *special needs child* - **children with documented developmental disabilities, mental retardation, emotional disturbance, sensory or motor impairments, or significant chronic illness who require special health surveillance or specialized program, interventions, technologies, or facilities.**
- *very low income* - **children in families whose income is at or below the income eligibility limit for TANF for families of their size in their locality group.**

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- *working* (include minimum hours if applicable) - **Individuals are considered to be working if they meet the established work requirements of TANF, VIEW, or FSET or have regular gainful employment in a part-time or full-time capacity.**
- Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

## Attachment 2.1.2 State Plan for Early Childhood Program Coordination

### ***Strategic Plan for Virginia's Early Childhood System***

***June 24, incorporating edits from June 19, 2007 - DRAFT***

#### ***Introduction***

To ensure effective and coordinated Smart Beginnings for all of Virginia's young children, many partners have contributed to a comprehensive plan, with the purpose of building and sustaining a system in Virginia to support parents and families as they prepare their children to arrive at kindergarten healthy and ready to succeed. The plan is designed to provide practical guidelines, including

- ✓ Prioritized goals, measurable objectives and strategies;
- ✓ Outcomes to measure progress;
- ✓ Clear accountability and communication of results.

#### ***Guiding principles***

The development of this plan was guided by several key principles:

- ✓ Virginia's plan is for *all* children and families, regardless of income, geographic location, ethnicity, language, or special needs.
- ✓ Parents and families are the most influential people in a child's life and must be supported by communities in their role. As local communities develop a systemic web of support for children, parents must be included as primary partners at every level.
- ✓ Building a solid foundation for life through preventive approaches is more economical and more effective than costly remediation later.
- ✓ Partnership across all sectors of the community, both public and private, is necessary to ensure the effectiveness and impact of services.
- ✓ It is essential that strengthening and improving the early childhood system proceed collaboratively at both the state and local level, with flexibility to support local decision-making and priorities.
- ✓ While this plan's focus is on children of prenatal to kindergarten age, it is recognized that systems must also strengthen support for transition into and sustain gains in elementary school age and beyond.

#### ***Methodology for making progress and continuous improvement***

At the state level, key leadership responsibilities are being recommended for the Governor's Working Group on Early Childhood Initiatives (GWG) in the public sphere and the Virginia Early Childhood Foundation (VECF) in the private sphere. However, building an effective and comprehensive early childhood system of services is collaborative work involving many partners, both private and public. Toward that end, collaborative committees comprised of numerous agencies and organizations will be established in each goal area, as a strategy

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for continuous monitoring of collective progress, developing shared database capacity for tracking results, and on-going recommendations for further improvements needed.

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**Goal One: Governance and Financing**

Virginia’s early childhood initiative will engage all sectors and create and sustain state and local collaborative entities to secure public and private investments; develop and expand programs; and provide effective coordination, oversight and accountability for systemic services for young children.

<p><b>Objective 1A: Establish a structure within the executive branch with the appropriate authority and accountability to coordinate the planning, financing, delivery and evaluation of state-financed early childhood programs.</b></p> <p><b>Priorities for 2007:</b></p> <ul style="list-style-type: none"> <li>• Examine policies and programs across departments and explore approaches to improving coordination of service delivery.</li> <li>• Identify strategies for enhanced governance.</li> <li>• Explore approaches to improving coordination of service delivery.</li> </ul>			
	<b>Strategies</b>	<b>Outcomes / Indicators</b>	<b>Partners</b>
<b>Lead: GWG</b>	<p><b>1A(1)</b> Establish a working group of senior leaders of relevant agencies in the administration with the authority to develop, recommend and implement policy, procedures and practices across agencies and organizations.</p>		
<b>Lead: GWG</b>	<p><b>1A(2)</b> Explore and initiate strategies for the most effective governance and leadership among agencies to ensure that state-level early childhood policies and budgets are collaboratively developed, aligned and implemented, reflecting highest priorities and coordination of funding streams.</p>		

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Lead: GWG	<p><b>1A(3)</b> Explore, develop and implement plans to coordinate, align and integrate service deliveries across agencies with a focus on services to the child and family.</p>		
<p><b>Objective 1B: Create and sustain a statewide public-private entity to consistently guide the early childhood initiative and provide support, oversight and technical assistance to local coalitions.</b></p> <p><b>Priorities for 2007:</b></p> <ul style="list-style-type: none"> <li>• Establish staff, office and infrastructure for effective operations of VECF</li> <li>• Implement annual local grant process for systemic early childhood work</li> <li>• Create a plan for technical assistance for local coalitions.</li> <li>• Establish committee and advisory groups representative of stakeholders to make on-going recommendations for improving/expanding services.</li> <li>• Create a mechanism for exchanging information on research and best practices among grantees and others.</li> </ul>			
	<b>Strategies</b>	<b>Outcomes / Indicators</b>	<b>Partners</b>
Lead: Virginia Early Childhood Foundation (VECF)	<p><b>1B(1)</b> <i>Establish, strengthen and sustain an effective and efficient organizational structure for the Virginia Early Childhood Foundation (VECF).</i></p>		



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<p><b>Lead:</b> Virginia Early Childhood Foundation (VECF)</p>	<p><b>1B(2)</b> Create local coalitions and planning mechanisms allowing broad representation and encourage proactive systemic planning for early childhood services at the community level.</p>		
<p><b>Lead:</b> Virginia Early Childhood Foundation (VECF)</p>	<p><b>1B(3)</b> <i>Provide to local communities on-going technical assistance, support and information on research and best practices to ensure effective organizational and program development.</i></p>		
<p><b>Lead:</b> VECF</p>	<p><b>1B(4)</b> Establish a centralized source for exchange of information and resources across all levels and systems.</p>		

**Objective 1C: Increase the number of and capacity of local partnerships working to coordinate, expand and improve systemic delivery of early childhood programs and services.**

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**Priorities for 2007:**

- Establish at the local level four community leadership councils to implement full initiatives and nine local planning coalitions to prepare for systemic planning.
- Sustain three pilot initiatives.
- Create technical assistance plan for communities
- Support coalitions in their community assessments and strategic planning.

	Strategies	Outcomes / Indicators	Partners
Lead: VECF, supporting local coalitions	<p><b>1C(1)</b> Facilitate formation of comprehensive, local coalitions or organizations to collaboratively plan and implement systemic child/family services on the community level.</p>		
Lead: VECF, supporting local coalitions	<p><b>1C(2)</b> Support the creation and implementation of community plans for systemic services, including the following:</p> <ul style="list-style-type: none"> <li>• Assessments of community resources and needs;</li> <li>• Strategic plans for the development and implementation of comprehensive plans to meet the identified needs of young children in the community;</li> </ul> <p>Coordination of efforts;</p> <ul style="list-style-type: none"> <li>• Monitoring and communicating progress.</li> </ul>		

**Objective 1D: Increase public-private investments and blend funding streams for maximum impact.**

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**Priorities for 2007:**

- Map current levels of funding and make recommendations for improving efficiencies and addressing remaining needs.
- Create collaborative resource development plan for expanding and diversifying resources from both public and private sources.

	Strategies	Outcomes / Indicators	Partners
<b>Lead:</b> Public funding- GWG, Private funding- VECF	<p><b>1D (1)</b> Map funding streams and resources currently available to the early childhood system and develop plans for maximizing effective use of the resources.</p> <ul style="list-style-type: none"> <li>• Ensure sound financial management.</li> <li>• Promote strategies and provide information to facilitate coordination and braiding of funding streams.</li> <li>• Encourage collaboration among public and private agencies receiving funding.</li> </ul>		
<b>Lead:</b> Public funding- GWG, Private funding- VECF	<p><b>1D(2)</b> Develop and implement a plan for securing additional diversified public and private resources.</p> <ul style="list-style-type: none"> <li>• Seek additional public appropriations and private funding to improve and expand services, to foster innovations in services, and to address geographic differences in the state.</li> <li>• Explore opportunities for changes in the tax structure to benefit families with children from birth to kindergarten.</li> </ul>		

**Objective 1E: Ensure accountability for early childhood services by developing program standards and measurement mechanisms to track identified outcome indicators.**

**Priorities for 2007:**

- Establish work group to explore standards for service areas.

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- Research performance measurement frameworks for other states
- **Priorities for 2008:**
  1. **Map existing performance measure and standards used by early childhood service providers.**
  2. Identify priority outcomes.
  3. Begin designing database necessary to track progress.

	Strategies	Outcomes / Indicators	Partners
<b>Lead:</b> GWG, working in coordination with VECF, universities, and partnering agencies	<b>1E(1)</b> Identify and promote performance measures and standards for early childhood services. <i>* Define performance measures combination of process and product outcomes</i>	(Program Outcomes not child outcomes) <i>* Map existing performance measures and standards for ECE services.</i> <i>* Use and identify universal language that will help frame ECE for the various service agencies, etc. (a service framework)</i> <i>* Research performance measurement frameworks from other states.</i> <i>* Build on existing VA Performs framework.</i>	Business Community Public and Private School VA Department of Education Headstart Council on VA's future VA Performs (planning and budgeting) VACCRN (NACCRAware) Voices (Kids Count) Health Department Healthy Families VA
<b>Lead:</b> GWG, working in coordination with VECF, universities, and partnering agencies	<b>1E(2)</b> Identify meaningful, relevant and appropriate assessment instruments and outcome indicators.	<ul style="list-style-type: none"> <li>• Identify those data sets that we want to collect.</li> <li>• Research a broader child assessment tool that's multi-dimensional and multi-domain</li> </ul>	

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<p><b>Lead:</b> GWG, working in coordination with VECF, universities, and partnering agencies</p>	<p><b>1E(2)</b> Examine capacity and establish database for measuring gains across systems and at both the state and local level.</p>	<p>* Establish ways to pull non-state data from other groups or organizations so that it is integrated into a single.</p>	<p>GOSAP</p>
<p><b>Objective 1F: Identify early childhood professional development needs and promote investments in workforce development solutions to support the early childhood system, including preschool teachers and child care providers, pediatricians (health care workers), child mental health providers, pediatric dentists, and others.</b></p> <p><b>Priorities for 2007:</b></p> <ul style="list-style-type: none"> <li>• Identify the service areas.</li> <li>• Identify groups that can convene the groups (such as pediatric dentists, etc.) in those service areas.</li> <li>• Identify competencies for Early Childhood Professionals.</li> <li>• Create a career lattice for Early Childhood Professionals.</li> </ul> <p><b>Priorities for 2008:</b></p> <ul style="list-style-type: none"> <li>• Develop articulation agreements between CC and 4 year institutions</li> <li>• Identify and publish professional development opportunities currently available for each service area (define what is meant by “service area”) and career lattices.</li> <li>• Develop accurate and up-to-date database of health providers, including a map showing geographic availability of various types of health providers in Virginia.</li> <li>• Identify barriers, gaps, improvements needed for professional development and service availability in each area.</li> <li>• Develop plan for addressing these barriers and gaps.</li> </ul>			
<b>Strategies</b>		<b>Outcomes / Indicators</b>	<b>Partners</b>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Lead:</b> GWG, with Professional Development Committee</p>	<p><b>1F(1)</b> Work collaboratively to develop coordination and expansion of professional development across systems, assuring the availability of trained, qualified and accessible providers offering excellence in all services to children and families.</p> <ul style="list-style-type: none"> <li>• Provide training, support and conference opportunities to improve cultural competencies among those serving families.</li> </ul>		<p>TIPs calendar (DSS) Resource and referral (211) Community College and State College System (SCHEV) IHE (Institutions of Higher Education in Special Education) Department of Health</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Lead:</b> GWG, working with Professional Development Committee</p>	<p><b>1F(2)</b> Create a system and policies to support professional development and an increasing supply of qualified providers of early care and education, health services and family support, including career lattices, articulation agreements, scholarship programs and training and mentoring strategies.</p> <ul style="list-style-type: none"> <li>• Determine the current state of the early childhood care and education workforce by conducting a statewide workforce study and/or examining existing studies to inform decisions.</li> <li>• Establish a professional development infrastructure to include             <ul style="list-style-type: none"> <li>○ A centralized depository for professional development information, including education, training and mentoring opportunities.</li> <li>○ Refinement of clearly defined and meaningful qualifications and credentials, degrees and licensure</li> </ul> </li> </ul>		<p>Pediatricians Association Headstart Dept. of Education Business Community VA Association of Community Service Boards</p>

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<p>Lead: GWG, working with Professional Development Committee</p>	<p><b>(1F(2) Cont..)</b></p> <ul style="list-style-type: none"><li>○ Defined core competencies and knowledge, with coordinated approaches for providing professional education and training displayed in professional development lattices.</li><li>○ Streamlined and integrated coursework among higher education institutions and enhanced articulation agreements between community colleges and 4-year institutions.</li><li>○ Strategies to maximize joint training opportunities and funding streams.</li><li>○ Expansion of scholarship programs and other incentives to promote educational and training advancement.</li><li>○ Policies to retain and reward qualified professionals through recognition and appropriate compensation.</li><li>● Ameliorate critical shortages of pediatricians, pediatric dentists, family practitioners and child mental health specialists.</li><li>○ Establish and/or update a database of available health providers for young children in Virginia.</li><li>○ Work with Virginia’s associations of health professionals to identify gaps in the availability of health providers, both geographically and by type of service provided.<ul style="list-style-type: none"><li>▪ Develop and implement a plan for addressing these gaps.</li></ul></li></ul>		
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**Goal Two: Parent Support and Education**

All families of children birth to five will have access to the information and supports they need to help them promote their child’s optimal development and school readiness.

<b>Objective 2A: Plan and implement systematic approaches to ensure that all families have access to high-quality information about child development and available services and supports.</b>		
<b>Priorities for 2007:</b>		
<ul style="list-style-type: none"><li>• Clearly define terms including home visiting, parent education, family support, vulnerable, and at-risk</li><li>• Identify existing information for parents, discern gaps, and develop appropriate messages and materials.</li><li>• Implement sustainable and effective mechanisms for the distribution of these materials.</li></ul>		
<b>Strategies</b>	<b>Outcomes / Indicators</b>	<b>Partners</b>



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<p>Lead: VECF, with parent education workgroup</p>	<p><b>2A(1)</b> Develop and disseminate culturally and linguistically relevant information about child development and effective parenting strategies.</p> <ul style="list-style-type: none"> <li>Identify and review existing appropriate materials (e.g. educational, reference, referral or resource) and create necessary and effective messages.</li> <li>Use focus groups and interviews to ensure that messages are culturally and linguistically appropriate.</li> <li>Expand a systematic and enhanced approach to early outreach and contact with parents at the birth of their child, including the New Parent Kit and other information on early child development and effective parenting strategies.</li> <li>Offer parents an opportunity to receive additional materials during the first five years of their child's life, such as a web-based resource, newsletter, and/or phone-in network for parenting education and service information.</li> <li>Provide parents with information about high quality early care and education as a support for school readiness, enhance families' capacity to select quality age and stage-appropriate early care and education programs, and identify ways families can monitor their child's program.</li> <li>Promote awareness of and maintain a strong child care resource and referral network and ensure the availability of community-based centralized resource centers where families may obtain child care information.</li> </ul>	<p>Identification of key messaging points, including promotion of a wide range of options available to parents and normalizing parent education messages</p> <p>Indicators from Smart Beginnings as brand: hits on Web site and volume of information distributed regarding parent education</p> <p>Use of 1-800-CHILDREN and R&amp;R lines</p> <p>Awareness and perception of early childhood development</p>	<p>AAP, VACCRRN, SCAN, home visiting workgroup</p>
<p><b>Objective 2B: Expand access to parenting education and support programs.</b></p> <p><b>Priorities for 2007:</b></p> <ul style="list-style-type: none"> <li>Recommend improved collaboration among home visiting programs to facilitate enhanced service to more at-risk parents.</li> <li>Identify existing information for parents, discern gaps, and develop appropriate messages and materials.</li> <li>Implement sustainable and effective mechanisms for the distribution of these materials.</li> </ul>			
<b>Strategies</b>		<b>Outcomes / Indicators</b>	<b>Partners</b>

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<p><b>Lead:</b> GWG, home visiting workgroup, VECF and community coalitions.</p>	<p><b>2B(1)</b> Expand effective and evidenced based family support programs such as: parenting education, home visiting programs, parent-to-parent mentoring models, services to special populations, family literacy and adult education, and family self-sufficiency.</p> <ul style="list-style-type: none"> <li>• Identify effective services currently available, additional models of best practices, and gaps in available services.</li> <li>• Identify some example “special populations” to ensure they are considered (low-income, minority, disabled children, immigrant, etc.)</li> <li>• Provide training to local coalitions in best practices and effective models for family support services.</li> <li>• Create statewide networking and communication links among parenting education programs offered by multiple agencies.</li> <li>• Develop/implement a professional development model and system for those providing family support/parenting services.</li> <li>• Work with partner agencies to obtain funding for expanding such services.</li> <li>• Provide training in child development and parenting strategies to professionals in other disciplines (such as health providers)</li> <li>• Consider co-locating family support/parenting services in health and early education settings.</li> </ul>	<p>Common database for home visiting Number of credentialed parent educators Analysis from parent education and home visiting parent surveys.</p>	<p>Community coalitions, parent education workgroup, Parent Educators of Virginia, City of Richmond</p>
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**Objective 2C: Ensure families are fully empowered partners in planning, coordinating, selecting and evaluating services and supports to promote their child's development.**

**Priorities for 2007:**

- Encourage local coalitions and state organizations to include parents on their committees.
- Design cross-agency evaluation instruments and mechanisms.
- Provide training in cultural competence.
- Involve parents in identifying screening mechanisms for children with special needs, with local coalitions assisting parents in interpreting the results.

**Strategies**

**Outcomes / Indicators**

**Partners**

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<p><b>Lead:</b> Local coalitions, with encouragement and support from VECF</p>	<p><b>2C(1)</b> Foster partnerships between parents, stakeholders and service providers to work together to enhance the effectiveness and impact of programs, soliciting input from families to identify family needs and the impact of successful programs in meeting these needs.</p> <ul style="list-style-type: none"> <li>• Ensure diverse parental representation on local coalitions and committees.</li> <li>• Nurture the participation especially of families that are not often involved in such coalitions, such as low-income, minority, and immigrant families, so that they can effectively advocate for their needs and the needs of the people they represent.</li> <li>• Involve families and service providers in designing and collecting evaluation data to improve efforts and provide results of evaluations to participants.</li> <li>• Involve service providers in disseminating results of monitoring and evaluations.</li> <li>• Conduct systematic outreach efforts to identify and engage families of young children with special needs and/or multiple risk factors.</li> <li>• Ensure that organizations have policies, procedures, and practices that reflect cultural competence.</li> </ul>	<p>VECF and local funders require parent input.</p>	<p>Local grantees and coalitions</p>
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**Goal Three: Early Care and Education**

Virginia communities will support systems of accessible, high quality early care and education opportunities in a variety of settings, for all children birth to age five, whose parents choose to enroll them.

