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Quality Progress Report (QPR)

For

Virgin Islands

FFY 2022

QPR Status: Updates in Progress as of 2023-03-02 15:38:06 GMT

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

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

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

QUALITY PROGRESS REPORT

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

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

Specifically, this report will be used to:

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

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

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

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

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

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

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

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

Glossary of Terms

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

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

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

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

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

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

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

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

Provider means the entity providing child care services.

Staffed family child care network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

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

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

☒ Licensed center-based programs 166

☐ N/A. Describe:

☒ License exempt center-based programs

☒ N/A. Describe: **There are no license exempt center-based programs in the US Virgin Islands.**

☒ Licensed family child care homes

☒ N/A. Describe: **There are no licensed family child care homes in the US Virgin Islands.**

☒ License-exempt family child care homes (care in providers' home) 59

☐ N/A. Describe:

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

☒ N/A. Describe: **There was no In-home (care in the child's own home) during the QPR period (October 1, 2021 - September 30, 2022).**

☐ Other. Explain:

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. Include any significant areas of progress that were not anticipated in the Plan as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible. **Based on Question 7.1.2 of the FFY 2022-2024 CCDF Plan for the VI, to identify the goals for continuous quality improvements, Lead Agency use data and feedback from Licensing Specialist and Quality Improvement Specialists to ensure that quality activities meet the needs of all providers. Additionally, Lead Agency developed professional development opportunities based on feedback from child care providers through consultations and post evaluations from training and workshops.**

Goal #1

Lead Agency has determined that supporting compliance with requirements for licensing, inspection, monitoring, training, and health and safety continues to be a vital area of focus for investments. Trainings, technical assistance, and resources enable a facility the ability make corrective actions.

----- Goal: 70% Completed

----- Specific Examples

Quality Improvement Specialists used the On-site Consultation and Referral Forms from the Licensing Specialists of a facility's non-compliance to health and safety standards and/or professional development needs to provide trainings, technical assistance, and resources. On-site Consultation and Referral Forms received from the Licensing Specialists were prioritized.

Staff Annual Training Records were reviewed by Licensing Specialists when completing a Child Care Center Standard-by-Standard Evaluation for a facility's Renewal of Licensure. The Licensing Specialist collaborated with the Quality Improvement Specialist to provide options for a facility staff completion of required annual professional development hours.

Additionally, Quality Improvement Specialists compiled data into their Assigned Facility Staff Data worksheets utilizing information attained from their QIS Facility Profiles and Facility Staff Qualifications and Professional Development Forms, and Child Care Provider Professional Training Agreement. The Quality Unit Contact Log records Quality Improvement Specialists communication with providers and staff.

Technical assistance was also given to Providers to obtain and/or renew the following: SAM.gov Unique Entity ID and Cage Code, GVI BUY Registration, Mini Grant Applications, and other OCCRS requirements in the area of Business Practice.

Goal #2

Lead Agency will ensure a comprehensive coordinated system of quality learning opportunities that give current and prospective early childhood and after school professionals the knowledge, skills, dispositions, and experiences they need to provide the best care and education to children and families in the VI. This overarching goal requires providing copious means and methods of training such as approved web trainings (webinars), interactive video lectures with imbedded quizzes, peer trainers, and mentor/coaches.

---Goal: 50% Completed

--- Specific Examples:

Early Childhood Education Professional Development Resources for Child Care Providers, Family Group Homes, and Family Friends and Neighbors (FNN), consisting of websites with online

trainings and professional development opportunities gave early care and education providers options to meet their educational goals and required annual trainings. This Early Childhood Education Professional Development Resources evergreen document was shared with providers via hard copy and/or electronically. Professional Development (PD) options such as national webinars and health and safety training modules that were free and provides a training certificate were also sent to all providers via emails. Additionally, Workshops and Trainings hosted by partner agencies and community organizations were forwarded to providers to share with their staff and families. To stimulate collaboration, child care providers were encouraged to network together by providing input and suggestions of online professional development opportunities for their peers. Other Training Resources and Professional Development Opportunities, both in credit-bearing and non-credit bearing settings, and community-based offerings, were provided through Technical Support to assist providers and staff in determining their best career path. Lead Agency utilized its partners such the University of Virgin Islands, Department of Education, Department of Health, and Department of Labor for consumer education and trainings to support our child care workforce. These training opportunities were communicated to providers via bulletin boards, electronic mail, during office visits, and/or consultations.

Goal #3

Virgin Islands Early Childhood Education and Care Resource Centers will be available at each Office of Child Care and Regulatory Services Office in the VI.

---Goal: 60% Completed

--- Specific Examples:

Early Childhood Education and Care Resource Centers are in Office of Child Care and Regulatory Services locations and accessible to the public. Lead Agency provided information and resources on OCCRS services, selecting quality child care, parenting skills, child development stages, and health and safety topics. Resources on social-emotional, behavior, and early mental health of young children along with contact information for service partners are available. Communication is ongoing with our partner agencies and units within Department of Human Services for resources and pamphlets to be made available for our families and providers when they visit our offices. During Fall 2023, OCCRS will make available a library of materials that promote best practices with resources that can be borrowed by professionals and parents. Over 500 of the following Resources have been distributed and/or made available territory-wide during community outreach activities, OCCRS Resource Centers, and given to child care providers to distribute to families whose children are enrolled in their facilities.

CHILD SAFETY:

Safety Seat Facts - Protecting Your Child on the Road (English/Spanish)

Child Safety (English/Spanish)

Your Guide to Children's Health Emergencies

11 Tips for Your Child's Online Safety (English/Spanish)

12 Ways to Be the Best Dad You Can Be (English/Spanish)

CHILD DEVELOPMENT AND CARE:

Caring For Your Baby; A Teen Parent's Handbook

Child Development from Birth To 3 Years Old (English/Spanish)

Child Development from 3 To 6 Years Old (English/Spanish)

Your Child's Social and Emotional Development - Birth-6 yrs. (English/Spanish)

Good Nutrition for Growing Children (Ages 2-5) (English/Spanish)

We Can Fight Cold/Flu Germs! A Coloring & Activities Book

We Wonder - We Have Healthy Teeth! (English/Spanish)

SCHOOL READINESS:

Your Guide to Kindergarten Readiness

We Can Get Ready to Start School! (English/Spanish)

11 Ways to Be Ready for Preschool (English/Spanish)

Learn About You, Your Child and Preschool (English/Spanish)

Your Child & Prekindergarten -Keeping Tabs (with magnet) (English/Spanish)

We Wonder® -Time for Preschool! (English/Spanish)

DISABILITY AWARENESS:

Your Guide to Special Education & Your Child

Speech And Language Disorders

Helping Children with Learning Disabilities (English/Spanish)

Parenting A Child with Special Needs

EMERGENCY AND DISASTER PREPAREDNESS:

FEMA's Emergency Preparedness Publications

A Guide to Alerts and Warnings – Large Print

Flood Info Sheet

Earthquake Info Sheet

Tsunami Info Sheet

Prepare with Pedro Coloring Books

PROVIDER EMAILS: HEALTH AND SAFETY OPPORUNITIES

Administrator Email: Foot and Mouth Disease: Know the Symptoms (10/01/2021)

