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Introduction & Guide Use

This guide provides information and resources for Ready Regions interested in creating an integrated financing plan. Although integrated financing can impact every component of the early childhood system, the focus of the guide is maximizing all available funding to deliver early childhood care and education (ECCE) services to families. It should be used alongside the other resources available on Get Ready VA, including the Coordinated Enrollment Guide. These resources will help Ready Regions build capacity to integrate funding for ECCE direct services to more effectively meet the unique needs and preferences of families with young children in every community across Virginia.

Virginia is committed to increasing access to ECCE for all young children - preparing them for success in school, the workforce, and life - and providing child care so families are able to work. To achieve this complex goal, Ready Regions serve as Virginia’s early childhood systems builders. Ready Regions need the support of community leaders, policymakers, and families to envision and create an effective system of ECCE. Ready Regions do not need to be experts on every ECCE funding stream, but having a basic understanding of the policies of public funding streams and how those policies impact the delivery of ECCE services can positively impact the work.

When to Use this Guide?

Ready Regions are not required to create an integrated financing plan. However, Ready Regions and their partners may identify local or regional needs that require an integrated financing solution, such as:

● **Fully support the cost of ECCE.** Would any ECCE providers in your region benefit from the coordination of funding* to support the total cost of ECCE services? This guide includes information to support Ready Regions in using all available funding to support the cost of ECCE services for children.

● **Make the best use of funds for ECCE.** Do any localities in your region regularly return child care subsidy funds, leave Virginia Preschool Initiative (VPI) slots unused, or face challenges fully leveraging Head Start to support eligible families? Ready Regions can use this guide to inform their work to better match supply and demand within a single locality, community, or across the region.

● **Secure additional funds for ECCE.** Is a philanthropic organization or local government interested in supporting the cost of ECCE services in your region? This guide includes information to help Ready Regions make the case to public and private funders for sufficient resources for ECCE. Ready Regions can identify where additional funds will make the most impact.

*Coordination of funding may include blending (using two or more funding streams to support the cost of ECCE services, but not necessarily tracking by each funding source separately), braiding (using two or more funding sources to support the cost of ECCE services while tracking each funding source separately); and layering (coordinating different funding streams to support a holistic offering of ECCE services). See the September 2022 PDG B-5 TA Center publication, Coordinating funds to support the sustainability of comprehensive early childhood systems, for more information on blending, braiding, and layering funding streams as well as examples from other states.
Building early childhood systems is complex work and requires a range of skills, knowledge, and relationships as illustrated in Exhibit 1. This guide is focused on the financing aspect of early childhood systems – specifically direct ECCE services for children (i.e., child care slots).

No single ECCE program can serve all of Virginia’s children or meet the needs and preferences of all families. Virginia’s ECCE landscape is characterized by a diverse group of programs and funding sources, including Head Start, Virginia Preschool Initiative (VPI), child care centers, family day homes, early childhood special education (ECSE), early intervention services, and family, friend, and neighbor (FFN) caregivers, and more. An integrated approach to financing can assist all types of ECCE programs in strategically using federal, state, regional, and local funding so that more families with young children can be served.

Exhibit 1: Virginia Early Childhood Foundation strategy map: Building equitable and durable early childhood system to yield positive outcomes in Virginia

Making the Case

Research demonstrates emphatically that the first five years of life are a critical period of child development. Furthermore, the early years are the start of the workforce pipeline impacting Virginia’s current and future workforce. To this end, a range of publicly funded programs have been established over many years by the federal government and the Commonwealth of Virginia.¹ These individual federal and state programs support specific services that benefit families, but the broad range of services can be difficult for recipients to navigate. Each public sector funding stream has its own requirements, standards, and accountability.

For over 20 years, federal reports have concluded that more children could be served if states aligned their programs efficiently; states often point back at the federal government as a reason for this lack of efficiency.² The 2020 legislation requiring the Virginia Department of Education (VDOE) to oversee all ECCE programs in Virginia accomplished an important first step in aligning the ECCE system by allowing for coordination of ECCE funding streams at the state level.

Why Ready Regions?

Providing early childhood services is not solely a federal or state government responsibility. With steady investment and bipartisan support from Virginia’s governors and legislature, local Smart Beginnings have brought public and private leaders together to collaborate on priorities for young children since 2005. Building from this asset, in 2022, Ready Regions were launched to ensure every Virginia community has a regional network to support their ECCE system.

Communities can connect funding streams in ways the government cannot. In a broad sense, Ready Regions work addresses two major interrelated issues:

1. Turning the complicated system into something more coherent.
   By working with a range of program leaders, Ready Regions can bring intentional design to ECCE services. Ready Regions and their community partners play a valuable role by thinking holistically about available federal, state, regional, and local resources, and then working with ECCE providers to organize a system that meets local and regional needs.

2. Helping families navigate the system.
   Through strong community engagement, Ready Regions and their partners can make information and resources available to all families – especially those most in need of support – while also engaging families as decision makers who help shape an ECCE system responsive to a variety of children’s and families’ needs.

Ready Regions have the opportunity to work with their governance, implementation teams, and Family Councils to collectively determine needs and goals for their service area, and then skillfully maximize the impact of funding (rather than letting the available funding drive decisions about services provided). This has the potential to form a cohesive ECCE system that has a broader, more equitable reach.

Key Considerations

When developing a plan to integrate early childhood financing, Ready Regions need to consider what the communities within the region are currently doing to coordinate funding, goals for improving that coordination, and who needs to be involved. Systems building requires organizations to work together strategically to solve complex issues. In order to foster deep community engagement, there are key issues to consider regarding relationships, data, and the early childhood landscape within each Ready Region.

Relationships

Relationships are at the heart of this work – both organizational relationships and individual ones. Strong partnerships include shared goals, consistent engagement, and steadfast leadership. While many successful collaborations happen at the staff-to-staff level, high-level support for this work is essential to ensure a long-range vision. Ready Regions may need to coordinate disparate entities for whom collaboration is new. Drawing on existing relationships and establishing trust is critical for successful partnerships. Trust is often built on shared values and beliefs.

Ready Regions must consider the perspective of all stakeholders interested in child development, family health and well-being, school readiness, and economic success – and help them understand how they fit into the work of early childhood systems building.

Envisioning a Comprehensive ECCE System

“A prenatal to five system that meets the needs of every child and family and is supported by sufficient and stable funding streams that provide maximum flexibility for families, efficient administration and infrastructure, and minimum burden for program providers.”

