

**VQB5
IMPROVEMENT PARTNER
WEBINAR**

May 30, 2024



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 how Improvement Partners can support VQB5 programs with using VQB5 data to support site and classroom growth in the 2023-2024 program year.
- 2) Receive VQB5 data to help inform improvement supports.
- 3) Have an opportunity to reflect on improvement efforts.

Agenda:

- Virginia's Unified VQB5 System
- 2023-2024 VQB5 Successes
- Data Presentation - Summary of Findings from the 2023 VA ECCE Workforce Survey: VQB5 Initiatives: CLASS, Curriculum, & Professional Development
- Looking Ahead to FY25
- Next Steps

UNIFIED VQB5 SYSTEM

To ensure all children are ready for Kindergarten, Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5).

- VQB5 recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve.
- As of August 2023, all publicly-funded programs that serve children ages birth to five are required by state law to participate in VQB5.
- Early childhood programs that do not receive any public funds have the option to participate.

The first VQB5 quality profiles will be publicly posted in the fall of 2024.



VIRGINIA'S EARLY CHILDHOOD SYSTEM MUST ENSURE THAT ALL CHILDREN HAVE QUALITY TEACHING AND LEARNING EXPERIENCES THAT MEET THEIR UNIQUE NEEDS.

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

QUALITY MEASUREMENT SUPPORTS IMPROVEMENT

To improve child outcomes, Virginia's system continually improves support for educators, prioritizing those who need it most.



Educators:

- receive consistent observations and feedback
- PD support and coaching are data-driven and responds to specific needs



Program Leaders:

- receive frequent information about strengths and areas for growth within their program.
- PD addresses specific data-informed improvement areas



Improvement Partners:

- have accurate and current data to inform their work with sites and classrooms
- use data to design improvement supports to directly address regional/site/classroom needs

Quality Measurement Supports Improvement

2023-2024 VQB5 Successes

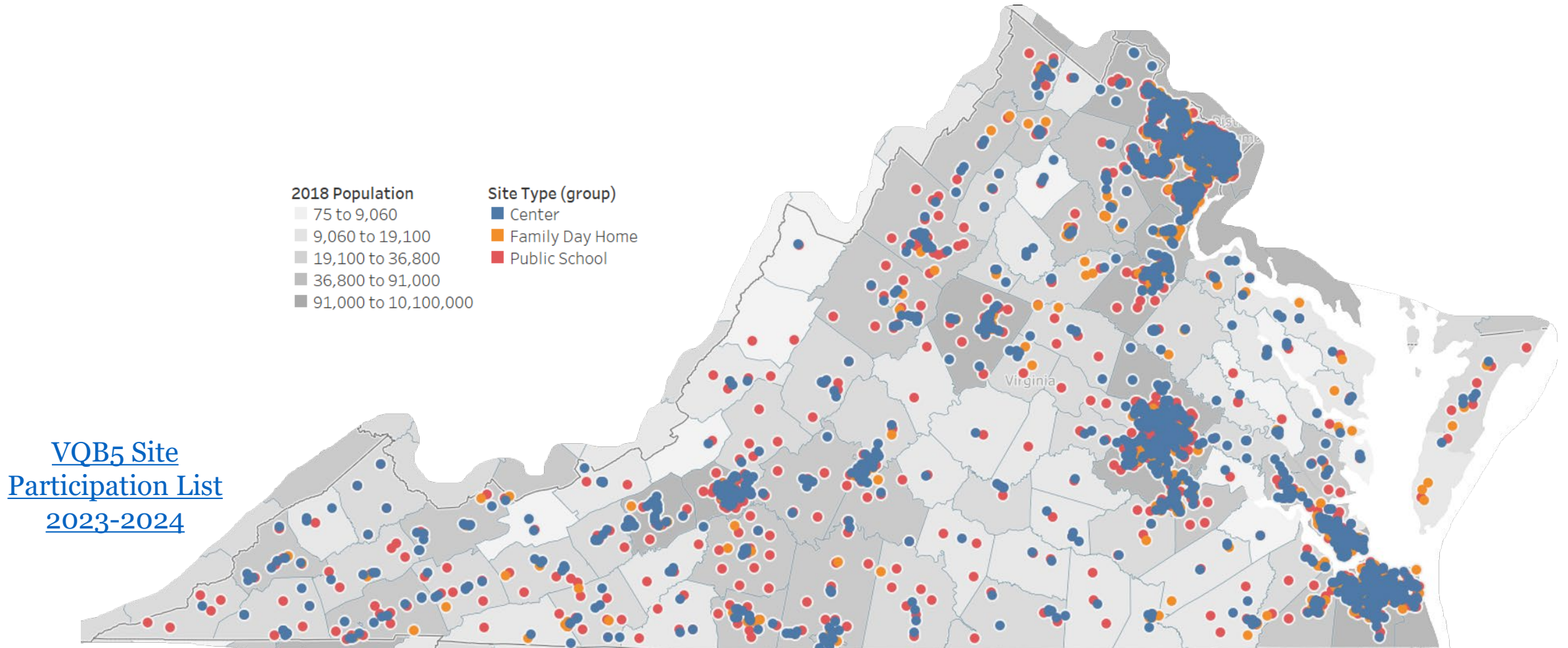
SUMMARY OF YEAR 1 SUCCESSES

VQB5 full implementation launched in August 2023 and has been a success:

Participation	<ul style="list-style-type: none">• 100% of publicly-funded programs in Virginia are participating in VQB5.• Nearly 17,000 educators are receiving financial support through RecognizeB5.
Measurement	<ul style="list-style-type: none">• 99% of VQB5 classrooms completed required fall and spring local CLASS observations through Ready Regions.• Nearly 80% of sites reported using an approved quality curriculum in the fall.
Improvement	<ul style="list-style-type: none">• Feedback from 30,000 local and external CLASS observations is used to identify strengths and areas for improvement throughout the fall and spring.• 60+ curricula are approved, including choices that meet the unique needs of all program types.• CLASS and curriculum measurements were used to prioritize coaching supports for classrooms who need it the most.
Quality Profile Website Development	<ul style="list-style-type: none">• Feedback gathered on VQB5 Quality Profile mock-ups from over 35 spring engagement sessions with over 3,000 stakeholders, including early childhood stakeholders, families, and community leaders. This feedback has informed the finalization of the new public quality profiles for release in Fall 2024.• VDOE is preparing for launch of new VQB5 Quality Profile website in Fall 2024.

VQB5 SITES STATEWIDE

VQB5 includes early childhood programs in every city and county in Virginia. [Ready Regions](#) provide support with the completion of VQB5 activities.