Virgin Islands Territorial Emergency Management Agency (VITEMA) U.S. Virgin Islands Great ShakeOut Drill 2021 held on 10/21/2021 (10/18/2021)

Child Care Emergency Preparedness Links by Child Care Aware (10/21/2021)

Safe Sleep Information for Child Care: States, Territories, Tribes, Providers, and Families by National Center on Early Childhood Quality Assurance (10/28/2021)

Introducing the Safe Kids Centers Network by Virgin Islands Office of Highway Safety (VIOHDS) (10/28/2021)

VIUCCEDD Art Classes for People with Disabilities on St. Croix held October 23, 2021, to December 11, 2021 (10/31/2021)

CDC Updated COVID-19 Guidance for Operating Early Care and Education/Child Care Programs (11/16/2021)

UPS COVID Test Kits Link (1/21/2022)

Upcoming FEMA Region 2 Webinars: Fire Prevention and Safety and Let's Talk Vaccine (1/24/2022)

Children Youth and Families (CY&F) Disaster Preparedness Resources (7/15/2022)

Virgin Islands Office of Highway Safety (VIOHS) September: Child Passenger Safety (CPS) Month Announcements & Flyer- (9/06/2022)

VIOHS National car Seat Check on September 24, 2022, from 10:00 a.m. - 2:00 p.m.- St. Thomas (9/15/2022)

VITEMA, DPW, VIFS Operation Blues Skies Sandbag Distribution (9/16/2022)

Goal #4

The Lead Agency in partnership with the University of the Virgin Islands (UVI) School of Education will ensure early childhood professionals are trained to provide quality inclusive early childhood programs through an Inclusive Early Childhood Education (IECE) Certificate Program.

---Goal: 25% Completed

--- Status:

The Memorandum of Understanding (MOU) between Department of Human Services (DHS) Office of Child Care and Regulatory Services (OCCRS) and the University of the Virgin Islands (UVI) draft to offer scholarships toward a Certificate in Inclusive Early Childhood Education (IECE) is being reviewed. Through the University of the Virgin Islands School of Education (SOE), the Inclusive Early Childhood Education (IECE) curriculum is aligned with current national standards in early childhood education, so that it supports the seamless professional development of early childhood professionals starting with the Child Development Associate (CDA), IECE Certificate, Associates of Arts (AA) Degree in IECE and ending with a Bachelor of Arts (BA) Degree. The Certificate in Inclusive Early Childhood Education (IECE) Program core curriculum was approved in April 2020 and made available for students during Fall 2021. OCCRS aims to offer scholarships for the Inclusive Early Childhood Education (IECE) Certificate Program

during Fall 2023.

Goal #5 Lead Agency will execute a Workforce and Professional Development Needs Assessment

---Goal: 1.5% Completed

--- Status

Preliminary discussions have begun with the University of the Virgin Islands (UVI) and other partner to develop and execute Lead Agency's Workforce and Professional Development Needs Assessments during fiscal year 2023-2024.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

☐ Yes. If yes, describe:

☒ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe: **Lead Agency continues to explore alternate ways to track the progression of professional development for all early care and education providers. Quality Improvement Specialists compiled data into their Assigned Facilities Staff Qualification Data worksheets utilizing information attained from their QIS Facility Profiles and Facility Staff Qualifications and Professional Development Forms. The Annual Professional Development Records were reviewed and compared with information on the Facility Staff Qualifications and Professional Development Forms. During a Facility's Licensure Renewal process, the Licensing Specialists utilized the Child Care Center Standard -by -Standard Evaluation. Section 6: General Qualifications for Staff and Directors requires evidence of staff qualifications for assigned positions along with the minimum of fifteen (15) clock hours of annual professional development training.**

2.1.2 Are any teachers/providers required to participate?

☐ Yes. If yes, describe:

☒ No. If no, describe: **Lead Agency does not have a professional development registry. Receiving the services provided by the Quality Unit is optional to the early care and education providers.**

A Facility's Licensure Renewal process requires the Licensing Specialists to utilize the Child Care Center Standard -by -Standard Evaluation. Section 6: General Qualifications

for Staff and Directors requires evidence of staff qualifications for assigned positions along with the minimum of fifteen (15) clock hours of annual professional development training. A written description of such training must be kept on file at the facility, as noted in VI Rules and Regulations for Child Care Facilities, After School Programs, and Summer Camp (2011).

2.1.3 Total number of participants in the registry as of September 30, 2022 0

2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

☐ Scholarships (for formal education institutions)

☐ Financial bonus/wage supplements tied to education levels

☒ Career advisors, mentors, coaches, or consultants 73

☐ Reimbursement for training

☐ Loans

☐ Substitutes, leave (paid or unpaid)for professional development

☒ Other. Describe: **National Association for the Education of Young Children (NAEYC)**

Standard Level Memberships (1 Year) - 80 Awarded

Child Development Associate (CDA) Credential Assessment Fee Scholarship Program - 17 Scholarships

Zero to Three Standard Memberships (1 Year) - 40 Sponsored

☐ N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- ☐ Financial bonuses (not tied to education levels)
- ☐ Salary enhancements/wage supplements
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☒ Mental Health/Wellness programs **78**
- ☐ Other. Describe:
- ☐ N/A. Describe:

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	86	374	0	
b. How many had a Child Development Associate (CDA)?	4	82	0	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	10	37	0	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	42	49	0	
e. How many had a State child care credential?	0	0	0	

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
f. How many had State infant and toddler credentials?	0	0	0	
g. How many had an "other" degree? Define "other" degree: N/A	0	0	0	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:	54	150	0	
b. How many had a Child Development Associate (CDA)?	3	14	0	
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	8	4	0	
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	22	13	0	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
e. How many had a State child care credential?	0	0	0	
f. How many had State infant and toddler credentials?	0	0	0	
g. How many had an "other" degree? Define "other" degree: N/A	0	0	0	

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
a) Business practices	225	166	0	0	59	0
b) Mental health	78	78	0	0	0	0
c) Diversity, equity, and inclusion	0	0	0	0	0	0
d) Emergency Preparedness Planning	120	120	0	0	0	0

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
e) Other: School Readiness: Preschool Language and Literacy Training Series Family Engagement: Scholastic Read and Rise Family Conversations Facilitators Training	105	105	0	0	0	0

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the **training and professional development** of the child care workforce during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 2159.10 If yes, describe how funds were used: Scholastic Language and Literacy Resources Mental Health- Partner Agencies: Department of Health and Virgins Islands Children & Youth Task Force (no-cost) Business Practices - Partner Agencies: University of the Virgin Islands, Department of Property & Procurement, and The Office of Child Care & Regulatory Services (no-cost) Emergency Preparedness activities - Partner Agencies: Virgin Islands Territorial Emergency Management Agency (VITEMA), Department of Planning & Natural Resources, Department of Environmental Health, Virgin Islands Fire Services, and Department of Human Services (no cost)</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 27710.70 If yes, describe how funds were used: Scholastic Language and Literacy Resources Literacy Solutions Consulting - Preschool Literacy: Phonics Training Series</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 12064.25 If yes, describe how funds were used: Parareading Training Materials The Book Spot - Caribbean Literacy Book Boxes Lakeshore Learning Materials Gift Cards <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: The measurable indicators of progress relevant to Section 6.3 are the academic achievement of early care and education providers, quality of care services, accessibility of services to low-income children, and facilities compliance with Health and Safety Standards. These are the measurable indicators whereby the territory evaluates progress related to the use of CCDF Set Aside Funds to support the training and professional development of the child care workforce during October 1, 2021, and September 30, 2022.

