

**VQB5**  
**IMPROVEMENT PARTNER**  
**SPRING WEBINAR**

**May 31, 2023**



**VIRGINIA DEPARTMENT OF EDUCATION**

# WELCOME PD PROVIDERS!

**POLL - 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 support participating programs
- 2) Learn about the VQB5 2023-2024 Guidelines for Improvement Supports, including what will remain the same and key changes
- 3) Receive information about updates to VDOE Mandated Reporting and Training Guidance for Improvement Partners
- 4) Have an opportunity to reflect on improvement efforts during Practice Year 2

## **Agenda:**

- Goals and Vision for the Unified VQB5 System
- Practice Year 2 Progress Update
- Overview of 2023-2024 VQB5 Guidelines (Section 7: Improvement)
- Improvement Partner Reflection
- Mandated Reporting Guidance and Training
- Next Steps and Q&A

# 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)***

# VQB5 THEORY OF CHANGE

Virginia's early childhood system must ensure that all 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 (VQB5), for all publicly-funded birth-to-five early childhood programs.**

- The VDOE piloted and then scaled VQB5, working with multiple stakeholders and communities to develop the new system.
- VQB5 included two Practice Years.
- In the fall 2023, all publicly-funded birth-to-five programs, will be required to participate in VQB5, with the first quality ratings published in fall of 2024.
- This will include ~3,600 schools, child care, and family day home programs with ~12,000 "classrooms."

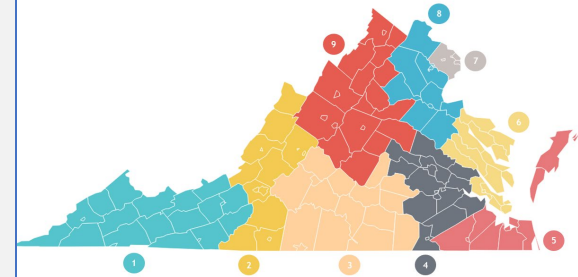
**The Early Childhood Advisory Committee endorsed the 2023-2024 VQB5 Guidelines on March 16th, and the Board completed the first review on April 20, 2023, with the final review on June 15, 2023.**

# 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.



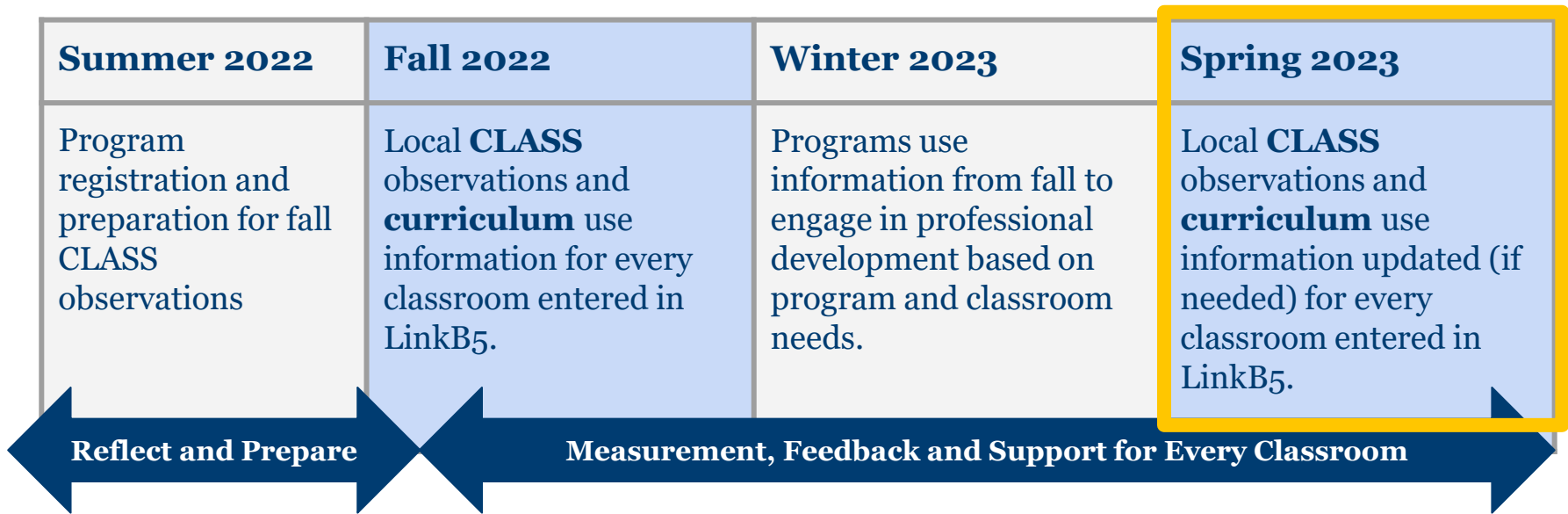
[Ready Regions Website](#)