Prenatal to Five Fiscal Strategies, February 2021

If a Ready Region chooses to convene a collaborative to focus on integrated financing, they should consider how it is connected to their existing governance and implementation teams. As people move in and out of positions and organizations, their knowledge and commitment may be lost in the transition. To prevent this, Ready Regions should consider formalizing partnerships through a memorandum of understanding (MOU) or similar mechanism. Appendix A: Sample Agreements & Partnership Tips includes sample state and local data sharing MOUs and partnership agreements to support the consistent use of best practices. Ready Regions that choose to use this guide to advance their ECCE systems building work will be supported by VECF with technical assistance and relevant resources upon request.

Family Engagement

A high priority in Ready Regions work is creating opportunities for families to offer guidance and input related to early childhood decisions that matter most to them. Ready Regions must involve families, including Family Councils, in this work from the beginning. It is not only about sharing information – it is
also about listening to and understanding the needs and preferences of families and the ECCE providers who care for their children. By authentically engaging families, Ready Regions can understand how the existing ECCE system is working and what additional resources would be most valuable. For more information engaging families, see the Family Council Model Guide on GetReadyVA.org.

Data

Ready Regions must carefully consider data on community needs within the context of the variety of ECCE funding stream policies outlined in the next section. Knowing how communities are progressing on various indicators of access, school readiness and children’s well-being will help Ready Regions set goals and create strategies. When available, it is important to use data disaggregated by socioeconomic status, race, and ethnicity of children to help identify trends and provide opportunities to address inequities.

Ready Regions may want to engage a data or research consultant to design strategies to obtain data that are not readily accessible. Deeply analyzing available data and gathering information about the lived experiences of community members will allow Ready Regions to bring their data to life and use it to tell meaningful stories. VECF has compiled data that will be helpful in developing integrated financing strategies. The data is focused on indicators commonly used by communities to determine how many children may qualify for publicly funded ECCE. Appendix B: Online Data Resources includes links to additional data sources for Ready Regions interested in compiling their own data.

Fiscal Mapping

A fiscal map is a detailed identification and analysis of financial resources for programs, services, and supports within a specified geographic area. Having a granular sense of how and where funding for ECCE is distributed in a community will help Ready Regions better discern where gaps are, for which children, and where additional investment should be prioritized such as potential opportunities to engage the private philanthropic sector. Appendix C: Fiscal Mapping & Other Resources includes links to learn more about fiscal mapping with examples of fiscal maps from Virginia communities as well as links to additional resources on integrated financing. Ready Regions are not required to complete a fiscal map for an entire region. They should focus on the community or communities most interested in advancing integrated financing strategies.

Program Landscape

Obtaining a census or conducting a scan of the ECCE landscape is essential. The landscape includes programs, agencies, and available services in terms of geography, program requirements, quality level, capacity, ages served, hours available, and other relevant items. Beginning Fall 2023, data on all publicly funded ECCE programs will be included in LinkB5, Virginia’s ECCE data system, as part of the requirement to participate in the Unified Virginia Quality Birth to Five System (VQB5). It is important for Ready Regions and their community partners to understand the landscape of early childhood programs and services in order to help coordinate programs and funding.
Funding Streams

There are a variety of federal and state funding streams relevant to early care and education (ECCE) with different purposes and oversight. While Virginia is taking steps to support cost-of-quality funding strategies across the Child Care Subsidy Program, Mixed Delivery Program, and Virginia Preschool Initiative, ECCE programs operate on razor-thin margins and often struggle to generate enough revenue to attract and retain qualified staff. The COVID-19 pandemic and national workforce shortages have only exacerbated these issues. This makes a regional approach to planning for integrated financing an essential strategy to stabilize existing ECCE programs and provide services for children and families.

Federal early childhood programs and funding sources have grown to respond to different goals and from different Congressional and Executive branch leadership. While that has resulted in a collage of multiple programs, each plays an important role in supporting the complexity of early childhood development. Regarding federal and state funding streams, it is important to understand that there may be allowable maneuvers that have not been tried before. Although it feels tricky to navigate several sets of legal and financial regulations, there is still room for innovation.

During state fiscal year 2020 (July 1, 2019–June 30, 2020), total early childhood investments flowing through the state budget was $1.36 billion, or about 2.3% of Virginia’s total budget of $58 billion. Federal funds made up 55% of the total and state funds made up about 45%. Since the COVID-19 pandemic there have been significant – but often temporary – state and federal investments in ECCE. These funding opportunities have the potential to ensure Virginia’s young children have access to high-quality ECCE services and may require the navigation of fiscal cliffs given the temporary nature of relief funding.

Ready Regions need a basic understanding of how the funds behind ECCE programs can be used to develop and implement strategic financing plans for their regional system. This section of the guide is designed to help Ready Regions determine what funding for direct ECCE services for children exists. Appendix D: Flow of Federal & State Public Funding includes a brief explanation of how public funds move from the federal- or state-level to ECCE programs to benefit families.

Overviews of the primary public funding streams for direct ECCE services follow, including:

- At-a-Glance: Federal & State Public Funding for Direct ECCE Services
- Family Eligibility Requirements for Federal & State Public Funding
- ECCE Provider Requirements for Federal & State Public Funding
- Local Funding Sources

While there are public funding streams to support other ECCE program needs, such as scholarships (Project Pathfinders, Virginia Child Care Scholarship Program), retention (Employee Retention Tax Credit, Recognize B5), child assessment (Virginia Kindergarten Readiness Program), and quality improvement, this guide is focused on funds that support paying for direct ECCE services (i.e., slots) for children.