**Priorities for 2007:**

- Increase number of children served in high quality pre-K programs.
- Increase number and quality of pre-K services in community-based programs.
- Examine potential changes in subsidy reimbursements

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- Identify additional funding needed to support improved quality in early education.
- Develop initial strategies for linking early education and K-12 programs.
- Conduct workforce study.
- Identify changes needed in professional development infrastructure.
- Identify current initiatives in creating infant toddler credential.

**Priorities for 2008/2009:**

- Increase number of children served in high quality pre-K programs
- Develop infrastructure for infant/toddler system
- Replicate pre-K pilots

<b>Objective 3A: Expand the availability of and access to high quality early care and education programs for young children from infancy through preschool.</b>			
	Strategies	Outcomes / Indicators	Partners
<b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner agencies	<p><b>3A(1)</b> Ensure that access to high quality pre-kindergarten for all 4-year olds whose families choose to enroll them by establishing and maintaining a strong and effective preschool program.</p> <ul style="list-style-type: none"> <li>• Implement the recommendations of the Start Strong Council to expand and improve public pre-kindergarten services in Virginia by establishing a preschool network approach.</li> <li>• Ensure strong program administration, including monitoring and technical assistance, data collection, and evaluation.</li> <li>• Replicate and expand best practices developed in pilot projects.</li> <li>• Develop and strengthen partnerships with private preschools and child care providers for state preschool service delivery.</li> <li>• Use a quality ratings system to display and encourage consistency of quality across settings.</li> </ul> <p>Explore integration of subsidized child care into preschool delivery.</p>	<p>Increased number of children served in high quality programs with comprehensive services</p> <p>Increase in number of programs participating in the QRS</p> <p>Increase in the consistency of quality in programs using the QRS</p>	<p>Head Start, Virginia Preschool Initiative, Start Strong, DSS, colleges and universities, VACCRRN, local initiatives, private pre-K providers</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner agencies</p>	<p><b>3A(2)</b> Examine the existing subsidy system; recommend and implement strategies for greater efficiency, accessibility and quality.</p> <ul style="list-style-type: none"> <li>• Identify the needs in the community and perform a analysis of the gaps in subsidized services.</li> <li>• Increase the percent of eligible families receiving subsidies, giving priority to families with children at high-risk.</li> <li>• Integrate a quality ratings system to ensure quality accountability among programs providing subsidized care and education</li> <li>• Collect data on impact of tiered reimbursement</li> </ul>	<p>Increase in subsidy reimbursement rate to support quality. Increase in number of parents choosing quality child care for use of subsidy dollars</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner agencies</p>	<p><b>3A(3)</b> Ensure that the system meets the needs of all children and families.</p> <ul style="list-style-type: none"> <li>• Expand the availability of early care and education services for infants, toddlers and special populations (children with disabilities, English language learners, acutely ill children, children of parents with non-traditional work schedules), and promote inclusion of children with special needs in “mainstream” early care and education settings</li> </ul>	<p>Increase in number of programs offering services to children in special populations  Development of an inclusive Child Find system</p>	<p>Child Find, CSBs, Infant-Toddler Connection</p>
<p><b>Objective 3B: Develop systemic methods to improve the quality of early care and education programs.</b></p>			
<p style="text-align: center;"><b>Strategies</b></p>		<p style="text-align: center;"><b>Outcomes / Indicators</b></p>	<p style="text-align: center;"><b>Partners</b></p>

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<p><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner agencies</p>	<p><b>3B(1)</b> Establish a voluntary statewide quality ratings system to enhance the capacity of early care and education programs to promote optimal early childhood development.</p> <ul style="list-style-type: none"> <li>• Finalize the development of Virginia’s statewide Quality Ratings System.</li> <li>• Develop a plan for gradual implementation of the system in Virginia</li> <li>• Identify resources to provide incentives to develop and implement quality improvement plans for early care and education on the local level</li> <li>• Create a system of technical assistance for child care providers interested in moving to higher levels of quality.</li> <li>• Provide bonuses for quality in the form of tiered reimbursement or other approaches.</li> <li>• Provide business training to early care and education programs, including the development of graduated salary schedules.</li> <li>• Explore and develop opportunities to include incentives to encourage unregulated providers into the regulatory system.</li> </ul>	<p>Increased number of programs participating in the QRS Increased number of providers moving up the QRS scale</p> <p>Creation of a system of technical assistance for child care providers</p>	<p>VACCRRN, local coalitions pilots, colleges and universities</p>
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<p><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner agencies</p>	<p><b>3B(2)</b> Promote alignment of early education curricula/programs and the public school curriculum.</p> <ul style="list-style-type: none"> <li>• Develop and market early learning guidelines for children birth to kindergarten, provide education and technical assistance on the guidelines, and promote broad public understanding of key elements in the guidelines</li> <li>• Promote seamless transition between early care and education and elementary education experience.</li> <li>• Provide shared professional development experiences for early learning, pre-kindergarten and kindergarten teachers and staff.</li> <li>• Support community planning for smooth transition from early care and education into kindergarten.</li> <li>• Explore and promote PK-3 strategies in school settings.</li> </ul>	<p>Increased number of localities in transition teams and plans to ensure smooth transition for children between early education and kindergarten with improved levels of school readiness</p>	<p>Kindergarten teachers, principals, public schools</p>
<p><b>Objective 3C:</b> <i>Develop and implement financial strategies to leverage, maximize and increase diversified funding strategies for high quality early childhood programs.</i></p>			
<b>Strategies</b>		<b>Outcomes / Indicators</b>	<b>Partners</b>



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<p><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner agencies, such as Head Start, VPI, Child Care</p>	<p><b>3C(1)</b> Secure public/private financing and resources to expand pre-kindergarten to all 4-year olds whose parents choose to enroll them.</p> <ul style="list-style-type: none"> <li>• Braid and leverage full use of Virginia Preschool Initiative (VPI) and Head Start funding by facilitating integration and coordination of these programs.</li> <li>• Develop allocation formulas to equitably distribute funds to ensure high quality early care and education programs statewide.</li> <li>• Develop strategies to identify local funding, e.g. foundations, businesses.</li> </ul>	<p>Implementation of a tiered reimbursement system based on high quality early care and education programs</p>	<p>DSS, VPI, Head Start, local child care community, Department of Education</p>
<p><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner agencies, such as Head Start, VPI, Child Care</p>	<p><b>3C(2)</b> Ensure that subsidy reimbursement rates offer fair and equitable compensation for providers, based on market rates, type of care and age of child.</p>	<p>Increased rates that are in line with market for quality</p>	

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<p><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner</p>	<p><b>3C(3)</b> Evaluate/propose changes to local zoning laws to encourage expansion of high quality child care programs.</p>	<p>Decreased barriers to zoning by passing pre-exemptiion zoning legislation to increase the number of quality programs</p>	
<p><b>Lead:</b> GWG and VECF, working with Early Education Committee and a variety of partner</p>	<p><b>3C(4)</b> Examine child care and development as a critical industry and use lessons learned from other growing industries. Develop and market financing models for this industry similar to those of other industries that are subsidized (higher education, agriculture.)</p>		

**Goal Four: Health**

**All Families of children birth to age five will have access to a full range of physical, behavioral, and dental health prevention and treatment services, as well as appropriate nutrition, to ensure their children are healthy and well-nourished.**

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**Objective 4A: Foster public and private sector initiatives to improve the affordability of health services for young children.**

**Priorities for 2007:**

- Expand participation in Medicaid and FAMIS.
- Identify barriers to health coverage.
- Begin developing a plan to expand number of children with health coverage.

Priorities for 2008:

- Continue 2007 priority work

Priorities for 2009:

- Expand physical, dental, and nutrition prevention services

	Strategies	Outcomes / Indicators	Partners
<p>Lead: GWG and VECF working with VDH, DMAS, and DMHMRSAS</p>	<p><b>4A(1)</b> Promote policies and services increasing health insurance coverage for all young children, ensuring services during the prenatal, infant, toddler, and childhood years.</p> <ul style="list-style-type: none"> <li>• Develop and implement strategies to enroll and retain all eligible children in Medicaid or FAMIS and all eligible pregnant women in FAMIS Moms and explore policy changes to expand Medicaid or FAMIS to additional children</li> <li>• Identify barriers to health coverage for all children.</li> <li>• Develop a plan to address these barriers.</li> <li>• Promote nutrition and varnish (dental) services.</li> </ul>	<p>Increased coverage for children. Increased use of preventive services. Increased percentage of children with adequate health coverage.</p>	<p>VDA, Coalition for Children’s Health, Association of Health Plans</p>

**Objective 4B: Develop and implement strategies to increase access to health services by young children.**

**Priorities for 2007:**

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- Review effective models for delivering health services to children.
- Identify areas needing improvements or expansion.
- Define screenings, appropriate instruments and desirable timelines for providing such screenings.
- Create a plan for training providers during 2008.

Priorities for 2008:

- Continue reviewing effective models for delivering health services to children.
- Support the implementation of ABCD screening project and Bright Futures guidelines
- Increase the number of nontraditional providers (assessment, screening, and varnish) for young children 0-3
- Increase capacity of home visiting programs to serve greater number of families served
- Identify a lead agency for children with autism and autism spectrum disorders

	Strategies	Outcomes / Indicators	Partners
<p><b>Lead:</b> Virginia Department of Health, working with the Health Committee, with support from GWG and VECF</p>	<p><b>4B(1)</b> Improve the coordination and effectiveness of health care for young children and identify and reduce disparities in access to health and dental care for families of young children, using tested models.</p> <ul style="list-style-type: none"> <li>• Promote the concept and implementation of a medical home for all children and test other models for effectively delivering prenatal and pediatric care.</li> <li>• Ensure effective linkages between health, early education, and family support services, including distribution of information across all sectors, cross-disciplinary professional training, and improved systems for referrals across service sectors.</li> <li>• Assure that all young children receive recommended well-child visits, health and developmental screenings, and immunizations on schedule.</li> </ul>	<p>Increased number of screenings using a standardized tool.            Reduced rates of childhood disease and respiratory problems.            Reduced percentage of infant mortality and low birthweight babies.            Decreased number of emergency room visits by young children.            Improved immunization rates.            Early referral for physical, dental, behavioral, and emotional concerns.            Reduced incidence of lead-based poisoning.            Improved system of communication exchange and referral across systems.            Families report increased ease in navigating systems and obtaining services.</p>	<p>DMAS, DMHMRSAS, VACSB, AAP, Home Visiting Discussion Group, ABCD screening project, Bright Futures Collaborative, Virginia Foundation of Families, Child and Family Behavioral Health Policy and Planning Committee, CSBs</p>

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	<ul style="list-style-type: none"><li>• Provide services for all families in the community through widely accepted institutions that appeal to a diverse cross-section of community residents.</li><li>• Ensure that they are available to all families, range in intensity to meet the needs diverse populations and attempt to remove or reduce barriers to participation.</li><li>• Address cultural barriers to care, such as clinicians' cultural competence.</li><li>• Expand home visiting programs for pregnant women and families with young children at highest risk</li><li>• Assess feasibility of increasing Medicaid reimbursement to increase the number of participating providers.</li><li>• Define necessary screenings and identify appropriate screening instruments and provide training to local health providers, family service providers, and early childhood educators in the use of/availability of screening methods.</li></ul>	<p>Increased number of children with...</p> <p>Increased number of children under 6 who are screened for social emotional health by a primary care provider</p> <p>Continuing education conducted for health care providers on Bright Futures guidelines and screening tools</p>	
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<p><b>Lead:</b> Virginia Department of Health, working with the Health Committee, with support from GWG and VECF</p>	<p><b>4B(2)</b> Assess all young children suspected of developmental delay or atypical social-emotional-behavioral adjustment and increase the availability of and the access to behavioral health services for families with children identified.</p> <ul style="list-style-type: none"> <li>• Identify appropriate behavioral and social-emotional screening instruments for young children and provide training to health and early childcare and education providers to begin screening and education for mental and behavioral health risk factors as early as possible. Include screenings for depression.</li> <li>• Identify families whose young children are at risk of future social-emotional-behavioral problems; and provide these families effective interventions to reduce such difficulties.</li> <li>• Provide training and resource materials on social-emotional health and development to individuals working with young children and families             <ul style="list-style-type: none"> <li>○ Expand the capacity of “infant mental health” service programs to address problematic parent-infant relationships</li> <li>○ Identify resources and expand capacity to identify and treat perinatal depression.</li> </ul> </li> </ul>	<p>Increased number/percentage of children under 6 who are screened for social-emotional health by a primary care provider.</p> <p>Increased number of children referred for follow-up for social-emotional needs.</p> <p>Increased percentage of children demonstrating age-appropriate social-emotional health at kindergarten entry</p> <p>Decreased number/percentage of children excluded or expelled from programs due to behavioral problems</p> <p>Increased number of mothers of children under 3 screened and referred for treatment of depression</p> <p>Increased number/percentage of children living with parents receiving treatment for mental health or substance abuse</p>	
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<p><b>(Cont).</b></p> <ul style="list-style-type: none"> <li>○ Expand the system capacity of substance abuse treatment services for pregnant women and parents of young children.</li> <li>○ Expand evidence-based early intervention programs and link families to appropriate follow-up early intervention services.</li> <li>● Compile a database and resource guide of qualified behavioral health consultants and expand the capacity to provide behavioral health consultation to early child care and education providers.</li> <li>● Fund innovative projects that demonstrate a commitment to provide evidence-based services in a manner supporting healthy, strong, resilient, stable families.</li> <li>● Identify a lead agency for children with autism and autism spectrum disorders             <ul style="list-style-type: none"> <li>○ Coordinate information and expanded training opportunities</li> <li>○ Continue to implement initiatives designed to strengthen pre-service and in-service professional development opportunities relating to the effective treatment of autism spectrum disorders for teachers and early intervention providers, and others serving children with autism spectrum disorders.</li> </ul> </li> </ul>		
<p><b>Objective 4C: Ensure that all pregnant women and young children have nourishing and healthy diets.</b></p> <p><b>Priorities for 2007:</b></p> <ul style="list-style-type: none"> <li>● Prepare effective materials related to health and nutrition.</li> <li>● Create schedule for training experiences to be provided during 2008</li> </ul>		
Strategies	Outcomes / Indicators	Partners

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<p><b>Lead:</b> Virginia Department of Health and DMHRSAS, working with the Health committee and various partners and with support from GWG</p>	<p><b>4C(1)</b> Prepare effective materials related to health, wellness and nutrition and disseminate to parents, child care providers, and agencies serving families.</p>	<p>Lower rates of child hunger Reduced rates of child obesity Reduced rates of child abuse and neglect</p>	<p>Champion Advisory, SWAC, Virginia Diabetic Association, AAP, Head Start</p>
<p><b>Lead:</b> Virginia Department of Health and DMHRSAS, working with the Health committee and various partners and with support from GWG</p>	<p><b>4C(2)</b> Provide continuing education on nutrition education for early childhood educators, family support workers, and parent groups.</p>	<p>Increased rates of breast feeding Increased adequate weight gain during pregnancy Decreased gestational diabetes</p>	



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<p><b>Lead:</b> Virginia Department of Health and DMHRSAS, working with the Health committee and various partners and with support from GWG</p>	<p><b>4C(3)</b> Ensure that messages are communicated through language and symbols that are meaningful to the targeted culture and that services are delivered in culturally competent ways.</p>		
<p><b>Lead:</b> Virginia Department of Health and DMHRSAS, working with the Health committee and various partners and with support from GWG</p>	<p><b>4C(4)</b> Promote access to nutrition services so that no child goes to bed hungry; maximize participation in WIC, local food pantries, and other nutrition programs.</p>		

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**Goal Five: Public Engagement**

**Virginia residents, communities, institutions and leaders will recognize the importance of early childhood and act to support policies and investments promoting a Smart Beginning for all children.**

**Priorities for 2007:**

- Develop public engagement plan, including collaborative messages and strategies for reaching key target audiences.
- Gather supportive data.
- Identify and train champions to be cultivated and prepared.
- Create, support and strengthen grassroots network.
- Form business advisory council.
- Develop survey re: use of family-friendly policies and practices and a plan for distributing the survey early in 2008.

