VQB5
Improvement Partner
Winter Webinar

February 22, 2023

VIRGINIA DEPARTMENT OF EDUCATION

WELCOME PD PROVIDERS!

POLL #1 - Which of the following best describes your professional development role/s in Virginia's early childhood system? (*select all that apply*)

- ❏ Coordinator/Administrator
- ❏ Trainer/Workshop Presenter
- ❏ Mentor/Coach
- ❏ Facilitator
- ❏ Consultant
- ❏ Technical Assistance Provider/Specialist
- ❏ Higher Education Faculty/Professor
- ❏ Evaluator/Researcher
- ❏ Other PD Role *(tell us more in the follow up survey!)*

OBJECTIVES AND AGENDA

Objectives: As a result of this presentation, improvement partners will:
1. Increase understanding about VQB5 and how improvement partners can continue to work with Ready Regions to support program improvement in Practice Year 2.
2. Receive information to support the use of fall VQB5 data to guide improvement efforts this spring and beyond.

Agenda:
- Goals and Vision for the Unified VQB5 System
- VQB5 Measurement and Improvement Activities
- Practice Year 2 Information and Data
  - Quality Interactions: *Supporting Use of Fall 2022 VQB5 CLASS Data*
  - Quality Curriculum: *Supporting Programs' Understanding of Curriculum Options in VQB5*
- Frequently Asked Questions
- Next Steps and Reflection

OUR SHARED VISION

We envision a Virginia where *all* children have the opportunity to enter school ready.

- All families have affordable access to and support to choose the option that meets their unique needs.

- All early childhood programs that take public funds benefit from measurement and supports for improvement, ensuring quality choices are available for all families.

- Programs are rewarded for continual improvement and educators are adequately compensated.

- Overall Virginia's early childhood system is unified, data-driven and resource-effective so families can work, go to school or pursue employment and children have every opportunity to be successful.
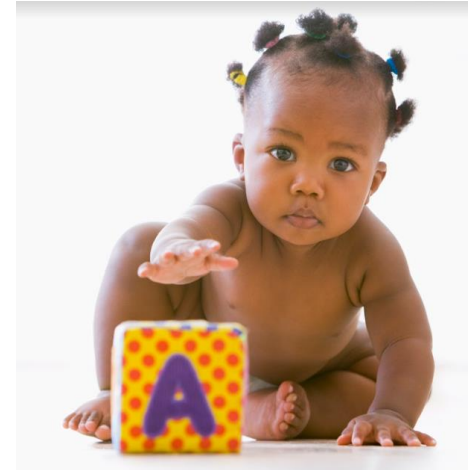
Four out of ten Virginia children enter school without the key literacy, math, and social-emotional skills needed. (VKRP fall 2022)

UNIFIED MEASUREMENT AND IMPROVEMENT

Virginia's early childhood system must ensure that <u>all</u> children have access to quality teaching and learning experiences that meet their unique needs.

Working together, through VQB5, we will:

UNIFY around shared and equitable expectations for quality.

MEASURE and strengthen teacher-child interactions and curriculum use in all publicly-funded birth-to-five programs.

IMPROVE supports for educators, prioritizing those who need it most.
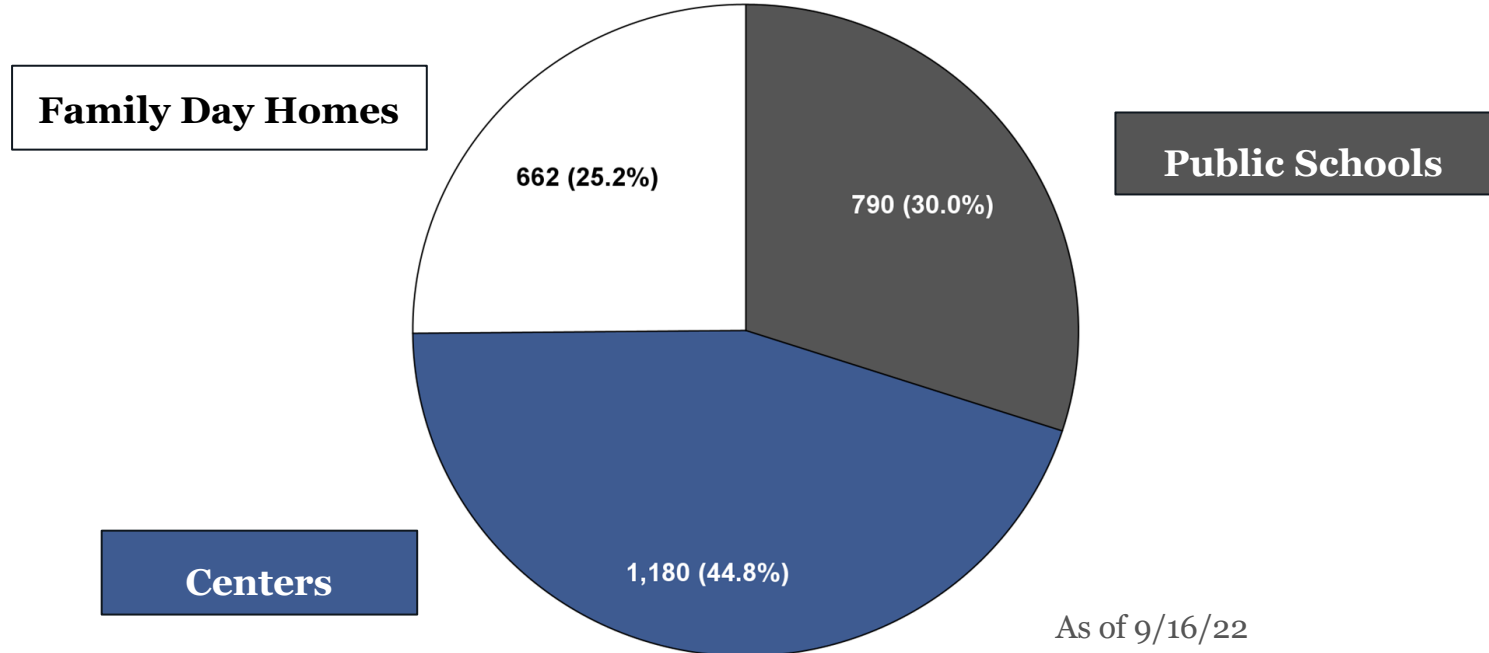
VQB5: Unified Measurement and Improvement

In response to state law, the Virginia Board of Education has established a unified measurement and improvement system, called **VQB5**, for all publicly-funded birth-to-five early childhood programs (~3,600 schools, child care, and family day home programs).