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### At-a-Glance: Federal & State Public Funding for Direct ECCE Services

This table was created using the most recent publicly available information from each funding source. Ready Regions should refer to the funding source to identify potential adjustments since publication.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PURPOSE</th>
<th>FUNDING SOURCE</th>
<th>FUNDING IN VA</th>
</tr>
</thead>
</table>
| **Child Care Subsidy Program (CCSP)**        | Provide child care vouchers to lower-income families who are working, in school or job training, or looking for a job for full or part-time care of children 12 and younger (and up to age 18 for children with special needs). In 2022, the Virginia Department of Education (VDOE) began taking steps to make child care more accessible and affordable by shifting to a cost estimation model to set provider reimbursement rates and revising family copayment obligations in the Child Care Subsidy Program. Visit Child Care VA to learn more. | **Federal:** U.S. Department of Health and Human Services, including:  
- Child Care and Development Fund (CCDF)  
- Temporary Assistance for Needy Families (TANF) | **Federal:** $64.0m  
State: $13.2m  
(FY20)  
Estimated investment per child: up to $10,900 (average $6,900)* |
| **Early Head Start/Head Start (EHS/HS)**     | Provide quality services to promote academic, physical, social and emotional development for income-eligible families and their young children.                                                                                                                                                                                                                                                                 | **Federal:** U.S. Department of Health and Human Services | **Federal:** $151.9m  
(FY21)  
Estimated investment per child: between $9,507-17,911* |
| **Virginia Preschool Initiative (VPI)**      | Provide quality preschool programs for at-risk three and four-year-olds who are residents of Virginia and unserved by Head Start program funding to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure. Also available for at-risk five-year-olds who are not eligible to attend kindergarten, or who did not have access to a sufficient preschool experience and whose families request preschool as the most appropriate placement. | **State:** Virginia Department of Education                                                                                     | **State:** $115.9m  
(FY23)  
Estimated investment per child: $8,359 as baseline  
(2022 Special Session I Virginia Acts of Assembly, Item 137.14.a) |
| **Mixed Delivery Program (Mixed Delivery)**  | Provide quality early childhood care and education (ECCE) in private, community-based (not school-based) classrooms. The program effectively addresses growing demand for publicly-funded ECCE that meets the needs of families. The program provides public funding that supports family choice in the type of private ECCE setting that best meets a child’s and family’s needs. In addition, the program allows private programs to receive predictable, stable revenue to support their ability to more fully draw down funds that approach the actual cost of providing early childhood care and education. | **Federal:** U.S. Department of Health and Human Services  
**State:** Virginia Department of Education in partnership with the Virginia Early Childhood Foundation (VECF) | **Federal:** $19.4m  
State: $6.97m  
(FY23)  
Estimated investment per child: between $12,000-14,000* (not applicable to the 2022-2023 infant and toddler pilot) |

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<tr>
<th>PROGRAM</th>
<th>PURPOSE</th>
<th>FUNDING SOURCE</th>
<th>FUNDING IN VA</th>
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<tbody>
<tr>
<td><strong>Individuals with Disabilities Education Act (IDEA), Part B</strong></td>
<td>IDEA guarantees a free appropriate public education to eligible children with disabilities and ensures special education and related services to qualifying children.</td>
<td>Federal: U.S. Department of Education</td>
<td>Federal: $8.9m State: $33.6m (FY20)</td>
</tr>
<tr>
<td><strong>Title I of the Every Student Succeeds Act (ESSA)</strong></td>
<td>Provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. State Title I plans submitted to the U.S. Department of Education must address early childhood. Local Education Agencies (LEAs) may use Title I funds to pay for services to improve health and development of children under school age.</td>
<td>Federal: U.S. Department of Education</td>
<td>Federal: $19.0m (FY20)</td>
</tr>
<tr>
<td><strong>Military Child Care in Your Neighborhood (MCCYN)</strong></td>
<td>Fee-assistance for U.S. Military and U.S. Coast Guard families who cannot access installation-based child care due to distance or waitlists. With fee assistance, a portion of the child care is paid to reduce and offset the costs of what families would pay for on-installation child care and what they would pay for care in their communities to make it easier for families to afford quality child care.</td>
<td>Federal: U.S. Department of Defense</td>
<td>Federal: $90m nationwide (FY19)</td>
</tr>
<tr>
<td><strong>Child Care Access Means Parents in School (CCAMPIS)</strong></td>
<td>Support or establish campus-based child care programs primarily serving the needs of low-income students enrolled in institutes of higher education (IHEs). Funds may also be used to serve the child care needs of the community served by the institution.</td>
<td>Federal: U.S. Department of Education</td>
<td>Federal: $1.1m (FY21)</td>
</tr>
<tr>
<td><strong>Child and Adult Care Food Program (CACFP)</strong></td>
<td>CACFP supports the provision of nutritious foods to promote healthy development in young children. CACFP participation includes training, resources and reimbursements for child care providers for meals served. Although CACFP does not cover the cost of direct ECCE services for children, it is included on this list because it is an important funding stream to help offset ECCE operational costs overall.</td>
<td>Federal: U.S. Department of Agriculture</td>
<td>Federal: $38.7m (FY20)</td>
</tr>
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### Family Eligibility Requirements for Federal & State Public Funding

Ready Regions should refer to the guidelines provided by the agency or organization responsible for oversight of the ECCE program to confirm current requirements.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ELIGIBILITY</th>
<th>COST</th>
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| Child Care Subsidy Program (CCSP) | • Children living in low-income families with parent(s) working, searching for work, or attending job training or education.  
• Children under age 13, or under the age of 18 with special needs, may be eligible.  
• Children in need of protective services.  
• Parents must meet current income eligibility requirements if they have a child age 12 or younger (Appendix A of Virginia’s Child Care Subsidy Program Guidance Manual details the Income Eligibility Scale for Child Care Subsidy)  
• Families with at least one child age 5 or younger may be eligible underexpanded income eligibility requirements; up to 85% of the state median income.  
• Notwithstanding 8-VAC-20-790, the VDOE shall not set a limit on the duration of time that families may participate in the CCSP, subject to available funds.  
• Adult citizenship is not relevant for eligibility, only citizenship of the child.  
• When determining the number of hours of child care a family qualifies for, the state must take child development into consideration and is not limited to covering only hours the parent is working.  
• A family may remain income-eligible as long as income does not exceed 85% of state median income for a family of its size. | All family copayments will be waived through December 2022.  
Effective January 2023, families will be responsible for a share of costs paid to providers, known as the family copayment. To make public child care more accessible and affordable for parents, VDOE will implement a simpler, more streamlined copayment scale based on a flat monthly per-child rate.  
Visit Child Care VA to learn more about the new co-payment scale. |
| Early Head Start/Head Start (EHS/HS) | • EHS may begin as early as prenatally (through home visits and other family engagement), and continue to age three; HS serves 3- to 5-year-olds.  
• EHS/HS must serve the most vulnerable children in their geographic area.  
• Children are eligible if they live in a family with income under 100% of the federal poverty level (FPL), or are categorically eligible if they are in the foster care system, are homeless, or if they receive TANF, Supplemental Security Income (SSI), and/or Supplemental Nutrition Assistance Program (SNAP) benefits. EHS/HS grantees who demonstrate all children at 100%of the FPL are being served may receive approval to serve up to 35% of their total funded enrollment from families with incomes up to 130% of the FPL.  
• At least 10% of total funded enrollment must include children with disabilities.  
• If a child transitions from EHS to HS, the program must verify the family’s eligibility at that time. Once a family is determined eligible for HS, the child may receive services until kindergarten entry. | No cost to families. |
### Virginia Preschool Initiative (VPI)