**Objective 5A: Develop effective communications about Virginia’s early childhood initiative, defining key messages and the frameworks to tailor these messages to particular audiences.**

	Strategies	Outcomes / Indicators	Partners
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Lead:</b> VECF, working in collaboration with Public Engagement Committee, GWG, and a variety of agency partners</p>	<p><b>5A(1)</b> Identify information to support informed decisions relevant to children: parents, business leaders, policymakers, and others.</p> <ul style="list-style-type: none"> <li>• Identify universal or key messages to connect all early childhood efforts.</li> <li>• Frame messages in terms of educational achievement, economic development, return on investment data, and values broadly accepted in Virginia.</li> <li>• Ensure that materials not only present problems, but also offer realistic approaches to addressing such issues as early foundations for education, prevention of diseases, provision of health insurance, reduction of child abuse and improvements in literacy.</li> <li>• Use current data, research and messaging frames to present clear messages for the public.</li> <li>• Prepare effective materials and presentations on each topic.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Development of public engagement plan with messages framed for specific audiences</b></li> <li>• <b>Determination of data already available and gaps</b></li> <li>• <b>Increase in number of champions trained</b></li> <li>• <b>Electronic communication network developed for grassroots work via VECF</b></li> <li>• <b>Business advisory council formed</b></li> </ul>	<p>Voices for Virginia’s Children. Possibly Success by Six, Chamber, Fight Crime – Invest in Kids.</p> <p>Voices, Success By Six, VACCRRN, Healthy Families VA, Head Start Assoc, Part C, VPI.</p> <p>Partners above, plus VECF grantees</p> <p>VECF grantees, Chamber</p>
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<p><b>Lead:</b> VECF, working in collaboration with Public Engagement Committee, GWG, and a variety of agency partners</p>	<p><b>5A(2)</b> Create a collaborative plan for public engagement efforts.</p> <ul style="list-style-type: none"> <li>• Build collaborative relationships across agencies and organizations in planning and executing public engagement efforts.</li> <li>• Identify target audiences, their values, culture and interests, what each audience needs to know/feel/do, and key messages for each audience.</li> <li>• Identify messages and strategies that address each of these audiences.</li> <li>• Develop materials and collaborative approaches to distributing them across the state.</li> <li>• Create a mass media approach to integrated, quality early care and education system.</li> <li>• Partner with companies and organizations to secure expertise around effective marketing strategies and identify other in-kind resources.</li> </ul> <p>Provide regular feedback about progress on the plan to the public.</p>	<ul style="list-style-type: none"> <li>• Development of ECE advocacy coalition (possible Illinois model)</li> </ul>	<p>Voices for Virginia’s Children, Success by Six, VACCRRN, VAECE, VECF grantees</p>
<p><b>Objective 5B: Conduct broad public education/awareness activities, to build understanding and support for high quality early childhood services and to increase support for greater investment in the early childhood system.</b></p>			
<p><b>Strategies</b></p>		<p><b>Outcomes / Indicators</b></p>	
<p><b>Partners</b></p>			
<p><b>Lead:</b> VECF, working in collaboration with Public Engagement</p>	<p><b>5B(1)</b> Extend public education and outreach programs to ensure that the public is aware of the link between quality early childhood experiences and educational success and sustained economic vitality in the global economy.</p>	<ul style="list-style-type: none"> <li>• Private sector funds obtained to support public education campaign</li> </ul>	<p>VECF grantees, Capital One</p>

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<p><b>Lead:</b> VECF, working in collaboration with Public</p>	<p><b>5B(2)</b> Ensure that families are aware of the importance of healthy early childhood development, have information on the “building blocks” to school readiness, and are informed consumers of early childhood services.</p>		
<p><b>Lead:</b> VECF, working in collaboration with Public</p>	<p><b>5B(3)</b> Provide information about developmental variations and special needs to increase support for adaptations in services to meet these needs.</p>		
<p><b>Lead:</b> VECF, working in collaboration with Public</p>	<p><b>5B(4)</b> Increase outreach and information on healthy lifestyles, health care and dental and behavioral health services through training and the distribution of health-related materials.</p>		
<p><b>Objective 5C: Cultivate champions among leaders from all sectors, and prepare them to speak on behalf of early childhood initiatives with policy makers and decision makers locally and statewide.</b></p>			
<b>Strategies</b>		<b>Outcomes / Indicators</b>	<b>Partners</b>

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<p><b>Lead:</b> VECF, working in collaboration with Public Engagement Committee, GWG, and a variety of</p>	<p><b>5C(1)</b> Identify and cultivate highly visible champions and develop advocacy skills to leverage support for early care and education</p> <ul style="list-style-type: none"> <li>• Create case for human capital investment and inform businesses about the advantages of supporting family-friendly policies.</li> <li>• Promote messages about current and future workforce issues and the impact on a global economy.</li> </ul>	<ul style="list-style-type: none"> <li>• Ties built to new partners in business, law enforcement, faith community</li> </ul>	<p>Chamber, Fight Crime – Invest in Kids, faith-based organizations, VECF grantees</p>
<p><b>Lead:</b> VECF, working in collaboration with Public Engagement Committee, GWG, and a variety of agency partners</p>	<p><b>5C(2)</b> Establish partnerships and initiatives among communities, businesses and providers to help promote and support quality early childhood services.</p> <ul style="list-style-type: none"> <li>• Develop and promote best practice employer strategies for responding to employee needs, such as providing child care information, subsidies and other work-life solutions.</li> <li>• Recognize those employers implementing such policies and practices effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual conference of business leaders supporting ECE</li> </ul>	<p>The to-be-established Business Advisory Council</p>

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<p><b>Lead:</b> VECF, working in collaboration with Public Engagement Committee, GWG, and a variety of agency partners</p>	<p><b>5C(3)</b> Form partnerships with faith communities in improving the lives of young children and their families.</p>	<ul style="list-style-type: none"> <li>Increased number of members for local coalitions from faith-based organizations</li> </ul>	<p>Virginia Interfaith Center for Public Policy, VECF grantees</p>
<p><b>Lead:</b> VECF, working in collaboration with Public Engagement Committee, GWG, and a variety of</p>	<p><b>5C(4)</b> Develop and support a grassroots network and equip participants to effectively champion services for young children and their families.</p>	<ul style="list-style-type: none"> <li>Increased number of local coalitions</li> </ul>	
<p><b>Objective 5D. Facilitate the identification of collaborative priorities for addressing necessary changes in public policy.</b></p> <p><b>Priorities for 2007:</b></p> <ul style="list-style-type: none"> <li>Develop public engagement plan, including collaborative messages and strategies for reaching key target audiences.</li> <li>Gather supportive data.</li> <li>Identify and train champions to be cultivated and prepared.</li> <li>Create, support and strengthen grassroots network.</li> <li>Form business advisory council.</li> </ul>			

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- Develop survey re: use of family-friendly policies and practices and a plan for distributing the survey early in 2008.

	Strategies	Outcomes / Indicators	Partners
<b>Lead:</b> Collaborative Policy Committee, with facilitation and staffing supplied by VECF	<b>5D(1)</b> Identify any changes or additions needed in policies and resources affecting children.		
<b>Lead:</b> Collaborative Policy Committee, with facilitation and staffing supplied by VECF	<b>5D(2)</b> Establish collaborative efforts to determine policy proposals related to early childhood services, and create annual priorities for a public policy agenda, addressing such issues as improved child care licensing, support for children with special needs, social-emotional screening, health insurance, and others.	<ul style="list-style-type: none"> <li>• Systematic advocacy conducted with General Assembly members</li> </ul>	Voices for Virginia's Children, Success By Six, Just Children



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<b>Lead:</b> Collaborative Policy Committee, with facilitation and	<b>5D(3)</b> Identify strategies to advance this policy agenda.		
<b>Lead:</b> Collaborative Policy Committee, with facilitation and	<b>5D(4)</b> Include families in the development of policies, and enhance their ability to advocate at the state and local level for quality early childhood services.	<ul style="list-style-type: none"> <li>Local coalitions have recruited parent representatives</li> </ul>	VECF grantees, VAECE, providers, Part C, Head Start Association
<b>Objective 5E: Conduct a systematic “outreach and engagement” campaign to influence local organizations, leaders and residents to participate in their community’s early childhood initiative.</b>			
<b>Priorities for 2007:</b> <ul style="list-style-type: none"> <li>Identify significant policy gaps and opportunities.</li> <li>Create and champion a collaborative policy agenda for 2008.</li> </ul>			
<b>Strategies</b>		<b>Outcomes / Indicators</b>	<b>Partners</b>

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<p><b>Lead:</b> Collaborative Policy Committee, with facilitation and staffing supplied by VECF</p>	<p><b>5E(1)</b> Invite all communities to form early childhood coalitions, reflecting community diversity.</p>		
<p><b>Lead:</b> Collaborative Policy Committee, with facilitation and staffing supplied by VECF</p>	<p><b>5E(2)</b> Assist partnership and planning coalitions in creating public education and awareness campaigns that are consistent with the statewide early childhood messages.</p>		
<p><b>Lead:</b> Collaborative Policy Committee, with facilitation and staffing supplied by VECF</p>	<p><b>5E(3)</b> Develop and implement a plan which identifies practical ways individuals and groups can become involved in systems work and/or early childhood services, and identify ways for them to participate.</p>		
<p><b>Objective 5F: Develop effective communication systems to keep all stakeholders fully informed and coordinated.</b></p>			

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**Priorities for 2007:**

- Assist current grantees in promoting their early childhood work and encourage other communities to participate.
- Provide initial training in public awareness and effective messaging to coalitions.

	Strategies	Outcomes / Indicators	Partners
<b>Lead:</b> VECF, working with early childhood coalitions across the state.	<b>5F(1)</b> Maintain web-based information on child care programs and other services, providing public information on programs and services and expanding parent education.		
<b>Lead:</b> VECF, working with early childhood coalitions across the state.	<b>5F(2)</b> Establish a centralized network to provide consistent/timely communication and exchange information across all levels.		

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<p><b>Lead:</b> VECF, working with early childhood coalitions across the state.</p>	<p><b>5F(3)</b> Provide regular progress reports to the public</p>		
<p><b>Lead:</b> VECF and GWG, working through committees and partner agencies.</p>	<p><b>5F(4)</b> Facilitate efforts to develop skills and messages among all stakeholders, in order for Virginians to speak with one voice on behalf of children .</p>		

### **Attachment 2.2 Summary of Public Comments**

Twenty-one comments were received advocating for an increase in the MRR.

Two comments suggested an early childhood workforce study.

One comment stated that the plan document is too long and hard to understand.

Two comments requested that more emphasis be placed on the TEACH Program.

Two comments expressed concern about the cost of the Medication Administration Training.

### **Attachment 3.1.1 Child Care Program Policy**

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Available at: [http://www.dss.virginia.gov/family/cc/policy\\_manual.cgi](http://www.dss.virginia.gov/family/cc/policy_manual.cgi)  
and [http://spark.dss.virginia.gov/divisions/dfs/dfs\\_generic\\_policy.html](http://spark.dss.virginia.gov/divisions/dfs/dfs_generic_policy.html) for  
generic policy Chapters B, C, G, H and I.

**Attachment 3.2 A Payment Rates for the Provision of Child Care**

**MAXIMUM REIMBURSABLE RATES**

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**LEVEL 1 MAXIMUM REIMBURSABLE RATES**

**ABINGDON AREA – LEVEL 1**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Bland	021	77	76	69	73	25	33	47
Bristol	520	92	92	78	73	40	43	46
Buchanan	027	77	76	69	73	25	33	47
Carroll	035	66	66	60	60	25	48	63
Dickenson	051	77	76	69	73	25	33	47
Floyd	063	99	90	68	68	25	37	40
Galax	640	73	73	63	63	25	25	29
Giles	071	80	77	74	72	35	35	40
Grayson	077	77	76	65	65	16	32	45
Lee	105	76	75	75	75	30	30	60
Montgomery	121	105	103	90	80	35	42	53
Pulaski	155	97	90	73	65	38	38	46
Radford	750	100	92	73	70	22	37	45
Russell	167	66	66	62	62	20	20	36
Scott	169	69	68	65	68	18	39	45
Smyth	173	77	63	59	59	15	30	35
Tazewell	185	71	69	61	70	13	25	35
Washington	191	81	90	74	71	29	28	37
Wise/ Norton	195	78	78	65	65	19	35	54
Wythe	197	85	77	65	65	25	37	48

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**ABINGDON AREA – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Bland	021	21	21	19	20	3.50	3.50	3.17	3.34
Bristol	520	25	25	21	20	4.17	4.17	3.50	3.34
Buchanan	027	21	21	19	20	3.50	3.50	3.17	3.34
Carroll	035	18	18	16	16	3.00	3.00	2.67	2.67
Dickenson	051	21	21	19	20	3.50	3.50	3.17	3.34
Floyd	063	27	24	18	18	4.50	4.00	3.00	3.00
Galax	640	20	20	17	17	3.34	3.34	2.84	2.84
Giles	071	22	21	20	19	3.67	3.50	3.34	3.17
Grayson	077	21	21	18	18	3.50	3.50	3.00	3.00
Lee	105	21	20	20	20	3.50	3.34	3.34	3.34
Montgomery	121	28	28	24	22	4.67	4.67	4.00	3.67
Pulaski	155	26	24	20	18	4.34	4.00	3.34	3.00
Radford	750	27	25	20	19	4.50	4.17	3.34	3.17
Russell	167	18	18	17	17	3.00	3.00	2.84	2.84
Scott	169	19	18	18	18	3.17	3.00	3.00	3.00
Smyth	173	21	17	16	16	3.50	2.84	2.67	2.67
Tazewell	185	19	19	16	19	3.17	3.17	2.67	3.17
Washington	191	22	24	20	19	3.67	4.00	3.34	3.17
Wise/ Norton	195	21	21	18	18	3.50	3.50	3.00	3.00
Wythe	197	23	21	18	18	3.84	3.50	3.00	3.00



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**HENRICO AREA – LEVEL 1  
CENTER WEEKLY RATES**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	81	78	65	65	16	35	43
Brunswick	025	65	65	50	50	16	30	35
Caroline	033	126	125	74	74	21	30	49
Charles City	036	100	95	80	83	35	40	50
Chesterfield/ Colonial Heights	041	138	133	112	107	48	59	70
Cumberland	049	81	77	60	60	12	29	42
Dinwiddie	053	103	103	75	74	31	40	49
Essex	057	90	87	79	76	15	31	38
Gloucester	073	96	101	83	87	36	36	47
Goochland	075	124	116	95	92	38	48	60
Greensville/ Emporia	081	103	103	62	62	52	37	52
Hanover	085	135	125	97	95	45	55	64
Henrico	087	154	137	115	102	56	64	73
Hopewell	670	100	100	78	75	32	40	52
King & Queen	097	103	103	75	80	36	40	54
King George	099	125	120	85	80	35	43	86
King William	101	100	100	85	80	15	38	43
Lancaster	103	103	103	84	83	36	37	54
Mathews	115	83	75	73	60	30	38	49
Middlesex	119	103	95	93	93	36	45	56
New Kent	127	105	103	87	84	36	32	56
Northumberland	133	103	103	79	83	26	35	49
Nottoway	135	81	77	72	65	16	30	42
Petersburg	730	86	95	82	75	34	44	59
Powhatan	145	115	105	88	84	44	47	56
Prince George	149	112	99	92	83	32	30	50
Richmond	760	130	129	98	93	48	55	60
Richmond Co.	159	103	103	84	83	36	40	54
Surry	181	103	105	86	80	36	40	56
Sussex	183	103	103	58	58	28	28	38
Westmoreland	193	116	109	86	85	41	35	49

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**HENRICO AREA – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Amelia	007	22	21	18	18	3.67	3.50	3.00	3.00
Brunswick	025	18	18	14	14	3.00	3.00	2.34	2.34
Caroline	033	34	34	20	20	5.67	5.67	3.34	3.34
Charles City	036	27	26	22	22	4.50	4.34	3.67	3.67
Chesterfield/ Colonial Heights	041	37	36	30	29	6.17	6.00	5.00	4.84
Cumberland	049	22	21	16	16	3.67	3.50	2.67	2.67
Dinwiddie	053	28	28	20	20	4.67	4.67	3.34	3.34
Essex	057	24	23	21	21	4.00	3.84	3.50	3.50
Gloucester	073	26	27	22	23	4.34	4.50	3.67	3.84
Goochland	075	33	31	26	25	5.50	5.17	4.34	4.17
Greensville/ Emporia	081	28	28	17	17	4.67	4.67	2.84	2.84
Hanover	085	36	34	26	26	6.00	5.67	4.34	4.34
Henrico	087	42	37	31	28	7.00	6.17	5.17	4.67
Hopewell	670	27	27	21	20	4.50	4.50	3.50	3.34
King & Queen	097	28	28	20	22	4.67	4.67	3.34	3.67
King George	099	34	32	23	22	5.67	5.34	3.84	3.67
King William	101	27	27	23	22	4.50	4.50	3.84	3.67
Lancaster	103	28	28	23	22	4.67	4.67	3.84	3.67
Mathews	115	22	20	20	16	3.67	3.34	3.34	2.67
Middlesex	119	28	26	25	25	4.67	4.34	4.17	4.17
New Kent	127	28	28	23	23	4.67	4.67	3.84	3.84
Northumberland	133	28	28	21	22	4.67	4.67	3.50	3.67
Nottoway	135	22	21	19	18	3.67	3.50	3.17	3.00
Petersburg	730	23	26	22	20	3.84	4.34	3.67	3.34
Powhatan	145	31	28	24	23	5.17	4.67	4.00	3.84
Prince George	149	30	27	25	22	5.00	4.50	4.17	3.67
Richmond	760	35	35	26	25	5.84	5.84	4.34	4.17
Richmond Co.	159	28	28	23	22	4.67	4.67	3.84	3.67
Surry	181	28	28	23	22	4.67	4.67	3.84	3.67
Sussex	183	28	28	16	16	4.67	4.67	2.67	2.67
Westmoreland	193	31	29	23	23	5.17	4.84	3.84	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 1  
CENTER WEEKLY RATE**

<b>Locality</b>	<b>FIPS</b>	<b>Infant Full Time</b>	<b>Toddler Full Time</b>	<b>Pre-School Full Time</b>	<b>School Age Full Time</b>	<b>Before School</b>	<b>After School</b>	<b>Before &amp; After School</b>
Alleghany/ Covington	005	104	90	87	81	15	41	54
Amherst	009	82	82	60	60	20	33	40
Appomattox	011	81	68	59	61	15	20	33
Bath	017	107	98	76	63	25	25	45
Bedford Co./ City	019	95	95	70	68	18	27	35
Botetourt	023	103	100	75	70	27	39	44
Buckingham	029	81	77	64	65	16	30	42
Campbell	031	81	64	64	63	15	25	35
Charlotte	037	81	77	64	65	16	30	42
Craig	045	89	70	70	70	25	35	45
Danville	590	99	90	64	65	25	30	40
Franklin Co.	067	108	82	68	60	20	28	35
Halifax/ South Boston	083	81	77	64	65	30	25	40
Henry/ Martinsville	089	99	90	65	60	30	37	59
Lunenburg	111	81	77	64	65	16	30	35
Lynchburg	680	87	85	69	64	25	33	45
Mecklenburg	117	77	77	67	62	28	35	33
Nelson	125	107	85	73	83	25	30	63
Patrick	141	75	65	65	65	14	14	28
Pittsylvania	143	68	70	65	65	23	37	43
Prince Edward	147	87	79	80	76	13	29	40
Roanoke	770	125	113	87	85	30	42	51
Roanoke Co.	161	141	142	107	100	48	57	75
Rockbridge/ Buena Vista/ Lexington	163	107	93	94	75	20	28	43

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Alleghany/ Covington	005	28	24	23	22	4.67	4.00	3.84	3.67
Amherst	009	22	22	16	16	3.67	3.67	2.67	2.67
Appomattox	011	22	18	16	16	3.67	3.00	2.67	2.67
Bath	017	29	26	21	17	4.84	4.34	3.50	2.84
Bedford Co./ City	019	26	26	19	18	4.34	4.34	3.17	3.00
Botetourt	023	28	27	20	19	4.67	4.50	3.34	3.17
Buckingham	029	22	21	17	18	3.67	3.50	2.84	3.00
Campbell	031	22	17	17	17	3.67	2.84	2.84	2.84
Charlotte	037	22	21	17	18	3.67	3.50	2.84	3.00
Craig	045	24	19	19	19	4.00	3.17	3.17	3.17
Danville	590	27	24	17	18	4.50	4.00	2.84	3.00
Franklin Co.	067	29	22	18	16	4.84	3.67	3.00	2.67
Halifax/ South Boston	083	22	21	17	18	3.67	3.50	2.84	3.00
Henry/ Martinsville	089	27	24	18	16	4.50	4.00	3.00	2.67
Lunenburg	111	22	21	17	18	3.67	3.50	2.84	3.00
Lynchburg	680	23	23	19	17	3.84	3.84	3.17	2.84
Mecklenburg	117	21	21	18	17	3.50	3.50	3.00	2.84
Nelson	125	29	23	20	22	4.84	3.84	3.34	3.67
Patrick	141	20	18	18	18	3.34	3.00	3.00	3.00
Pittsylvania	143	18	19	18	18	3.00	3.17	3.00	3.00
Prince Edward	147	23	21	22	21	3.84	3.50	3.67	3.50
Roanoke	770	34	31	23	23	5.67	5.17	3.84	3.84
Roanoke Co.	161	38	38	29	27	6.34	6.34	4.84	4.50
Rockbridge/ Buena Vista/ Lexington	163	29	25	25	20	4.84	4.17	4.17	3.34