- The VDOE worked with many stakeholders and communities to develop VQB5 and prepare for full implementation through two Practice Years.

Next year, beginning in August of 2023, all publicly-funded birth to five programs, will be legislatively required to participate in VQB5, with the first quality ratings published in fall of 2024.

TYPES OF PARTICIPATING SITES: N=2,632

VQB5 Practice Year 2 participation is representative of Virginia's Birth to Five Early Childhood Landscape, **with approx. 72% of all publicly-funded programs already participating!**

Family Day Homes

662 (25.2%)

Public Schools

790 (30.0%)

Centers

1,180 (44.8%)

As of 9/16/22

VQB5 Coordination

Ready Regions are responsible for the coordination, accountability, and family engagement for early childhood programs. This includes coordinating VQB5 measurement and improvement activities.

What does this mean for Improvement Partners?

- Ready Regions lead agencies work with existing improvement partners to ensure there are PD options available to the VQB5 programs in their region.

- Improvement Supports are prioritized for publicly funded programs and in response to needs identified in VQB5 measurements.

- VDOE is working to ensure there is a more unified and aligned approach across all state and federally funded quality improvement efforts, including ensuring supports are available consistently across Ready Regions.
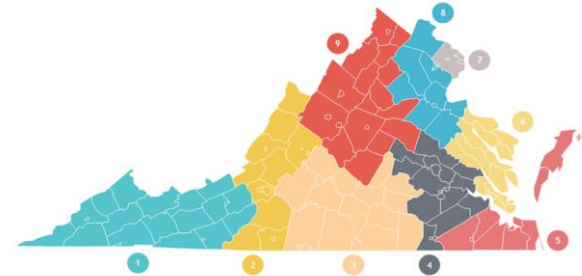
[Ready Regions Website](#)

POLL QUESTIONS

1) Where do you primarily provide improvement support?
2) Are you supporting sites who are already participating in VQB5 Practice Year 2?

1 - Southwest	
2 - West	
3 - Southside	
4 - Central	
5 - Southeastern	
6 - Chesapeake Bay	
7 - Capital Area	
8 - North Central	
9 - Blue Ridge	
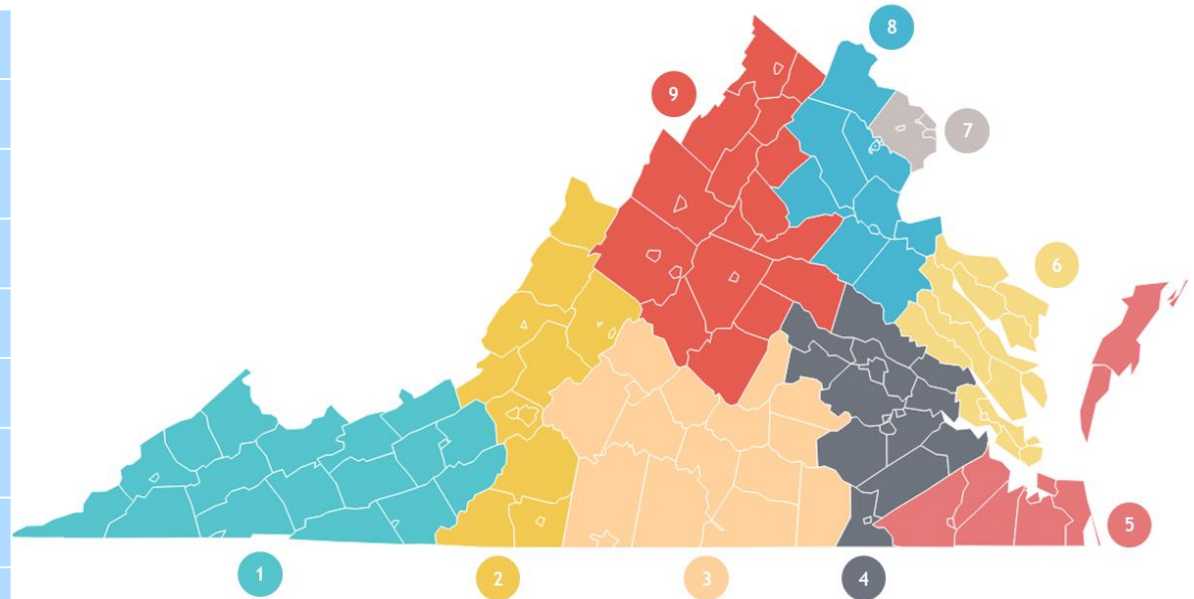
VQB5 Measurement and Improvement Activities

MEASURING QUALITY

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

Interactions	Curriculum
Measure teacher-child interactions and instruction in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)	Measure the use of approved curricula* that are aligned with Virginia's Early Learning and Development Standards
Research shows that stimulating and supportive interactions between teachers and children and effective use of quality curricula promote children's holistic learning and development, ***resulting in improved school readiness.***	

Use of an approved curriculum in VQB5 is optional. There is no VQB5 curriculum requirement.