- **ELIGIBILITY**: VPI serves 3- to 5-year-olds, including: (i) at-risk four-year-olds who are residents of Virginia and unserved by Head Start program funding; (ii) at-risk five-year-olds who are not eligible to attend kindergarten, or who did not have access to a sufficient preschool experience and whose families request preschool as the most appropriate placement; and (iii) children are eligible for services through the VPI for 3-Year-Olds if they are residents of Virginia, unserved by Head Start, turn 3-years-old by September 30 of the school year and meet either at-risk local eligibility criteria determined or state VPI eligibility criteria.
- **Children must be from a family that meets the following requirements**: (i) family income at or below 200% of the FPL, (ii) child’s family is experiencing homelessness, (iii) child’s parents or guardians did not complete high school, or (iv) children with disabilities or delays who are eligible for special education services under the Individuals with Disabilities Education Act, regardless of household income.
- **Up to 15% of a division’s slots may be filled based on locally established eligibility criteria so as to meet the unique needs of at-risk children in the community.**
- **Localities that can demonstrate more than 15% of slots are needed to meet the needs of at-risk children in their community may apply for a waiver to increase local eligibility criteria.**
- **Note: this waiver has been leveraged by many school divisions to fill every VPI slot available and request additional slots for eligible children.**

### Mixed Delivery Program (Mixed Delivery)

- **ELIGIBILITY**: Mixed Delivery follows the same eligibility requirements as VPI, which are described above.
- **An infant and toddler pilot is being conducted in 2022-2023 in three Ready Regions to inform potential future expansion.**
- **Children eligible for the Mixed Delivery Program are determined eligible based upon the following criteria**: (i) child’s family has an income at or below 200% of the FPL; (ii) child’s family is experiencing homelessness; (iii) child’s parents or guardians did not complete high school, (iv) child has an identified disability or is receiving services through early intervention; (v) child is determined eligible by local eligibility criteria that are specific to the grantee’s Mixed Delivery Program.
- **Up to 15% of a Mixed Delivery lead community agency’s slots may be filled based on locally established eligibility criteria to meet the unique needs of children and families in the community.**
- **Localities that can demonstrate more than 15% of slots are needed to meet the needs in their community may apply for a waiver to increase local eligibility criteria.**
- **Note: this waiver has been leveraged by many Mixed Delivery lead community agencies to fill every Mixed Delivery slot available and request additional slots for eligible children.**

### COST

- **No cost to families.**
## Family Eligibility Requirements for Federal & State Public Funding

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<thead>
<tr>
<th>PROGRAM</th>
<th>ELIGIBILITY</th>
<th>COST TO FAMILIES</th>
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| Individuals with Disabilities Education Act (IDEA), Part B             | • Part B serves 3- to 5-year-olds; in Virginia, children who are 2 years of age by September 30 of the school year are also eligible.  
• When a child is suspected of having a disability, a written referral or an oral request for evaluation is given to the school.  
• The school may evaluate the child to determine whether the child has a disability as well as the nature and educational impact of the disability.  
• Based on the results of the evaluation, a team decides if the child is eligible to receive special education and related services.  
• To be found eligible, the team must decide that the child has a disability and as a result needs special education and related services.  
• The child is eligible for special education if they meet criteria for one or more of the 13 disability categories recognized in Virginia. | No cost to families. |
| Title I of the Every Student Succeeds Act (ESSA)                        | • Children who attend or are zoned to attend a school that receives Title I funds.  
• Title I schools serve 40% or more low-income children.  
• In a targeted assistance school, children who are at risk of failing to meet state standards are eligible, unless a waiver is granted.  
• In a school-wide model, all students are eligible, but priority must be given to children who are at risk of failing to meet state standards.  
• A school district may choose to use all of its Title I funds for preschool programs if the LEA believes it is the strategy that holds most promise for raising student achievement. | No cost to families. |
| Military Child Care in Your Neighborhood (MCCYN)                       | • Provides subsidies for eligible military dependents, including Army, Navy, Air Force, Marines, Coast Guard, and military-employed civilians.  
• Child Care Aware® of America authorizes subsidy amounts based on Total Family Income (TFI) for those eligible families, and supplies monthly payments directly to the prospective child care provider.  
• In order to participate, non-school age children must be enrolled in a minimum of 16 hours of care per week.  
• Fee assistance does not cover the drop-in care for non-school age children or school age children on breaks (winter/spring break, snow days, holidays, etc.).  
• Care must be consistent and must have a fixed schedule. | Varies. |
| Child Care Access Means Parents in School (CCAMPIS)                    | • Low-income parents who are eligible to receive a Federal Pell grant and are enrolled at an institute of higher education that has received a CCAMPIS grant. | Varies. |
| Child and Adult Care Food Program (CACFP)                              | • Children through the age of 12 are eligible to participate.  
• All children will receive meals free of charge, regardless of family income level.  
• Providers receive reimbursement funds for meals based on families income eligibility. | No cost to families. |
ECCE Provider Requirements for Federal & State Public Funding