# Practice Year 2 Progress Update



# VQB5 ACTIVITIES TIMELINE (2022-2023)

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



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

# LOCAL AND EXTERNAL OBSERVATIONS IN VQB5

## UPDATE: PRACTICE YEAR 2

<i>*completed as of (4/30/23)</i>	Local Observations	External Observations
Number of Observations by Age-Level		
Pre-K	8,635	2,324
Toddler	3,975	1,025
Infant	1,947	568
Number of Observations by Site Type		
Public School	4,017	1,077
Affiliated Center	2,415	599
Stand-Alone Center	7,131	1,750
Family Day Home	994	491
<b>Total Classroom Observations</b>	<b>14,557</b>	<b>3,917</b>

Over  
**18,000**  
 observations  
 completed in  
 this year and  
 feedback  
 shared!

# RESOURCES TO SUPPORT THE USE OF CLASS IN BIRTH-TO-FIVE SETTINGS

**VQB5 uses CLASS to measure and improve the quality of teacher-child interaction in all types of early childhood settings.**

- [VQB5 CLASS Tools and Resources Webpage](#)

The links below provide additional CLASS resources and information for teachers, leaders, and improvement partners who work in or support the following types of programs:

- [Head Start Classrooms](#)
- [Family Day Homes](#)
- [Settings that Serve Dual Language Learners](#)
- [Early Childhood Special Education Classrooms](#)
- [Montessori classrooms](#)



Spanish CLASS materials are also available from Teachstone in the [CLASS Spanish Suite](#).

# VDOE ECE CURRICULUM WEBPAGE

All Early Childhood Curriculum information and resources are available on a [new curriculum specific webpage](#) with the intent to provide providers and stakeholders with a central place to gain information on curriculum access and choice while participating in VQB5.

- Importance of Curricula
- Overview of Curriculum in VQB5
- Connection between CLASS and Curriculum Resources
- Approved Curriculum List (updated monthly)
- Curriculum Review Process
- Resources to support Curriculum Choice

The screenshot shows the Virginia Department of Education website. At the top, there is a navigation bar with links for 'A-Z Index', 'SSWS Login', 'Contact Us', and 'Translate', along with social media icons for Facebook, Twitter, LinkedIn, and YouTube. Below this is a search bar with the text 'Search Virginia Department of Education...'. The main navigation menu includes 'Parents & Students', 'Teaching, Learning & Assessment', 'Programs & Services', 'Data, Policy & Funding', and 'About VDOE'. The left sidebar menu lists various categories, with 'Early Childhood Curriculum' highlighted in yellow. The main content area displays the 'Early Childhood Curriculum' page, which includes a breadcrumb trail 'Teaching, Learning & Assessment > Early Childhood Care & Education > Early Childhood Curriculum', a 'Print & Bookmark' button, and introductory text stating that VDOE believes that quality teaching and learning is supported by promoting curriculum use in all settings. It also mentions that VDOE measures the quality of infant, toddler, and preschool teaching and learning based on two nationally recognized quality indicators: Interactions and Curriculum. A research note states that stimulating and supportive interactions between teachers and children, and effective use of quality curriculum promotes children's holistic learning and development, resulting in improved school readiness. Finally, it notes that curriculum is a key ingredient to helping teachers improve their interactions, providing ways to create nurturing and responsive practices and environments that foster trust and emotional security.