CONTINUOUS QUALITY IMPROVEMENT

PREPARE
Leaders and educators understand what is being measured and why

MEASURE AND IMPROVE
All infant, toddler, and preschool classrooms are observed and consistent information is collected to understand the experience of all children

GIVE FEEDBACK
Leaders provide educators with individualized feedback on their classroom's strengths and opportunities for growth
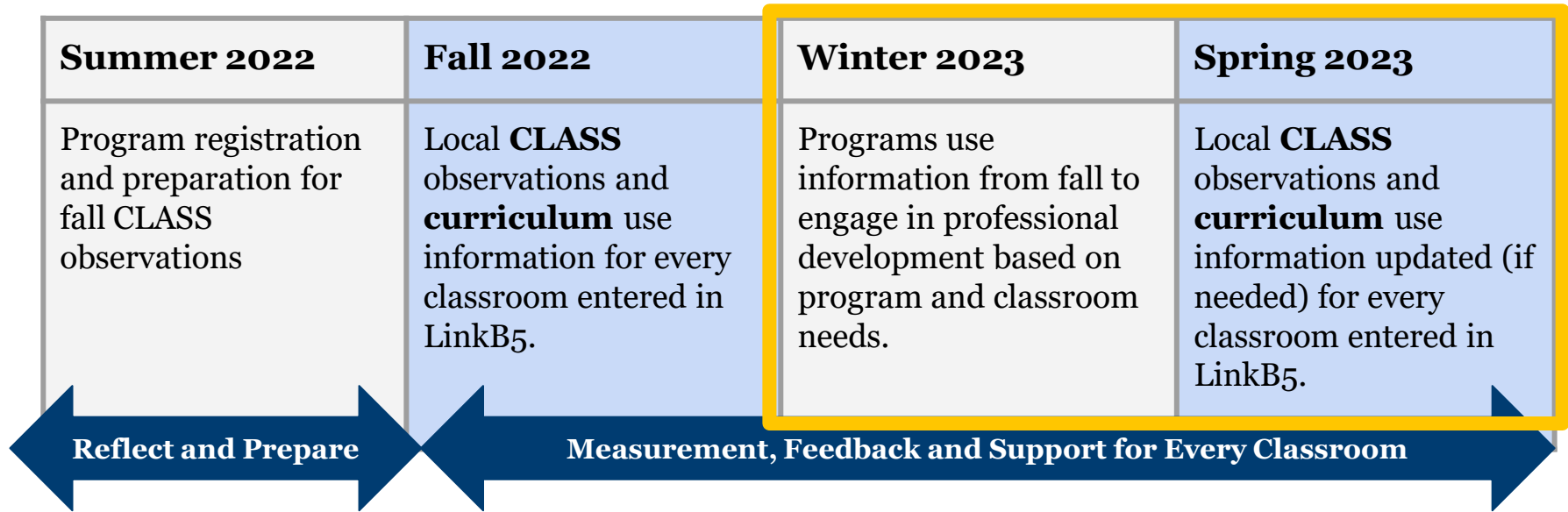
SUPPORT
Leaders and educators receive professional development that addresses their unique classrooms

RECOGNIZE, REFLECT AND ADJUST
Leaders and educators use data to recognize growth, reflect on what works, and make adjustments to address challenges and gaps

VQB5 Activities Timeline (2022-2023)

VQB5 uses an annual measurement and improvement cycle, as summarized below:

Summer 2022	Fall 2022	Winter 2023	Spring 2023
Program registration and preparation for fall CLASS observations	Local **CLASS** observations and **curriculum** use information for every classroom entered in LinkB5.	Programs use information from fall to engage in professional development based on program and classroom needs.	Local **CLASS** observations and **curriculum** use information updated (if needed) for every classroom entered in LinkB5.

Reflect and Prepare

Measurement, Feedback and Support for Every Classroom

External CLASS observations are also used in some classrooms to gather information, support local observers, and provide additional feedback.

VQB5 Practice Year Ratings

Practice Year ratings are calculated at the end of the academic year using the following point system. Practice Year 2 ratings will be shared privately with site-administrators in the fall of 2023 for information only.

Interactions Points *(700 total points)*	Average of all local CLASS scores from the fall and the spring (*all classrooms* at a site) x 100
Curriculum Points *(100 total points)*	Programs using an approved curriculum in *at least one classroom, by May 31st,* will receive 100 points added to their score
Total Points	Interactions Points + Curriculum Points = Total Points
Practice Year 2 Ratings	● Exceeds Practice Year Expectations = 700 - 800 points ● Meets Practice Year Expectations = 400 - 699 points ● Needs Support = 100 - 399 points

Please refer to the VQB5 Practice Rating User Guide for details and rating examples, as well as resources that can be used to guide improvement.
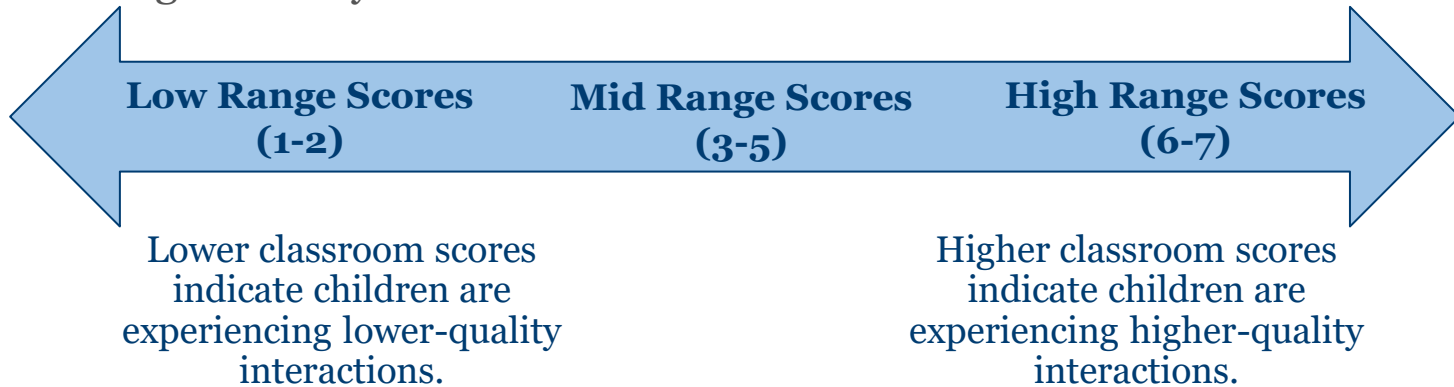
Quality Interactions:

Supporting Use of Fall 2022 VQB5 CLASS Data

USING CLASS TO UNDERSTAND WHAT CHILDREN ARE EXPERIENCING

In VQB5, CLASS observations happen in the fall and then again in the spring for every classroom.