EXAMPLES:

Technical assistance on the CDA Credentialing Process were given to Seventy-three (73) early care and education candidates during this reporting period.

Child Development Associate (CDA) Credential Assessment Fee Scholarship Program sponsored during October 1, 2020, and September 30, 2021.

Nine (9) Preschool Child Development Associates

Four (4) Infant and Toddler Child Development Associates

Three (3) CDA Renewals- Preschool Child Development Associates

One (1) CDA Renewals- Infant and Toddler Child Development Associates

During October 1, 2021 and September 30, 2022, the Quality Unit logged approximately four thousand eight hundred and ninety-three hundred (4893) contact data inclusive of emails, telephone calls, and on-site visits.

The Memorandum of Understanding (MOU) between Department of Human Services (DHS) Office of Child Care and Regulatory Services (OCCRS) and the University of the Virgin Islands (UVI) is in the reviewing of draft stage. Lead Agency aims to offer scholarships toward a Certificate in Inclusive Early Childhood Education (IECE) for early care and education providers during Fall 2023. Through the UVI School of Education (SOE), the Inclusive Early Childhood Education (IECE) curriculum is aligned with current national standards in early childhood education, so that it supports the seamless professional development of early childhood professionals starting with the Child Development Associate (CDA), IECE Certificate, Associates of Arts (AA) Degree in IECE and ending with a Bachelor of Arts (BA) Degree. The Certificate Inclusive Early Childhood Education (IECE) Program core curriculum was approved in April 2020 and made available for students during Fall 2021.

OTHER TRAININGS:

SCHOOL READINESS - PRESCHOOL LANGUAGE AND LITERACY

Scholastic Inc. Read and Rise Family Conversations Facilitators Training by John Johnson, Scholastic Consultant

February 16-18, 2022, and February 23-25, 2022 - Forty-six (46) Participants

Preschool Literacy Series I

Preschool Emergent Literacy: Language and Literacy Development by Dianna E. Osborne, PhD

October 19-20, 2021, October 26-27, 2021, and November 2-3, 2021 - Forty (40) Participants

Preschool Literacy Series II

Using Best Practices during Phonics Instruction to Improve Preschooler's Engagement and Achievement by Dianna E. Osborne, PhD

March 9-10, 2022, and March 16-17, 2022 - Fifty (50) Participants

BUSINESS PRACTICE: GRANT WRITING

Winning Non-Profit & Faith Based Grants! Essential 21st Century Proposal Writing Techniques by University of the Virgin Islands Center for Excellence in Lifelong Learning (UVI CELL)

September 21, 2021, to November 11, 2021 - Thirteen (13) Participants

Skills Up! Writing Government Grants by University of the Virgin Islands Center for Excellence in Lifelong Learning (UVI CELL)

February 15, 2022, to April 7, 2022 - Six (6) Participants

OTHER

St. Croix Career and Technical Education Center (CTEC) Child Care Management Class CDA Portfolio and Credentialing Process (4/11/2022)

Eighteen (18) Students (Day Class)

Six (6) Child Care Providers (Adult Education)

St. Croix Career and Technical Education Center (CTEC) Child Care Management Class

OCCRS Child Development Associate (CDA) Assessment Fee Scholarship Overview and CDA Portfolio Reviews (August 11, 2022)

Nine (9) Candidates (Adult Education)

CDA Candidate's Webinars and Sample Exams by OCCRS (Provided to all CDA Candidates)

OCCRS Child Development Associate (CDA) Credentialing Process Consultation evergreen document was completed and utilized as tool for Quality Unit during consultations and technical assistance sessions.

3) Improving early learning and development guidelines

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

3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2021 to September 30, 2022?

☐ Yes. If yes, describe changes or updates:

☒ No

☐ N/A Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the **development or implementation of early learning and development guidelines** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Measurable Indicators of progress identified in Section 6.4 of the CCDF Plan will be the utilization of the VI Early Learning Guidelines (VI ELGs) by Teachers, Caregivers, and Administrators in early care and education programs and settings as a common conceptual framework and guidelines for planning developmentally appropriate curriculums, instructions, and assessments for young children. Additionally, community members and policymakers referencing the VI ELGs as a source for assessing the impact of current policies and resources on the optimal development of young children.

Discussions are ongoing to reconvene a State Advisory Council (SAC) consisting of board

representatives from the following: The University of the Virgin Islands (UVI), Department of Education (DOE), Department of Health (DOH), Lutheran Services Early Head Start, VI Head Start Program, VI Housing Authority (VIHA), Department of Human Services (DHS) Office of Child Care and Regulatory Services (OCCRS) Administrator, non-profits, and private individuals. Tentative date of SAC organizational meeting (Phase 1) has moved to August 2023. The SAC's goal to strengthen early care and education in the territory Strategic Plan in Phase 2 and Phase 3 will be implementation and monitoring within the next three years.

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

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

4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

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

Please describe all QRIS tiers and which tiers are considered high quality care:

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

Please describe all QRIS tiers and which tiers are considered high quality care:

☐ The lead agency is operating another system of quality improvement.

Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

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

Please include your definition of high quality care: **All licensed child care facilities, including those who receive CCDF receive at least one Standard by Standard monitoring visit annually by the Licensing Specialist. Two additional visits are made to the facilities to monitor the health and safety standards. The Licensing visits and monitoring are part of the Key Performance Indicators for the Office of Child Care and Regulatory Services because of greater insights and real-time information to make informed decisions. The territory is in the planning stage of the reviewing and revision of the QRIS: VI Steps to Quality (VIS2Q) for Early Learning Programs.**

4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?

☐ Licensed child care centers

☐ Licensed family child care homes

☐ License-exempt providers

☐ Programs serving children who receive CCDF subsidy

☐ Early Head Start programs

☐ Head Start programs

☐ State Prekindergarten or preschool programs

☐ Local district-supported Prekindergarten programs

☐ Programs serving infants and toddlers

☐ Programs serving school-age children

☐ Faith-based settings

☐ Tribally operated programs

☒ Other. Describe: **Lead Agency is in the planning stage of the reviewing and revision of the QRIS: Virgin Islands Steps to Quality (VIS2Q) for Early Learning Programs**

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

	License d child care centers	License- exempt child care centers	Licensed family child care homes	License- exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
a. Number of providers eligible for QRIS or other system of quality improvement							
b. Number of providers participating in QRIS or other system of quality improvement							

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
c. N/A, describe	Lead Agency is in the planning stage of the reviewing and revision of the QRIS: Virgin Islands Steps to Quality (VIS2Q) for Early Learning Programs	The US Virgin Islands does not have any license d-exempt child care centers	The US Virgin Islands does not have any licensed family child care homes operating in the Territory .	Lead Agency is in the planning stage of the reviewing and revision of the QRIS: Virgin Islands Steps to Quality (VIS2Q) for Early Learning Programs	Lead Agency is in the planning stage of the reviewing and revision of the QRIS: Virgin Islands Steps to Quality (VIS2Q) for Early Learning Programs	Lead Agency is in the planning stage of the reviewing and revision of the QRIS: Virgin Islands Steps to Quality (VIS2Q) for Early Learning Programs	

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

☐ Yes (check all that apply).