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

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**VIRGINIA BEACH – LEVEL 1**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Accomack	001	85	78	72	65	25	25	36
Chesapeake	550	131	121	97	90	45	57	68
Franklin City	620	108	102	76	76	20	21	33
Hampton	650	123	102	86	80	41	48	61
Isle Of Wight	093	110	98	75	65	25	31	45
James City	095	124	124	106	94	25	28	50
Newport News	700	120	119	96	84	45	53	65
Norfolk	710	124	119	97	90	38	50	60
Northampton	131	85	68	68	65	15	23	30
Portsmouth	740	129	93	84	85	31	42	59
Southampton	175	94	75	61	55	25	27	30
Suffolk	800	107	96	81	79	28	38	50
Virginia Beach	810	137	128	104	98	45	57	69
Williamsburg	830	131	131	111	104	40	41	66
York/Poquoson	199	117	115	89	89	33	38	58

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**VIRGINIA BEACH – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Accomack	001	23	21	19	18	3.84	3.50	3.17	3.00
Chesapeake	550	35	33	26	24	5.84	5.50	4.34	4.00
Franklin City	620	29	28	21	21	4.84	4.67	3.50	3.50
Hampton	650	33	28	23	22	5.50	4.67	3.84	3.67
Isle Of Wight	093	30	26	20	18	5.00	4.34	3.34	3.00
James City	095	33	33	29	25	5.50	5.50	4.84	4.17
Newport News	700	32	32	26	23	5.34	5.34	4.34	3.84
Norfolk	710	33	32	26	24	5.50	5.34	4.34	4.00
Northampton	131	23	18	18	18	3.84	3.00	3.00	3.00
Portsmouth	740	35	25	23	23	5.84	4.17	3.84	3.84
Southampton	175	25	20	16	15	4.17	3.34	2.67	2.50
Suffolk	800	29	26	22	21	4.84	4.34	3.67	3.50
Virginia Beach	810	37	35	28	26	6.17	5.84	4.67	4.34
Williamsburg	830	35	35	30	28	5.84	5.84	5.00	4.67
York/ Poquoson	199	32	31	24	24	5.34	5.17	4.00	4.00

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**WARRENTON AREA – LEVEL 1  
CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Albemarle/Charlottesville	003	142	142	112	113	14	41	49
Alexandria	510	187	180	145	143	44	70	92
Arlington	013	197	197	167	165	17	41	94
Augusta/Staunton/Waynesboro	015	115	105	90	90	30	38	50
Clarke	043	109	94	74	76	29	34	48
Culpeper	047	90	90	75	75	15	32	45
Fairfax Co./City & Falls Church	059	190	185	161	148	54	66	95
Fauquier	061	131	128	99	96	25	35	51
Fluvanna	065	142	121	101	98	25	36	56
Frederick/Winchester	069	88	83	78	75	28	34	45
Fredericksburg	630	131	126	97	93	54	54	64
Greene	079	107	98	73	73	25	28	35
Highland	091	107	98	81	79	25	32	45
Loudoun	107	177	170	140	132	58	66	91
Louisa	109	107	98	103	90	25	35	45
Madison	113	95	95	80	80	12	27	34
Manassas	683	161	146	126	111	54	59	88
Manassas Park	685	187	178	134	96	46	51	70
Orange	137	104	104	90	84	13	37	48
Page	139	107	98	81	79	25	30	45
Prince William	153	154	154	128	121	52	57	81
Rappahannock	157	111	111	96	96	30	32	38
Rockingham/Harrisonburg	165	118	114	95	95	27	30	45
Shenandoah	171	75	73	68	70	25	32	50
Spotsylvania	177	128	125	97	98	45	45	64
Stafford	179	128	128	109	97	52	50	75
Warren	187	98	85	75	75	26	36	48

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**WARRENTON AREA – LEVEL 1**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	38	38	30	31	6.34	6.34	5.00	5.17
Alexandria	510	50	49	39	39	8.34	8.17	6.50	6.50
Arlington	013	53	53	45	45	8.84	8.84	7.50	7.50
Augusta/ Staunton/ Waynesboro	015	31	28	24	24	5.17	4.67	4.00	4.00
Clarke	043	29	25	20	21	4.84	4.17	3.34	3.50
Culpeper	047	24	24	20	20	4.00	4.00	3.34	3.34
Fairfax Co./ City & Falls Church	059	51	50	43	40	8.50	8.34	7.17	6.67
Fauquier	061	35	35	27	26	5.84	5.84	4.50	4.34
Fluvanna	065	38	33	27	26	6.34	5.50	4.50	4.34
Frederick/ Winchester	069	24	22	21	20	4.00	3.67	3.50	3.34
Fredericksburg	630	35	34	26	25	5.84	5.67	4.34	4.17
Greene	079	29	26	20	20	4.84	4.34	3.34	3.34
Highland	091	29	26	22	21	4.84	4.34	3.67	3.50
Loudoun	107	48	46	38	36	8.00	7.67	6.34	6.00
Louisa	109	29	26	28	24	4.84	4.34	4.67	4.00
Madison	113	26	26	22	22	4.34	4.34	3.67	3.67
Manassas	683	43	39	34	30	7.17	6.50	5.67	5.00
Manassas Park	685	50	48	36	26	8.34	8.00	6.00	4.34
Orange	137	28	28	24	23	4.67	4.67	4.00	3.84
Page	139	29	26	22	21	4.84	4.34	3.67	3.50
Prince William	153	42	42	35	33	7.00	7.00	5.84	5.50
Rappahannock	157	30	30	26	26	5.00	5.00	4.34	4.34
Rockingham/ Harrisonburg	165	32	31	26	26	5.34	5.17	4.34	4.34
Shenandoah	171	20	20	18	19	3.34	3.34	3.00	3.17
Spotsylvania	177	35	34	26	26	5.84	5.67	4.34	4.34
Stafford	179	35	35	29	26	5.84	5.84	4.84	4.34
Warren	187	26	23	20	20	4.34	3.84	3.34	3.34



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

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**ABINGDON AREA – LEVEL 1**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Bland	021	65	58	60	55	36	36	43
Bristol	520	65	63	63	63	25	32	42
Buchanan	027	90	90	90	90	25	32	32
Carroll	035	60	60	50	50	25	18	35
Dickenson	051	80	78	75	68	27	32	50
Floyd	063	54	59	54	50	15	25	38
Galax	640	60	58	60	55	23	27	35
Giles	071	68	60	60	60	18	29	40
Grayson	077	58	58	50	45	20	24	34
Lee	105	70	68	75	55	45	45	42
Montgomery	121	85	83	73	70	25	27	35
Pulaski	155	58	60	60	58	25	30	40
Radford	750	98	73	70	55	28	28	39
Russell	167	60	60	60	60	18	32	42
Scott	169	70	70	68	68	20	30	83
Smyth	173	55	53	53	53	23	29	42
Tazewell	185	73	73	60	60	13	32	35
Washington	191	77	63	60	60	25	30	40
Wise/ Norton	195	68	63	60	60	23	31	42
Wythe	197	60	63	63	63	28	30	35

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**ABINGDON AREA – LEVEL 1**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Bland	021	18	16	16	15	3.00	2.67	2.67	2.50
Bristol	520	18	17	17	17	3.00	2.84	2.84	2.84
Buchanan	027	24	24	24	24	4.00	4.00	4.00	4.00
Carroll	035	16	16	14	14	2.67	2.67	2.34	2.34
Dickenson	051	22	21	20	18	3.67	3.50	3.34	3.00
Floyd	063	15	16	15	14	2.50	2.67	2.50	2.34
Galax	640	16	16	16	15	2.67	2.67	2.67	2.50
Giles	071	18	16	16	16	3.00	2.67	2.67	2.67
Grayson	077	16	16	14	12	2.67	2.67	2.34	2.00
Lee	105	19	18	20	15	3.17	3.00	3.34	2.50
Montgomery	121	23	22	20	19	3.84	3.67	3.34	3.17
Pulaski	155	16	16	16	16	2.67	2.67	2.67	2.67
Radford	750	26	20	19	15	4.34	3.34	3.17	2.50
Russell	167	16	16	16	16	2.67	2.67	2.67	2.67
Scott	169	19	19	18	18	3.17	3.17	3.00	3.00
Smyth	173	15	14	14	14	2.50	2.34	2.34	2.34
Tazewell	185	20	20	16	16	3.34	3.34	2.67	2.67
Washington	191	21	17	16	16	3.50	2.84	2.67	2.67
Wise/ Norton	195	18	17	16	16	3.00	2.84	2.67	2.67
Wythe	197	16	17	17	17	2.67	2.84	2.84	2.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**HENRICO AREA – LEVEL 1  
FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	98	88	83	83	32	34	51
Brunswick	025	73	70	63	63	50	47	53
Caroline	033	85	80	68	65	33	35	45
Charles City	036	80	78	68	70	25	35	51
Chesterfield/ Colonial Heights	041	103	100	93	83	40	48	60
Cumberland	049	70	68	65	63	22	32	38
Dinwiddie	053	80	78	70	70	25	30	49
Essex	057	78	70	70	70	24	29	44
Gloucester	073	78	78	70	65	27	35	45
Goochland	075	93	90	75	73	25	35	49
Greensville/ Emporia	081	90	63	58	58	33	37	47
Hanover	085	100	98	85	80	41	48	63
Henrico	087	110	100	98	85	48	68	65
Hopewell	670	80	78	70	68	30	35	54
King & Queen	097	80	78	70	70	25	35	49
King George	099	98	90	88	83	27	39	55
King William	101	80	75	70	70	25	35	49
Lancaster	103	80	78	70	70	25	30	49
Mathews	115	80	80	73	68	25	30	49
Middlesex	119	80	80	75	75	20	25	47
New Kent	127	85	85	73	75	32	40	54
Northumberland	133	80	78	70	70	25	35	49
Nottoway	135	60	60	68	60	32	45	55
Petersburg	730	85	80	72	65	40	40	44
Powhatan	145	83	83	73	70	25	35	40
Prince George	149	80	80	70	65	19	33	41
Richmond	760	90	90	73	70	50	48	60
Richmond Co.	159	80	80	70	70	25	35	41
Surry	181	80	73	57	57	25	35	45
Sussex	183	75	75	68	68	32	36	46
Westmoreland	193	80	68	65	70	25	35	44

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**HENRICO AREA – LEVEL 1  
FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Amelia	007	26	24	22	22	4.34	4.00	3.67	3.67
Brunswick	025	20	19	17	17	3.34	3.17	2.84	2.84
Caroline	033	23	22	18	18	3.84	3.67	3.00	3.00
Charles City	036	22	21	18	19	3.67	3.50	3.00	3.17
Chesterfield/ Colonial Heights	041	28	27	25	22	4.67	4.50	4.17	3.67
Cumberland	049	19	18	18	17	3.17	3.00	3.00	2.84
Dinwiddie	053	22	21	19	19	3.67	3.50	3.17	3.17
Essex	057	21	19	19	19	3.50	3.17	3.17	3.17
Gloucester	073	21	21	19	18	3.50	3.50	3.17	3.00
Goochland	075	25	24	20	20	4.17	4.00	3.34	3.34
Greensville/ Emporia	081	24	17	16	16	4.00	2.84	2.67	2.67
Hanover	085	27	26	23	22	4.50	4.34	3.84	3.67
Henrico	087	30	27	26	23	5.00	4.50	4.34	3.84
Hopewell	670	22	21	19	18	3.67	3.50	3.17	3.00
King & Queen	097	22	21	19	19	3.67	3.50	3.17	3.17
King George	099	26	24	24	22	4.34	4.00	4.00	3.67
King William	101	22	20	19	19	3.67	3.34	3.17	3.17
Lancaster	103	22	21	19	19	3.67	3.50	3.17	3.17
Mathews	115	22	22	20	18	3.67	3.67	3.34	3.00
Middlesex	119	22	22	20	20	3.67	3.67	3.34	3.34
New Kent	127	23	23	20	20	3.84	3.84	3.34	3.34
Northumberland	133	22	21	19	19	3.67	3.50	3.17	3.17
Nottoway	135	16	16	18	16	2.67	2.67	3.00	2.67
Petersburg	730	23	22	19	18	3.84	3.67	3.17	3.00
Powhatan	145	22	22	20	19	3.67	3.67	3.34	3.17
Prince George	149	22	22	19	18	3.67	3.67	3.17	3.00
Richmond	760	24	24	20	19	4.00	4.00	3.34	3.17
Richmond Co.	159	22	22	19	19	3.67	3.67	3.17	3.17
Surry	181	22	20	15	15	3.67	3.34	2.50	2.50
Sussex	183	20	20	18	18	3.34	3.34	3.00	3.00
Westmoreland	193	22	18	18	19	3.67	3.00	3.00	3.17

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 1**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Alleghany/ Covington/	005	80	80	75	75	25	30	43
Amherst	009	60	60	60	60	34	34	45
Appomattox	011	78	75	70	68	33	33	55
Bath	017	90	80	80	75	28	40	47
Bedford Co./ City	019	88	78	75	63	24	32	53
Botetourt	023	80	80	80	63	25	30	40
Buckingham	029	58	58	58	50	32	34	50
Campbell	031	70	65	60	58	27	32	43
Charlotte	037	70	68	65	63	32	34	48
Craig	045	73	65	63	60	27	28	41
Danville	590	60	60	50	50	54	23	35
Franklin Co.	067	75	70	68	65	23	23	45
Halifax/ South Boston	083	80	75	75	65	34	36	50
Henry/ Martinsville	089	63	60	60	60	28	30	35
Lunenburg	111	80	81	61	59	32	36	40
Lynchburg	680	85	86	77	65	29	40	58
Mecklenburg	117	73	65	63	63	32	36	48
Nelson	125	60	78	78	73	20	28	35
Patrick	141	50	50	50	50	25	25	36
Pittsylvania	143	55	55	55	55	25	30	39
Prince Edward	147	70	65	63	60	34	34	48
Roanoke City	770	85	80	73	68	35	40	50
Roanoke Co./ Salem	161	80	79	79	75	30	30	66
Rockbridge/ Buena Vista/ Lexington	163	100	100	90	86	59	42	59

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 1**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Alleghany/ Covington	005	22	22	20	20	3.67	3.67	3.34	3.34
Amherst	009	16	16	16	16	2.67	2.67	2.67	2.67
Appomattox	011	21	20	19	18	3.50	3.34	3.17	3.00
Bath	017	24	22	22	20	4.00	3.67	3.67	3.34
Bedford Co./ City	019	24	21	20	17	4.00	3.50	3.34	2.84
Botetourt	023	22	22	22	17	3.67	3.67	3.67	2.84
Buckingham	029	16	16	16	14	2.67	2.67	2.67	2.34
Campbell	031	19	18	16	16	3.17	3.00	2.67	2.67
Charlotte	037	19	18	18	17	3.17	3.00	3.00	2.84
Craig	045	20	18	17	16	3.34	3.00	2.84	2.67
Danville	590	16	16	14	14	2.67	2.67	2.34	2.34
Franklin Co.	067	20	19	18	18	3.34	3.17	3.00	3.00
Halifax/ South Boston	083	22	20	20	18	3.67	3.34	3.34	3.00
Henry/ Martinsville	089	17	16	16	16	2.84	2.67	2.67	2.67
Lunenburg	111	22	22	16	16	3.67	3.67	2.67	2.67
Lynchburg	680	23	23	21	18	3.84	3.84	3.50	3.00
Mecklenburg	117	20	18	17	17	3.34	3.00	2.84	2.84
Nelson	125	16	21	21	20	2.67	3.50	3.50	3.34
Patrick	141	14	14	14	14	2.34	2.34	2.34	2.34
Pittsylvania	143	15	15	15	15	2.50	2.50	2.50	2.50
Prince Edward	147	19	18	17	16	3.17	3.00	2.84	2.67
Roanoke City	770	23	22	20	18	3.84	3.67	3.34	3.00
Roanoke Co./ Salem	161	22	21	21	20	3.67	3.50	3.50	3.34
Rockbridge/ Buena Vista/ Lexington	163	27	27	24	23	4.50	4.50	4.00	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**VIRGINIA BEACH AREA – LEVEL 1**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Accomack	001	68	68	68	65	30	34	35
Chesapeake	550	90	83	82	75	35	40	53
Franklin City	620	73	70	70	99	28	38	63
Hampton	650	83	83	73	73	30	40	55
Isle Of Wight	093	80	75	75	75	25	44	60
James City	095	98	98	85	83	30	30	50
Newport News	700	83	80	70	73	28	38	55
Norfolk	710	88	78	75	70	28	34	50
Northampton	131	73	75	73	75	54	46	68
Portsmouth	740	75	72	70	63	22	38	55
Southampton	175	80	70	70	70	28	44	60
Suffolk	800	78	75	72	72	28	35	51
Virginia Beach	810	95	85	79	73	23	35	50
Williamsburg	830	100	83	83	78	32	45	55
York/ Poquoson	199	90	78	78	75	28	38	58

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**VIRGINIA BEACH AREA – LEVEL 1**  
**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Accomack	001	18	18	18	18	3.00	3.00	3.00	3.00
Chesapeake	550	24	22	22	20	4.00	3.67	3.67	3.34
Franklin City	620	20	19	19	27	3.34	3.17	3.17	4.50
Hampton	650	22	22	20	20	3.67	3.67	3.34	3.34
Isle Of Wight	093	22	20	20	20	3.67	3.34	3.34	3.34
James City	095	26	26	23	22	4.34	4.34	3.84	3.67
Newport News	700	22	22	19	20	3.67	3.67	3.17	3.34
Norfolk	710	24	21	20	19	4.00	3.50	3.34	3.17
Northampton	131	20	20	20	20	3.34	3.34	3.34	3.34
Portsmouth	740	20	19	19	17	3.34	3.17	3.17	2.84
Southampton	175	22	19	19	19	3.67	3.17	3.17	3.17
Suffolk	800	21	20	19	19	3.50	3.34	3.17	3.17
Virginia Beach	810	26	23	21	20	4.34	3.84	3.50	3.34
Williamsburg	830	27	22	22	21	4.50	3.67	3.67	3.50
York/ Poquoson	199	24	21	21	20	4.00	3.50	3.50	3.34



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**WARRENTON AREA – LEVEL 1**