- This provides teachers with an opportunity to recognize growth and provides program leaders with a complete reflection of what children are experiencing throughout the year.

Low Range Scores (1-2)	Mid Range Scores (3-5)	High Range Scores (6-7)

Lower classroom scores indicate children are experiencing lower-quality interactions.

Higher classroom scores indicate children are experiencing higher-quality interactions.

Types of VQB5 CLASS Observations

VQB5	LOCAL OBSERVATIONS	EXTERNAL OBSERVATIONS
Purpose	Used to gather **classroom level information** about the quality of teacher-child interactions and provide **individualized** feedback.	Used to gather information about the **accuracy and consistency** of local observations for the state, and to provide an **additional source of feedback**.
Definition	Coordinated and scheduled at the local level through **Ready Regions**, with results recorded in **LinkB5**.	Coordinated, scheduled, and recorded **statewide** by **Teachstone's external observation team**.
Annual Cycle	All birth-to-five classrooms will get **two local observations each year.** One in the fall and one in the spring.	Only **some** birth-to-five classrooms will get an external observation. All sites will receive an external observation in **at least one** classroom.
Info & FAQs	VDOE Local Observation Guidebook - on the VQB5 website.	Teachstone External Observations in Virginia website.

Local and External Observations In VQB5 Update: Fall Practice Year 2

*completed as of 12/31/22	Local Observations	External Observations
Number of Sites	**2,277**	**986**
Number of Classrooms: By Age-Level		
Pre-K	4,415	951
Toddler	2,081	417
Infant	977	259
Number of Classrooms: By Site Type		
Public School	2,158	475
Affiliated Center	1,228	291
Stand-Alone Center	3,620	762
Family Day Home	467	99
Total Number of Classrooms	**7,473**	**1,627**

Over **9,000** observations completed in the fall and feedback shared!

TYPES OF FEEDBACK

Feedback from Local Observations

- Local Observer schedules a feedback session with teacher or team of teachers.

- Feedback meeting held in-person, virtually (e.g. Zoom), or over the phone based on teacher's availability.

- Local observer provides individualized written feedback to the teacher and program leaders.

- *View VDOE Local Observation Feedback Templates (Infant, Toddler, PreK)*

Feedback from External Observations

- Feedback shared via a written report which is emailed to the primary site administrator.

- The administrator is encouraged to share the report with the teacher, other program leaders, and others that support quality improvement.

- Report format has been standardized to ensure external observation feedback is provided consistently statewide.

- *View Sample External Observation Reports (Infant, Toddler, PreK)*

Both Local and External observation feedback will include strengths and areas for improvement. Programs should receive feedback within 10 business days of their observation.

LOCAL-EXTERNAL CLASS AVERAGES (FALL 2022)

Preliminary data analysis of fall observations shows that the average local observation score is higher than the average external score for every age group.

CLASS Tool	Local Observation Average Scores Fall n= 7,473	External Observation Average Scores Fall n=1,627
Infant CLASS	5.00	4.74
Toddler CLASS	4.77	4.51
PreK CLASS	5.08	4.74

VDOE will continue to evaluate the alignment between local and external observations to monitor the quality and credibility of VQB5 local observations and ratings. External observations will also be used to provide professional development to local observers as they continue to strengthen in their practice of the CLASS tool.

CLASS Observation Ranges (Fall 2022)

Fall local observations are happening in every classroom participating in VQB5 Practice Year 2. However, the ranges in scores show us that there is great variation across classrooms.

CLASS Tool	CLASS Observation Range of Scores n= 7,473
Infant CLASS (n=977)	1.69-7.00
Toddler CLASS (n=2,081)	2.28-7.00
Pre-K CLASS (n=4,415)	1.73-7.00

# MORE INDIVIDUALIZED FEEDBACK THAN EVER BEFORE

In VQB5, all site leaders and teachers benefit from receiving frequent and specific feedback provided through CLASS observations conducted at least twice a year at the local level in every classroom.

- Local Observers are well suited to provide **a strengths based approach** to the observation and feedback process, connecting CLASS to effective early childhood practices.

- Results can be used by program leaders to inform **individualized professional development**, within the context of infant, toddler, and preschool settings.

External CLASS observations in birth to five classrooms provide a quality assurance check and reinforce the information gained through local observations.

OVERALL CLASS OBSERVER GROWTH IN VIRGINIA
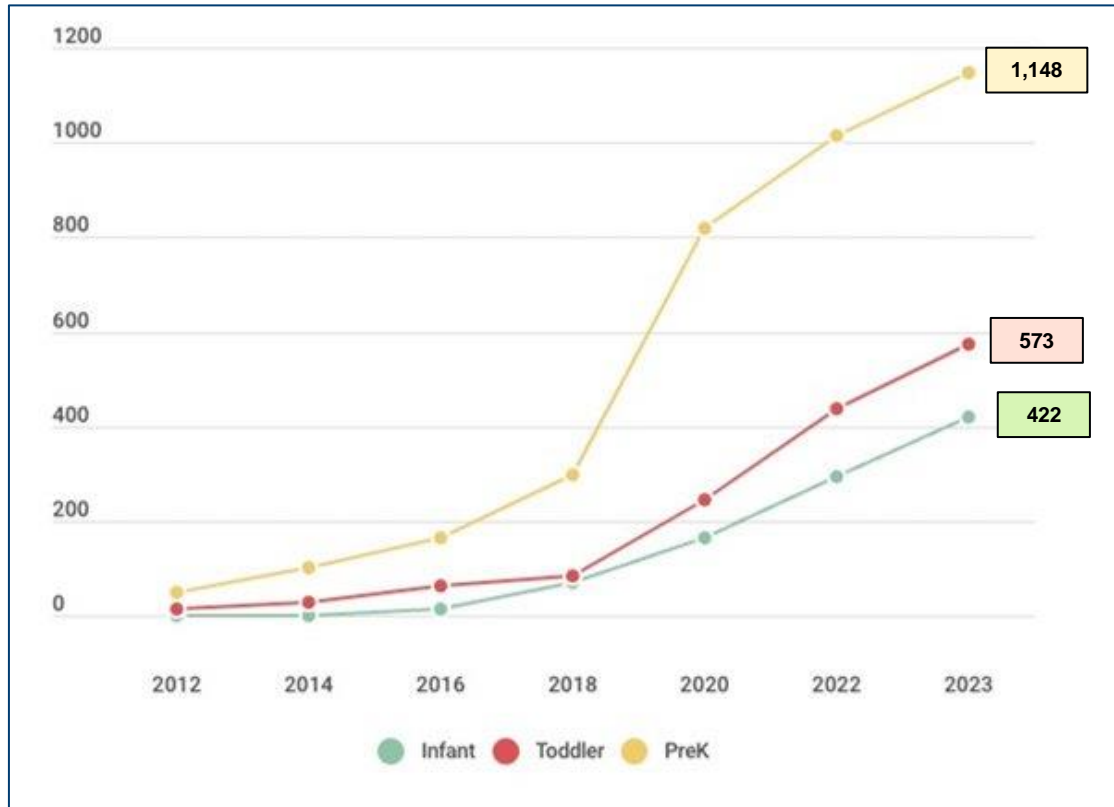
Understanding of high quality interactions is growing across the state and in all age levels.