☐ Licensed child care centers

☐ Licensed family child care homes

☐ License-exempt providers

☐ Programs serving children who receive CCDF subsidy

☐ Early Head Start programs

☐ Head Start programs

- ☐ State Prekindergarten or preschool programs
- ☐ Local district-supported Prekindergarten programs
- ☐ Programs serving infants and toddlers
- ☐ Programs serving school-age children
- ☐ Faith-based settings
- ☐ Tribally operated programs
- ☐ Other. Describe:

☒ No.

☐ N/A Describe

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:

- a) Licensed child care centers
- b) License-exempt child care centers
- c) Licensed family child care homes
- d) License-exempt family child care homes (care in providers' home)
- e) In-home (care in the child's own home)
- f) Programs serving children who receive CCDF subsidy

☒ N/A. Describe **Lead Agency is in the planning stage of the reviewing and revision of the QRIS: Virgin Islands Steps to Quality (VIS2Q) for Early Learning Programs**

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:

a. Total number of CCDF children in high quality care **584**

i. Infant **52**

Define age range: from **0** weeks ☐ months ☒ years ☐ through **11** weeks ☐ months ☒ years ☐

ii. Toddler **177**

Define age range: from **1** weeks ☐ months ☐ years ☒ through **2** weeks ☐ months ☐ years ☒

iii. Preschool **270**

Define age range: from **3** weeks ☐ months ☐ years ☒ through **4** weeks ☐ months ☐ years ☒

iv. School-age **85**

Define age range: from **5** weeks ☐ months ☐ years ☒ through **12** weeks ☐ months ☐ years ☒

b. Other. Describe

c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?

☐ Yes, the following programs received grants.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

☒ No.

☐ N/A. Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?

☐ Yes, the following programs received stipends.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

☒ No.

☐ N/A. Describe:

4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?

☐ Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

☒ No.

☐ N/A. Describe:

4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

☐ Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

☒ No.

☐ N/A. Describe:

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Lead Agency does not have a metric system in place to evaluate the quality of child care programs and effective practices in the Territory. The territory is in the planning stage of the reviewing and revision of the QRIS: VI Steps to Quality (VIS2Q) for Early Learning Programs. Measurable indicators of progress were based on child care providers compliance with Health and Safety Standards, improvement of quality child care services, and program staff academic achievement. All licensed child care facilities, including those who receive CCDF get at least one Standard by Standard monitoring visit annually by the Licensing Specialist. The Licensing visits and monitoring are part of the Key Performance Indicators for the Office of Child Care and Regulatory Services because of greater insights and real-time information to make informed decisions.

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

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

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.

☐ Yes, specialists are available.

- a. Number of specialists available to all providers
- b. Number of specialists available to providers serving children who receive CCDF
- c. Number of specialists available specifically trained to support family child care providers
- d. Number of providers served
- e. Total number of children reached

☐ No, there are no funded specialists.

☒ N/A. Describe: **Lead Agency does not have any staff whose only role is as an Infant and Toddler Specialist. The Licensing Specialists and Quality Improvement Specialists served as Lead Agency's Infant and Toddler Consultants due to staff educational credentials and ongoing professional development. Lead Agency partnered with the Department of Health, Infant and Toddler Programs and the Maternal Child Health Program to provide information and support to child care providers to identifying and referring families who need services.**

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching					

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	%	%	%	%	%
c. N/A, describe	Lead Agency is in the process of identifying alternate ways to track and differentiate the progression of professional development for all providers.	US Virgin Islands does not have any licensed-exempt child care centers operating in the Territory.	US Virgin Islands does not have any licensed family child care homes operating in the Territory.	Lead Agency is in the process of identifying alternate ways to track and differentiate the progression of professional development for all providers.	Lead Agency is in the process of identifying alternate ways to track and differentiate the progression of professional development for all providers.

5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

☐ Infant/toddler health consultants available. Describe:

☐ Infant/toddler mental health consultants available. Describe:

☐ Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe:

☒ Other. Describe: **Lead Agency collaborated with the Department of Health, Infant and Toddler Programs and the Maternal Child Health Program to provide information and support**

to child care providers on identifying and referring children who may have developmental delays and families who need services.

Child Development Associate (CDA) Infant and Toddler Credentials were promoted to early care and education providers including licensed exempt providers. Lead Agency promoted its Child Development Associate (CDA) Credential Assessment Fee Scholarship Program to pay the \$425.00 to the Council for Professional Recognition for early childhood personnel working in a licensed early learning program as a Director, Teacher, Assistant Teacher, Family Friend and Neighbor (FNN) Provider, or Volunteer. This Scholarship Program is for an initial CDA credential or Infant and Toddler CDA Renewals.

Quality Improvement Specialists provided consultations on the CDA Credentialing Process along with technical assistance to complete the My CDA Professional Portfolio. Each CDA Candidate receives a CDA Infant and Toddler Competency Standards Book, tote bag, binder with dividers, sheet protectors, pen, and mask upon signing their Child Care Provider Professional Training Agreement.

Lead Agency procured the ZERO TO THREE Critical Competencies for Infant-Toddler Educators Certification Courses. These were made available to Child Development Associate (CDA) Infant and Toddler Renewals and any early care and education provider who works with children ages 0-3. (19.5 PD Hours)

Zero to Three Infant & Toddler Resources Standard Memberships with Digital and Print Magazine options for providers who serve children 0-3 years.

CDC Watch Me! Celebrating Milestones and Sharing Concerns Course was promoted as a pathway towards the required annual professional development hours in child development. (0.1 CEU / 1.0 PD Hours)

☐ N/A. Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.

☐ Number of staffed family child care networks:

o Describe what the hub provides to participating family child care providers:

☒ No staffed family child care networks supported by CCDF funds.

☐ N/A. Describe:

5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to **improve the supply and quality of child care programs and services for infants and toddlers** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Measurable indicators of progress are based on the child care providers compliance with Health and Safety Standards, improvement of quality child care services to infant and toddlers, and staff academic achievement. These are the measurable indicators whereby Lead Agency evaluates progress relevant to the use of CCDF Set Aside Funds and 3% Infant and Toddler Set Aside. The Territory is currently in the process of reviewing and revising the QRIS: VI Steps to Quality (VIS2Q) for Early Learning Programs and VI Rules and Regulations to ensure quality of child care programs and services for infant and toddlers.

EXAMPLES

Child Development Associate (CDA) Credential Assessment Fee Scholarship Program sponsored during October 1, 2020, and September 30, 2021.