VIRGINIA SPRING LOCAL CLASS SCORE SUMMARY

(SPRING OBSERVATION WINDOW: 1/20/24-5/31/24)

Virginia As of 5.22.2024	N – Spring 2024 Completed Local Observations	Total Spring 2024 CLASS Average	Total Spring 2024 CLASS Range	# of classrooms 3.99 or lower (Spring 2024)
Infant	1,442	5.19	2.19-7.00	174
Toddler	3,283	4.98	2.22-7.00	391
Pre-K	5,856	5.17	1.98-6.95	401
Total	10,581		1.98-7.00	966

As of 5/22/2024 - 9% of Spring local observations completed in Virginia have a total CLASS score of 3.99 or lower. These classrooms should be prioritized for state coaching services, if they are not already working with a coaching partner.

VQB5 Initiatives: CLASS, Curriculum, & Professional Development

Summary of Findings from the 2023 Virginia
Early Childhood Care and Education (ECCE)
Workforce Survey

About the Virginia ECCE Workforce Surveys

- Our team (SEE-Partnerships at the University of Virginia) has been surveying early educators in Virginia working with children birth-5 every year since the start of the PDG B-5 pilot in 2019.
- In each survey, we have included questions about Virginia's main quality initiatives, including teacher-child interactions (as measured by CLASS), curriculum use, and professional development needs.
- These surveys have provided insight into educators' experiences and perspectives about these initiatives over time, giving the state valuable information on challenges, successes, and needs as the pilot grew and eventually went statewide.
- As of 2023-2024, all publicly-funded ECCE programs in Virginia are required to participate in **VQB5** – Virginia's Quality Measurement Improvement System that measures the quality of ECCE programs based on CLASS scores and curriculum use.

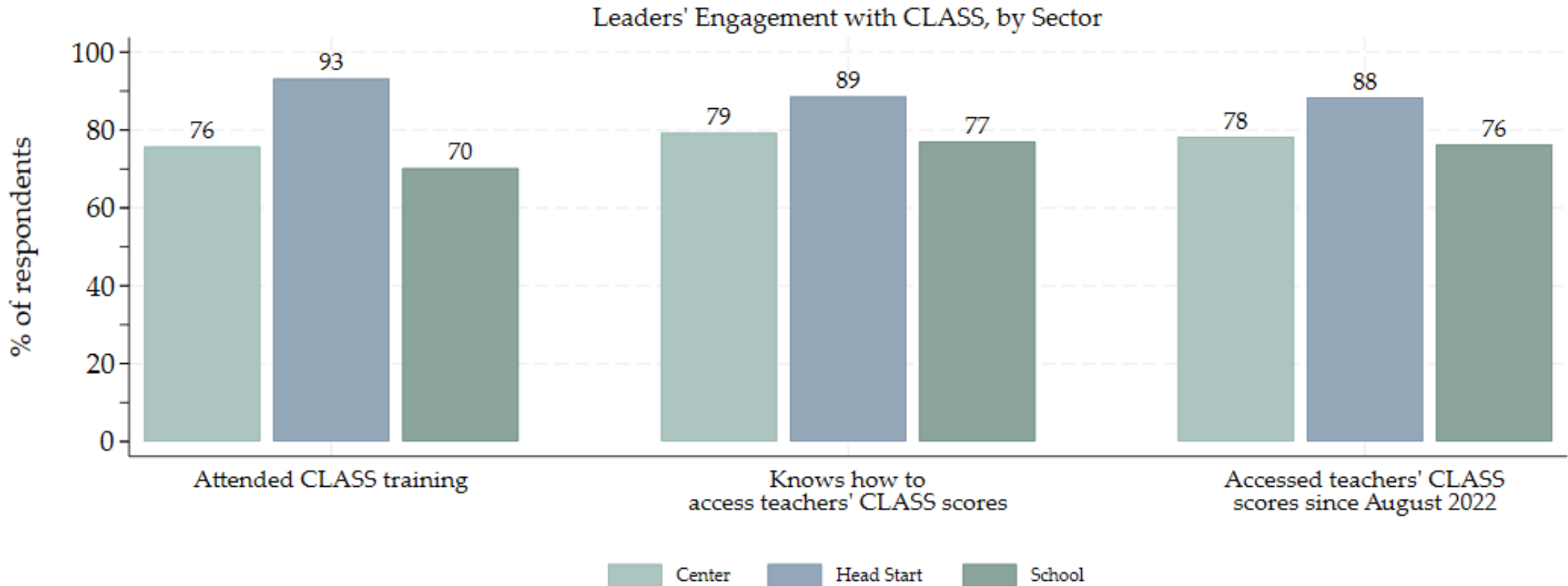
About the 2023 Virginia ECCE Workforce Survey

- May 2023 – June 2023
- Sent survey to all early childhood education teachers, leaders, and family day home (FDH) providers **participating in VQB5 Practice Year 2 (2022-2023 program year)**.
 - *Note: During VQB5 Practice Year 2, publicly-funded programs in Virginia were not yet fully required to participate in VQB5, but around 70% of programs across the state opted in to participate.*
 - *Programs that opted in had the opportunity to practice participating in VQB5 and receive feedback and technical assistance, and eligible educators at these programs could participate in the RecognizeB5 incentive program.*
- Nearly 10,000 educators across sectors (FDHs, centers, Head Starts, and schools) responded to the survey, a total response rate of 48%