# Supporting Improvement in 2023-2024

# OVERVIEW OF GUIDELINES 2023-2024

The VQB5 Guidelines for 2023-2024 follow the same pattern as in the practice years, but with updated information and focus on clarity in requirements.

Section	Topic
Sections 1 & 2	Background, Vision, and Overview of VQB5
Section 3	Participation Requirements
Section 4	CLASS Observation Requirements
Section 5	Measuring the Use of Quality Curriculum
Section 6	Determining VQB5 Quality Results
Section 7	Supporting Continuous Quality Improvement
Appendices	Supplemental Details and Data from Practice Years

# SECTION 7: SUMMARY OF CHANGES TO SUPPORTING QUALITY IMPROVEMENT

**Section 7 explains how VQB5 is designed to support continuous quality improvement, including providing both universal and targeted supports.**

What Remains the Same	Key Changes in 2023-2024 Guidelines
<ul style="list-style-type: none"><li>• Ready Regions work with existing improvement partners to ensure there are PD options, available to the VQB5 programs in their region</li><li>• Improvement supports will be prioritized for publicly-funded VQB5 programs in response to needs identified in VQB5 measurements</li><li>• VDOE will continue to unify and align all state- and federally-funded quality improvement efforts, including ensuring supports for VQB5 programs are available consistently across Ready Regions</li><li>• RecognizeB5 financial incentive for eligible teachers in childcare and family day homes</li></ul>	<ul style="list-style-type: none"><li>• Sites that receive a "Needs Support" rating will be required to participate in Site Improvement Planning</li><li>• RecognizeB5 will increase to \$3,000 for each eligible educator</li></ul>

# SECTION 7.1.1 CONTINUOUS QUALITY IMPROVEMENT





# 7.2.1 PREPARING EDUCATORS FOR CLASS OBSERVATIONS

**Before classroom observations are conducted, teachers and program leaders need to understand what is being measured and why.**

- Ready Regions are responsible for ensuring that all teachers and leaders who are new to CLASS are provided with opportunities to complete foundational CLASS training prior to being observed.

***What does this mean for Improvement Partners?***

- If you are working with a site leader or a teacher who is new to CLASS, or who might need a "CLASS refresher", connect them with their Ready Region for information about regional foundational CLASS training opportunities.

## 7.2.3 SUPPORT ON CLASS FOR ONGOING IMPROVEMENT

**Results from local observations are used by instructional leaders to inform ongoing professional development and assess growth in teacher-child interactions over time.**

- Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool.
- Having program or school division leaders trained to reliability in CLASS enables them to bring the "CLASS lens" to every aspect of their work.



# PD HOURS FOR LOCAL CLASS OBSERVERS

As of May 2023, the following CLASS Observer Certification activities are accepted by the VDOE Office of Child Care Health and Safety, and to fulfill training requirements for licensed child day centers, licensed family day homes, and subsidy vendors.

Type of Local CLASS Observer PD Activity	Training Hours
<b>Annual CLASS Recertification:</b> Completion of annual reliability test	5 training hours per age-level recertification
<b>Calibration:</b> Online video coding practice and observer feedback	1 training hour per calibration
<b>Double-Coding:</b> Two certified coders complete observation cycles in the same classroom independently, but simultaneously. Double coding also typically includes a debrief session afterwards for observers to compare and discuss scores for consistency.	1-3 hours based on number of observation cycles and length of debrief session
<b>Local Observer Group Meetings:</b> Trainings led by Ready Regions on VQB5 Local Observation protocols and procedures	Length will vary; Typically 1-3 hours based on purpose of meeting

# SECTION 7.3 REQUIRED IMPROVEMENT PLANNING FOR NEEDS SUPPORT SITES

**Publicly-funded programs that receive a “Needs Support” rating will be required to participate in additional improvement activities through Site Improvement Planning.**

- Site Improvement Planning will be facilitated by the VDOE and will be required for any site that receives a Needs Support rating in order to maintain public funding.
- Site Improvement Planning is the formal mechanism for...
  - Prioritizing improvement resources and opportunities for sites that have demonstrated the most need, and
  - Monitoring progress throughout the performance year to ensure sites are not repeatedly flagged for needing support.