Four (4) Infant and Toddler Child Development Associates

One (1) CDA Renewals- Infant and Toddler Child Development Associates

Eleven (11) early care and education providers and staff received the Zero to Three Critical

Competencies for Infant-Toddler Educators Certification Courses 19.5 PD Hours)

Eleven (11) early care and education providers obtained Zero to Three Resources Print or Digital Memberships

Forty (40) Zero to Three: ABC Baby Bag kits were procured. Training is scheduled for November 30, 2022, for early care and education providers who serve children birth to two (2) years old

alphaTUB Learning Kits, Spanish TUB Sheets, Sign Language TUB Sheets, and Sign Language Cards- One hundred fifty (150)

QUALITY INITIATIVE CHILD PASSENGER SAFETY

Lead Agency purchased the following car seats for the Virgin Islands Office of Highway Safety (VIOHS) Car Seat Clinics and Distributions

Graco Extend to Fit Convertible Car Seats (Rear Facing to Forward Facing, 4lbs-65lbs) - Fifty (50)

Graco Tranzitions SnugLock 3-in-1 Harness Booster (Forward Facing, 22lbs-100lbs) - Fifty (50)

Learning Resources Three Bear Family Sort, Pattern, and Play Activity Sets - Forty-five (45) Early Care and Education Providers

Procured Carolina Changing Tables with Stairs and Pad to be given to twelve (12) early care and education providers who serve children 0-3 upon receipt of shipments during Fall 2022

Purchased Fifteen (15) Carpets for Infant and Toddler Programs to support Tummy Time Activities .

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

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

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022. Lead Agency does not have a separate CCR&R system. Lead Agency conducts its own childcare resource and referral services. Consumers can find a listing of licensed child programs along with other consumer education resources such as the Early Learning Guidelines and Early Childhood Best Practices on the Department of Human Services Website (www.dhs.gov.vi) or by visiting the Office of Child Care and Regulatory Services.

6.2 Spending

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including

examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The US Virgin Islands does not use a territory wide system of child care resource and referral services. The Lead Agency conducts its own child care resource and referral services. The measurable indicators of progress are the accessibility of childcare services for low-income families, homeless, or children in poverty.

Example of accessibility of childcare to families:

There are approximately 499 children receiving CCDF subsidies whose families are below the 85% State Medium Income (SMI) rate.

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

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

7.1 Has the lead agency aligned CCDF health and safety standards with the following?

- a. Licensing standards
☒ Yes.
☐ No. If not, describe why:
- b. Caring for Our Children Basics
☒ Yes.
☐ No. If not, describe why:
- c. Head Start
☒ Yes.
☐ No. If not, describe why:
- d. State pre-k
☒ Yes.
☐ No. If not, describe why:

7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

- a. Licensed providers **3**
- b. License-exempt providers **0**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022?
Twenty-four (24) Hours

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **3**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **1**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **0**

- 7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **0**
- 7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022:
The Licensing Specialists collaborated with the Quality Improvement Specialists to provide technical assistance in identified health and safety areas of non-compliance along with classroom management strategies. In response to the identified needs of child care providers, the Licensing Unit sent an On-Site Consultation and Referral Form to the assigned facility's Quality Improvement Specialist to individualize and provide applicable technical assistance along with resources to the facility. On-Site Consultation and Referrals received from the Licensing Unit are prioritized by the Quality Unit.

Additionally, Referrals were made to partner agencies such as Virgin Islands Fire Service, Department of Planning and Natural Resources, Department of Health Division of Environment Health, Department of Labor, and Department of Education for appropriate support and/or resources. Information and recommendations from Center for Disease Control (CDC) and Department of Health were also provided to minimize the spread of illness and other health and safety concerns.

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2021 to September 30, 2022?

- a. Licensed center-based programs **186**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **0**
- d. License-exempt family child care homes (care in providers' home) **59**
- e. In-home (care in the child's own home) **0**
- f. ☐ N/A Describe:

7.5 Spending:

- 7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent \$ 274448.50</p> <p>If yes, describe how funds were used: Refrigerator Medicine Lock Boxes Salary: Director of Quality Improvement - Territorial Director of Licensing Services - Territorial Quality Improvement Specialist - St. Croix Quality Improvement Specialist - St. Thomas Quality Improvement Specialist - St. Thomas</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent: \$ 42267.00</p> <p>If yes, describe source(s) of funding and how funds were used: Salary: Licensing Specialist -St. Croix</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent \$ 550.00</p> <p>If yes, describe how funds were used: Refrigerator Medicine Lock Boxes</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent \$ 9000.00</p> <p>If yes, describe how funds were used: Pediatric First Aid and Cardiopulmonary Resuscitation (CPR) Trainings</p> <p><input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Measurable indicators of progress were based on the child care providers compliance rate with Health and Safety Standards, improvement of quality child care services to infant and toddlers, preschool, or school-age children, and staff academic achievement. Review/complaint visits are one of several sources of data on compliance with VI Licensing Regulations. A reduction in the deficiencies identified in Monitoring review visits are measurable indicators of compliance to VI licensing regulations. Meeting training and professional development requirements ensure that Child Care providers are equipped to operate successful quality-driven child care programs.

SEVERAL OUTCOMES ACHIEVED

**Better Kid Care: Health and Safety Basics: Requirements for Certification (6.0 Hours/CDA1)
- Sixteen (16) Teachers/Providers**

Emergency Pediatric CPR, First Aid & AED Certifications - One hundred seventy-eight (178) early care and education providers.

Be Aware! Be Prepare! Make Your Emergency Disaster Plans Today! by Virgin Islands Territorial Emergency Management Agency (VITEMA) via Zoom platform- Forty-two (42) Teachers/Providers

**ANNUAL HEALTH AND SAFETY TRAINING SERIES via ZOOM Platform
Emergency Preparedness and Response by DHS Carla Benjamin, Assistant Commissioner - Eighty (80) Teachers/Providers (11/10/2021)**

Human Trafficking ABC: Warning Signs Children by Children Youth Task Force - Seventy (70) Teachers/Providers (11/12/2021)

Criminal Background Check by DHS Carla Benjamin, Assistant Commissioner - Seventy-seven (77) Teachers/Providers (11/16/2021)

Child Abuse and Neglect Mandatory Reporting Requirements by Natalie Lewis, DHS Intake and Child Emergency Services - Seventy-seven (77) Teachers/Providers (11/18/2021)

Child Abuse Recognition and Prevention: Know the Signs by Natalie Lewis, DHS Intake and Child Emergency Services - Seventy-nine (79) Teachers/Providers (12/01/2021)

Prevention and Control of Infectious Diseases- Common Skin Ailments by Department of Health Epidemiology Division - Seventy-nine (79) Teachers/Providers (12/03/2021)

Supporting a Holistic Well Being for You & Your Students by DOH Maternal Child Health - Project- LAUNCH - Seventy-eight (78) Teachers/Providers (12/10/2021)

HEALTH AND SAFETY RESOURCES

Human Body Temperature Digital Forehead Non-Contact Infrared Thermometer - One hundred (100)

Facility First Aid Kits- Thirty (30)

Preschool Step Stool - Fifty (50)

Outlet Plug Covers, Child Proof Electrical Protector (32 pk) - Forty (40)

Refrigerator Medicine Lock Boxes/Lockabox One - One Hundred (100)

DISASTER AND EMERGENCY PREPAREDNESS RESOURCES

**Motorola T260 Two-Way Radios - Thirty-eight (38) Early Care and Education Programs
Emergency AM/FM/NOA Weather Radio/Phone Charger/Solar- Ninety (90)**

Bulkeye 5lb ABC Fire Extinguishers - Fifty-two (52)
 Operating Your Fire Extinguisher Sign - Fifty-two (52)
 Industrial Slim Red LED Exit Signs with Battery Backup- Thirty-six (36)
 Emergency Exit Signs- Fifty (50)
 American Red Cross Hurricane Disaster and Flooding Preparedness Kits - Forty (40)

8) Evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children

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

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?