CLASS

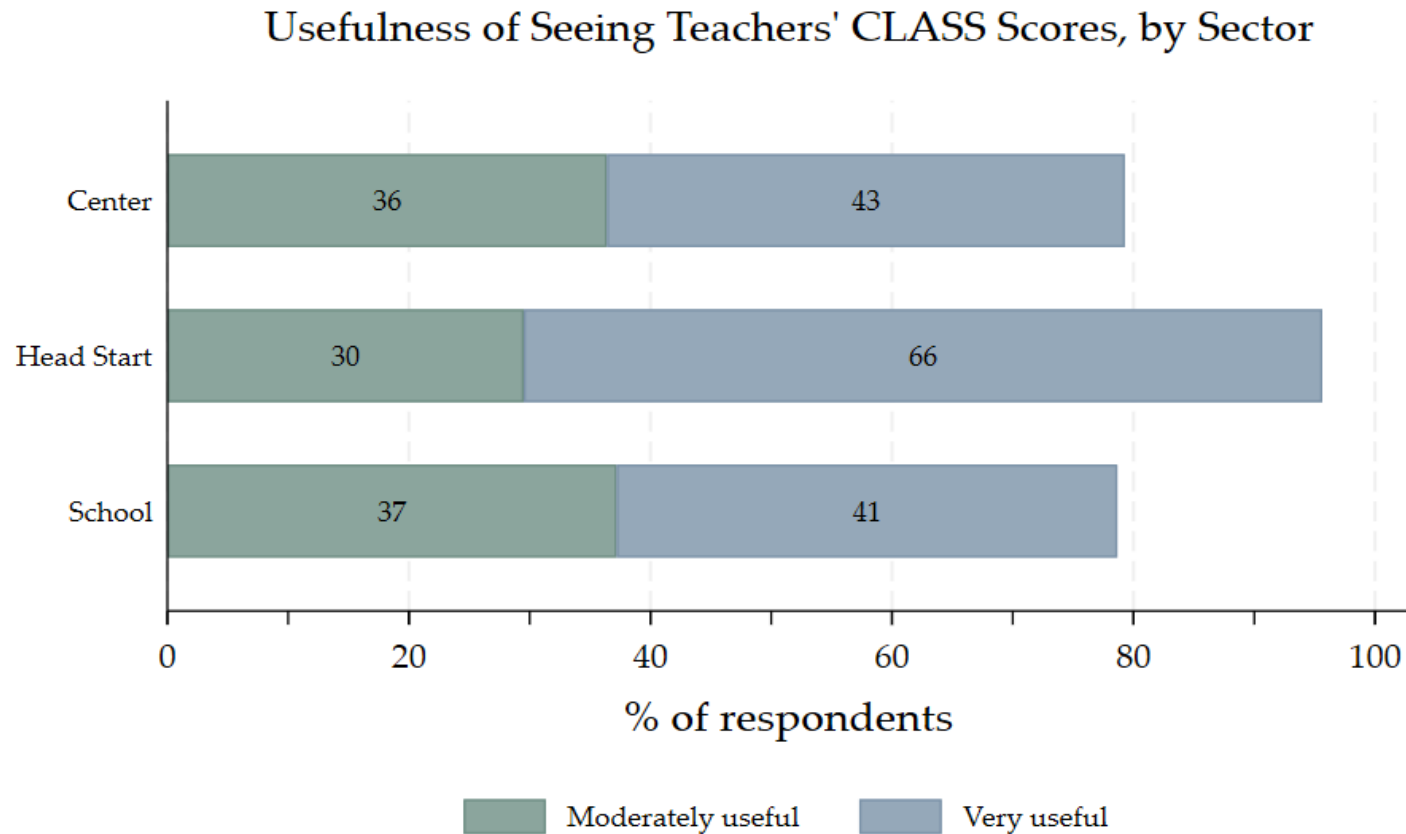
Site Leaders (including leaders at centers, Head Starts, & schools)

Most leaders indicated engaging with the CLASS tool and their teachers' scores; Head Start leaders were most likely to



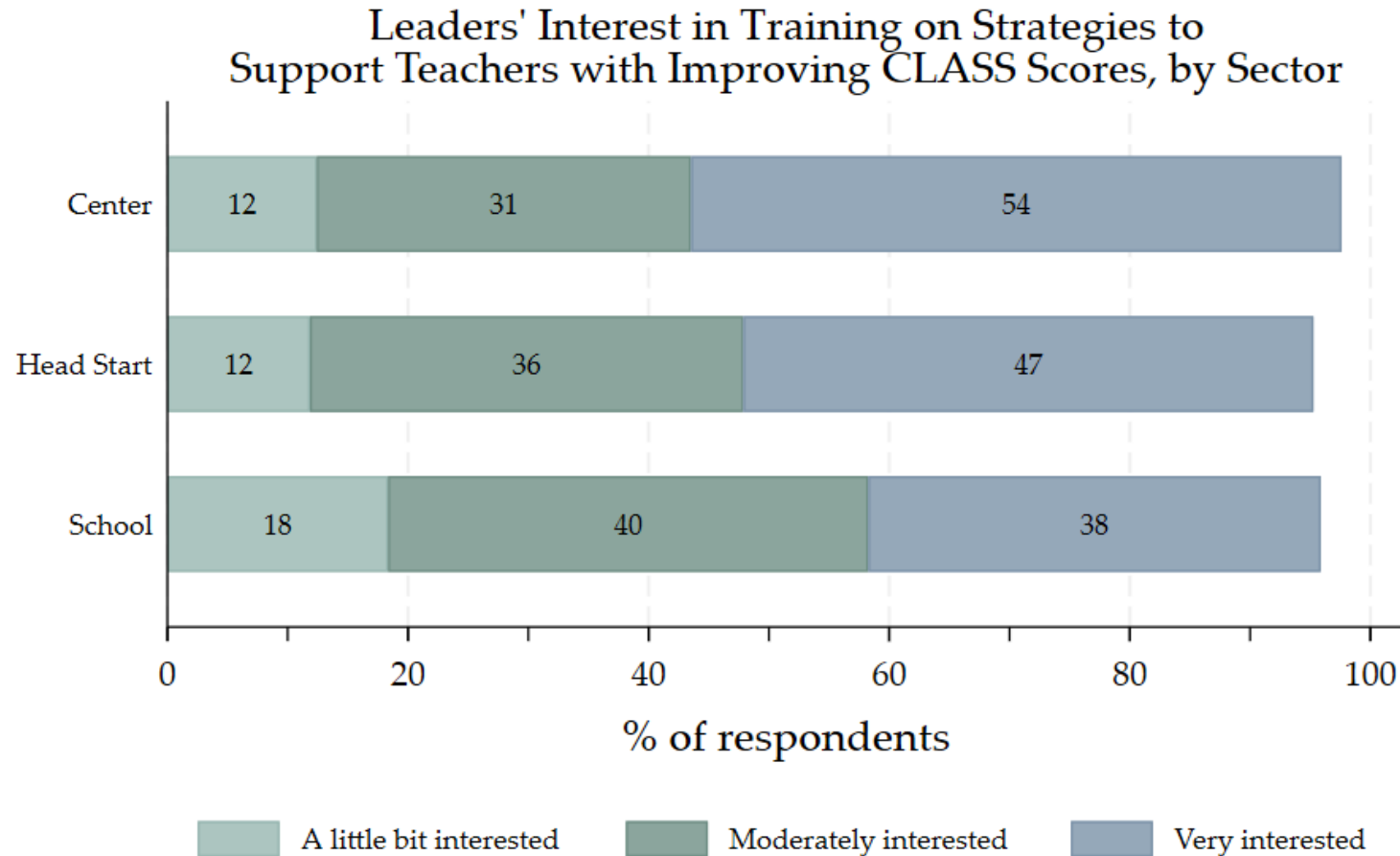
Note: Based on responses from 1131 to 1178 leaders.

Leaders who accessed their teachers' CLASS scores found it useful; Head Start leaders were most likely to



Note: Based on responses from 902 site leaders who reported accessing CLASS scores in the past 6 months.