Sites that participate in Site Improvement Planning will receive frequent in-person and virtual communication from an assigned case manager, who will help them develop an improvement plan and monitor progress in meeting goals.

# 7.4 VDOE IMPROVEMENT PARTNERS

Through VQB5, the VDOE will continue to strengthen the coordination and alignment of all state- and federally-funded quality improvement efforts to ensure VQB5 programs have the support they need. This includes ensuring free/low-cost supports are available consistently across Ready Regions for VQB5 sites.

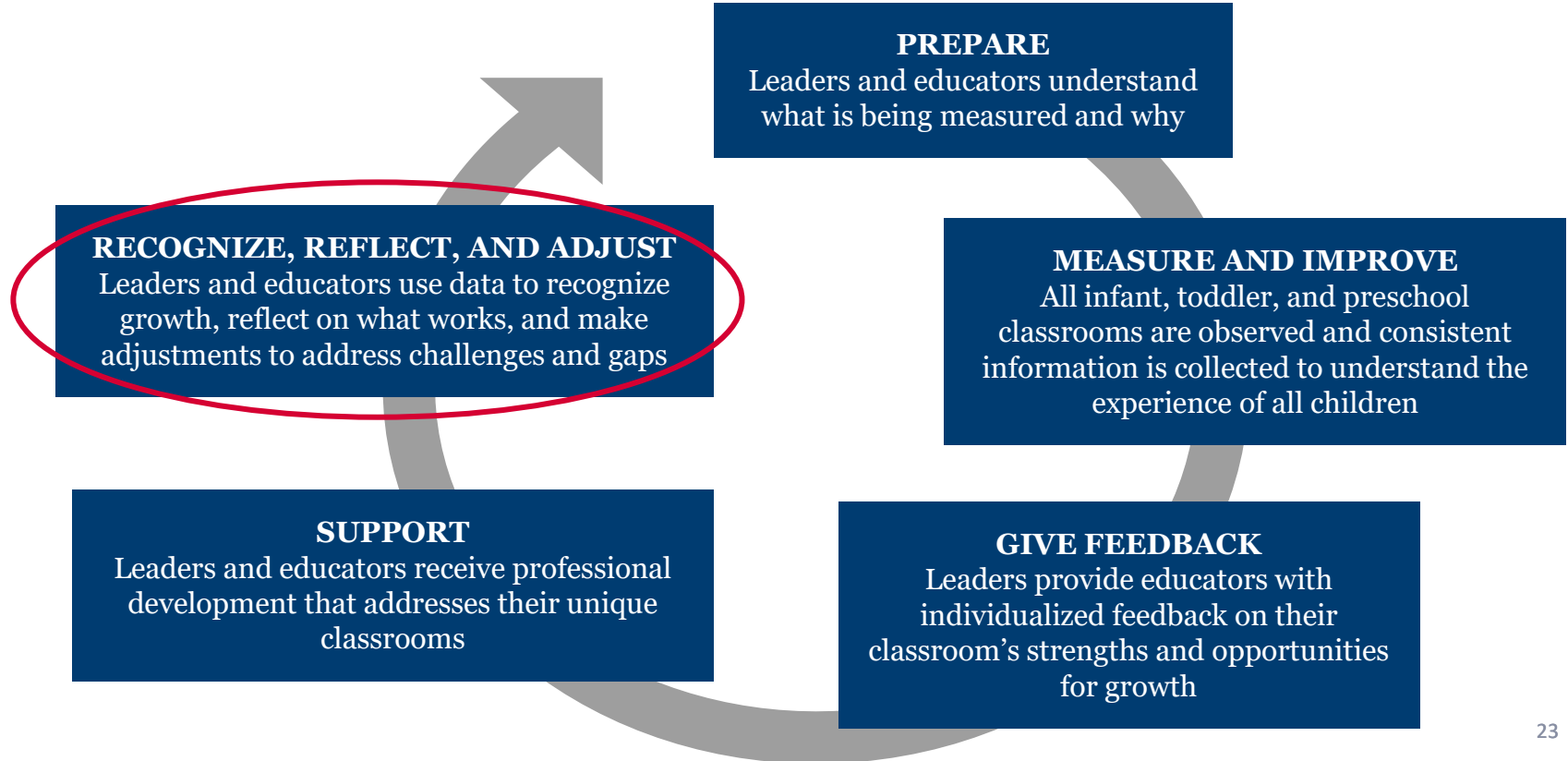
The following list includes the 2023-2024 list of quality improvement partners that the VDOE works with and provides funding arrangements through either federal- or state-funding sources.