**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Albemarle/ Charlottesville	003	110	106	100	99	50	55	43
Alexandria	510	140	137	134	130	65	60	90
Arlington	013	145	148	140	144	25	75	100
Augusta/ Staunton/ Waynesboro	015	83	80	78	78	25	30	45
Clarke	043	90	80	80	78	28	40	47
Culpeper	047	80	75	78	78	45	45	70
Fairfax Co./ City & Falls Church	059	153	148	145	133	55	73	89
Fauquier	061	110	113	100	95	40	40	65
Fluvanna	065	98	95	98	87	28	42	45
Frederick/ Winchester	069	88	83	80	78	38	45	55
Fredericksburg	630	95	85	81	81	41	41	60
Greene	079	100	90	87	80	28	43	54
Highland	091	75	63	60	58	25	42	38
Loudoun	107	150	148	138	128	54	70	92
Louisa	109	75	75	75	75	28	40	45
Madison	113	73	65	65	60	23	30	48
Manassas	683	145	128	123	123	35	68	97
Manassas Park	685	135	130	120	107	35	58	68
Orange	137	88	90	78	106	27	35	55
Page	139	60	55	55	55	25	34	47
Prince William	153	134	129	113	98	43	48	73
Rappahannock	157	103	90	88	85	25	30	50
Rockingham/ Harrisonburg	165	88	78	75	73	20	34	43
Shenandoah	171	73	70	65	58	28	30	43
Spotsylvania	177	103	80	78	78	32	40	48
Stafford	179	115	105	95	98	35	35	63
Warren	187	93	88	83	83	30	30	43

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**WARRENTON AREA – LEVEL 1**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	30	29	27	27	5.00	4.84	4.50	4.50
Alexandria	510	38	37	36	35	6.34	6.17	6.00	5.84
Arlington	013	39	40	38	39	6.50	6.67	6.34	6.50
Augusta/ Staunton/ Waynesboro	015	22	22	21	21	3.67	3.67	3.50	3.50
Clarke	043	24	22	22	21	4.00	3.67	3.67	3.50
Culpeper	047	22	20	21	21	3.67	3.34	3.50	3.50
Fairfax Co./ City & Falls Church	059	41	40	39	36	6.84	6.67	6.50	6.00
Fauquier	061	30	31	27	26	5.00	5.17	4.50	4.34
Fluvanna	065	26	26	26	23	4.34	4.34	4.34	3.84
Frederick/ Winchester	069	24	22	22	21	4.00	3.67	3.67	3.50
Fredericksburg	630	26	23	22	22	4.34	3.84	3.67	3.67
Greene	079	27	24	23	22	4.50	4.00	3.84	3.67
Highland	091	20	17	16	16	3.34	2.84	2.67	2.67
Loudoun	107	41	40	37	35	6.84	6.67	6.17	5.84
Louisa	109	20	20	20	20	3.34	3.34	3.34	3.34
Madison	113	20	18	18	16	3.34	3.00	3.00	2.67
Manassas	683	39	35	33	33	6.50	5.84	5.50	5.50
Manassas Park	685	36	35	32	29	6.00	5.84	5.34	4.84
Orange	137	24	24	21	29	4.00	4.00	3.50	4.84
Page	139	16	15	15	15	2.67	2.50	2.50	2.50
Prince William	153	36	35	31	26	6.00	5.84	5.17	4.34
Rappahannock	157	28	24	24	23	4.67	4.00	4.00	3.84
Rockingham/ Harrisonburg	165	24	21	20	20	4.00	3.50	3.34	3.34
Shenandoah	171	20	19	18	16	3.34	3.17	3.00	2.67
Spotsylvania	177	28	22	21	21	4.67	3.67	3.50	3.50
Stafford	179	31	28	26	26	5.17	4.67	4.34	4.34
Warren	187	25	24	22	22	4.17	4.00	3.67	3.67

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**LEVEL 2 MAXIMUM REIMBURSABLE RATES**

**ABINGDON AREA – LEVEL 2**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Bland	021	85	85	75	73	25	33	47
Bristol	520	100	100	90	73	40	43	46
Buchanan	027	85	85	75	73	25	33	47
Carroll	035	82	79	69	60	25	48	63
Dickenson	051	85	85	75	73	25	33	47
Floyd	063	104	92	80	68	25	37	40
Galax	640	85	113	113	63	25	25	29
Giles	071	104	90	75	72	35	35	40
Grayson	077	79	78	68	65	16	32	45
Lee	105	85	90	90	75	30	30	60
Montgomery	121	120	120	105	80	35	42	53
Pulaski	155	104	95	81	65	38	38	46
Radford	750	115	95	79	70	22	37	45
Russell	167	85	70	65	62	20	20	36
Scott	169	85	85	80	68	18	39	45
Smyth	173	78	64	60	59	15	30	35
Tazewell	185	80	75	65	70	13	25	35
Washington	191	85	92	80	71	29	28	37
Wise/ Norton	195	85	85	75	65	19	35	54
Wythe	197	87	85	73	65	25	37	48

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**ABINGDON AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Bland	021	23	23	20	20	3.84	3.84	3.34	3.34
Bristol	520	27	27	24	20	4.50	4.50	4.00	3.34
Buchanan	027	23	23	20	20	3.84	3.84	3.34	3.34
Carroll	035	22	21	19	16	3.67	3.50	3.17	2.67
Dickenson	051	23	23	20	20	3.84	3.84	3.34	3.34
Floyd	063	28	25	22	18	4.67	4.17	3.67	3.00
Galax	640	23	31	31	17	3.84	5.17	5.17	2.84
Giles	071	28	24	20	19	4.67	4.00	3.34	3.17
Grayson	077	21	21	18	18	3.50	3.50	3.00	3.00
Lee	105	23	24	24	20	3.84	4.00	4.00	3.34
Montgomery	121	32	32	28	22	5.34	5.34	4.67	3.67
Pulaski	155	28	26	22	18	4.67	4.34	3.67	3.00
Radford	750	31	26	21	19	5.17	4.34	3.50	3.17
Russell	167	23	19	18	17	3.84	3.17	3.00	2.84
Scott	169	23	23	22	18	3.84	3.84	3.67	3.00
Smyth	173	21	17	16	16	3.50	2.84	2.67	2.67
Tazewell	185	22	20	18	19	3.67	3.34	3.00	3.17
Washington	191	23	25	22	19	3.84	4.17	3.67	3.17
Wise/ Norton	195	23	23	20	18	3.84	3.84	3.34	3.00
Wythe	197	23	23	20	18	3.84	3.84	3.34	3.00

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**HENRICO AREA – LEVEL 2**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	105	87	87	65	16	35	43
Brunswick	025	105	88	77	50	16	30	35
Caroline	033	153	150	90	74	21	30	49
Charles City	036	110	110	95	83	35	40	50
Chesterfield/ Colonial Heights	041	170	165	135	107	48	59	70
Cumberland	049	95	85	75	60	12	29	42
Dinwiddie	053	120	113	77	74	31	40	49
Essex	057	114	106	104	76	15	31	38
Gloucester	073	129	129	109	87	36	36	47
Goochland	075	190	171	151	92	38	48	60
Greensville/ Emporia	081	105	105	70	62	52	37	52
Hanover	085	160	153	118	95	45	55	64
Henrico	087	180	163	130	102	56	64	73
Hopewell	670	110	110	85	75	32	40	52
King & Queen	097	105	105	77	80	36	40	54
King George	099	150	135	95	80	35	43	86
King William	101	125	125	95	80	15	38	43
Lancaster	103	120	113	92	83	36	37	54
Mathews	115	95	95	90	60	30	38	49
Middlesex	119	110	110	110	93	36	45	56
New Kent	127	120	120	90	84	36	32	56
Northumberland	133	105	105	81	83	26	35	49
Nottoway	135	105	88	85	65	16	30	42
Petersburg	730	92	97	88	75	34	44	59
Powhatan	145	150	140	125	84	44	47	56
Prince George	149	134	116	104	83	32	30	50
Richmond	760	146	145	113	93	48	55	60
Richmond Co.	159	120	105	86	83	36	40	54
Surry	181	129	113	95	80	36	40	56
Sussex	183	105	105	70	58	28	28	38
Westmoreland	193	150	135	95	85	41	35	49

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**HENRICO AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Amelia	007	28	23	23	18	4.67	3.84	3.84	3.00
Brunswick	025	28	24	21	14	4.67	4.00	3.50	2.34
Caroline	033	41	41	24	20	6.84	6.84	4.00	3.34
Charles City	036	30	30	26	22	5.00	5.00	4.34	3.67
Chesterfield/ Colonial Heights	041	46	45	36	29	7.67	7.50	6.00	4.84
Cumberland	049	26	23	20	16	4.37	3.84	3.34	2.67
Dinwiddie	053	32	31	21	20	5.34	5.17	3.50	3.34
Essex	057	31	29	28	21	5.17	4.84	4.67	3.50
Gloucester	073	35	35	29	23	5.84	5.84	4.84	3.84
Goochland	075	51	46	41	25	8.50	7.67	6.84	4.17
Greensville/ Emporia	081	28	28	19	17	4.67	4.67	3.17	2.84
Hanover	085	43	41	32	26	7.17	6.84	5.34	4.34
Henrico	087	49	44	35	28	8.17	7.34	5.84	4.67
Hopewell	670	30	30	23	20	5.00	5.00	3.84	3.34
King & Queen	097	28	28	21	22	4.67	4.67	3.50	3.67
King George	099	41	36	26	22	6.84	6.00	4.34	3.67
King William	101	34	34	26	22	5.67	5.67	4.34	3.67
Lancaster	103	32	31	25	22	5.34	5.17	4.17	3.67
Mathews	115	26	26	24	16	4.34	4.34	4.00	2.67
Middlesex	119	30	30	30	25	5.00	5.00	5.00	4.17
New Kent	127	32	32	24	23	5.34	5.34	4.00	3.84
Northumberland	133	28	28	22	22	4.67	4.67	3.67	3.67
Nottoway	135	28	24	23	18	4.67	4.00	3.84	3.00
Petersburg	730	25	26	24	20	4.17	4.34	4.00	3.34
Powhatan	145	41	38	34	23	6.84	6.34	5.67	3.84
Prince George	149	36	31	28	22	6.00	5.17	4.67	3.67
Richmond	760	39	39	31	25	6.50	6.50	5.17	4.17
Richmond Co.	159	32	28	23	22	5.34	4.67	3.84	3.67
Surry	181	35	31	26	22	5.84	5.17	4.34	3.67
Sussex	183	28	28	19	16	4.67	4.67	3.17	2.67
Westmoreland	193	41	36	26	23	6.84	6.00	4.34	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 2**  
**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Alleghany/ Covington	005	108	92	89	81	15	41	54
Amherst	009	105	85	77	60	20	33	40
Appomattox	011	105	85	64	61	15	20	33
Bath	017	151	138	100	63	25	25	45
Bedford Co./ City	019	105	105	73	68	18	27	35
Botetourt	023	135	135	95	70	27	39	44
Buckingham	029	83	79	70	65	16	30	42
Campbell	031	85	75	70	63	15	25	35
Charlotte	037	98	88	88	65	16	30	42
Craig	045	95	85	85	70	25	35	45
Danville	590	110	92	80	65	25	30	40
Franklin Co.	067	135	135	80	60	20	28	35
Halifax/ South Boston	083	99	89	89	65	30	25	40
Henry/ Martinsville	089	101	92	68	60	30	37	59
Lunenburg	111	105	88	77	65	16	30	35
Lynchburg	680	105	100	77	64	25	33	45
Mecklenburg	117	80	80	70	62	28	35	33
Nelson	125	109	87	85	83	25	30	63
Patrick	141	80	70	70	65	14	14	28
Pittsylvania	143	75	75	70	65	23	37	43
Prince Edward	147	105	100	95	76	13	29	40
Roanoke	770	195	152	122	85	30	42	51
Roanoke Co.	161	195	152	110	100	48	57	75
Rockbridge/ Buena Vista/ Lexington	163	165	165	140	75	20	28	43

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Alleghany/ Covington/ Amherst	005	29	25	24	22	4.84	4.17	4.00	3.67
Appomattox	009	28	23	21	16	4.67	3.84	3.50	2.67
Bath	011	28	23	17	16	4.67	3.84	2.84	2.67
Bedford Co./ City	017	41	37	27	17	6.84	6.17	4.50	2.84
Botetourt	019	28	28	20	18	4.67	4.67	3.34	3.00
Buckingham	023	36	36	26	19	6.00	6.00	4.34	3.17
Campbell	029	22	21	19	18	3.67	3.50	3.17	3.00
Charlotte	031	23	20	19	17	3.84	3.34	3.17	2.84
Craig	037	26	24	24	18	4.34	4.00	4.00	3.00
Danville	045	26	23	23	19	4.34	3.84	3.84	3.17
Franklin Co.	590	30	25	22	18	5.00	4.17	3.67	3.00
Halifax/ South Boston	067	36	36	22	16	6.00	6.00	3.67	2.67
Henry/ Martinsville	083	27	24	24	18	4.50	4.00	4.00	3.00
Lunenburg	089	27	25	18	16	4.50	4.17	3.00	2.67
Lynchburg	111	28	24	21	18	4.67	4.00	3.50	3.00
Mecklenburg	680	28	27	21	17	4.67	4.50	3.50	2.84
Nelson	117	22	22	19	17	3.67	3.67	3.17	2.84
Patrick	125	29	23	23	22	4.84	3.84	3.84	3.67
Pittsylvania	141	22	19	19	18	3.67	3.17	3.17	3.00
Prince Edward	143	20	20	19	18	3.34	3.34	3.17	3.00
Roanoke	147	28	27	26	21	4.67	4.50	4.34	3.50
Roanoke Co.	770	53	41	33	23	8.84	6.84	5.50	3.84
Rockbridge/ Buena Vista/ Lexington	161	53	41	30	27	8.84	6.84	5.00	4.50
	163	45	45	38	20	7.50	7.50	6.34	3.34



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**VIRGINIA BEACH AREA – LEVEL 2**  
**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Accomack	001	95	95	80	65	25	25	36
Chesapeake	550	160	140	118	90	45	57	68
Franklin City	620	121	115	90	76	20	21	33
Hampton	650	150	140	105	80	41	48	61
Isle Of Wight	093	150	115	90	65	25	31	45
James City	095	143	130	116	94	25	28	50
Newport News	700	135	125	113	84	45	53	65
Norfolk	710	140	130	104	90	38	50	60
Northampton	131	87	85	75	65	15	23	30
Portsmouth	740	155	138	125	85	31	42	59
Southampton	175	121	115	90	55	25	27	30
Suffolk	800	121	112	93	79	28	38	50
Virginia Beach	810	159	145	125	98	45	57	69
Williamsburg	830	171	166	139	104	40	41	66
York/ Poquoson	199	138	135	106	89	33	38	58

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**VIRGINIA BEACH AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Accomack	001	26	26	22	18	4.34	4.34	3.67	3.00
Chesapeake	550	43	38	32	24	7.17	6.34	5.34	4.00
Franklin City	620	33	31	24	21	5.50	5.17	4.00	3.50
Hampton	650	41	38	28	22	6.84	6.34	4.67	3.67
Isle Of Wight	093	41	31	24	18	6.84	5.17	4.00	3.00
James City	095	39	35	31	25	6.50	5.84	5.17	4.17
Newport News	700	36	34	31	23	6.00	5.67	5.17	3.84
Norfolk	710	38	35	28	24	6.34	5.84	4.67	4.00
Northampton	131	23	23	20	18	3.84	3.84	3.34	3.00
Portsmouth	740	42	37	34	23	7.00	6.17	5.67	3.84
Southampton	175	33	31	24	15	5.50	5.17	4.00	2.50
Suffolk	800	33	30	25	21	5.50	5.00	4.17	3.50
Virginia Beach	810	43	39	34	26	7.17	6.50	5.67	4.34
Williamsburg	830	46	45	37	28	7.67	7.50	6.17	4.67
York/ Poquoson	199	37	36	29	24	6.17	6.00	4.84	4.00

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**WARRENTON AREA – LEVEL 2**

**CENTER WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Albemarle/ Charlottesville	003	160	155	137	113	14	41	49
Alexandria	510	231	226	190	143	44	70	92
Arlington	013	226	201	190	165	17	41	94
Augusta/ Staunton/ Waynesboro	015	130	125	105	90	30	38	50
Clarke	043	165	150	115	76	29	34	48
Culpeper	047	131	131	80	75	15	32	45
Fairfax Co./ City & Falls Church	059	232	224	191	148	54	66	95
Fauquier	061	160	156	135	96	25	35	51
Fluvanna	065	170	144	130	98	25	36	56
Frederick/ Winchester	069	130	120	90	75	28	34	45
Fredericksburg	630	175	165	125	93	54	54	64
Greene	079	109	100	100	73	25	28	35
Highland	091	151	130	100	79	25	32	45
Loudoun	107	225	208	190	132	58	66	91
Louisa	109	151	138	113	90	25	35	45
Madison	113	110	110	93	80	12	27	34
Manassas	683	180	168	145	111	54	59	88
Manassas Park	685	226	214	189	96	46	51	70
Orange	137	135	135	110	84	13	37	48
Page	139	151	138	100	79	25	30	45
Prince William	153	185	180	150	121	52	57	81
Rappahannock	157	126	126	109	96	30	32	38
Rockingham/ Harrisonburg	165	127	127	105	95	27	30	45
Shenandoah	171	90	90	70	70	25	32	50
Spotsylvania	177	150	145	122	98	45	45	64
Stafford	179	153	153	129	97	52	50	75
Warren	187	103	103	93	75	26	36	48

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**WARRENTON AREA – LEVEL 2**  
**CENTER DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	43	42	37	31	7.17	7.00	6.17	5.17
Alexandria	510	62	61	51	39	10.34	10.17	8.50	6.50
Arlington	013	61	54	51	45	10.17	9.00	8.50	7.50
Augusta/ Staunton/ Waynesboro	015	35	34	28	24	5.84	5.67	4.67	4.00
Clarke	043	45	41	31	21	7.50	6.84	5.17	3.50
Culpeper	047	35	35	22	20	5.84	5.84	3.67	3.34
Fairfax Co./ City & Falls Church	059	63	60	52	40	10.50	10.00	8.67	6.67
Fauquier	061	43	42	36	26	7.17	7.00	6.00	4.34
Fluvanna	065	46	39	35	26	7.67	6.50	5.84	4.34
Frederick/ Winchester	069	35	32	24	20	5.84	5.34	4.00	3.34
Fredericksburg	630	47	45	34	25	7.84	7.50	5.67	4.17
Greene	079	29	27	27	20	4.84	4.50	4.50	3.34
Highland	091	41	35	27	21	6.84	5.84	4.50	3.50
Loudoun	107	61	56	51	36	10.17	9.34	8.50	6.00
Louisa	109	41	37	31	24	6.84	6.17	5.17	4.00
Madison	113	30	30	25	22	5.00	5.00	4.17	3.67
Manassas	683	49	45	39	30	8.17	7.50	6.50	5.00
Manassas Park	685	61	58	51	26	10.17	9.67	8.50	4.34
Orange	137	36	36	30	23	6.00	6.00	5.00	3.84
Page	139	41	37	27	21	6.84	6.17	4.50	3.50
Prince William	153	50	49	41	33	8.34	8.17	6.84	5.50
Rappahannock	157	34	34	29	26	5.67	5.67	4.84	4.34
Rockingham/ Harrisonburg	165	34	34	28	26	5.67	5.67	4.67	4.34
Shenandoah	171	24	24	19	19	4.00	4.00	3.17	3.17
Spotsylvania	177	41	39	33	26	6.84	6.50	5.50	4.34
Stafford	179	41	41	35	26	6.84	6.84	5.84	4.34
Warren	187	28	28	25	20	4.67	4.67	4.17	3.34