Almost all leaders expressed interest in additional training related to CLASS

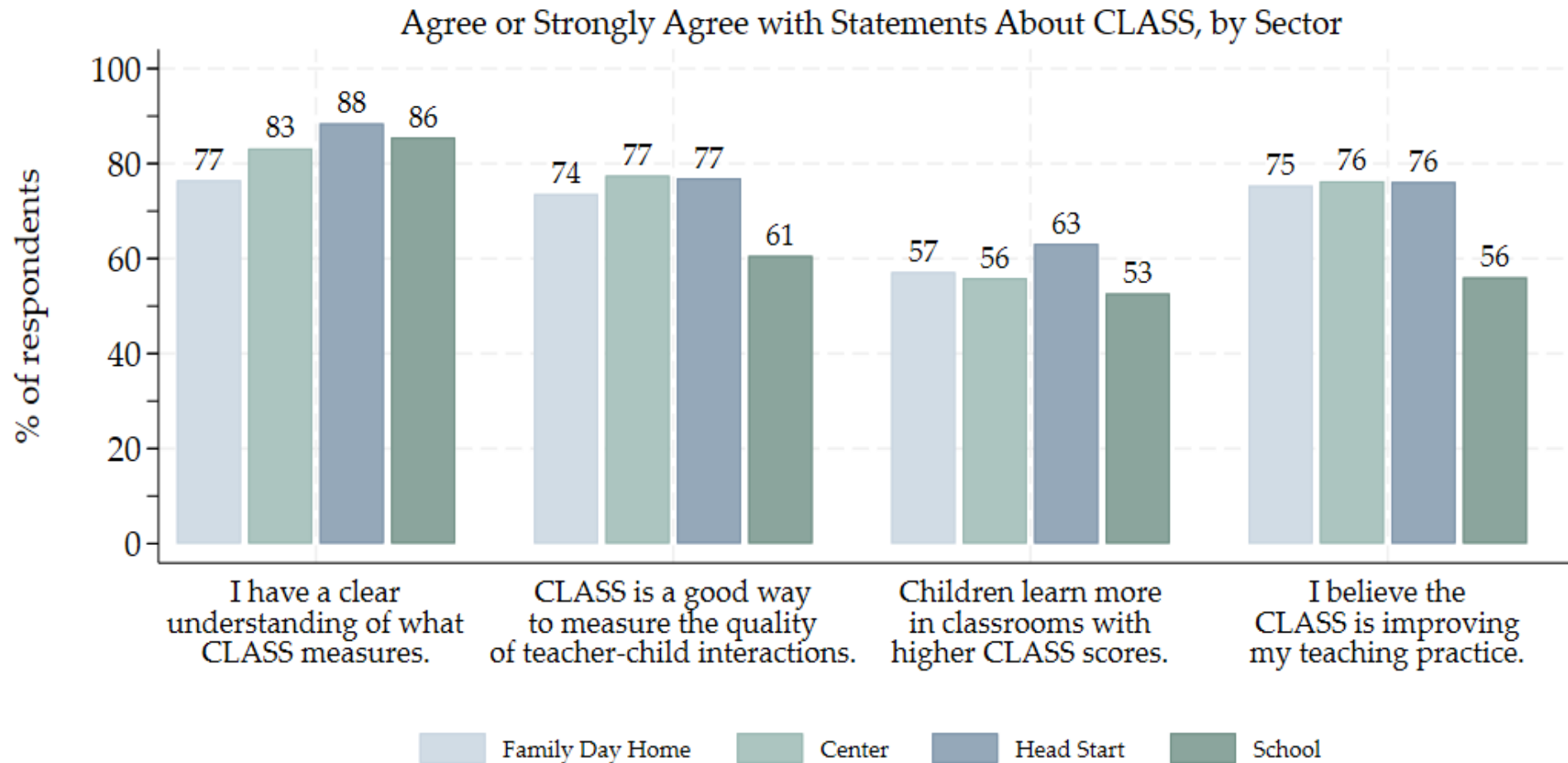


Note: Based on responses from 1178 site leaders.

CLASS

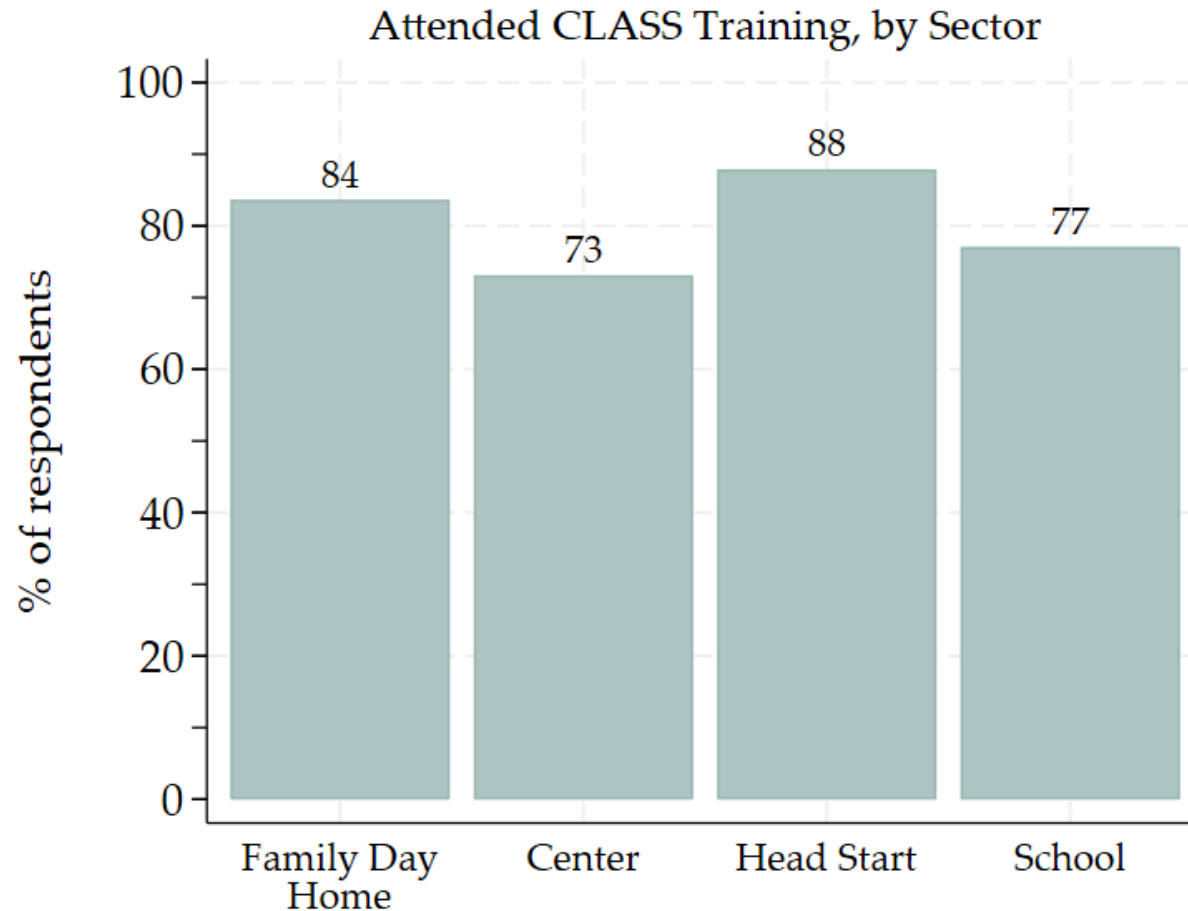
Teachers (including FDH owners* and teachers at centers, Head Starts, & schools)