- ☐ To measure program quality, describe:
- ☐ To measure effective practice, describe:
- ☐ To measure age appropriate child development, describe:
- ☐ Other, describe:

☒ N/A. Describe: Lead Agency did not have an assessment tool in place to measure the quality of licensed center-based programs and effective practice in the territory. As means of program assessment and improving environmental conditions in child care facilities, Lead Agency staff will acquire training and certification in the Early Childhood Environment Rating Scale-Revised (ECERS-R). Additionally, Lead Agency is currently in the planning stage for the reviewing and revision of the QRIS: VI Steps to Quality (VIS2Q) for Early Learning Programs.

To measure program quality, the VI Head Start (HS) Program reported the following instruments:

Virgin Islands Early Learning Guidelines
 High Scope Program Quality Assessment (PQA)
 Classroom Management Checklist (VI HS)
 Supervisor Monitoring Visit (VI HS)
 HS Self-Assessment
 HS Performance Standards
 Annual Review by Office of Head Start

The Territory's Early Head Start Program (EHS) reported that following instruments used to measure program quality:

EHS Self-Assessment
Focus One Review
Annual Review by Office of Head Start

The VI Head Start (HS) Program and Early Head Start Program (EHS) reported utilizing the Head Start Framework for Effective Practices (FEP) as an instrument to measure effective practice in their programs. EHS also reported using the Pathways Milestones Checklist.

To measure age-appropriate child development, the VI Head Start (HS) Program reported the following instruments:

Head Start Early Learning Outcomes Framework (ELOF)

High Scope Child Outcomes Record (COR) Advantage

Ignite by Hatch Early Learning

LAP-3 Language Assessment for children transitioning from HS to K-5

The Territory's Early Head Start Program (EHS) reported utilizing the following instruments to measure age-appropriate child development:

Ages and Stages Questionnaires (ASQ)

High Scope Child Outcomes Record (COR) Advantage

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

☐ To measure program quality, describe:

☐ To measure effective practice, describe:

☐ To measure age appropriate child development, describe:

☐ Other, describe:

☒ N/A. Describe: **Lead Agency does not have any licensed family child care providers operating in the territory.**

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 6026.20 If yes, describe how funds were used: Early Childhood Environment Rating Scale Third Edition (ECERS-3) Training Materials <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. All quality activities are informed by our commitment to reflective assessment and ongoing continuous quality improvement from within the Lead Agency and are aligned to the state's goals to improve the quality of child care services for all children and to increase parental options for and access to high quality childcare for children birth through age 12. Lead Agency is currently in the planning stage for the reviewing and revision of the QRIS: VI Steps to Quality (VIS2Q) for Early Learning Programs.

OUTCOMES ACHIEVED:

Lead Agency has obtained the services of the Environment Rating Scales Institute (ERSI), the agency that serves as the only authorized trainers of the Early Childhood Environment Rating Scale (ECERS-3), a tool designed to assess process quality in early childhood programs. In both districts, we will be training several DHS staff on how to use the ECERS-3 in a reliable way.

USVI Early Childhood Environment Rating Scale Third Edition (ECERS-3) Reliability Training by Authors, Tracy G. Link and Cathey Riley.

Introductory Session on ECERS-3 via Google Meet Virtual Platform was held on September 23, 2022 - Thirty-six (36) Teachers/Providers

Reliability Training Dates are scheduled for Fall 2022

St. Thomas/St. John- October 3-6, 2022 - Six (6) Reliability Candidates: Tishma Tucker-Lanc (Administrator), Bonnie-Vi Canton (Director of Quality Improvement), Andrene Johnson-van Beverhoudt (Quality Improvement Specialists), Velven Samuel-Warren (Quality Improvement Specialist), and Taliah Bryan (Head Start Supervisor) and Chrystall Cooper (Head Start Supervisor)

St. Croix- October 7, 2022, and November 7-10, 2022 - Three (3) Reliability Candidates: Ena Edward-Descartes (Quality Improvement Specialist), Debbie Jagrup (OCCRS Assistant), and Mary Polius (Head Start Supervisor)

Observation Sites- Nine (9) Private Facilities and Three (3) Head Start Centers (3-St. Croix, 8- St. Thomas, 1-St. John)

9) Supporting providers in the voluntary pursuit of accreditation

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

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

☐ Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs
- b. License-exempt center-based programs
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. Programs serving children who receive CCDF subsidy

☒ No lead agency support given to providers in their pursuit of accreditation.

☐ N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Presently, Lead Agency has no plans to assist providers with voluntary pursuit of accreditation by a national accrediting body. Lead Agency is in the planning stage of reviewing and the revision of the QRIS: VI Steps to Quality (VIS2Q) for Early Learning Programs and VI Rules and Regulations to ensure quality of child care programs and services for all children.

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

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

10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

☒ Yes, check which indicators the lead agency has established:

☒ Health, nutrition, and safety of child care settings

☒ Physical activity and physical development in child care settings

☒ Mental health of children

☒ Mental health for staff/employees

☒ Learning environment and curriculum

☐ Ratios and group size

☒ Staff/provider qualifications and professional development

☒ Teacher/provider-child relationships

☒ Teacher/provider instructional practices

☒ Family partnerships and family strengthening

☐ Other. Describe:

☐ No

10.2 Spending

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 4175.00 If yes, describe how funds were used: Curriculum Resources to support Mental Health of children, ensure and inclusive environment, and encourage good Physical Health practices: USVI Culture Books- Where I Live, When I Grow Up, and Health and Safety for You and Me by Rick Grant <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input checked="" type="checkbox"/> Yes Amount spent \$ 8775.00 If yes, describe how funds were used: Santos Office Supplies-Curriculum Resources to support Social Emotional Learning (SEL) skills and build a child's resiliency: Good Behavior Buckets Activity Kits About Me Sorting Neighborhoods Sets with figures shaped like moms, dads, sisters and more. All About Me 2-in-1 Mirrors to teach body awareness, emotions, speech, etc. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 38371.83 If yes, describe how funds were used: Curriculum Support Resources to promote critical thinking, nutrition, and fine motor skills development: Scholastic Inc. Science Technology Engineering and Mathematics (STEM) Curriculum Support Materials Lakeshore Learning Materials Science Technology Engineering Arts and Mathematics (STEAM) Curriculum Support Materials Kaplan Early Learning Resources: Wooden Tabletop Easels and Junior Engineer Creative Building Set Creative Crucian- Cooking with Kai, US Virgin Islands Cuisine Book <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The measurable indicators of progress relevant to high quality program standards were based on accessibility of services to all children including low-income children, compliance with Health and Safety Standards, improved quality care for all children, and providers' academic achievements. Lead Agency is in the planning stage of reviewing and the revision of the QRIS: VI Steps to Quality (VIS2Q) for Early Learning Programs and VI Rules and Regulations to ensure quality of child care programs and services for all children.