- **Virginia Infant Toddler Specialist Network (ITSN)\***
- **Advancing Effective Instruction and Interactions (AEII)\***
- **Training and Technical Assistance Centers (TTAC)\***
- **VCU Autism Center for Excellence Early Childhood \***
- Early Childhood Special Education Consortium
- Virginia Head Start Association (VHSA)
- VCU - Head Start Statewide Needs Assessment
- Virginia Child Care Provider Scholarship Program
- Community College Workforce Alliance (CCWA)
- PD Essentials - VCU
- Early Educator Fast Track Initiative
- **Early Childhood Mental Health Consultation\***
- **STREAMin3 Curriculum Model and PD Support\***
- Early Learning Standards Microcredential
- Wolf Trap ECE STEM Through the Arts
- Literacy Lab
- Better Kid Care-Penn State Extension
- Child Care Aware of Virginia (Child Care Resource and Referral- CCR&R)

*\*Available for free to VQB5 Programs, with certain PD supports prioritized for VQB5 Publicly-Funded Programs.*

# Improvement Partner Reflection

# CONTINUOUS QUALITY IMPROVEMENT





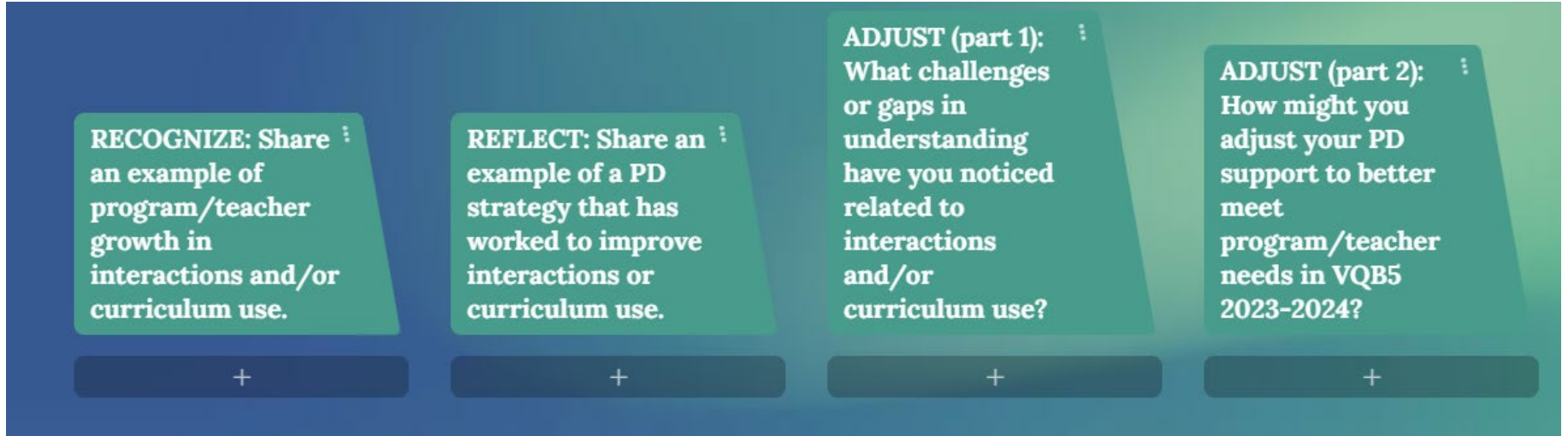
## Dimension: Positive Climate and Regard for Child Perspectives