***

Approximately 50% of all certified observers in Virginia are conducting local observations through Ready Regions.

All Certified Observers with a Virginia Address (As of 12/31/22)

Quality Curriculum

Supporting Programs' Understanding of Curriculum Options in VQB5

OPTION TO USE A QUALITY CURRICULUM

VQB5 measures the use of VDOE approved curriculum to support high-quality interactions. *Use of an approved curriculum in VQB5 is optional. There is no curriculum requirement.*

- The list of currently approved curriculum along with information about the birth to five curriculum review process are posted on the [VDOE Standards, Curriculum and Instruction](#) website.

- The approved list includes 50+ (and growing) options for infant, toddler, and preschool classrooms, including family day home options.
    - 15 options for Infant Curriculum
    - 21 options for Toddler Curriculum
    - 2 specific to Mixed Ages/Family Day Homes

- There are currently two free/low-cost options
    - VDOE is providing access to a free or low-cost approved curricula option through [STREAMin3](#) for all publicly funded programs in Virginia.
    - [Early Learning Matters](#) is a nationally available free/open-sourced approved curriculum.
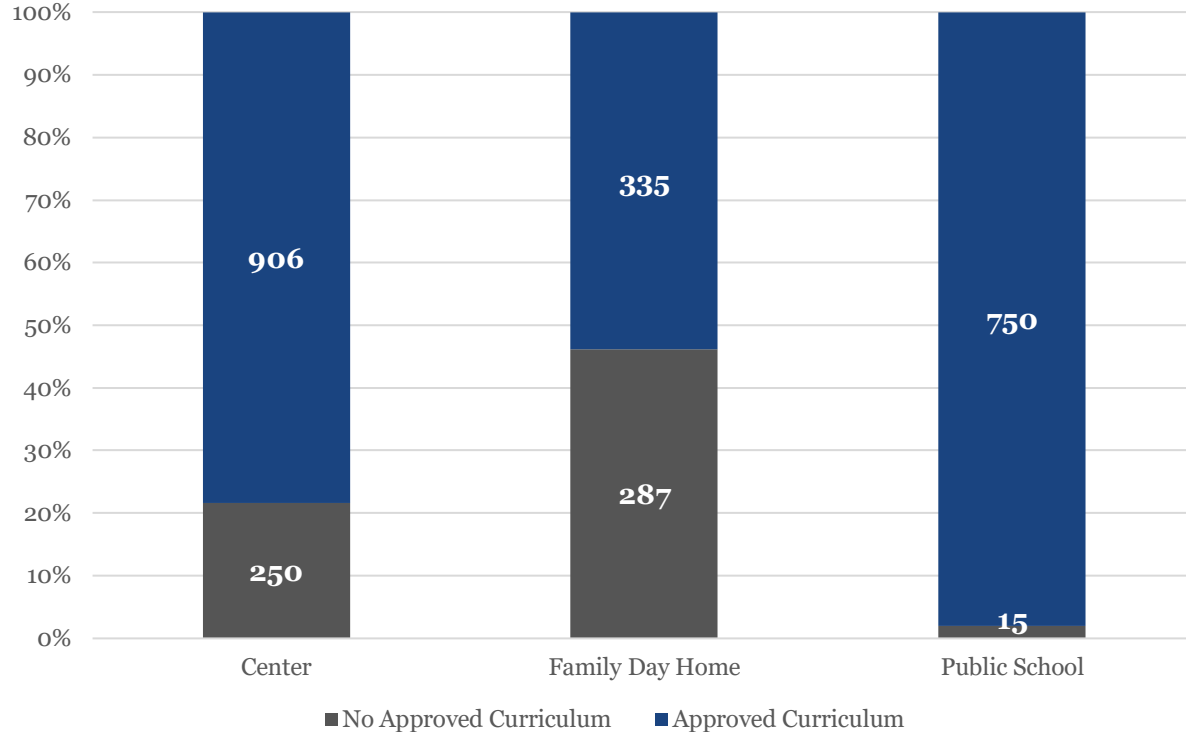
WHAT ARE WE LEARNING ABOUT THE USE OF CURRICULUM?

The **majority** of participating sites in VQB5 Practice Year 2 are using an approved curriculum in at least one classroom.