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**ABINGDON AREA – LEVEL 2**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Bland	021	75	70	65	55	36	36	43
Bristol	520	75	65	65	63	25	32	42
Buchanan	027	92	92	92	90	25	32	32
Carroll	035	65	62	60	50	25	18	35
Dickenson	051	100	80	77	68	27	32	50
Floyd	063	100	85	75	50	15	25	38
Galax	640	65	62	62	55	23	27	35
Giles	071	80	75	75	60	18	29	40
Grayson	077	60	60	60	45	20	24	34
Lee	105	75	75	77	55	45	45	42
Montgomery	121	95	90	83	70	25	27	35
Pulaski	155	80	75	75	58	25	30	40
Radford	750	100	75	75	55	28	28	39
Russell	167	90	80	75	60	18	32	42
Scott	169	85	85	80	68	20	30	83
Smyth	173	65	60	60	53	23	29	42
Tazewell	185	75	75	75	60	13	32	35
Washington	191	79	70	67	60	25	30	40
Wise/ Norton	195	90	90	90	60	23	31	42
Wythe	197	62	65	65	63	28	30	35

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**ABINGDON AREA – LEVEL 2**

**FAMILY DAILY/HOURLY RATE**

Locality	FIP S	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Bland	021	20	19	18	15	3.34	3.17	3.00	2.50
Bristol	520	20	18	18	17	3.34	3.00	3.00	2.84
Buchanan	027	25	25	25	24	4.17	4.17	4.17	4.00
Carroll	035	18	17	16	14	3.00	2.84	2.67	2.34
Dickenson	051	27	22	21	18	4.50	3.67	3.50	3.00
Floyd	063	27	23	20	14	4.50	3.84	3.34	2.34
Galax	640	18	17	17	15	3.00	2.84	2.84	2.50
Giles	071	22	20	20	16	3.67	3.34	3.34	2.67
Grayson	077	16	16	16	12	2.67	2.67	2.67	2.00
Lee	105	20	20	21	15	3.34	3.34	3.50	2.50
Montgomery	121	26	24	22	19	4.34	4.00	3.67	3.17
Pulaski	155	22	20	20	16	3.67	3.34	3.34	2.67
Radford	750	27	20	20	15	4.50	3.34	3.34	2.50
Russell	167	24	22	20	16	4.00	3.67	3.34	2.67
Scott	169	23	23	22	18	3.84	3.84	3.67	3.00
Smyth	173	18	16	16	14	3.00	2.67	2.67	2.34
Tazewell	185	20	20	20	16	3.34	3.34	3.34	2.67
Washington	191	21	19	18	16	3.50	3.17	3.00	2.67
Wise/ Norton	195	24	24	24	16	4.00	4.00	4.00	2.67
Wythe	197	17	18	18	17	2.84	3.00	3.00	2.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**HENRICO AREA – LEVEL 2**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Amelia	007	100	90	85	83	32	34	51
Brunswick	025	85	75	75	63	50	47	53
Caroline	033	95	82	80	65	33	35	45
Charles City	036	95	85	85	70	25	35	51
Chesterfield/Colonial Heights	041	125	125	115	83	40	48	60
Cumberland	049	75	75	75	63	22	32	38
Dinwiddie	053	100	85	72	70	25	30	49
Essex	057	90	90	85	70	24	29	44
Gloucester	073	100	100	90	65	27	35	45
Goochland	075	125	120	105	73	25	35	49
Greensville/ Emporia	081	92	85	75	58	33	37	47
Hanover	085	130	125	110	80	41	48	63
Henrico	087	150	125	110	85	48	68	65
Hopewell	670	100	85	80	68	30	35	54
King & Queen	097	95	85	85	70	25	35	49
King George	099	100	95	95	83	27	39	55
King William	101	95	95	85	70	25	35	49
Lancaster	103	95	85	85	70	25	30	49
Mathews	115	95	85	85	68	25	30	49
Middlesex	119	100	90	90	75	20	25	47
New Kent	127	95	87	85	75	32	40	54
Northumberland	133	95	85	85	70	25	35	49
Nottoway	135	70	65	70	60	32	45	55
Petersburg	730	95	86	80	65	40	40	44
Powhatan	145	125	120	105	70	25	35	40
Prince George	149	100	90	85	65	19	33	41
Richmond	760	120	109	95	70	50	48	60
Richmond Co.	159	95	85	85	70	25	35	41
Surry	181	82	80	70	57	25	35	45
Sussex	183	97	77	75	68	32	36	46
Westmoreland	193	95	85	85	70	25	35	44

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**HENRICO AREA – LEVEL 2**  
**FAMILY DAILY/HOURLY RATE**

Locality	FIP S	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Amelia	007	27	24	23	22	4.50	4.00	3.84	3.67
Brunswick	025	23	20	20	17	3.84	3.34	3.34	2.84
Caroline	033	26	22	22	18	4.34	3.67	3.67	3.00
Charles City	036	26	23	23	19	4.34	3.84	3.84	3.17
Chesterfield/ Colonial Heights	041	34	34	31	22	5.67	5.67	5.17	3.67
Cumberland	049	20	20	20	17	3.34	3.34	3.34	2.84
Dinwiddie	053	27	23	19	19	4.50	3.84	3.17	3.17
Essex	057	24	24	23	19	4.00	4.00	3.84	3.17
Gloucester	073	27	27	24	18	4.50	4.50	4.00	3.00
Goochland	075	34	32	28	20	5.67	5.34	4.67	3.34
Greensville/ Emporia	081	25	23	20	16	4.17	3.84	3.34	2.67
Hanover	085	35	34	30	22	5.84	5.67	5.00	3.67
Henrico	087	41	34	30	23	6.84	5.67	5.00	3.84
Hopewell	670	27	23	22	18	4.50	3.84	3.67	3.00
King & Queen	097	26	23	23	19	4.34	3.84	3.84	3.17
King George	099	27	26	26	22	4.50	4.34	4.34	3.67
King William	101	26	26	23	u19	4.34	4.34	3.84	3.17
Lancaster	103	26	23	23	19	4.34	3.84	3.84	3.17
Mathews	115	26	23	23	18	4.34	3.84	3.84	3.00
Middlesex	119	27	24	24	20	4.50	4.00	4.00	3.34
New Kent	127	26	23	23	20	4.34	3.84	3.84	3.34
Northumberland	133	26	23	23	19	4.34	3.84	3.84	3.17
Nottoway	135	19	18	19	16	3.17	3.00	3.17	2.67
Petersburg	730	26	23	22	18	4.34	3.84	3.67	3.00
Powhatan	145	34	32	28	19	5.67	5.34	4.67	3.17
Prince George	149	27	24	23	18	4.50	4.00	3.84	3.00
Richmond	760	32	29	26	19	5.34	4.84	4.34	3.17
Richmond Co.	159	26	23	23	19	4.34	3.84	3.84	3.17
Surry	181	22	22	19	15	3.67	3.67	3.17	2.50
Sussex	183	26	21	20	18	4.34	3.50	3.34	3.00
Westmoreland	193	26	23	23	19	4.34	3.84	3.84	3.17



STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 2**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Alleghany/ Covington	005	90	82	77	75	25	30	43
Amherst	009	85	80	75	60	34	34	45
Appomattox	011	85	80	75	68	33	33	55
Bath	017	95	88	85	75	28	40	47
Bedford Co./ City	019	90	85	77	63	24	32	53
Botetourt	023	90	90	90	63	25	30	40
Buckingham	029	85	80	75	50	32	34	50
Campbell	031	100	100	80	58	27	32	43
Charlotte	037	85	80	75	63	32	34	48
Craig	045	80	75	75	60	27	28	41
Danville	590	75	75	75	50	54	23	35
Franklin Co.	067	80	75	75	65	23	23	45
Halifax/ South Boston	083	90	80	77	65	34	36	50
Henry/ Martinsville	089	65	75	65	60	28	30	35
Lunenburg	111	85	83	75	59	32	36	40
Lynchburg	680	95	87	87	65	29	40	58
Mecklenburg	117	85	75	75	63	32	36	48
Nelson	125	77	80	80	73	20	28	35
Patrick	141	60	60	60	50	25	25	36
Pittsylvania	143	75	70	60	55	25	30	39
Prince Edward	147	85	85	75	60	34	34	48
Roanoke City	770	90	90	85	68	35	40	50
Roanoke Co/ Salem.	161	100	100	100	75	30	30	66
Rockbridge/ Buena Vista/ Lexington	163	102	102	92	86	59	42	59

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**PIEDMONT AREA – LEVEL 2**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Alleghany/ Covington	005	24	22	21	20	4.00	3.67	3.50	3.34
Amherst	009	23	22	20	16	3.84	3.67	3.34	2.67
Appomattox	011	23	22	20	18	3.84	3.67	3.34	3.00
Bath	017	26	24	23	20	4.34	4.00	3.84	3.34
Bedford Co./ City	019	24	23	21	17	4.00	3.84	3.50	2.84
Botetourt	023	24	24	24	17	4.00	4.00	4.00	2.84
Buckingham	029	23	22	20	14	3.84	3.67	3.34	2.34
Campbell	031	27	27	22	16	4.50	4.50	3.67	2.67
Charlotte	037	23	22	20	17	3.84	3.67	3.34	2.84
Craig	045	22	20	20	16	3.67	3.34	3.34	2.67
Danville	590	20	20	20	14	3.34	3.34	3.34	2.34
Franklin Co.	067	22	20	20	18	3.67	3.34	3.34	3.00
Halifax/ South Boston	083	24	22	21	18	4.00	3.67	3.50	3.00
Henry/ Martinsville	089	18	20	18	16	3.00	3.34	3.00	2.67
Lunenburg	111	23	22	20	16	3.84	3.67	3.34	2.67
Lynchburg	680	26	23	23	18	4.34	3.84	3.84	3.00
Mecklenburg	117	23	20	20	17	3.84	3.34	3.34	2.84
Nelson	125	21	22	22	20	3.50	3.67	3.67	3.34
Patrick	141	16	16	16	14	2.67	2.67	2.67	2.34
Pittsylvania	143	20	19	16	15	3.34	3.17	2.67	2.50
Prince Edward	147	23	23	20	16	3.84	3.84	3.34	2.67
Roanoke City	770	24	24	23	18	4.00	4.00	3.84	3.00
Roanoke Co/ Salem	161	27	27	27	20	4.50	4.50	4.50	3.34
Rockbridge/ Buena Vista/ Lexington	163	28	28	25	23	4.67	4.67	4.17	3.84

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

**VIRGINIA BEACH AREA – LEVEL 2**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School	After School	Before & After School
Accomack	001	90	75	75	65	30	34	35
Chesapeake	550	115	100	95	75	35	40	53
Franklin City	620	75	75	75	99	28	38	63
Hampton	650	100	95	90	73	30	40	55
Isle Of Wight	093	96	95	85	75	25	44	60
James City	095	105	100	95	83	30	30	50
Newport News	700	100	100	90	73	28	38	55
Norfolk	710	100	95	88	70	28	34	50
Northampton	131	96	95	85	75	54	46	68
Portsmouth	740	110	95	85	63	22	38	55
Southampton	175	96	95	85	70	28	44	60
Suffolk	800	100	95	85	72	28	35	51
Virginia Beach	810	115	110	100	73	23	35	50
Williamsburg	830	105	100	95	78	32	45	55
York/ Poquoson	199	110	110	100	75	28	38	58

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**VIRGINIA BEACH AREA – LEVEL 2**  
**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Accomack	001	24	20	20	18	4.00	3.34	3.34	3.00
Chesapeake	550	31	27	26	20	5.17	4.50	4.34	3.34
Franklin City	620	20	20	20	27	3.34	3.34	3.34	4.50
Hampton	650	27	26	24	20	4.50	4.34	4.00	3.34
Isle Of Wight	093	26	26	23	20	4.34	4.34	3.84	3.34
James City	095	28	27	26	22	4.67	4.50	4.34	3.67
Newport News	700	27	27	24	20	4.50	4.50	4.00	3.34
Norfolk	710	27	26	24	19	4.50	4.34	4.00	3.17
Northampton	131	26	26	23	20	4.34	4.34	3.84	3.34
Portsmouth	740	30	26	23	17	5.00	4.34	3.84	2.84
Southampton	175	26	26	23	19	4.34	4.34	3.84	3.17
Suffolk	800	27	26	23	19	4.50	4.34	3.84	3.17
Virginia Beach	810	31	30	27	20	5.17	5.00	4.50	3.34
Williamsburg	830	28	27	26	21	4.67	4.50	4.34	3.50
York/ Poquoson	199	30	30	27	20	5.00	5.00	4.50	3.34

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**WARRENTON AREA – LEVEL 2**  
**FAMILY WEEKLY RATE**

Locality	FIPS	Infant Full Time	Toddler Full Time	Pre-School Full Time	School Age Full Time	Before School Full Time	After School Full Time	Before & After School Full Time
Albemarle/Charlottesville	003	125	125	125	99	50	55	43
Alexandria	510	160	150	150	130	65	60	90
Arlington	013	180	170	160	144	25	75	100
Augusta/ Staunton/ Waynesboro	015	85	85	80	78	25	30	45
Clarke	043	100	82	82	78	28	40	47
Culpeper	047	100	95	95	78	45	45	70
Fairfax Co./ City & Falls Church	059	181	175	165	133	55	73	89
Fauquier	061	150	150	130	95	40	40	65
Fluvanna	065	120	110	110	87	28	42	45
Frederick/ Winchester	069	125	100	95	78	38	45	55
Fredericksburg	630	125	120	110	81	41	41	60
Greene	079	102	92	89	80	28	43	54
Highland	091	95	88	85	58	25	42	38
Loudoun	107	180	175	165	128	54	70	92
Louisa	109	110	100	90	75	28	40	45
Madison	113	95	95	95	60	23	30	48
Manassas	683	175	140	135	123	35	68	97
Manassas Park	685	185	185	175	107	35	58	68
Orange	137	100	92	90	106	27	35	55
Page	139	80	80	75	55	25	34	47
Prince William	153	155	140	133	98	43	48	73
Rappahannock	157	125	120	110	85	25	30	50
Rockingham/ Harrisonburg	165	125	125	88	73	20	34	43
Shenandoah	171	90	80	80	58	28	30	43
Spotsylvania	177	125	110	100	78	32	40	48
Stafford	179	130	125	120	98	35	35	63
Warren	187	95	90	85	83	30	30	43

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**WARRENTON AREA – LEVEL 2**

**FAMILY DAILY/HOURLY RATE**

Locality	FIPS	Infant Daily	Toddler Daily	Pre-School Daily	School Age Daily	Infant Hourly	Toddler Hourly	Pre-School Hourly	School Age Hourly
Albemarle/ Charlottesville	003	34	34	34	27	5.67	5.67	5.67	4.50
Alexandria	510	43	41	41	35	7.17	6.84	6.84	5.84
Arlington	013	49	46	43	39	8.17	7.67	7.17	6.50
Augusta/ Staunton/ Waynesboro	015	23	23	22	21	3.84	3.84	3.67	3.50
Clarke	043	27	22	22	21	4.50	3.67	3.67	3.50
Culpeper	047	27	26	26	21	4.50	4.34	4.34	3.50
Fairfax Co./ City & Falls Church	059	49	47	45	36	8.17	7.84	7.50	6.00
Fauquier	061	41	41	35	26	6.84	6.84	5.84	4.34
Fluvanna	065	32	30	30	23	5.34	5.00	5.00	3.84
Frederick/ Winchester	069	34	27	26	21	5.67	4.50	4.34	3.50
Fredericksburg	630	34	32	30	22	5.67	5.34	5.00	3.67
Greene	079	28	25	24	22	4.67	4.17	4.00	3.67
Highland	091	26	24	23	16	4.34	4.00	3.84	2.67
Loudoun	107	49	47	45	35	8.17	7.84	7.50	5.84
Louisa	109	30	27	24	20	5.00	4.50	4.00	3.34
Madison	113	26	26	26	16	4.34	4.34	4.34	2.67
Manassas	683	47	38	36	33	7.84	6.34	6.00	5.50
Manassas Park	685	50	50	47	29	8.34	8.34	7.84	4.84
Orange	137	27	25	24	29	4.50	4.17	4.00	4.84
Page	139	22	22	20	15	3.67	3.67	3.34	2.50
Prince William	153	42	38	36	26	7.00	6.34	6.00	4.34
Rappahannock	157	34	32	30	23	5.67	5.34	5.00	3.84
Rockingham/ Harrisonburg	165	34	34	24	20	5.67	5.67	4.00	3.34
Shenandoah	171	24	22	22	16	4.00	3.67	3.67	2.67
Spotsylvania	177	34	30	27	21	5.67	5.00	4.50	3.50
Stafford	179	35	34	32	26	5.84	5.67	5.34	4.34
Warren	187	26	24	23	22	4.34	4.00	3.84	3.67

**Attachment 3.2 B Market Rate Survey Instrument and Summary of Results**

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## Virginia Department of Social Services

### 2005 Child Care Provider Rate Survey

#### SAMPLE RECORD

Callback Date	Last Contact Date
Callback Time	Last Contact Time
Center Address	New Primary Number
Center Name	Number of Attempts
Contact Name	Number of Refusals
Definite/Indefinite Callback	Record Number
Duplicate Record Status	Record Priority
Final Call Disposition	Record Status
Interviewer ID	Respondent Number
Interviewer Message	Original Telephone Number
Last Call Disposition	

#### CALL DISPOSITIONS

1 = Answering Machine	12 = Hearing Difficulty
2 = Automated Refusal/Screening Service	13 = Language Difficulty
3 = Busy Signal	14 = Mother's Morning Out Program Only
4 = Callback	15 = New Primary Number
5 = Care Not Offered To General Public (Automatic)	16 = No FT, Before/after School Care (Automatic)
6 = Complete Interview (Automatic)	17 = No Longer in Operation (Automatic)
7 = Disconnected Number	18 = Partially Complete Interview (Automatic)
8 = Fax Tone	19 = Soft Refusal
9 = Free Program (Automatic)	20 = Temporarily Disconnected
10= Hard Refusal	21 = Wrong Number
11= Head Start Program Only	

**A. Hello, May I speak with [INSERT CONTACT NAME IF PROVIDED]?**

**B. Hello, my name is \_\_\_\_\_ and I am calling on behalf of the Virginia Department of Social Services. We are collecting information on the rates charged by licensed child care providers in Virginia.**

**Q1. Our records show that [CATI INSERTS CENTER NAME] is currently in operation. Is this correct?**

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YES [GO TO Q2] 1  
NO (Specify closing date MM/YYYY, DK/RF 99/9999) 2  
DK/RF 3

**END1:** Thank you for this information. Those are all of our questions at this time. Have a good day.

**Q2.** Does this center offer child care at least five days per week for at least eight hours a day to the general public for a fee?