- Biweekly, in person coaching visits
- ITERS
- Facebook group including other teachers at her center
- Onsite Training including others at her center
- Room Arrangement to enable physical proximity

Observation Date	Dimension Total Average	PC	NC (Reversed)	TS	RCP	BG	FLD	QF	LM	DomainEBS	DomainESL
03/09/2022	3.44	3.75	6.00	3.50	2.75	3.25	2.75	2.50	3.00	3.85	2.75
12/13/2022	4.44	6.25	6.25	5.00	4.25	4.25	3.50	2.50	3.50	5.20	3.17
03/09/2023	5.41	6.00	7.00	5.75	5.50	5.00	4.75	4.75	4.50	5.85	4.67



# PADLET FOR SHARING AND REFLECTION



[Link to Padlet](#)

# Mandated Reporting and Training Guidance 2023-2024

# MANDATED REPORTING GUIDANCE

Mandated Reporting and Training guidance is for all VDOE subcontracted or subgrantee parties that complete services themselves, or subcontracts out services, within Virginia's early childhood care and education settings.

All improvement partners should review the [requirements document](#) and take measures necessary to comply with the expectations.

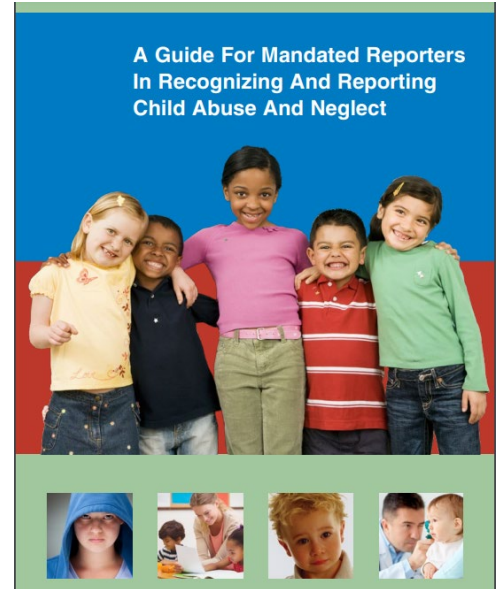


# GUIDANCE AND TRAINING

All staff/contractors that work within early childhood settings should review the [VDSS Guide For Mandated Reporters In Recognizing And Reporting Child Abuse And Neglect](#) on an annual basis

Staff/contractors who work in early childhood classrooms are required to go through the ***Recognizing and Reporting Child Abuse and Neglect*** Mandated Reporter Training through the [Virginia Department of Social Services - Child Protective Services](#).

- Initial certification should be kept on file by the lead agency.
- It is recommended that this training be completed **every two years**.



# SUSPECTED CHILD ABUSE AND NEGLECT

**In the unusual circumstance of any suspected abuse or neglect observed while working in an early childhood classroom, the staff member/contractor must report the observed behaviors as mandated by law.**

1) Suspected abuse and neglect must be reported through one of the below required channels:

- Virginia Child Abuse and Neglect Hotline: **1-800-552-7096**,
- Local Department of Social Service Office ([click here for information for local offices](#)), or
- File report online via the [Mandated Report Portal](#)

2) After reporting the suspected child abuse through one of the above mandated reporter channels, the staff member/contractor must also:

- Report the suspected child abuse to the VDOE by filing a complaint with the Office of Child Care Health and Safety.
  - [Instructions for 'Filing A Complaint'](#) can be found [HERE on the ChildCareVA.com website](#)
- The lead agency must also notify their VDOE contract program manager in writing that a complaint has been placed within 3 business days.