Most FDHs and teachers reported they understand CLASS and believe in the tool's efficacy, but buy-in was lower for school teachers



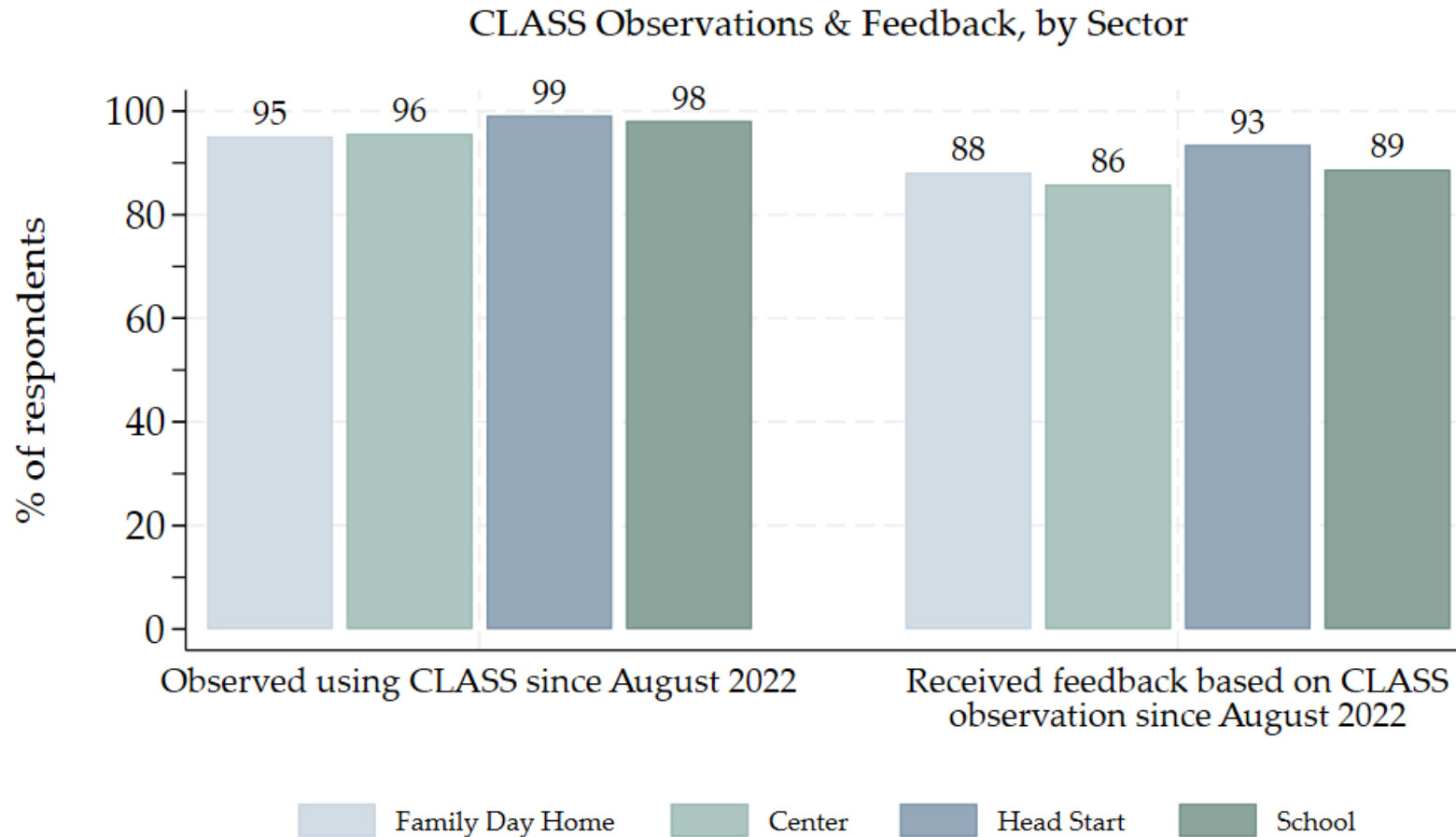
Note: Based on responses from 6749 to 7016 teachers.

FDH owners and Head Start teachers were most likely to report attending a CLASS training



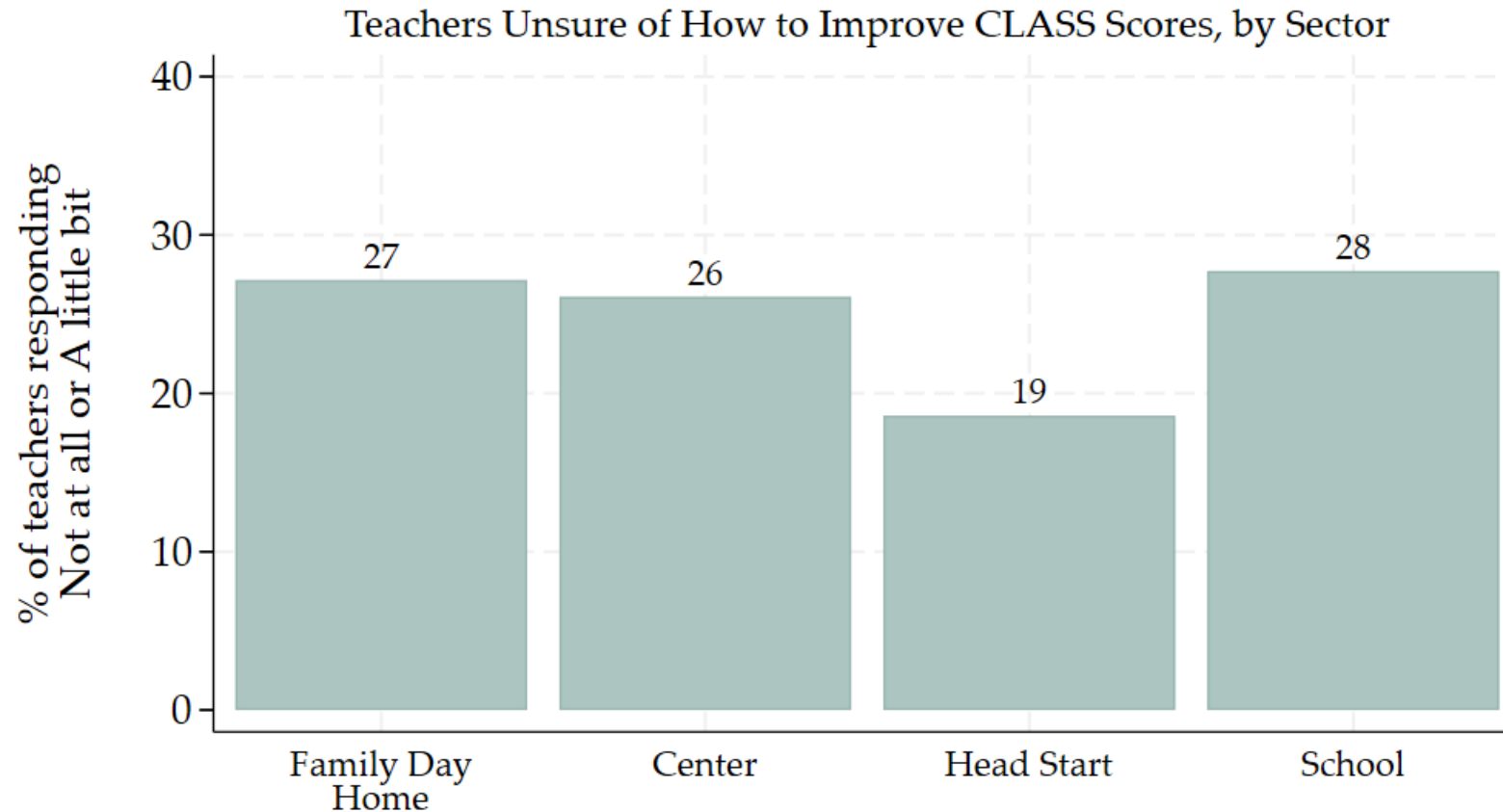
Note: Based on responses from 6389 teachers.