Ready Regions should refer to the guidelines provided by the organization responsible for oversight of the ECCE program to confirm requirements.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ECCE PROVIDER REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Subsidy Program (CCSP)</td>
<td>The Virginia Department of Education (VDOE) oversees the CCSP, which is administered by the Virginia Department of Social Services (VDSS) and local departments of social services. Child care providers must be approved by the VDSS before they can be paid by the state for providing care to children enrolled in the CCSP. Providers that service children enrolled in the program are referred to as “Subsidy Vendors.” The CCSP partners with Child Care Aware of Virginia to deliver the CCSP Orientation to child care providers. Prospective providers attend a Child Care Subsidy Orientation, which is free and offered twice a month, and then complete the CCSP Vendor Application for review. Visit Child Care VA for the most up to date requirements.</td>
</tr>
<tr>
<td>Early Head Start/Head Start (EHS/HS)</td>
<td>Federal Head Start/Early Head Start funding is awarded directly to local grantees for 5 year periods. Recipient agencies may apply to offer one or more program options: center-based, home-based (home visit), family child care, or an approved locally-designed variation. Center-based services may be provided in a private family child care or child care setting, provided that all EHS/HS federal performance standards are met. A recipient agency may deliver services in multiple sites and contract with &quot;delegate&quot; agencies to serve children. Organizations seeking EHS/HS funding must respond to a Notice of Funding Opportunity issued by the Administration for Children and Families in order to receive funding. Typically the Notice of Funding Opportunity specifies the city or county in which the children and families must be served. Notice of Funding Opportunity announcements specify the amount of funding available per service area and can be found here: <a href="https://www.acf.hhs.gov/ohs/funding">https://www.acf.hhs.gov/ohs/funding</a>.</td>
</tr>
<tr>
<td>Virginia Preschool Initiative (VPI)</td>
<td>VPI was established in 1995 to provide Virginia communities with funding to enable them to provide 4-year-old children at-risk of school failure, but not served by the federal Head Start program, with a high-quality preschool education. To be eligible, a local plan must be submitted to the VDOE to address: providing a quality preschool education; health services; family engagement; the facilitation of comprehensive services; and a transportation plan. The preschool education may be full- or part-day, and cover the Virginia public school year. There is a local match requirement, based upon the composite index and capped at 50%. The local match must be cash match from local funds directly spent on the program; up to 25% of the local match may be in-kind costs (not including fixed assets) befitting the program. Philanthropic or other private funds may be contributed to the locality to be appropriated in their local budget and then utilized as local match. In-kind contributions may not be included as contributions for any other federally- or state-funded program, and may not be funds received from the federal or state governments under other awards.</td>
</tr>
<tr>
<td>Mixed Delivery Program (Mixed Delivery)</td>
<td>Mixed Delivery was established in 2016 to provide contract-based public funding to serve children who meet VPI eligibility criteria in private ECCE settings. Mixed Delivery serves as a complementary program to VPI, meeting similar program guidelines set forth by the VDOE, but with specific flexibility provided as stated in the Appropriations Act. Recipients of a Mixed Delivery grant shall be exempted from all regulatory and statutory provisions related to teacher licensure requirements and qualifications when paid by public funds within the confines of the Mixed Delivery pilot initiative (see FY23 program guidelines).</td>
</tr>
</tbody>
</table>
### ECCE Provider Requirements for Federal & State Public Funding

(continued from previous page)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ECCE PROVIDER REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals with Disabilities Education Act (IDEA), Part B</td>
<td>Federal law requires that children with disabilities be served, to the maximum extent appropriate, with children who are not disabled. Part B eligible children may be served in a variety of settings, including public or private preschool programs, Head Start programs, child care facilities, and the home. Federal and state regulations provide specific requirements for state implementation of IDEA. State regulations can be found here: <a href="http://www.doe.virginia.gov/special_ed/regulations/state/index.shtml">http://www.doe.virginia.gov/special_ed/regulations/state/index.shtml</a>.</td>
</tr>
<tr>
<td>Title I of the Every Student Succeeds Act (ESSA)</td>
<td>Local Education Agencies (LEAs) may use Title I funds to pay for services to improve health and development of children under school age. This could include the direct provision of services such as offering preschool in a public or private setting or could support existing programming such as providing a coach for early childhood programs where at-risk children are attending. LEA's may provide services to children birth to school age through a school operated program, a district operated program, or in coordination with community programs such as Head Start. If early childhood services are provided with Title I funds they must meet federal Head Start Program Performance Standards.</td>
</tr>
<tr>
<td>Military Child Care in Your Neighborhood (MCCYN)</td>
<td>Child care providers in centers and homes may be eligible if they have a valid state license, annual licensing inspection report, and a national accreditation. Visit Child Care Aware of America’s <a href="http://www.childcareaware.org">website</a> for additional details.</td>
</tr>
<tr>
<td>Child Care Access Means Parents in School (CCAMPIS)</td>
<td>An institution of higher education is eligible to receive a grant under this program if the total amount of all Federal Pell grant funds awarded to students enrolled at the institution of higher education for the preceding fiscal year equals or exceeds $350,000. Visit the U.S. Department of Education <a href="http://www2.ed.gov">website</a> for additional details.</td>
</tr>
<tr>
<td>Child and Adult Care Food Program (CACFP)</td>
<td>Public or private nonprofit child care centers, outside-school-hours care centers, Early Head Start/Head Start programs, licensed or voluntarily registered family day homes, and approved subsidy vendors may participate. For profit programs may qualify only if at least 25% of children in the program qualify for free or reduced price meals or receive Social Services Block Grant (SSBG) funds.</td>
</tr>
</tbody>
</table>
Local & Regional Funding Sources

While federal and state support of ECCE is essential, local and regional revenue also plays an important part in expanding access to high-quality early learning in some communities. Ready Regions are tasked with designing community systems incorporating funds from multiple sources. A strong Ready Regions lead organization must facilitate the public private partnerships and commitments necessary to ensure sustainability and diversification beyond the initial or any one single source of funding.

As an important contextual note, in Virginia localities are split into counties, towns, and independent cities. Generally speaking, following the Uniform Charter Powers Act, independent cities have much more autonomous taxing authority than other localities. This means that in areas where the General Assembly (GA) has granted taxing authority to localities, cities may impose or lower taxes without limit or prior approval. Counties, on the other hand, must get GA approval for most taxation changes. Towns are subunits of counties and have the ability to levy a limited number of supplemental taxes on top of county taxes, similarly subject to GA approval. Virginia is a “Dillon Rule” state, meaning localities only have legislative powers, such as taxation, that are explicitly given to them by the GA. For more information on the local budgeting process, see the Local Budget Process and Pressures presentation from July 2020.

Some of the local sources of revenue that Ready Regions can explore to fund necessary services for young children include:

**Bonds**

In Virginia, localities may issue general obligation bonds, subject to certain restrictions. Bonds are debt obligations that investors buy, providing immediate cash to the locality, and then the bonds ‘mature’ (are paid back with interest) on a given date. Cities can issue bonds without a referendum, but may not take on a debt load exceeding 10% of their total real property value. Counties can issue bonds with no limit, but must get voter approval, unless they are issuing bonds for the Virginia Public School Authority (a state financing institution that provides financial support to public school divisions). Either way, many localities still choose to put bond questions before voters. Unlike some states, School Boards in Virginia have no authority to issue bonds, so must rely on their corresponding city/county government to do so. Each locality follows a bond issuance process that goes through local legal departments and a bond rating agency. Bonds are most often used to finance school construction, arenas, or other major capital projects that a locality cannot absorb into its annual budget. For instance, in 2017, voters in Fairfax County, Loudoun County, and the city of Falls Church approved a total of over $515 million in bonds to be used for school facilities.