552
22%

1991
78%
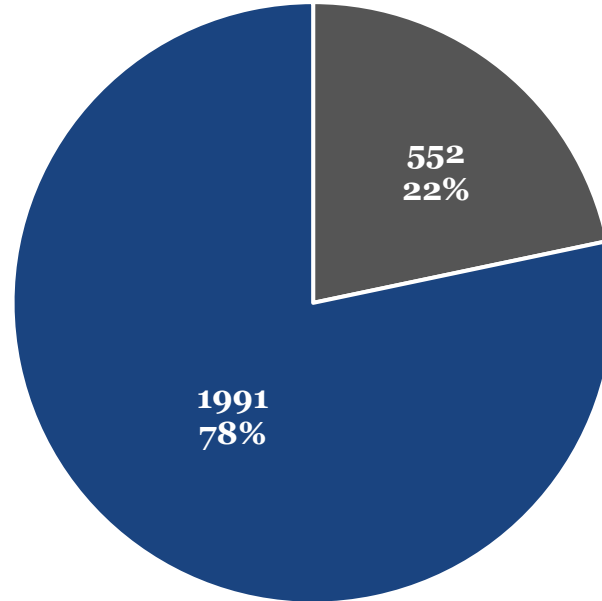
- No Approved Curriculum
- Approved Curriculum

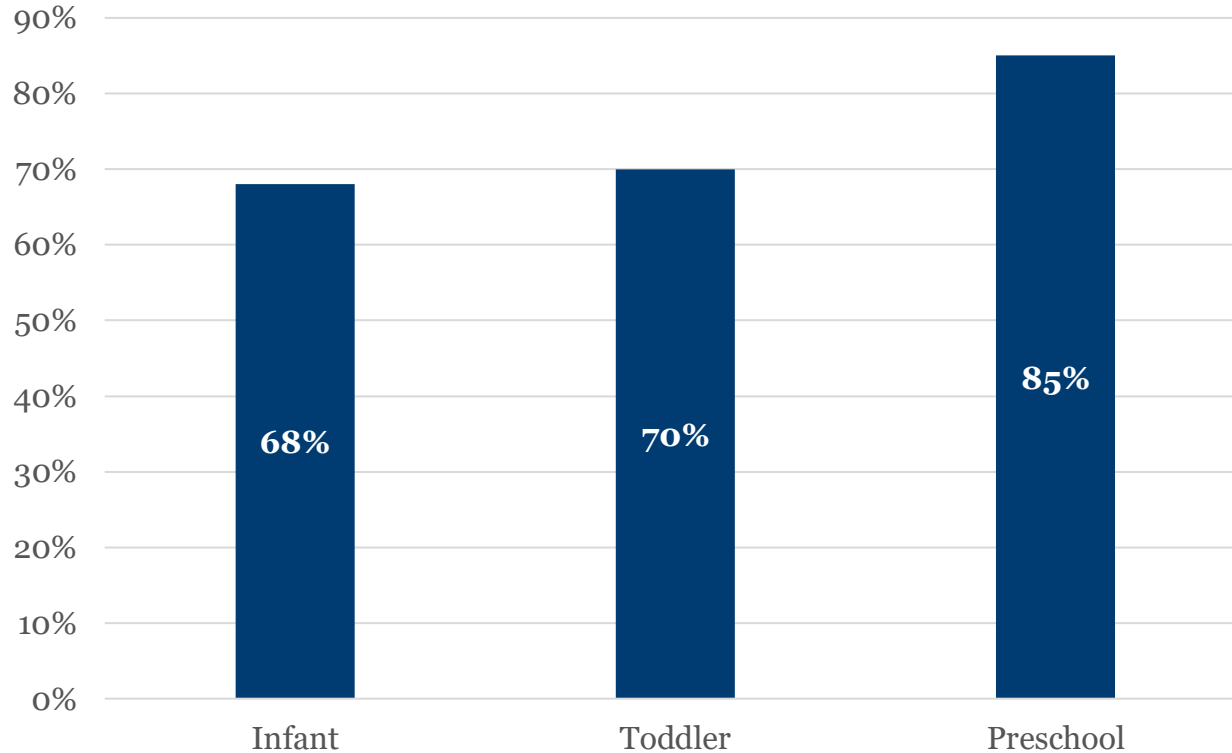**Use of an approved curriculum in VQB5 is optional. There is _no_ curriculum requirement.*

Fall 2022

STATEWIDE CURRICULUM USE BY SITE TYPE

Family Day Homes have the lowest use of approved curriculum as of Fall 2022.

Use of an approved curriculum in VQB5 is optional. There is _no_ curriculum requirement.

Chart data:

Site Type	No Approved Curriculum	Approved Curriculum
Center	250	906
Family Day Home	287	335
Public School	15	750

■ No Approved Curriculum   ■ Approved Curriculum

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STATEWIDE CURRICULUM USE BY AGE-LEVEL CLASSROOM

Infant/Toddler **classrooms** have the lowest use of approved curriculum as of Fall 2022.

**Use of an approved curriculum in VQB5 is optional. There is <u>no</u> curriculum requirement.

N=8,371 classrooms
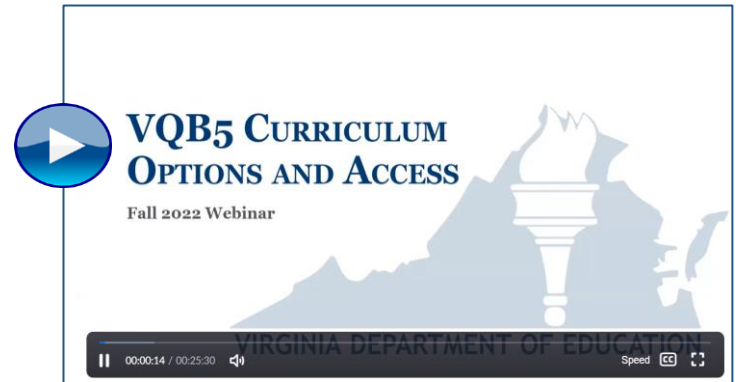
■ % Using Approved Curriculum

CURRICULUM INFORMATION FOR PROGRAM LEADERS

Fall Refresher: VQB5 Curriculum Options and Access

- [Webinar Recording](#) (25:30 mins)

Curriculum Vendor "Get to Know You" Lunch & Learn Series

- The series launched February 1st and will continue through the Spring (Wednesdays @ 12:30). [Register here](#).