The likelihood of receiving an observation and feedback based on that observation was similar across sectors



Note: Based on responses from 6508 to 7165 teachers.

Head Start teachers were least likely to report not knowing how to improve their CLASS scores



Note: Based on responses from 7111 teachers. Includes teachers who responded *Not at all* or *A little bit* to the question, *To what extent do you know how to improve your CLASS scores?*

PAUSE AND REFLECT



After seeing the CLASS data, from an improvement partner lens:

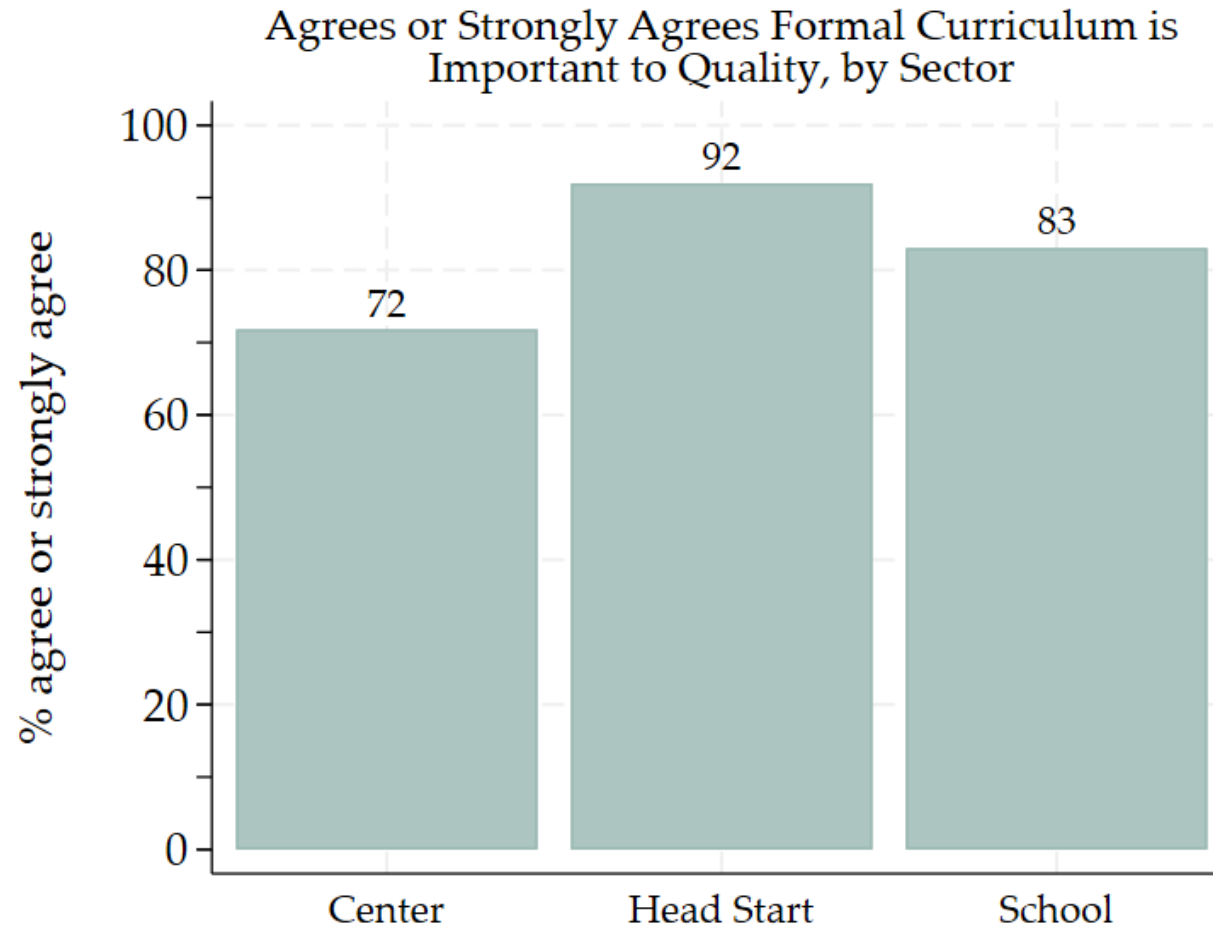
- What stands out to you?
- How could this information help you and your organization adjust for the upcoming program year?
- Do you have additional questions?

Please use the [Padlet](#) to jot down your thoughts in the CLASS Data Reflections column.

Curriculum

Site Leaders (including leaders at centers, Head Starts, & schools)