**Cigarette/Tobacco Taxes**

Legislation passed in 2020 grants counties the authority to impose cigarette taxes up to 40 cents per pack. Cities’ rates were capped at 40 cents per pack, although higher rates in place prior to passage of the legislation are grandfathered.

**Meals Taxes**

Cities may levy a tax with no restriction on the rate and no voter approval required. In 2020, counties were permitted to impose meals taxes without the previous referendum requirement; rates are capped at 6 percent. If a meals tax referendum in a county failed prior to July 1, 2020, that county must wait six years from the date of the failed referendum to impose a meals tax.
Local Business Tax
Cities and counties in Virginia can levy a few different local business taxes, including business licenses. Business license tax rates have statewide statutory maximums that vary by business type. Business license taxes apply to businesses that are physically located within a locality. As of 2017, nearly all cities and about half of counties were at their maximum business license tax levels.

Property Taxes
Counties, cities and towns may lower or raise property taxes in Virginia. Property taxes represent by far the largest source of local revenue, accounting for more than two-thirds of local budgets. Property tax revenue goes into a locality’s General Fund, where they are used for a variety of municipal functions, including education. Virginia is considered to have below-average property tax rates compared to national averages, with wide variation among localities. Property taxes can be levied on real property (property that stays in one place, like a house) and personal property (property that moves, like a car). There is no limit on the tax rate. By state law, cities are required to reassess at least every two years and counties every four years (legislation passed in 2022 allows counties to opt for a three-year reassessment cycle). Smaller cities and counties (less than 30,000 and 50,000 people respectively) can vote by referendum to instead reassess every four, five or six years. Some localities require annual reassessments. As of 2017, combined, real and property taxes accounted for about 78% of county tax revenue and 66% of city tax revenue, collected in order to support local services. These services include public education and can include early childhood education services.

Philanthropic Funds
While not a public funding source, philanthropic funding is an important piece of the funding puzzle. Private philanthropy may choose to support ECCE education through requests for proposals, grantmaking opportunities, scholarships direct to families, and other options. Many philanthropic organizations, such as United Ways and community foundations, have prioritized funding ECCE in their service area due to the high return on investment.

Sales Taxes
Localities may impose a 1% local sales and use tax, but are legally restricted from raising it past that rate. As of 2017, all localities in Virginia currently leveraged this 1% tax to support their General Fund revenue.

When making the case for ECCE investment to local governments and philanthropic partners, Ready Regions can highlight the 13% return on investment for comprehensive, high-quality, birth-to-five ECCE.5

5 https://heckmanequation.org/the-heckman-equation/
Planning for Action

While the 2019 Preschool Development Grant Birth to Five Needs Assessment found that Virginia has physical capacity across its various ECCE programs to serve 75% of children from birth to age five, it was completed prior to the COVID-19 pandemic, which significantly impacted the ECCE industry. An updated needs assessment will be conducted in 2023. Additionally, physical capacity does not necessarily match family needs and preferences. When choosing an ECCE program, families consider cost, location, program offerings, and enrollment requirements. Families do not simply enroll in the ECCE programs that have the physical capacity to serve them.

In the absence of streamlined federal and state administration of early childhood funds, Ready Regions are tasked with “blending and braiding” available revenue streams/programs into a coherent system that maximizes reach (rather than let the available funding drive the services provided). Ready Regions have an opportunity to convene early childhood stakeholders to:

- review the information in this guide to gain an understanding of the many types of ECCE programs and funding streams available to serve families with young children;
- identify and review relevant data; and
- develop and implement action steps to improve the coordination and utilization of ECCE resources.

Using relevant data and this guide, Ready Regions can begin identifying opportunities to address the gap between need and available resources. The planning process builds on the Coordinated Enrollment Self-Assessment available at Resources & Tools – Get Ready VA. Enrollment and financing are deeply interconnected. Ready Regions are encouraged to think comprehensively about how these processes are governed, planned for, and implemented at the local level.

Where should our Ready Region begin?

While the planning process is not required for Ready Regions, regional leads are encouraged to address integrated financing as an important piece of their systems building work.

Before beginning the planning process, Ready Regions should consider the following questions:

- What are you trying to solve for? Common questions related to integrated financing are provided on page 19 of this guide.
- Is your region (or a community within the region) “ready” to engage in the work of integrated financing? Resources available through Prenatal-to-5 Fiscal Strategies, including Supporting a Comprehensive Approach to a Fiscal Agenda, can help you make this determination.

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Planning Process: Overview

Integrated financing has implications for Ready Regions at the regional level (building a comprehensive ECCE system), community-level (creating a cohesive ECCE system within a specific community), and site-level (blending or braiding funds to support the full cost of ECCE). Beginning with site- or community-level planning can cultivate partnerships and demonstrate success that can be leveraged for regional-level planning.

The planning process outlined on the following pages includes:
- Potential outputs and outcomes of an integrated financing plan;
- Data readily available to Ready Regions; and
- Common questions that bring stakeholders together.

Ready Regions should work with partners to:
- Identify the question(s) most relevant to their needs;
- Engage the relevant stakeholders;
- Review the applicable data;
- Determine whether other data points are needed;
- Develop action steps for advancing the work; and
- Determine the outputs and outcomes most relevant for their plan.

The Mixed Delivery Program Funding Guide for Fiscal Year 2023 – which includes practical examples of funding coordination – is another helpful planning tool with considerations for integrating funding within ECCE classrooms.
Planning Process: Potential Outputs, Outcomes, and Available Data

Once Ready Regions have developed action steps for advancing the work with their stakeholders, they will need to determine the outputs and outcomes most relevant for their plan. Outputs are direct products of the activities whereas outcomes are the expected changes that result from the activities and fall along a continuum, ranging from short to long term results. Potential outputs and outcomes associated with integrated financing are offered below as examples.