LEARNING ENVIRONMENT AND CURRICULUM SUPPORT RESOURCES

GeoSafari Jr. Talking Microscope - Forty-five (45) Programs

Scholastic Inc. Science Technology Engineering and Mathematics (STEM) Curriculum

Support Materials (My Math Readers Classroom Tub, National Geo Kids Collection Grades K-3/12 pk) - Forty-five (45) Early Care and Education Programs

Lakeshore Learning Materials Science Technology Engineering Arts and Mathematics (STEAM) Curriculum Support Materials - Twenty (20) Preschool Programs

Kaplan Early Learning Resources: Wooden Tabletop Easels -Ninety-eight (98) Early Care and Education Providers

Kaplan Early Learning Junior Engineer Creative Building Set - Ninety-eight (98) Early Care and Education Providers

Santos Office Supplies-Curriculum Support Social Emotional Resources: Good Behavior Buckets, All About Me Sorting Neighborhoods Sets, Teaching Tac Tiles - Forty-five (45) Early Care and Education Providers

Sand and Water Play Manipulatives (Sand and Water Play Fine Motor Tools, Pretend and Play Fishing Set, Jumbo Ocean Animals) - Forty (40) Programs

Learning Resources Puzzle Card Pre-K Bundle (Alphabet Puzzle Cards, Counting Puzzles Cards, ABC Puzzle Cards)- Forty (40) Programs

Jumbo Jungle Animals and Jumbo Insects Kits - Forty (40) Programs

Procured Full Size Deluxe Sand or Water Sensory Play Tables with Tops - Twelve (12) Early Care and Education to be distributed upon receipt of shipments scheduled for Fall 2022.

Preschool Carpets and Rugs - Sixty-seven (67) to be distributed to Early Care and Education to be distributed upon receipt of shipments scheduled for Fall 2022.

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

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

11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?

☒ Yes. If yes, describe The Virgin Islands Department of Human Services (DHS) announced the availability of grant funding, in early June 2021 for local licensed childcare and early childhood education providers facing financial hardship due to the COVID-19 pandemic. Office of Child Care and Regulatory Services (OCCRS) also announced that the deadline to submit applications has been extended from July 31 to August 31, 2021. Any licensed childcare facility with a valid license issued by OCCRS can apply and receive up to \$30,000 in grant funding to strengthen, improve, and/or remediate their programs. Eligible providers (per facility) may use the same application to choose from the following categories:

- ☒ OCCRS 1 – Health and Safety
- ☒ OCCRS 2 – Professional Cleaning Services
- ☒ OCCRS 3 – PPEs and supplies
- ☒ OCCRS 4 – Technology
- ☒ OCCRS 5 – Behavioral Health and Wellness
- ☒ OCCRS 6 – After school and camp supplies (is this list still accurate?)

These grants are funded through the US Department of Health and Human Services Administration for Children and Families Office of Child Care by the Coronavirus Aid, Relief and Economic Security (CARES) Act.

Thirty-One (31) Licensed Child Care Facilities received funding.

and check which types of providers were eligible and number served.

- ☒ Licensed center-based programs **31**
- ☐ License-exempt center-based programs
- ☐ Licensed family child care homes
- ☐ License-exempt family child care homes (care in providers' home)

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

☐ Other (explain)

☐ No.

☐ N/A. Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

☐ COVID-19 vaccinations. Describe:

☒ COVID-19 testing. Describe: Human Body Temperature Digital Non-Contact Infrared

Thermometers

COVID-19 Symptoms Posters

OCCRS COVID-19 Provider Best Practice Steps Review Sheets and Checklists

☐ Access to infant formula. Describe:

☒ Cleaning supplies and/or personal protective equipment (PPE). Describe: American Red

Cross First Aid Kits

Face Masks, Face Shields, Gloves, and Hand Sanitizers

Hand Washing Posters

Face Masks Guidance Posters

☒ Post-disaster recovery efforts. Describe: Hurricane Disaster and Flooding Preparedness

Kits

Hurricane and Disaster Preparedness Checklist/Brochures

AM/FM/NOA Weather Radio/Phone Charger- Solar

☒ Other. Describe: Safe Transporting of Children: Child Passenger Safety

Child Passenger Safety Posters: Is Your Child Riding Safely

☐ N/A. Describe:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2021 to September 30, 2022?

☐ Yes. Describe:

☒ No

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2021 to September 30, 2022?

☐ Yes. Describe findings:

☒ No

11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

☒ Child care deserts

☒ Infants/toddlers

☒ Children with disabilities

☒ English language learners

☒ Children who need child care during non-traditional hours

☐ Other. Describe:

11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

☐ Reviewing policies/program design using DEI assessment tools

☐ Development of DEI assessment tools

☐ Incorporate into QRIS

☐ Incorporate into PD Framework

☐ Strategic planning

☒ Supply building efforts

☒ Strengthened outreach/communication to better understand diverse community needs and assets

☐ Other. Describe:

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

		Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
	Total					

a) Increased rates						
b) Increased wages						
c) Benefits: health insurance						
d) Mental health supports	78	78				
e) Start-up funds						
f) Other: N/A						

11.7a Describe:

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on other activities to improve the quality of child care services during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<p><input checked="" type="checkbox"/> Yes</p> <p>Amount spent \$ 13504.88</p> <p>If yes, describe how funds were used: JKC Ventures LLC - "Children Are the Future, Its Everybody's Business" Campaign Radio Media Spots</p> <p>Caribbean Printing- Quality Unit Operating Materials and Supplies</p> <p>Quality Unit Initiatives Training Supplies</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p> <p>Describe:</p>

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input checked="" type="checkbox"/> Yes Amount spent \$ 929108.76 If yes, describe how funds were used: CARES Act Mini Grants, Child Restraint Systems- Forward Facing Car Seats, Rear Facing Car Seats, Booster Seats, and Belt Extenders "Children Are the Future, Its Everybody's Business" Jingle in English, Spanish, and Creole American Red Cross Disaster Preparedness Hurricane and Flood Kits Universal Business Supplies - Quality Unit Initiatives Operating Supplies, CDA Portfolio Binders and Inserts, Copy Papers, etc. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 4980.00 If yes, describe how funds were used: "Children Are the Future, Its Everybody's Business" Community Outreach and OCCRS Promotional Items <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 7781.00 If yes, describe how funds were used: Children Are the Future, Its Everybody's Business" Campaign Banners and Signs Sunny Isles Theatre/Mall - Back to School Information Session Venue St. Croix Business Machines- Quality Unit Operating Supplies - Copy Machine Inks <input type="checkbox"/> No <input type="checkbox"/> N/A

Funding source	Was this funding source used?
	Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

11.9 Progress Update: Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **Lead Agency held and participated in various community events to provide outreach and consumer education.**

PRESCHOOL LITERACY INITIATIVE

VIRTUAL STORY TIME: AN HOUR OF POWER!

Held December 7, 2021, through September 27, 2022, weekly on Tuesdays and/or Thursdays during 10:00 a.m. – 11:00 a.m. via ZOOM Platform. Local authors and community members read to the preschoolers (ages 3-5) of our early care and education programs. Our Preschool Literacy Initiative mission is for children’s preschool experiences to successfully foster early language and literacy skills by breaking barriers limiting a child’s success in school and beyond.