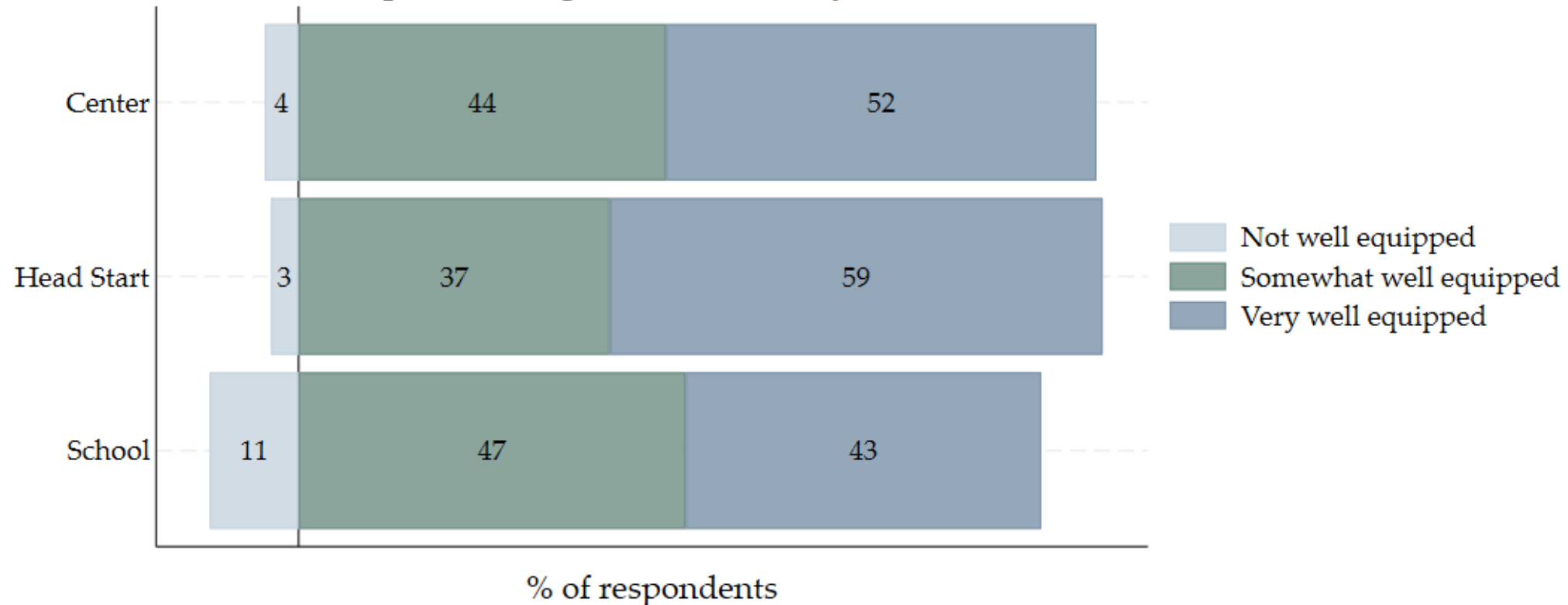
The majority of leaders agreed formal curriculum is important to ensuring site quality; Head Start leaders were most likely to



Note: Based on responses from 1181 site leaders.

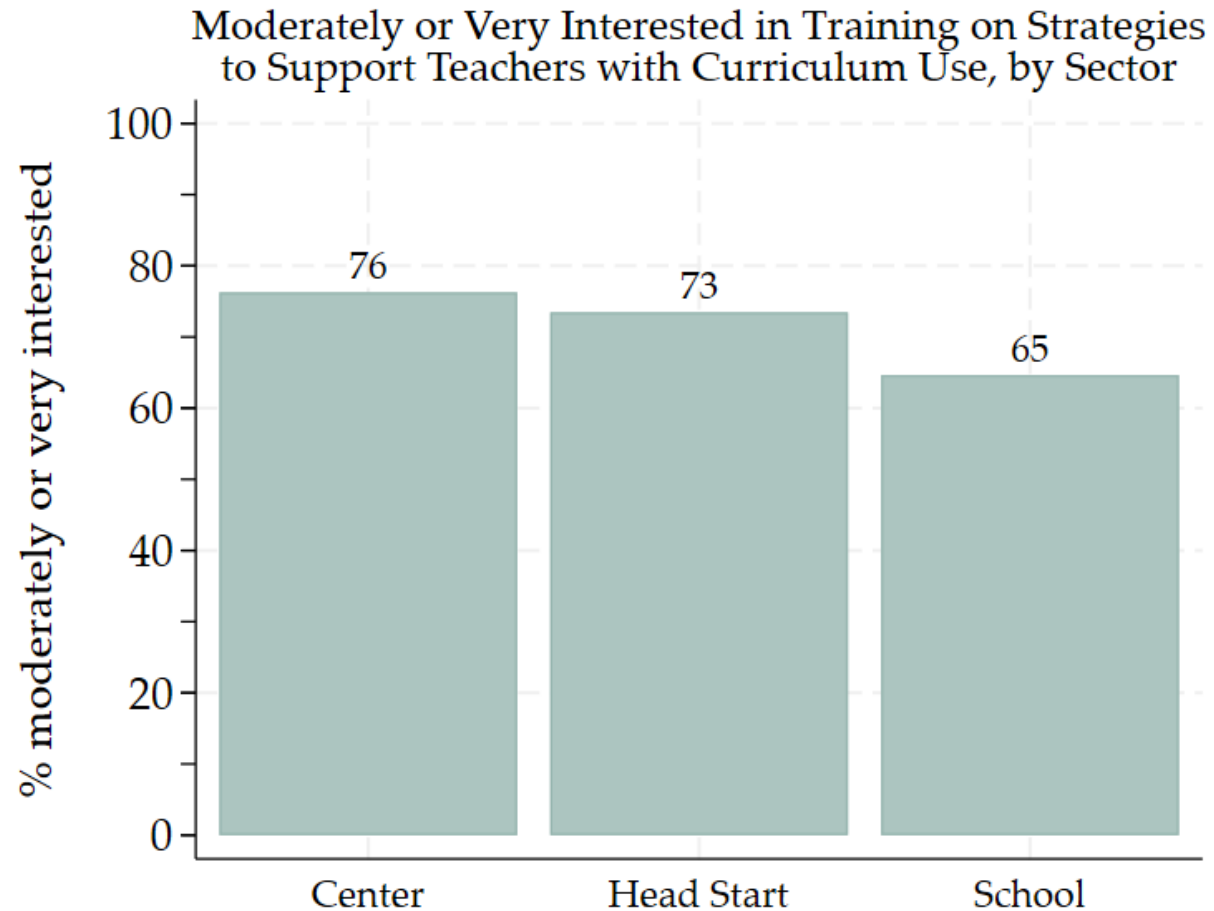
School leaders were least likely to report feeling equipped to support teachers with curriculum

Leaders' Perceptions of Equippedness to Support Teachers in Implementing Curriculum, by Sector



Note: Based on responses from 1139 leaders.