Potential Outputs

- Identification of the largest gaps between “services needed” and “services available”
- Creation of regional and/or local policies for coordinated enrollment (e.g., enroll families in open spaces at programs based on most stringent eligibility requirements)
- Development of policy priorities at the regional or community-level
- Development of a fiscal map
- Development of governance structures that maximize efficiency and minimize burden
- Development of revenue generation strategies
- Creation of a grant request to support ECCE services
- Development of blending and braiding strategies, processes, and/or policies
- Alignment of indicators with ECCE providers/partners (e.g., United Way Community Indicators Report/Global Results Framework)

Potential Outcomes

- Maximized use of ECCE funds
- Maximized use of existing ECCE capacity (i.e., slots are filled)
- Reduced duplication or gaps in ECCE services
- Coordination of funding across ECCE program types (e.g., blending, braiding, and layering)
- Coordination of ECCE services (e.g., partnerships to deliver wrap-around care)
- Identification and use of new resources
- Families have access to ECCE services that meet their needs and preferences
- Increased investment in ECCE services

VECF has compiled data that will be helpful in developing integrated financing strategies. This data is focused on indicators commonly used by communities to determine how many children may qualify for publicly funded ECCE.

Readily Available Data (click here to access)

- Estimated child population by age group and select ages (birth to 5)
- Total population under age 5
- Estimated number of children with all available parents in the workforce
- Estimated number of children under age 5 living in poverty (below 100% FPL)
- Estimated number of children under age 5 living below 200% FPL
- Estimated number of children under age 5 whose parents did not complete high school
- Estimated number of children ages birth to 5 who are experiencing homelessness
- Estimated number of children ages 2 to 5 who may need of ECSE services
- Number of children ages birth to 5 receiving CCSP
- Number of children ages birth to 5 in foster care
Planning Process: Common Questions

As Ready Regions begin the planning process, they should review the potential questions below and choose one that resonates with stakeholders as relevant to the integrated financing issue they are trying to solve. If none of these questions resonate with stakeholders, Ready Regions should identify their own question. It is important to have a clearly defined question at the outset of the planning process to secure stakeholder agreement on the issue to be addressed through integrated financing. An example plan is included on the next page followed by a blank template that Ready Regions may choose to use as part of their planning process.

Common Questions

How can we ensure we maximize the use of all available public and private funding to fully support the cost of direct ECCE services for children?

How can we determine where local or philanthropic investments will make the most impact for families of young children in need of ECCE services to inform funding requests?

Where do we have sufficient public funding to meet families’ needs and preferences for ECCE and where do we need to advocate for more public funding?

Are there regional, community, or site-level policies that could be improved to make integrated financing easier?

Do the available funding streams cover the actual cost of providing early childhood care and education services in our region?

Would any ECCE providers in our region benefit from the coordination of funding to support the total cost of their ECCE services?

How can we integrate available funds to fully support the ECCE needs and preferences of families with young children (e.g., community add-on for VPI, using subsidy for wrap-around care for children supported by Mixed Delivery, offering a full working-day/year option at Head Start)?

How do ECCE programs work together to best meet family needs and preferences within a community (e.g., support full enrollment of Head Start and provide stable funding for ECCE sites by offering Head Start slots in private child care settings to meet the needs of working families)?

Do any localities in our region regularly return child care subsidy funds, leave VPI slots unused, or face challenges fully leveraging Head Start to support eligible families?
### Planning Process: Example

<table>
<thead>
<tr>
<th>Question</th>
<th>Stakeholders and Data</th>
<th>Action Steps</th>
</tr>
</thead>
</table>
| Identify a question that is relevant at the regional, community, or site-level. | Identify the key stakeholders who need to be engaged.  
- Head Start Program Administrator  
- Local or Regional Department of Social Services Staff  
- Families | Identify the steps stakeholders will take to move this work forward.  
1. Secure agreement from the appropriate Head Start decision-maker about how Ready Regions will facilitate the work.  
2. Invite a family who is interested in being served to the next Ready Region Governance meeting to explain how this will benefit them.  
3. Review existing public funding sources and eligibility requirements to determine which is most suitable for blending or braiding with the existing Head Start funding.  
4. Analyze gaps in funding to determine if additional private funding is needed.  
5. Work with the Head Start Program administrator to develop and execute a blended or braided funding strategy, track progress, and make adjustments as needed.  
6. Publicize the opportunity to families whose needs will now be met by extending ECCE services.  
7. Share successes with other ECCE programs in the region as well as with other Ready Regions for potential replication. |
| What can our region do to support a Head Start grantee that would like to offer a full working-day/year option for the families they serve? This question surfaced from the Head Start representative on our Ready Regions governance team and is of interest to stakeholders because of the potential to serve over 300 children from 5 localities within our Ready Region. | Identify the relevant data for review.  
# of children under age 5 in low-income families (at or below 100% FPL)  
# of children under age 5 eligible for CCSP  
Public and private funding amounts by funding source for each locality the Head Start Program serves | |

### Potential Outputs

*Identify outputs your region is working towards.*

- Strengthened partnership with Head Start  
- Identification of the gaps between “services needed” and “services available”  
- Development of blending and/or braiding strategies to address gaps  
- Reduction in unused ECCE slots at the Head Start program  
- Creation of a grant request to support ECCE services *(Note: only applicable if private funding is secured.)*

### Potential Outcomes

*Identify the outcomes your region hopes to achieve.*

- Maximized use of ECCE funds  
- Reduced duplication or gaps in ECCE services  
- Coordination of funding across ECCE program types (blending, braiding, layering)  
- Families have access to ECCE services that meets their needs and preferences  
- Identification and use of new resources *(Note: only applicable if private funding is secured.)*
### Planning Process: Template

<table>
<thead>
<tr>
<th>Question</th>
<th>Stakeholders and Data</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a question that is relevant at the regional, community, or site-level.</td>
<td>Identify the key stakeholders who need to be engaged.</td>
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</tr>
<tr>
<td></td>
<td>Identify the relevant data for review.</td>
<td></td>
</tr>
</tbody>
</table>

### Potential Outputs

*Identify outputs your region is working towards.*

### Potential Outcomes

*Identify the outcomes your region hopes to achieve.*
Appendix A: Sample Agreements & Partnership Tips

Sample Agreements

- A sample agreement between a Ready Region Lead Organization and a community partner to support Coordinated Enrollment System.
- A sample data sharing agreement between a statewide private non-profit serving ECCE providers and a state early childhood advisory council.
- A sample data sharing agreement between a community organization, a university-based research organization, and a public school division.
- National Neighborhood Indicators Partnership Catalog includes many types of resources produced by the individual partners and the partnership as a whole, including several data sharing agreements along with confidentiality agreements, research proposals, and more.

Learn how to navigate the data sharing restrictions and allowances built into federal legislation and gain a better understanding of the applicable laws and security provisions by visiting the U.S. Department of Education Privacy Technical Assistance Center and the Family Educational Rights and Privacy Act website.