Visit the VDOE <u>Standards, Curriculum and Instruction</u> webpage for more curriculum information.

CONNECTING CLASS AND CURRICULUM

VDOE has developed guidance on how CLASS domains connect to *any* quality curriculum. Below is a **sampling** from the **Pre-K document:**

CLASS Domain	Links to Curriculum	Where to Look
Classroom Organization • Behavior Management • Productivity • Instructional Learning Formats	• Easy-to-follow, explicit instructions for preparing materials and conducting lessons. • Strategies for a flexible daily schedule and routines designed to maximize learning time. • Suggestions and guidance for facilitation of activities and lessons, with a balance of auditory, visual, and movement opportunities. • Learning objectives that are clearly outlined in curriculum materials and communicated to children.	➔ Teacher Guides/Manuals ➔ Daily/weekly/monthly lesson plans ➔ Sample schedules ➔ Learning objectives for the theme/unit ➔ Suggested materials lists and/or environmental checklists ➔ Access to online materials

Frequently Asked Questions

HOW CAN IMPROVEMENT PARTNERS SUPPORT THE UNIFIED VQB5 SYSTEM?

Improvement partners can support the unified goals of Virginia's birth-to-five system in different ways.

1) Engage with Ready Regions on PD Collaboration and Alignment Activities
- Help Connect Programs to Important Sources of Information or Resources
- Provide Focused Support Around Specific Indicators to Help Ensure there are PD Options Available to VQB5 Programs

2) Use VQB5 Data to Guide Professional Development in Collaboration with Ready Regions
- Support the Use of Program and Classroom Level Data
- Use Statewide and/or Regional Data to Inform Supports

How Can Improvement Partners Help Programs Use Their Fall Data to Guide PD?

Accessing Data Reports	Understanding Data Reports	Using Data from Reports to Guide PD

In LinkB5, Site Administrators can access and share csv/excel exports of select information, including VQB5 CLASS scores and Curriculum use information.

Site Administrators can view their CLASS scores and Curriculum information to understand the strengths and needs within their program.

Site Administrators **and other improvement partners** can use data to target supports and plan professional development that address educator needs.

[Click here for a tutorial on how to access CLASS export reports.](#)

During Practice Year 2, CLASS scores are shared privately. Sites are encouraged to share their results with Ready Regions and other partners who support program improvement.

How Can I Support Leaders In Learning More About the CLASS Tool?

VDOE strongly recommends that all program leaders complete an introduction to CLASS course, available via the following options

- Primer for Leaders (online self-paced course; takes approx. 2 hours to complete)
- Foundational CLASS training (in-person/virtual options available through Ready Regions; typically 2-4 hours)

Program leaders are also encouraged to complete a CLASS Observation Training for in-depth training in how to code CLASS observations.

2 day in-person (or) virtual training
- Completion of 2 day training provides access to online reliability test
- Contact Ready Regions for training information

Program Leaders who complete Observation Training and pass the reliability test may conduct their own Local CLASS observations for VQB5, in coordination with Ready Regions.

> ▶ *Want to hear from other Program Leaders in Virginia about their experiences with CLASS? View the CLASS Panel Webinar (May 2022)*

WHAT SHOULD LEADERS DO IF THEY HAVE A CONCERN ABOUT THEIR CLASS OBSERVATION RESULTS?

For Practice Year 2:

- If a site has a concern about their local or external observation results during Practice Year 2, they may request a formal observation review by VDOE by emailing vqb5@doe.virginia.gov.

- During the practice years there are no stakes or consequences for CLASS scores from local or external observations.

- CLASS scores are used to provide teachers with direct feedback about their actual classroom practices, as well as to guide professional development at the local level for ongoing quality improvement support.

Are Any of the Approved Curricula Available in Spanish or Other Languages?

Yes. Any curricula that has a Spanish translation is noted in a column on the list of approved curricula (*see image of a sample below*). To find out if a curriculum has other translations available, please reach out to the publisher.

Approved Curriculum	Infants	Toddlers	Preschool	Family Day Home*	Spanish Translation Available
FunShine Express	✓	✓	✓		✓
Get Set for School (Learning Without Tears)		✓	✓		
HighReach Learning	✓	✓	✓		
HighScope Preschool Curriculum			✓		
HighScope Infant-Toddler Curriculum	✓	✓			
Kiddie Academy Life Essentials	✓	✓	✓		
KinderCare			✓		✓

Next Steps and Reflection

VQB5 Quality Profiles

The **Practice Year 2 Guidelines**, approved by the Board of Education in June 2022, direct the VDOE to develop "**VQB5 Quality Profiles**".

VQB5 Quality Profiles will include information about performance on VQB5 measurements and other topics of interest to families, policymakers, and the general public.

- **Performance on measures**: *Already determined in guidelines (classroom observation + curriculum use; overall quality rating)*

- **Other topics**: *To be determined (examples could be hours of operation, type of public funding received, teacher credentials, as well as information such as improvement over time.)*

Starting this spring and into next year, VDOE will be working with Ready Regions and other state partners to lead an interactive process with families, practitioners, and stakeholders to develop the site quality profiles and a brand new Unified VQB5 Quality Profile website, **to launch in the fall of 2024.**

Draft Practice Year 2 Quality Profile Prototype

The PY2 Quality Profile Prototype will include an information letter and a site-specific quality profile, which will be shared privately with site administrators in the fall of 2023 via LinkB5 as a PDF document.

The letter would be same for all PY2 sites and would include information to help sites understand VQB5 expectations and PY2 results.

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

Date: September XX, 2023

Subject: VQB5 Practice Year 2 Results for (NAME of SITE; SITE ID)

Congratulations on participating in Practice Year 2 of Virginia's new Unified Measurement and Improvement Systems, called Virginia Quality Birth to Five System (VQB5). As required by new state law, VQB5 is a measurement and improvement system that focuses on supporting quality interactions and use of curriculum across all publicly-funded birth-five classrooms. Through VQB5, teachers and leaders will receive feedback and support to help all young children learn and start kindergarten ready.