Tuesday, December 7, 2021 – Ginger Bread Man by Ena E. Descartes, QIS DHS OCCRS

Tuesday, December 14, 2021 - When I Grow Up by Rick Grant

Friday, December 17, 2021 - Health and Safety by Rick Grant

Monday, December 20, 2021 - Storytime by Velven Warren-Samuel, QIS DHS OCCRS
 Tuesday, December 21, 2021 - Storytime by Andrene van-Beverhoudt, QIS DHS OCCRS
 Wednesday, December 22, 2021 - Storytime by Assistant Commissioner, Carla Benjamin, DHS
 Thursday, December 23, 2021 - The Never Snowy Christmas by Zenzi Hodge
 Tuesday, January 11, 2022 - Storytime by Commissioner Kimberly Causey-Gomez, DHS
 Thursday, January 13, 2022 - Where I Live by Rick Grant
 Tuesday, January 18, 2022 - Cooking with Kai US Virgin Islands Cuisine by Whitly Hamilton
 Tuesday February 01, 2022, by Ena Edward-Descartes, DHS OCCRS, DHS
 Tuesday February 08, 2022, by St. Croix CTEC Child Care Management Program Students
 Tuesday February 15, 2022, by Shenise Daughtry, The Book Spot
 Tuesday February 22, 2022, by Julio Petersen III, Mr. Pete's Playhouse
 Tuesday, March 1, 2022, by Commissioner Kimberley Causey-Gomez, DHS
 Tuesday, March 8, 2022, by Honorable Governor Albert Bryan Jr. @11:00 a.m. – 12:00 a.m.
 Tuesday, March 15, 2022, by Tishma Tucker-Lans, Administrator, DHS OCCRS
 Tuesday, March 22, 2022, Cooking with Kai US Virgin Islands Cuisine with Whitly Hamilton
 Tuesday, March 29, 2022, by Dianna P. Osborne, Literacy Solutions
 Tuesday, April 5, 2022, by Clayton Laurent DHS
 Tuesday, April 12, 2022, by Cira Burke, DHS
 Tuesday, April 19, 2022, by Shanda Caracciolo, Newton Kids Academy
 Tuesday, April 26, 2022, by Kimberly Thomas, DHS Head Start
 Tuesday, May 3, 2022, by Dr. Valrica Bryson
 Tuesday, May 10, 2022, by Wanda Figueroa-Vialet
 Tuesday, May 17, 2022, by Willard John
 Tuesday, May 24, 2022, by Magistrate Judge Ernest Morris, Jr.
 Tuesday, May 31, 2022, by Mackisha St. Prix, Leap and Learn Academy
 Tuesday, September 13, 2022 - Storytime by Andrene van-Beverhoudt, QIS DHS OCCRS
 Tuesday, September 27, 2022 - Eva Caribbean ABC Book by Dr. Lois Baker

Over two thousand (2000) books by various community and Caribbean authors were distributed.

Purchased forty (40) 6-Person Listening Centers with Bluetooth CD/Cassette/FM Boombox that were distributed to early care and education providers territory-wide.

Procured Pick-A-Book Stand/Shelves to be distributed to twenty (20) early care and education providers to support children's access to Literacy Centers.

QUALITY INITIATIVE: CHILD PASSENGER SAFETY

Five (5) Lead Agency Staff completed the National Standardized Child Passenger Safety (CPS) Technicians Certification Course and are now CPS Technicians- Tishma Tucker-Lans (Administrator), Bonnie-Vi Canton (Director of Quality Improvement), Ena Edward-Descartes (Quality Improvement- St. Croix), Andrene Johnson-van Beverhoudt (Quality Improvement Specialist- St. Thomas) and Velven Samuel-Warren (Quality Improvement Specialist- St. Thomas)

DHS Office of Child Care and Regulatory Services also partnered with Virgin Islands Office of Highway Safety (VIOHS)

VIOHS Weekly Appointments

Free Car Seat and Booster Checks - St. Thomas - April 7, 2022, WYOC

Car Seat Clinic and Distribution - St. Thomas, April 19, 2022

Car Seat Clinic and Distribution - St. John, April 20, 2022

Car Seat Clinic and Distribution - St. Thomas, April 22, 2022

Community Outreach- Marley Housing- August 6, 2022

Education Outreach at Public Elementary Schools- September 6-22, 2022.

Total Car Seats Issued: One hundred forty-two (142)

Total Families Served: One hundred six (106)

Training Resource for Staff and Families- Video by Denise Gomes, VIOHS Occupant Protection Coordinator

Child Passenger Safety for Child Care Workforce

TRANSITION ACTIVITIES

Annual Pre-K Transition to Kindergarten Conference via Zoom, March 25, 2022 (Spanish and Creole) and March 28, 2022 (English)

DHS OCCRS Ready for Kindergarten Expo- June 3, 2022

OCCRS Back to School Community Outreach - July 25, 2022

COMMUNITY EDUCATION AND PROVIDER OUTREACH ACTIVITIES

PROJECT HOMELESS CONNECT

St. Thomas - May 13, 2022

St. John- May 20, 2022

St. Croix- May 27, 2022

CHILDREN AND YOUTH TASK FORCE COMMUNITY OUTREACH

Virgin Islands Carnival Food Fair - April 27, 2022

VIRGIN ISLANDS AGRICULTURE AND FOOD FESTIVAL: AGRI FEST 2022

St. Croix - MAY 28-30, 2022

USVI FIRST LADY YOULANDA BRYAN EASTER EGG ROLL

St. John - 4/10/2022

St. Croix - 4/14/2022

St. Thomas - 4/16/2022

JKC Media Ventures LLC - "Children Are the Future, Its Everybody's Business" Campaign
Radio Media Spots

"Children Are the Future, Its Everybody's Business" Jingle in English, Spanish, and French
Creole (60 Second Spots)

Advertising Dates: May 2022 to November 2022

Radio Stations: Isle 95, Sunny 99.5, Rumba 98.3, Caribbean Country 93.5, The Mongoose
104.9, WSKX 90.7 FM

PROVIDER OUTREACH

2022 Summer Camp Providers' Information Session via ZOOM (4/07/2022)

Thirty-One (31) Licensed Child Care Facilities received Mini Grants up to \$30,000.00
through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020

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

12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. There were no serious injuries and deaths reported that occurred in any licensed and/or license-exempt child care programs in the Virgin Islands during October 1, 2021 and September 30, 2022.

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. There are no changes to the VI Rules and Regulations, enforcement mechanisms, and other State policies addressing health and safety based on any annual review from Lead Agency during October 1, 2021 and September 30, 2022.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

☐ Yes. Describe:

☒ No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

☒ Targeted grants to support workforce compensation (no other allowable uses)

☐ Providing bonus funds to providers that increased child care staff compensation through stabilization grants

☐ Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

☐ Other (Describe):

13.3 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

Lead Agency internal review of application and auditing of documents were done. A Grant Application Checklist was utilized along with validation through our licensing process including the comprehensive criminal background checks.

Additionally, Lead Agency staff participated in training on the ARPA Stabilization Grant Application to ensure effective customer service and support for providers.

OCCRS Stabilization Grant Informational Sessions were held from 6:00 p.m. to 7:00 p.m. via Zoom platform on the following days:

February 11, 2022

May 13, 2022

May 27, 2022

June 10, 2022

June 24, 2022

July 8, 2022

July 22, 2022

August 5, 2022

August 19, 2022

ARPA grant application opportunity extended to August 31,2023.