YES [GO TO Q3] 1  
NO, OFFERS CHILD CARE BUT LESS THAN FULL-TIME [GO TO Q9] 2  
NO, DOES NOT PROVIDE CHILD CARE TO GENERAL PUBLIC 3  
NO, FREE PROGRAM, DOES NOT CHARGE FEE (GRANT PROGRAM ETC.) 4  
DK/RF 5

**END2:** Thank you for this information. Those are all of our questions at this time. Have a good day.

**Q3.** Does this center offer child care for infants?

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers infants to be 0 through 15 months old.

YES 1  
NO [GO TO Q5] 2  
DK/RF [GO TO Q5] 3

**Q4.** What is the standard charge for the full-time care of infants?

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers infants to be 0 through 15 months old. If you have different rates for infants based on their level of care, we are interested in knowing what the highest rate is

**CHOOSE ALL THAT APPLY**  
MONTHLY (How much per month? [\_\_ \_\_ \_\_ \_\_. \_\_ \_\_ \_\_ \_\_, DK/RF 9999.99]) 1  
WEEKLY (How much per week? [\_\_ \_\_ \_\_. \_\_ \_\_ \_\_, DK/RF 999.99]) 2  
DAILY (How much per day? [\_\_ \_\_. \_\_ \_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_ \_\_. \_\_ \_\_, DK/RF 99.99]) 4  
DK/RF 5



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CATI CONVERTS ALL INFANT RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY INFANT RATE VARIABLE. THE STANDARD INFANT RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET].

**Q5. Does this center offer child care for toddlers?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers toddlers to be 16 through 23 months old.

YES 1  
NO [GO TO Q7] 2  
DK/RF [GO TO Q7] 3

**Q6. What is the standard charge for the full-time care of toddlers?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers toddlers to be 16 through 23 months old. If you have different rates for toddlers based on their level of care we are interested in knowing what the

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.99]) 1  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.99]) 2  
DAILY (How much per day? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CONVERTS ALL TODDLER RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY TODDLER RATE VARIABLE. THE STANDARD TODDLER RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE <

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CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET]. IF THE STANDARD INFANT RATE IS LESS THAN THE STANDARD TODDLER RATE, BEEP/REASK Q6, SHOW TEXT “The standard rate you’ve provided for toddlers is greater than the one you provided for infants, is this correct?”

**Q7. Does this center offer child care for pre-school aged children?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers pre-schoolers to be 2 through 4 years old

YES 1  
NO [GO TO Q9] 2  
DK/RF [GO TO Q9] 3

**Q8. What is the standard charge for the full-time care of pre-schoolers?**

**IF ASKED ABOUT AGE RANGE:** The Department of Social Services considers pre-schoolers to be 2 through 4 years old. If you have different rates for pre-schoolers based on their level of care, we are interested in knowing what

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 1  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 2  
DAILY (How much per day? [\_\_\_\_. \_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_. \_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CONVERTS ALL PRE-SCHOOL RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY PRE-SCHOOL RATE VARIABLE. THE STANDARD PRE-SCHOOL RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET]. IF THE STANDARD TODDLER RATE IS LESS THAN THE STANDARD PRE-SCHOOL RATE, BEEP/REASK Q8, SHOW TEXT “The standard rate you’ve provided for pre-schoolers is greater than the one you provided for toddlers, is this correct?”

**Q9. Does this center provide before school care for school-aged children?**

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YES 1  
NO [GO TO Q11] 2  
DK/RF [GO TO Q11] 3

**Q10. Excluding any discounts, what is the standard charge for before school care?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_.], DK/RF 9999.9999) 1  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_.], DK/RF 999.999) 2  
DAILY (How much per day? [\_\_\_\_. \_\_\_\_], DK/RF 99.99) 3  
HOURLY (How much per hour? [\_\_\_\_. \_\_\_\_], DK/RF 99.99) 4  
DK/RF 5

CATI CALCULATES BSMWKRT (CONVERSION OF MONTHLY RATE INTO WEEKLY,  $Q10\_1 \div 4.33$ , IF  $Q10\_1 = 9999.99$ ,  $BSMWKRT = 9999.99$ ); CATI CALCULATES BSDWKRT (CONVERSION OF DAILY RATE INTO WEEKLY,  $Q10\_3 \times 5$ , IF  $Q10\_3 = 99.99$ ,  $BSDWKRT = 9999.99$ ); CATI CALCULATES BSHWKRT (CONVERSION OF HOURLY RATE INTO WEEKLY,  $Q10\_4 \times 5$ , IF  $Q10\_4 = 99.99$ ,  $BSHWKRT = 9999.99$ ). CATI CALCULATES BSWKRT (CALCULATION OF STANDARD WEEKLY RATE FOR BEFORE SCHOOL CARE,  $BSWKRT=Q10\_2$ . IF  $BSWKRT = SYSMIS$  OR  $999.99$ ,  $BSWKRT=BSMWKRT$ . IF  $BSHWKRT=SYSMIS$  OR  $9999.99$ ,  $BSWKRT=BSDWKRT$ . IF  $BSDWKRT=SYSMIS$  OR  $9999.99$ ,  $BSWKRT=BSHWKRT$ . IF  $BSHWKRT=SYSMIS$  OR  $9999.99$ ,  $BSWKRT = 9999.99$ .)

**Q11. Does this center provide after school care for school-aged children?**

YES 1  
NO [GO TO Q13] 2  
DK/RF [GO TO Q13] 3

**Q12. Excluding any discounts, what is the standard charge for after school care?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_.], DK/RF 9999.9999) 1  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_.], DK/RF 999.999) 2  
DAILY (How much per day? [\_\_\_\_. \_\_\_\_], DK/RF 99.99) 3  
HOURLY (How much per hour? [\_\_\_\_. \_\_\_\_], DK/RF 99.99) 4  
DK/RF 5

CATI CALCULATES ASMWKRT (CONVERSION OF MONTHLY RATE INTO WEEKLY,  $Q12\_1 \div 4.33$ , IF  $Q12\_1 = 9999.99$ ,  $ASMWKRT = 9999.99$ ); CATI CALCULATES ASDWKRT (CONVERSION OF DAILY RATE INTO WEEKLY,  $Q12\_3 \times 5$ , IF  $Q12\_3 = 99.99$ ,  $ASDWKRT = 9999.99$ ); CATI CALCULATES ASHWKRT (CONVERSION OF HOURLY RATE INTO WEEKLY,  $Q12\_4 \times 15$ , IF  $Q12\_4 = 99.99$ ,  $ASHWKRT = 9999.99$ ). CATI CALCULATES ASWKRT (CALCULATION OF STANDARD WEEKLY RATE FOR AFTER SCHOOL CARE,  $ASWKRT=Q12\_2$ . IF  $ASWKRT = SYSMIS$  OR  $999.99$ ,  $ASWKRT=ASMWKRT$ . IF  $ASMWKRT=SYSMIS$  OR  $9999.99$ ,  $ASWKRT=ASDWKRT$ . IF  $ASDWKRT=SYSMIS$  OR  $9999.99$ ,  $ASWKRT=ASHWKRT$ . IF  $ASHWKRT=SYSMIS$  OR  $9999.99$ ,  $ASWKRT = 9999.99$ .)

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**Q13. [IF Q9>1 OR Q11>1, GO TO Q15] Is there a special rate for before and after school care combined that is less than the individual before and after school rates added together?**

YES 1  
NO [GO TO Q15] 2  
DK/RF [GO TO Q15] 3

**Q14. What is the rate for before and after school care combined?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 1  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 2  
DAILY (How much per day? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

CATI CALCULATES CMWKRT (CONVERSION OF MONTHLY RATE INTO WEEKLY,  $Q14\_1 \div 4.33$ , IF  $Q14\_1 = 9999.99$ ,  $CMWKRT = 9999.99$ ); CATI CALCULATES CDWKRT (CONVERSION OF DAILY RATE INTO WEEKLY,  $Q14\_3 \times 5$ , IF  $Q14\_3 = 99.99$ ,  $CDWKRT = 9999.99$ ); CATI CALCULATES CHWKRT (CONVERSION OF HOURLY RATE INTO WEEKLY,  $Q14\_4 \times 20$ , IF  $Q14\_4 = 99.99$ ,  $CHWKRT = 9999.99$ ). CATI CALCULATES CWKRT (CALCULATION OF COMBINED STANDARD WEEKLY RATE FOR BEFORE AND AFTER SCHOOL CARE,  $CWKRT=Q14\_2$ . IF  $CWKRT = SYSMIS$  OR  $999.99$ ,  $CWKRT=CMWKRT$ . IF  $CMWKRT=SYSMIS$  OR  $9999.99$ ,  $CWKRT=CDWKRT$ . IF  $CDWKRT=SYSMIS$  OR  $9999.99$ ,  $CWKRT=CHWKRT$ . IF  $CHWKRT=SYSMIS$  OR  $9999.99$ ,  $CWKRT = 9999.99$ .). IF THE COMBINED STANDARDIZED RATE = STANDARDIZED BEFORE SCHOOL RATE + STANDARDIZED AFTER SCHOOL RATE, BEEP AND SHOW MESSAGE "Interviewer: escape and code Q13 as 'no'. IF THE COMBINED STANDARDIZED RATE > STANDARDIZED BEFORE SCHOOL RATE + STANDARDIZED AFTER SCHOOL RATE, BEEP AND REASK Q14, SHOW "your combined before and after school rate is greater than your individual before and after school rates combined. Is this correct?"

**Q15. Does this center ever offer full-time care for school age children when they are not in school, for example, in the summer or during vacation breaks or holidays?**

YES 1  
NO [GO TO Q17] 2  
DK/RF [GO TO Q17] 3

**Q16. What is the rate for this full-time care for school age children?**

**CHOOSE ALL THAT APPLY**

MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 1  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 2  
DAILY (How much per day? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 3  
HOURLY (How much per hour? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

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CATI CONVERTS ALL SCHOOL AGE RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY SCHOOL AGE RATE VARIABLE. THE STANDARD SCHOOL AGE RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY), AND FINALLY FOR AN HOURLY RATE (CONVERTED TO WEEKLY), TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE < CONVERTED HOURLY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET]. IF THE STANDARD PRE-SCHOOL RATE IS LESS THAN THE STANDARD SCHOOL AGE RATE, BEEP/REASK Q16, SHOW TEXT “The standard rate you’ve provided for school age children is greater than the one you provided for pre-schoolers, is this correct?” IF Q2=2, THIS COMPARISON OF RATES IS NOT PERFORMED.

**Q17. Does this center offer transportation services for the children?**

YES 1  
NO [GO TO Q20] 2  
DK/RF [GO TO Q20] 3

**Q18. Does this center offer one-way transportation and two-way transportation also offered?**

**CHOOSE ALL THAT APPLY**  
ONE WAY TRANSPORTATION ONLY 1  
TWO-WAY TRANSPORTATION ONLY 2  
BOTH ONE WAY AND TWO WAY TRANSPORTATION 3  
DK/RF [GO TO Q20] 4

**Q19. What is the standard charge for this service/[CATI INSERTS “ONE WAY TRANSPORTATION” OR “TWO-WAY TRANSPORTATION”]?**

NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_. \_\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**IF Q18=3, Q19 IS ASKED TWICE: ONCE FOR ONE WAY TRANSPORTATION AND AGAIN FOR TWO WAY TRANSPORTATION**

CATI CONVERTS ALL TRANSPORTATION RATES INTO A WEEKLY RATE, AND THEN CREATES A STANDARD WEEKLY TRANSPORTATION RATE VARIABLE. THE STANDARD

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TRANSPORTATION RATE VARIABLE IS THE WEEKLY RATE PROVIDED BY THE RESPONDENT UNLESS IT IS MISSING OR DK/RF. IF THE WEEKLY RATE WAS NOT PROVIDED BY THE RESPONDENT, CATI USES THE CONVERTED WEEKLY RATE FROM THE UNIT PROVIDED BY THE RESPONDENT. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT AND A WEEKLY RATE WAS NOT PROVIDED, CATI CHECKS FIRST FOR A MONTHLY RATE (CONVERTED TO WEEKLY), THEN FOR A DAILY RATE (CONVERTED TO WEEKLY) TO ASSIGN THE STANDARD WEEKLY RATE VARIABLE. IF MORE THAN ONE RATE UNIT IS PROVIDED BY THE RESPONDENT, CATI CHECKS TO MAKE SURE THAT THE CONVERTED MONTHLY RATE < WEEKLY RATE < CONVERTED DAILY RATE [AN INTERVIEWER PROMPT APPEARS WHEN THIS CONDITION IS NOT MET].

**Q20. Does this center offer a snack for the children?**

YES 1  
NO [GO TO Q22] 2  
DK/RF [GO TO Q22] 3

**Q21. What is the standard charge for this service?**

**CHOOSE ALL THAT APPLY**  
NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**Q22. Does this center offer breakfast or a morning snack for the children?**

YES 1  
NO [GO TO Q24] 2  
DK/RF [GO TO Q24] 3

**Q23. What is the charge for this service?**

**CHOOSE ALL THAT APPLY**  
NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_.\_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_.\_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**Q24. Does this center offer lunch for the children?**

YES 1  
NO [GO TO Q26] 2  
DK/RF [GO TO Q26] 3

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**Q25. What is the charge for this service?**

**CHOOSE ALL THAT APPLY**

- NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_. \_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**Q26. Does this center offer dinner for the children?**

- YES 1  
NO [GO TO Q28] 2  
DK/RF [GO TO Q28] 3

**Q27. What is the charge for this service?**

**CHOOSE ALL THAT APPLY**

- NO CHARGE/INCLUDED IN RATES 1  
MONTHLY (How much per month? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 9999.9999]) 2  
WEEKLY (How much per week? [\_\_\_\_\_. \_\_\_\_\_, DK/RF 999.999]) 3  
DAILY (How much per day? [\_\_\_\_. \_\_\_\_, DK/RF 99.99]) 4  
DK/RF 5

**Q28. Does this center offer care for children with special needs?**

- YES 1  
NO 2  
DK/RF 3

**Q29. Does this center offer evening care?**

- YES 1  
NO 2  
DK/RF 3

**Q30. Does this center offer over-night care?**

- YES 1  
NO 2  
DK/RF 3

**Q31. Weekend care?**

- YES 1

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NO 2  
DK/RF 3

**Q32. Drop-in care?**

YES 1  
NO 2  
DK/RF 3

**Q33. Care for sick children?**

YES 1  
NO 2  
DK/RF 3

**Q34. Does this center charge a registration fee?**

YES 1  
NO [GO TO Q36] 2  
DK/RF [GO TO Q36] 3

**Q35. Is this fee a one-time charge, or is it charged on an annual, or semi-annual basis?**

ONE TIME CHARGE (Please specify fee: \_\_\_\_\_) 1  
ANNUAL (Please specify fee: \_\_\_\_\_) 2  
SEMI-ANNUAL (Please specify fee: \_\_\_\_\_) 3  
OTHER BASIS (Please specify: \_\_\_\_\_), (Please specify fee: \_\_\_\_\_) 4  
DK/RF 5

**Q36. In what city or county is this center located?**

\_\_\_\_\_   
DK Don't Know, RF Refuse

**Q37. Finally, may I please have your name and your job title?**

NAME \_\_\_\_\_ 1  
JOB TITLE \_\_\_\_\_ 2

***That concludes our survey. We appreciate your help on our project. Thanks again and have a good day.***

IF ASKED: "This study is being conducted by the Virginia Department of Social Services Division of Child Care and Development in order to determine the rates charged for child care throughout the Commonwealth. All calls are being made from the Virginia Tech Center for Survey Research in Blacksburg on behalf of the Virginia Department of Social Services. If you need more information about the study, please feel free to call Susan Willis-Walton, the study director, at the Virginia Tech Center for Survey Research at 540-231-3695."