# OTHER HEALTH AND SAFETY CONCERNS

**If a staff member/contractor believes that the health and safety of children are at risk or observes other concerning behaviors, they must report those concerns to the VDOE.**

- To report other concerns related to health and safety within early childhood facilities:
  - Report the concerns to the Virginia Department of Education by filing a complaint with the Office of Child Care Health and Safety.
    - Instructions can be found on the ChildCareVA.com website
  - The lead agency must also notify their VDOE contract program manager in writing that a complaint has been placed within 3 business days.

**Questions about Mandated Reporter Guidance should be sent to  
[vqb5@doe.virginia.gov](mailto:vqb5@doe.virginia.gov)**

# Next Steps

# NEXT STEPS FOR IMPROVEMENT PARTNERS

**Improvement Partners can help publicly-funded programs prepare for next year's required VQB5 participation in the following ways...**

1. Connect with Ready Regions to coordinate on providing sites with Professional Development options, based on regional-level needs.
2. Use spring CLASS scores to help currently participating programs reflect on their progress and to set improvement goals for next year.
  - *All Spring Local CLASS observations must be completed by June 9th.*
  - *Practice Year 2 Results will be calculated this summer and shared with PY2 sites privately in September.*
3. Help Connect Non-Participating Publicly-Funded Programs to Information about 2023-2024 Required VQB5 Participation.
  - *Year 1 Registration opens on August 15th and ends on October 1st. All publicly-funded programs are required to register by October 1st.*



# REMINDER FOR IMPROVEMENT PARTNERS

**This spring, VDOE is partnering with the University of Virginia to administer the 2023 Virginia Early Childhood Care and Education (ECCE) Workforce Survey.**

- This survey allows us to hear from ECCE educators across Virginia, including leaders and teachers of children 0-5 at schools, centers, and family day homes. We use the results to design policies that support early childhood statewide.
- It is important to receive a high response rate so that we can be confident that the results accurately represent all educators' views and experiences. So far, only **38% of invited educators** have taken the survey, and we are aiming for **60%**.
- **The survey closes this Friday, June 2. We are asking for your help with a last push this week.** A personalized reminder from a QI partner they trust could encourage many educators to complete their surveys. Please share the notice with your team/staff, to pass along to the educators they work with.
- Close of the **Early Childhood Care and Education Workforce Survey** is **June 2**. Completers will receive a **\$20 gift card!** Questions? Please see the [FAQ](#) or contact the [see-partnerships@virginia.edu](mailto:see-partnerships@virginia.edu) or 434-297-6882 by email.

# THANK YOU

- Please share your thoughts about today's webinar via our webinar survey (or) by emailing [VQB5@doe.virginia.gov](mailto:VQB5@doe.virginia.gov)
- Our next quarterly Improvement Partner webinar will be held in August.
- Questions? Email [VQB5@doe.virginia.gov](mailto:VQB5@doe.virginia.gov)



**VIRGINIA DEPARTMENT OF EDUCATION**

# Appendix

# FY24 GUIDELINES RESOURCES

**The proposed VQB5 Guidelines for 2023-2024 are available on the Virginia Board of Education website (4/20 Meeting). Final approval decisions will be made by the Board of Education this spring.**

- Guidelines Resources on the VQB5 Website:
  - VQB5 2023-2024 Participation Requirements 1-Pager ([English](#)/[Spanish](#))
  - VQB5 2023-2024 Participation Requirements FAQ ([English](#)/[Spanish](#))
  - Overview of the 2023-2024 VQB5 Guidelines - Part 1: [Webinar Recording](#)  
Overview of the 2023-2024 VQB5 Guidelines - Part 2: [Webinar Recording](#)

Improvement Partners should be familiar with VQB5 2023-2024 requirements.