- The 2022-2023 year was the second and final practice year of VQB5, which took place from August 2022 to June 2023. Your site was one of the 2650+ sites that participated during the final practice year.
- Beginning in August 2023, all publicly-funded programs will be required by law to participate in VQB5 with ratings shared publicly in fall 2024.

Practice Year 2 Quality Profiles

The goal of Practice Year 2 is to help you learn about the new measurement process and identify strengths and specific areas for improvement for your program. **Your Practice Year 2 quality profile is included on (page 3)** of this document.

- Your Practice Year 2 Quality Profile is being shared with you for informational purposes only. This means there are no consequences for your performance results.
- This profile is private, though you may choose to share it with other partners and organizations that support your program.

The following describes how programs are meeting the quality standards during Practice Year 2 as approved by the Board of Education in the Guidelines for Practice Year 2.

- **Exceeds Practice Year Expectations** - The program had a score that was above the expected standard score for the practice years.
- **Meets Practice Year Expectations** - The program has a score that is in the expected average range for the practice years.
- **Needs Support** - The program has a score that is lower than the expected average range for the practice year. Programs that fall into this category will be a priority for improvement support.
- **Incomplete** - Practice rating results were not able to be determined due to missing CLASS observation scores from the fall and/or spring, and/or due to incomplete or missing information in LinkB5 after initial site registration.

The quality profile page will include site specific performance results and other site-level information.

VQB5 Practice Year 2 Quality Profile (SAMPLE 1 - CENTER)

SITE PERFORMANCE 2022-2023*

Site Name: ABC Childcare		Site ID: 1234

Practice Year 2 Rating: Meets Practice Year Expectations

Interactions Points: 465 points	Curriculum Points: 100 points	Total Points: 565 points

Interactions Performance Information

Observations using the CLASS® tool were completed in every classroom at this site, in the fall and spring, to measure the quality of teacher-child interactions.

Infant Classrooms	Toddler Classrooms	PreK classrooms
CLASS Scores Exceed Practice Year Expectations	CLASS Scores Need Support	CLASS Scores Meet Practice Year Expectations

Curriculum Performance Information

This site reported using a VDOE approved curriculum in at least one classroom.

Curricula Used	Frog Street Toddler, Frog Street 3's, Frog Street 4's

SITE INFORMATION

Site Address: 123 Sesame Street, Richmond VA 22222

Ready Region: Ready Region 4 - Central

Site Email: director@abcchildcare.com	Site Phone: 111-111-1111
Days of Operation: Year-Round; M/T/W/Th/F	Other care options: Offers Drop-in; Offers Afterschool
Age Levels Served: Infants (0-15 months); Toddlers (16-35 months); 3 year olds; 4 year olds	Licensing Information: Licensed Child Day Center
Site Website: abcchildcare.com	Public Funding Information: Child Care Subsidy; VECF Mixed Delivery

View Practice Rating User Guide for more information about site performance results.

The site profile information and performance results are based on information entered in LinkB5 during the 2022-2023 year. Interactions results are based on local CLASS observations that were coordinated by your Ready Region. Use of an approved curriculum is not required for VQB5. Questions can be sent to vqb5@doe.virginia.gov.

The prototype is designed to be a 'proof of concept' only. Feedback gathered will inform the development of the public quality profiles to be shared on a new VQB5 website in the fall of 2024.

REFLECTION
Thinking about the CLASS &
Curriculum information and
data shared today, what **new insights
or understandings** have you gained
to help inform your
professional development work?

[Add your reflections to the Padlet](#)

VIRGINIA DEPARTMENT OF EDUCATION

NEXT STEPS FOR IMPROVEMENT PARTNERS

Next steps for partners supporting VQB5 sites participating in Practice Year 2:

1. Connect with Ready Regions to coordinate on supporting sites for improvement supports.

2. Use fall CLASS scores to guide professional development based on needs

3. Support completion of spring CLASS observations between **January 23rd- June 9th**

4. Support programs learning about curriculum options and accessing a curriculum. Programs will update current curriculum use information by May 31st, if needed.

To learn more about the Guidelines for VQB5 Year 1 (2023-2024), register for the upcoming <u>VQB5 Quality Matters webinar</u> on March 17 from 12:00-1:00

THANK YOU

- **Please share your thoughts about today's webinar via our webinar survey (or) by emailing VQB5@doe.virginia.gov**

- **Our next quarterly Improvement Partner webinar will be held in May.**

- **Questions? Email VQB5@doe.virginia.gov**

VIRGINIA DEPARTMENT OF EDUCATION

TO LEARN MORE ABOUT VQB5

Topic	Primary Website	Resources and Information
VQB5 Information	[VDOE Quality Measurement and Improvement (VQB5)](#)	• VQB5 Implementation Guide (English/Spanish) • VQB5 Overview information (English/Spanish) • Guidelines and Participation FAQs • Local CLASS Observation Guidebook
CLASS in VQB5	[AEII Tools for Understanding and Using CLASS](#)	• CLASS Summary Docs (English/Spanish) • CLASS Data Averages for Virginia • CLASS Data Worksheets • Strengthening Quality Toolkit
Curriculum in VQB5	[VDOE Early Childhood Standards, Curriculum and Instruction](#)	• Early Learning & Development Standards (ELDS) • Approved Curriculum List • Information about the Curriculum Review Process
LinkB5 Data Portal for VQB5	[LinkB5 Resources](#)	• Step by Step User Guides • Video Tutorials • Instructions for Accessing CLASS Export Score Reports

VQB5 Ready Regions Lead Agencies

Southwest	United Way of Southwest Virginia
West	United Way of Roanoke Valley
Southside	Center for Early Success
Central	Thrive Birth to Five
Southeastern	Minus 9 to 5, Eastern Virginia Medical School
Chesapeake Bay	Smart Beginnings Virginia Peninsula
Capital Area	Fairfax County Office for Children
North Central	Foundation First (formerly Smart Beginnings Rappahannock Area)
Blue Ridge	United Way of Greater Charlottesville

**See Ready Regions Contact List for County/City Breakdown and contact information