**Summary of results:**

**Overall the current Level 2 MRR still provides a rate level allowing for adequate access to child care, but the rates have slipped. Seventy-seven percent of the current center MRR for infant, toddler and pre-school were within 80% or higher of 2007 survey results at the 75<sup>th</sup> percentile. Twenty-eight percent of the same group were at 90% or greater of the 2007 result for the same age group. The MRR for school age care had only 40% of the rates at 80% or greater of 2007 rate; however, this decrease is expected since the school age rates did not increase in 2004.**

**Ninety-six percent of the current Level 2 family rates for infant, toddler and pre-school care were within 80% or higher of 2007 survey results at the 75<sup>th</sup> percentile, and, overall, forty-six percent were at 90% or higher of the same survey results. The family school age MRR fared better than the center MRR in the new survey but still lagged as expected.**

**Since the current Level 1 Maximum Reimbursable Rates were set using the 2001 MRR, it is not surprising that the current MRR level has declined against the 2007 market result at the 75<sup>th</sup> percentile. Twenty-two percent of the current Level 1 center MRR's for infant, toddler and pre-school were within 80% or higher of 2007 survey results at the 75<sup>th</sup> percentile. For those rates below 80% of the 2007 result, fifty-seven percent fell between 70 to 79 percent of the recent survey results at the 75<sup>th</sup> percentile.**

**When the current Level 1 family rates were compared to the 2007 results, only twenty percent of the current rates were at 80% or higher of the recent survey results. For those rates lower than 80% of the 2007 result, eighty-five percent fell between 70 to 79 percent of the recent survey results at the 75<sup>th</sup> percentile.**

#### **Attachment 3.3.2 Definition of Income**

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

**The gross amount in wages or salary received is counted. If the wage earner voluntarily has additional amounts taken out for savings such as bonds, these amounts must be counted as income.**

**Net income from self-employment, farm or non-farm, is to be counted. This is gross receipts minus expenses, according to Internal Revenue Service guidelines.**

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**Attachment 3.3.4 Alternate Income Eligibility Scales**

**CITY OF ALEXANDRIA  
CHILD CARE FEE SYSTEM  
MAXIMUM MONTHLY INCOME LEVEL  
10/01/2007 - 5/31/2008**

% of Poverty Level	NUMBER OF FAMILY MEMBERS											%Fee
	1	2	3	4	5	6	7	8	9	10	ADD	
0-70	0-596	0-799	0-1002	0-1205	0-1408	0-1611	0-1814	0-2017	0-2220	0-2423	203	1%
71-100	597-851	800-1141	1003-1431	1206-1721	1409-2011	1612-2301	1815-2591	2018-2881	2221-3171	2424-3461	290	2%
101-130	852-1106	1142-1483	1432-1860	1722-2237	2012-2614	2302-2991	2592-3368	2882-3745	3172-4122	3462-4499	377	4%
131-150	1107-1277	1484-1712	1861-2147	2238-2582	2615-3017	2992-3452	3369-3887	3746-4322	4123-4757	4500-5192	435	6%
151-170	1278-1447	1713-1940	2148-2433	2583-2926	3018-3419	3453-3912	3888-4405	4323-4898	4758-5391	5193-5884	493	8%
171-185	1448-1575	1941-2111	2434-2648	2927-3184	3420-3721	3913-4257	4406-4794	4899-5330	5392-5867	5885-6403	537	10%
186-250	1576-2128	2112-2853	2649-3578	3185-4303	3722-5028	4258-5753	4795-6478	5331-7203	5868-7733	6404-7898	See note <sup>1</sup>	10%
85% SMI See note 3	2129-2852	2854-3730	3579-4607	4304-5485	5029-6362	5754-7240	6479-7404	7204-7569	See note 3	See note 3	See note 3	10%

In the last column, the % pay is the parents' co-payment

- 1 For each additional family member, add this amount.
- 2 Eligibility guidelines cannot exceed 85% of the State Median Income.  
For families with more than 10 members, refer to OECD staff.
- 3 85% SMI is used for caretaker cases only.

**MINIMUM FEE IS \$25.00**

STATE PLAN FOR CCDF SERVICES  
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**ARLINGTON COUNTY CHILD CARE CO-PAY SCALE**  
**October 1, 2007 through May 31, 2008**

<b>SMI HH4 \$74,290</b>	<b>HHS 1</b>	<b>HHS2</b>	<b>HHS 3</b>	<b>HHS 4</b>	<b>HHS 5</b>	<b>HHS 6</b>	<b>HHS 7</b>	<b>HHS 8</b>	<b>HHS 9</b>	<b>HHS10</b>	<b>Inc</b>	<b>% pay</b>
<b>0% to 20%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
	<b>\$ 644</b>	<b>\$ 842</b>	<b>\$ 1,040</b>	<b>\$ 1,238</b>	<b>\$ 1,436</b>	<b>\$ 1,634</b>	<b>\$ 1,672</b>	<b>\$1,685</b>	<b>\$ 1,709</b>	<b>\$1,721</b>	<b>A</b>	<b>5%</b>
21% to 25%	\$ 645	\$ 843	\$ 1,041	\$ 1,239	\$ 1,437	\$ 1,635	\$ 1,673	\$1,686	\$ 1,710	\$1,722		
	\$ 805	\$ 1,053	\$ 1,300	\$ 1,548	\$ 1,795	\$ 2,043	\$ 2,090	\$2,136	\$ 2,182	\$2,229	<b>B</b>	<b>6%</b>
26% to 30%	\$ 806	\$ 1,054	\$ 1,301	\$ 1,549	\$ 1,796	\$ 2,044	\$ 2,091	\$2,137	\$ 2,183	\$2,230		
	<b>\$ 966</b>	<b>\$ 1,263</b>	<b>\$ 1,560</b>	<b>\$ 1,857</b>	<b>\$ 2,154</b>	<b>\$ 2,452</b>	<b>\$ 2,507</b>	<b>\$2,563</b>	<b>\$ 2,619</b>	<b>\$2,675</b>	<b>C</b>	<b>7.5%</b>
31% to 35%	\$ 967	\$ 1,264	\$ 1,561	\$ 1,858	\$ 2,155	\$ 2,453	\$ 2,508	\$2,564	\$ 2,620	\$2,676		
	\$ 1,127	\$ 1,474	\$ 1,820	\$ 2,167	\$ 2,513	\$ 2,860	\$ 2,925	\$2,990	\$ 3,055	\$3,120	<b>D</b>	<b>9%</b>
<b>36% to 40%</b>	\$ 1,128	\$ 1,475	\$ 1,821	\$ 2,168	\$ 2,514	\$ 2,861	\$ 2,926	\$2,991	\$ 3,056	\$3,121		
	<b>\$ 1,288</b>	<b>\$ 1,684</b>	<b>\$ 2,080</b>	<b>\$ 2,476</b>	<b>\$ 2,872</b>	<b>\$ 3,269</b>	<b>\$ 3,343</b>	<b>\$3,417</b>	<b>\$ 3,492</b>	<b>\$3,566</b>	<b>E</b>	<b>11%</b>
41% to 45%	\$ 1,289	\$ 1,685	\$ 2,081	\$ 2,477	\$ 2,873	\$ 3,270	\$ 3,344	\$3,418	\$ 3,493	\$3,567		
	\$ 1,449	\$ 1,895	\$ 2,340	\$ 2,786	\$ 3,231	\$ 3,677	\$ 3,761	\$3,844	\$ 3,928	\$4,012	<b>F</b>	<b>13%</b>
<b>46% to 50%</b>	\$ 1,450	\$ 1,896	\$ 2,341	\$ 2,787	\$ 3,232	\$ 3,678	\$ 3,762	\$3,845	\$ 3,929	\$4,013		
	<b>\$ 1,609</b>	<b>\$ 2,105</b>	<b>\$ 2,600</b>	<b>\$ 3,096</b>	<b>\$ 3,591</b>	<b>\$ 4,086</b>	<b>\$ 4,179</b>	<b>\$4,272</b>	<b>\$ 4,365</b>	<b>\$4,458</b>	<b>G</b>	<b>14%</b>
51% to 55%	\$ 1,610	\$ 2,106	\$ 2,601	\$ 3,097	\$ 3,592	\$ 4,087	\$ 4,180	\$4,273	\$ 4,366	\$4,459		
	<b>\$ 1,770</b>	<b>\$ 2,316</b>	<b>\$ 2,860</b>	<b>\$ 3,405</b>	<b>\$ 3,950</b>	<b>\$ 4,495</b>	<b>\$ 4,597</b>	<b>\$4,699</b>	<b>\$ 4,801</b>	<b>\$4,903</b>	<b>H</b>	<b>15%</b>
<b>56% to 60%</b>	\$ 1,771	\$ 2,317	\$ 2,861	\$ 3,406	\$ 3,951	\$ 4,496	\$ 4,598	\$4,700	\$ 4,802	\$4,904		
	<b>\$ 1,931</b>	<b>\$ 2,526</b>	<b>\$ 3,120</b>	<b>\$ 3,715</b>	<b>\$ 4,309</b>	<b>\$ 4,903</b>	<b>\$ 5,015</b>	<b>\$5,126</b>	<b>\$ 5,237</b>	<b>\$5,349</b>	<b>I</b>	<b>15%</b>
61% to 65%	\$ 1,932	\$ 2,527	\$ 3,121	\$ 3,716	\$ 4,310	\$ 4,904	\$ 5,016	\$5,127	\$ 5,238	\$5,350		
	\$ 2,092	\$ 2,737	\$ 3,380	\$ 4,024	\$ 4,668	\$ 5,312	\$ 5,433	\$5,553	\$ 5,674	\$5,795	<b>J</b>	<b>15%</b>
66% to 85%	\$ 2,093	\$ 2,738	\$ 3,381	\$ 4,025	\$ 4,669	\$ 5,313	\$ 5,434	\$5,554	\$ 5,675	\$5,796		
	<b>\$ 2,736</b>	<b>\$ 3,578</b>	<b>\$ 4,420</b>	<b>\$ 5,262</b>	<b>\$ 6,104</b>	<b>\$ 6,946</b>	<b>\$ 7,104</b>	<b>\$7,262</b>	<b>\$ 7,420</b>	<b>\$7,578</b>	<b>K</b>	<b>17%</b>
<b>250% Poverty</b>	<b>\$ 2,128</b>	<b>\$ 2,853</b>	<b>\$ 3,578</b>	<b>\$4,303</b>	<b>\$5,028</b>	<b>\$5,753</b>	<b>\$ 6,478</b>	<b>\$ 7,203</b>	<b>\$7,733</b>	<b>\$7,898</b>		
<b>185% Poverty</b>	<b>\$ 1,575</b>	<b>\$ 2,111</b>	<b>\$ 2,648</b>	<b>\$3,184</b>	<b>\$3,721</b>	<b>\$4,257</b>	<b>\$ 4,794</b>	<b>\$ 5,330</b>	<b>\$5,867</b>	<b>\$6,403</b>		
<b>100% of Poverty</b>	<b>\$ 851</b>	<b>\$1,141</b>	<b>\$1,431</b>	<b>\$1,721</b>	<b>\$2,011</b>	<b>\$2,301</b>	<b>\$ 2,591</b>	<b>\$ 2,881</b>	<b>\$3,171</b>	<b>\$3,461</b>		

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
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**FAIRFAX COUNTY FEE CHART  
EFFECTIVE 10/01/2007 – 06/01/2008**

	NUMBER OF HOUSEHOLD MEMBERS									% of GMI Parent Pays Toward Child Care
	2	3	4	5	6	7	8	9	10	
<b>STATE FUNDED</b>	0 to 1141	0 to 1431	0 to 1721	0 to 2011	0 to 2301	0 to 2517	0 to 2631	0 to 2896	0 to 3161	<u>1 child</u> <u>2 child</u> 2.5 4.0%
<b>STATE FUNDED</b>	1142 to 1221	1432 to 1517	1722 to 1813	2012 to 2109	2302 to 2406	2518 to 2540	2632 to 2674	2897 to 3159	3162 to 3402	4.5 6.0%
<b>STATE FUNDED</b>	1222 to 1383	1518 to 1726	1814 to 2069	2110 to 2412	2407 to 2756	2541 to 2978	2675 to 3199	3160 to 3421	3403 to 3642	6.5 8.0%
<b>STATE FUNDED</b>	1384 to 1545	1727 to 1935	2070 to 2325	2413 to 2715	2757 to 3106	2979 to 3415	3200 to 3724	3422 to 4033	3643 to 4342	7.5 8.5%
<b>STATE FUNDED</b>	1546 to 1707	1936 to 2144	2326 to 2581	2716 to 3018	3107 to 3456	3416 to 3852	3725 to 4249	4034 to 4645	4343 to 5042	8.5 9.0%
<b>STATE FUNDED</b>	1708 to 1869	2145 to 2353	2582 to 2837	3019 to 3321	3457 to 3805	3853 to 4289	4250 to 4773	4646 to 5257	5043 to 5741	9.0 9.5%
<b>STATE FUNDED</b>	1870 to 2853	2354 to 3578	2838 to 4303	3322 to 5028	3806 to 5753	4290 to 6478	4774 to 7203	5258 to 7733	5742 to 7898	9.5 10.0%
<b>LOCAL FUNDED</b>	2854 to 3138	3579 to 3935	4304 to 4732	5029 to 5530	5754 to 6328	6479 to 7125	7204 to 7923	7734 to 8720	7899 to 9518	10.5 11.0%
<b>MINIMUM FEE:</b>  <b>\$30.10 Monthly \$7.00 Weekly</b>										

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

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**VIRGINIA BEACH DEPARTMENT OF HUMAN SERVICES  
CHILD CARE FEE COMPUTATION SHEET**

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Effective 06/01/07 – 05/31/08

**Number of family members**

	1	2	3	4	5	6	7	8	9	10	% of gross income parent pays
20% of SMI	\$644	\$842	\$1,040	\$1,238	\$1,436	\$1,634	\$1,672	\$1,709	\$1,746	\$1,783	3%
30% of SMI	\$966	\$1,263	\$1,560	\$1,857	\$2,154	\$2,452	\$2,507	\$2,563	\$2,619	\$2,674	5%
40% of SMI	\$1,288	\$1,684	\$2,080	\$2,476	\$2,873	\$3,269	\$3,343	\$3,417	\$3,492	\$3,566	7%
<b>160% of FPI</b>	\$1,362	\$1,826	\$2,290	\$2,754	\$3,218	\$3,682	\$4,146	\$4,610	\$5,074	\$5,538	10%
<b>250% of FPI</b>	\$2,128	\$2,853	\$3,578	\$4,303	\$5,028	\$5,753	\$6,478	\$7,203	\$7,420	\$7,578	10%

SMI= State Median Income

FPI= Federal Poverty Income

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**Attachment 3.5.1 Sliding Fee Scale**

**STATE INCOME ELIGIBILITY SCALE  
FOR CHILD CARE**

Maximum Monthly Income Level  
10/01/2007 – 5/31/2008

Family Size	100% of Federal Poverty Guidelines	GROUP I 150% of Poverty	GROUP II 160% of Poverty	GROUP III 185% of Poverty	250% of Poverty	85% of Monthly State Median Income
1	\$ 851	\$ 1,277	\$ 1,362	\$ 1,575	\$ 2,128	\$ 2,852
2	\$ 1,141	\$ 1,712	\$ 1,826	\$ 2,111	\$ 2,853	\$ 3,730
3	\$ 1,431	\$ 2,147	\$ 2,290	\$ 2,648	\$ 3,578	\$ 4,607
4	\$ 1,721	\$ 2,582	\$ 2,754	\$ 3,184	\$ 4,303	\$ 5,485
5	\$ 2,011	\$ 3,017	\$ 3,218	\$ 3,721	\$ 5,028	\$ 6,362
6	\$ 2,301	\$ 3,452	\$ 3,682	\$ 4,257	\$ 5,753	\$ 7,240
7	\$ 2,591	\$ 3,887	\$ 4,146	\$ 4,794	\$ 6,478	\$ 7,404
8	\$ 2,881	\$ 4,322	\$ 4,610	\$ 5,330	\$ 7,203	\$ 7,569
9	\$ 3,171	\$ 4,757	\$ 5,074	\$ 5,867	\$ 7,733	\$ 7,733
10	\$ 3,461	\$ 5,192	\$ 5,538	\$ 6,403	\$ 7,898	\$ 7,898

STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/07 – 9/30/09  
VIRGINIA

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**Attachment 4.1.1 Parent Application for Child Care Subsidy**

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF SOCIAL SERVICES  
**SERVICE APPLICATION**

<b>OFFICE USE ONLY:</b> DATE APPLICATION RECEIVED IN
AGENCY _____
CASE# _____

---

NAME

---

ADDRESS

---

CITY, STATE, ZIP

---

TELEPHONE

---

MAILING ADDRESS (IF DIFFERENT)

---

DIRECTIONS TO HOME (IF NEEDED)

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**I AM APPLYING FOR THE FOLLOWING SERVICE OR SERVICES:**

- My rights and responsibilities have been explained and I have received a written copy.
  - I certify that the information I am giving is correct. I realize that if I give incorrect information, I could be prosecuted under the law.
  - I hereby give the agency permission to contact the persons or agencies listed below. I understand that without this, the agency may not be able to determine my eligibility.
- 
- 

---

I also give permission to contact the following persons or agencies:  
(If needed after application date, client is to initial and date.)

PERSON/AGENCY	REASON	CLIENT INITIALS	DATE

---

APPLICANT'S SIGNATURE

---

DATE

---

REPRESENTATIVE OR WITNESS IF SIGNED BY MARK  
032-02-109/3 (5/93)





STATE PLAN FOR CCDF SERVICES  
FOR THE PERIOD 10/1/05 – 9/30/07

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<b>UNIVERSAL ACCESS</b>	
<b>REVIEW DATE</b>	<b>WORKER'S STATEMENT REGARDING CONTINUED ELIGIBILITY IN THIS CATEGORY</b>

*[BACK PAGE OF PAGE ONE]*

**RIGHTS OF APPLICANTS**

*Anyone may apply for services. You do not have to have lived in the county or city for any specific length of time. There are no citizenship requirements for services.*

You have the right to equal treatment regardless of race, color, religion, sex, national origin, or handicap.

You have a right to receive and complete an application on the day you request services. If you need help filling out the application, someone will assist you.

The process of determining eligibility must be explained to you.

The agency will decide on your application within 45 days. If this is impossible, you must be told why. The agency must write you if you are not eligible or if there is a delay.

If you are determined eligible, you have a right for services to begin within 45 days after the agency gets your application.

You have a right to mandated services for which you meet eligibility requirements. Your right to optional services depends on meeting eligibility requirements and on whether or not the agency offers the service.

You have a right to see the information about you, which the agency has in your service record.

The agency may not release information about you without your written consent except for purposes directly connected with the administration of social service programs.

These rights are based on Federal and State laws but there are certain exceptions. If you have any questions or want to see the information in your record, you should talk to your social worker about it.

**APPEAL INSTRUCTIONS**

*If you are not satisfied with the agency decision you may appeal and ask for a Conference or Hearing. This must be done within 30 days from the date Notice of Action was sent to you. You may appeal to your local agency or write directly to:*

Manager, Appeals and Fair Hearings  
Division of Management and Customer Services  
Virginia Department of Social Services  
7 North Eighth Street  
Richmond, Virginia 23219

*You may also appeal a decision if you are already receiving services. This too, must be done within 30 days and may be made to the local agency or to the Service Hearing Authority.*

If you ask for a Conference in the agency, or for a Hearing within 10 days, your service or service payment will continue until a decision is made.

If you feel you were discriminated against at any time, you may file a complaint with your Local Social Services Agency, the Commissioner of VDSS of Social Services, or the Region III Office of Civil Rights. This must be done within 180 days of the alleged discriminatory act. A pamphlet called "Virginia Non-Discrimination Program", which gives addresses and procedures for filing a complaint, is available to you.

**RESPONSIBILITIES OF APPLICANTS**

*You must give complete and accurate information needed for determining eligibility. The agency may have to ask you for such things as pay stubs or permission to contact agencies or individuals to get proof of your income. If you give incorrect information you could be prosecuted under the law.*

You must notify the agency within 10 days of any changes, which could affect your eligibility for services.

**Attachment 5.2.1 Voluntary Early Learning Guidelines**

**See printed materials for 5.2.3. Adobe file available.**

**Attachment 5.2.3 Materials to Support Implementation of Early Learning Guidelines**

**See printed materials attached for Milestones of Child Development . Adobe file available.**

**Attachment 5.2.5 State Plans for Professional Development**

**See printed materials marked Attachment 5.2.5 – Early Childhood Professional Development Competencies for Virginia’s Smart Beginnings. Adobe file available.**