Partnership Tips

- Secure agreement or general consensus on the issue (i.e., common question) to be addressed and be prepared to articulate the benefits of addressing the issue from varying perspectives.
- Ensure the right stakeholders are convened. Decision makers for the relevant funding sources must be active participants for progress to be made. For example, when working with a school division there may be protocol (sometimes unwritten) about who makes what types of decisions, how these requests are funneled, or who has the agency or authority to respond. Some organizations make decisions months or years in advance. In organizations with larger fiscal staffing, the accountability systems can be sophisticated with funding from different streams kept siloed for accountability purposes behind the scenes. While, in an ECCE classroom, it may be impossible to tell what dollar was spent for which service.
- Understand the public funding policies and data well enough to explain and lead a productive planning process. In particular, be ready to point to ways the data underscores unmet family needs and how funding policies impact the issue. Consult/bring in an expert as needed.
Appendix B: Online Data Sources

There are many potential online data sources available to Ready Regions. Click the links below to access these resources.

Bipartisan Policy Center National and State Child Care Data
Center for Disease Control Social Vulnerability Index
Child Care Aware of Virginia Child Care Supply Data by Locality
Child Care Technical Assistance Network Early Care and Education Data Search
Coordinated Enrollment Self-Assessment (completed by every Ready Region annually)
County Health Rankings and Roadmaps
LinkB5, Virginia’s ECCE Data System
Study of Early Education through Partnerships Virginia Reports
United States Census Bureau
United Way Asset Limited, Income Constrained, Employed (ALICE) Data
UVA Weldon Cooper Center Virginia Population Projections
Virginia Child Care Mapping Project
Virginia Department of Education Datasets
Virginia Department of Education Search for Child Care
Virginia Department of Social Services Local Profiles
Virginia KIDS COUNT Data
Virginia Kindergarten Readiness Program (VKRP)
Virginia Longitudinal Data System
Virginia Open Data Portal
Appendix C: Fiscal Mapping & Other Resources

Fiscal Mapping Resources

Prenatal to Five Fiscal Strategies provides several resources to support fiscal mapping, including:

- Cost Estimation Guide
- Cost of Child Care
- Cost of Child Care During the Pandemic
- Cost of Preschool Quality & Revenue Calculator
- Cost of Quality Calculator
- Fiscal Modeling Toolkit

To access these resources and an interactive map with links to publicly available fiscal maps from states across the county, go to: https://www.prenatal5fiscal.org/fiscal-modeling.

To view the Virginia Community Conversation: Fiscal & Governance Strategies webinar VECF hosted with Prenatal to Five Fiscal Strategies in February 2021, go to: https://register.gotowebinar.com/recording/8479645193137977091.

Examples of Fiscal Maps

While every region may have a different approach to fiscal mapping based on the integrated financing needs identified, the following examples are included to illustrate how two Virginia communities developed and analyzed fiscal maps for their purposes:

- Example #1 from The Center for Early Success (formerly Smart Beginnings Danville Pittsylvania)
- Example #2 from the Richmond East End Initiative

Other Resources to Support Integrated Financing

- Alliance for Early Success, 2020: Build Stronger: A Child Care Policy Roadmap for Transforming Our Nation’s Child Care System
- National Academies of Sciences, Engineering, and Medicine, 2018: Transforming the Financing of Early Care and Education
- New America, 2020: Transforming the Financing of Early Care and Education: A Multimedia Guidebook
- U.S. Department of Health and Human Services, 2021: Braiding Federal Funding to Expand Access to Quality Early Care and Education and Early Childhood Supports and Services: A Tool for States and Local Communities
- U.S. Department of the Treasury, 2021: The Economics of Child Care Supply in the United States
- Virginia Senate Finance Committee Staff: Understanding Virginia’s Budget Process
Appendix D: Flow of Federal & State Public Funding

Comprehensive fiscal strategy requires a general understanding of how the public funding for direct ECCE services flows from the federal and state levels to ECCE providers to offer direct ECCE services to young families with children. The table below provides a snapshot of the flow of funds.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>FLOW OF FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Subsidy Program (CCSP)</td>
<td>U.S. Department of Health and Human Services → Virginia Department of Education → Virginia Department of Social Services → Local Department of Social Services → ECCE Providers</td>
</tr>
<tr>
<td></td>
<td>Note: the Virginia Department of Education is the Lead Agency responsible for development of the Child Care Development Fund (CCDF) Plan and determines CCSP policy.</td>
</tr>
<tr>
<td>Early Head Start/Head Start (EHS/HS)</td>
<td>U.S. Department of Health and Human Services → Local Grantees for 5-year periods → ECCE Providers</td>
</tr>
<tr>
<td>Virginia Preschool Initiative (VPI)</td>
<td>Virginia Department of Education → Local Education Agencies → Community-Based Organizations and/or ECCE Providers</td>
</tr>
<tr>
<td>Mixed Delivery Program (Mixed Delivery)</td>
<td>Virginia Department of Education → Virginia Early Childhood Foundation → Mixed Delivery Grantees → ECCE Providers</td>
</tr>
<tr>
<td>Individuals with Disabilities Education Act (IDEA), Part B</td>
<td>U.S. Department of Education → Virginia Department of Education → Local Education Agencies → ECCE Providers</td>
</tr>
<tr>
<td>Title I of the Every Student Succeeds Act (ESSA)</td>
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</tr>
<tr>
<td>Military Child Care in Your Neighborhood (MCCYN)</td>
<td>U.S. Department of Defense → Families → ECCE Providers</td>
</tr>
<tr>
<td>Child Care Access Means Parents in School (CCAMPIS)</td>
<td>U.S. Department of Education → Institutes of Higher Education Grantees → Families and ECCE Providers</td>
</tr>
<tr>
<td>Child and Adult Care Food Program (CACFP)</td>
<td>U.S. Department of Agriculture → Food and Nutrition Services Mid-Atlantic Regional Office → Virginia Department of Health → ECCE Providers (centers) or Sponsor Organizations → ECE Providers (family day homes and centers)</td>
</tr>
</tbody>
</table>
This project was supported by the Virginia Department of Social Services (VDSS), with funds made available to Virginia from the U.S. Department of Health and Human Services, Grant 93.558. Points of view or opinions contained within this document are those of the author and do not necessarily represent the official views of VDSS, the U.S. Department of Health and Human Services, or the U.S. Government.