# ON-GOING IMPROVEMENT STRATEGIES

**Below are some free/low-cost resources and strategies that can be used by program leaders and improvement partners to help teachers improve teacher-child interactions.**

<b>Resource/Strategy</b>	<b>How to Use</b>	<b>Example/More Info</b>
CLASS Dimension Guide	Refer to guide during feedback sessions for practical strategies to improve interactions	<a href="#">Dimension Guides</a> available online or from Ready Regions
Informal "Walk-Throughs" (or) "Focused Observations"	Conduct short (10-15 min) observations in-between official fall/spring local observations.	<a href="#">Sample informal observations form and instructions</a>
Teacher Self-Assessments	Reflect on interactions in-between fall/spring local CLASS observations	<a href="#">Strengthening Quality Toolkit (page 5)</a>
Peer-to-Peer Learning	Share and discuss teacher-tips blog, or podcasts about CLASS during staff meetings	<a href="#">Teacher-Tips</a> and <a href="#">Teaching With CLASS Podcasts</a>
Video Exemplars	Watch videos from real classrooms for specific CLASS dimensions	<a href="#">LA-Piccard Center CLASS Video Library</a>
Curriculum and CLASS Crosswalks	Refer to curriculum materials for lesson plans and guidance that support CLASS dimensions	<a href="#">List of Curriculum and CLASS Crosswalks</a>

# TO LEARN MORE ABOUT VQB5

Topic	Primary Website	Resources and Information
<b>VQB5 Information</b>	<a href="#"><u>VDOE Quality Measurement and Improvement (VQB5)</u></a>	<ul style="list-style-type: none"> <li>● VQB5 Implementation Guide (English/Spanish)</li> <li>● VQB5 Overview information (English/Spanish)</li> <li>● Guidelines and Participation FAQs</li> <li>● Local CLASS Observation Guidebook</li> </ul>
<b>CLASS in VQB5</b>	<a href="#"><u>AEII Tools for Understanding and Using CLASS</u></a>	<ul style="list-style-type: none"> <li>● CLASS Summary Docs (English/Spanish)</li> <li>● CLASS Data Averages for Virginia</li> <li>● CLASS Data Worksheets</li> <li>● Strengthening Quality Toolkit</li> </ul>
<b>Curriculum in VQB5</b>	<a href="#"><u>VDOE Early Childhood Standards, Curriculum and Instruction</u></a>	<ul style="list-style-type: none"> <li>● Early Learning &amp; Development Standards (ELDS)</li> <li>● Approved Curriculum List</li> <li>● Information about the Curriculum Review Process</li> </ul>
<b>LinkB5 Data Portal for VQB5</b>	<a href="#"><u>LinkB5 Resources</u></a>	<ul style="list-style-type: none"> <li>● Step by Step User Guides</li> <li>● Video Tutorials</li> <li>● Instructions for Accessing CLASS Export Score Reports</li> </ul>

# VQB5 READY REGIONS LEAD AGENCIES

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

\*\*See [Ready Regions Contact List](#) for County/City Breakdown and contact information

# WORKFORCE SUPPORTS: VIRGINIA COLLEGE SCHOLARSHIP OPPORTUNITIES FOR EARLY EDUCATORS

**Virginia has two programs available to support early educators taking college-level courses.**

## **Virginia Child Care Provider Scholarship Program ([VCCPSP](#))**

- Provides scholarships for up to eight (8) undergraduate courses or a lifetime award of \$4,020 (effective March 15, 2022) for early educators working with children from birth through age 12 (or for those wanting to enter the field of early education).
- Provides scholarships for tuition and technology fees for up to two (2) approved undergraduate courses per semester (fall, spring, summer) at Virginia Community Colleges or \$400 per approved undergraduate courses at a four-year college/university in Virginia.

## **Project Pathfinders Funding Program**

- Funding for tuition, fees, and textbooks for up to two (2) courses per semester is available to early childhood professionals who are currently employed working with children ages infant through Pre-K and want to complete a certificate or degree in early childhood development at a Virginia community college or four-year college/university.
- Applicants are required to apply for the VCCPSP prior to receiving funds from [Project Pathfinders](#).