Across all sectors, there is leader demand for additional training on strategies to support teachers with curriculum

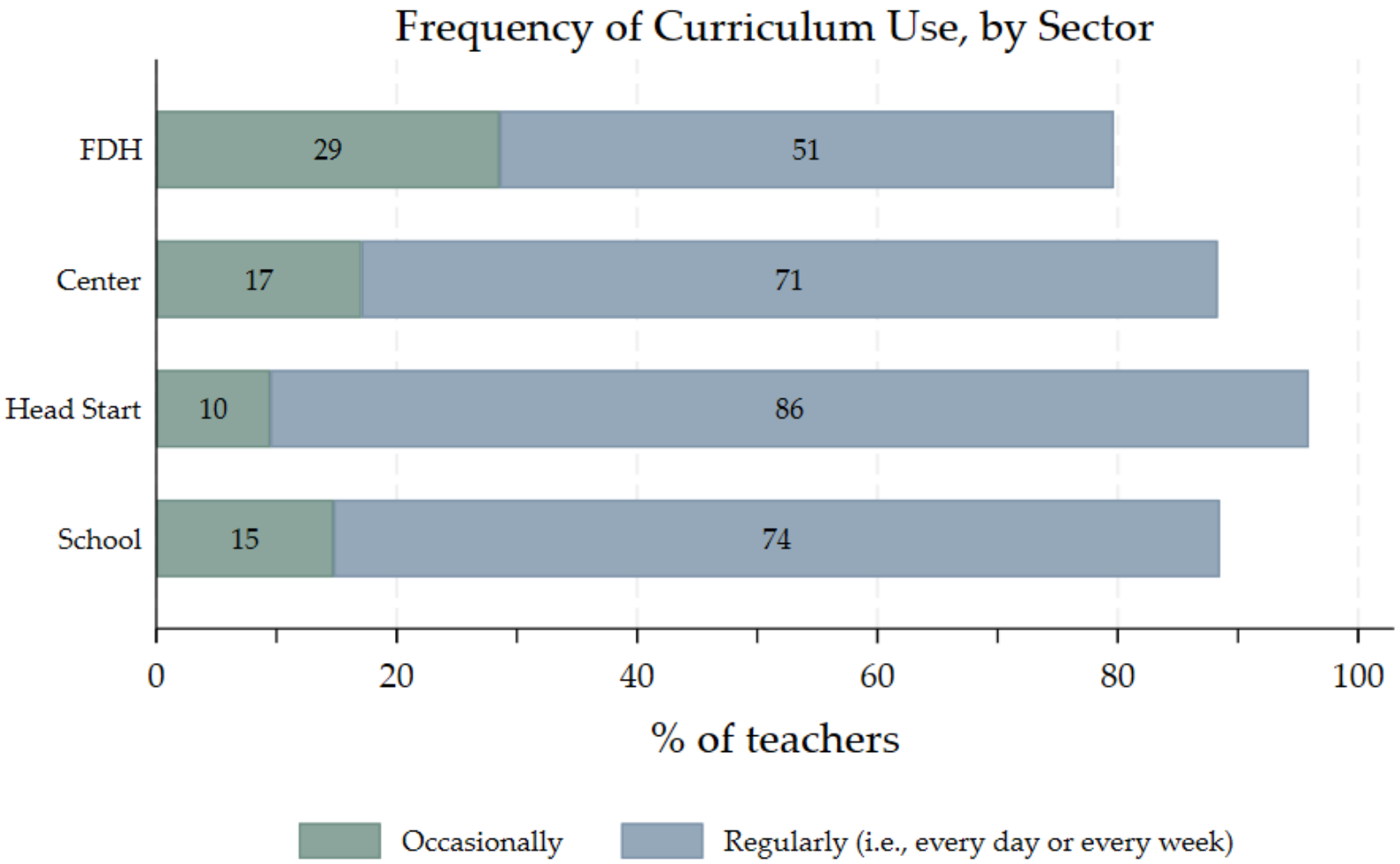


Note: Based on responses from 1138 site leaders.

Curriculum

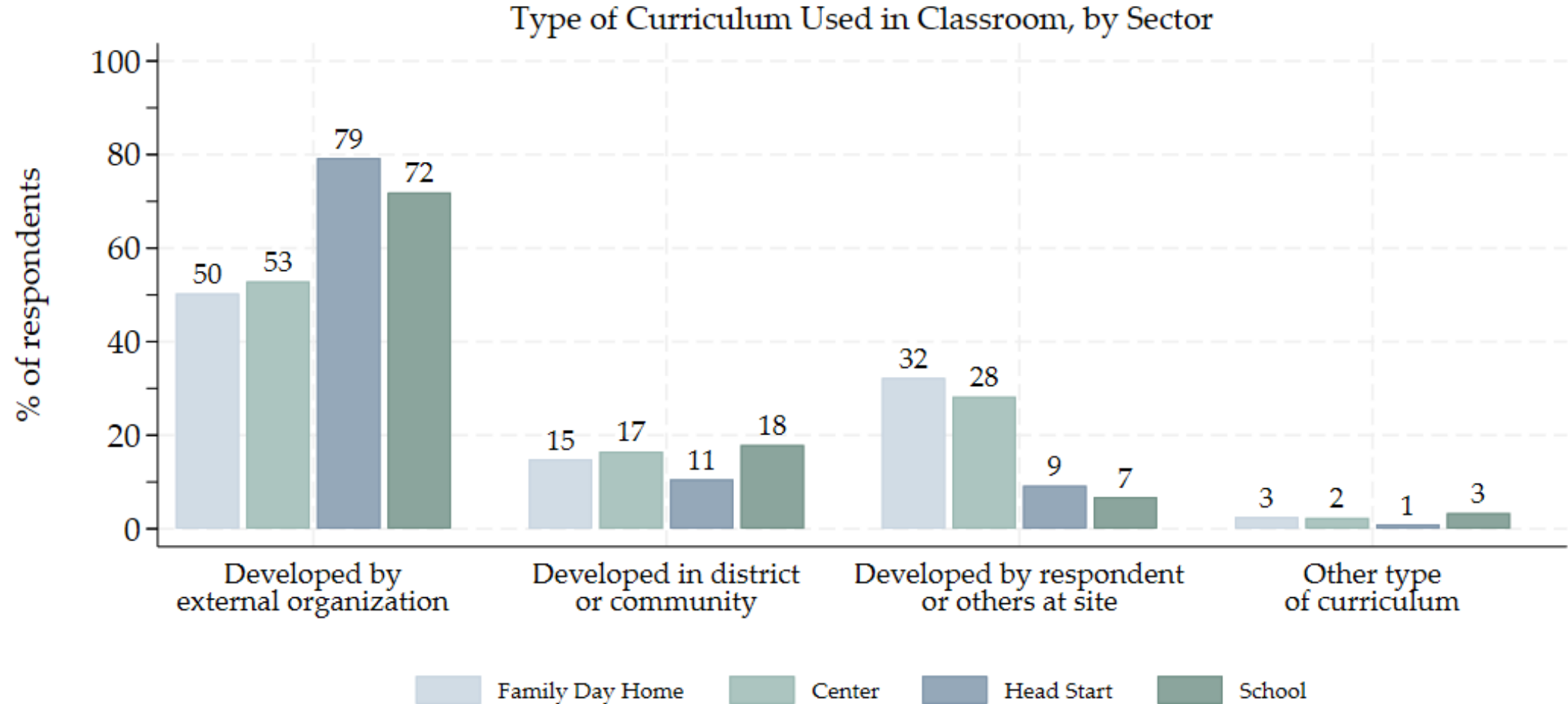
Teachers (including FDH owners and teachers at centers, Head Starts, & schools)

Curriculum is used regularly by the majority of teachers across all sectors



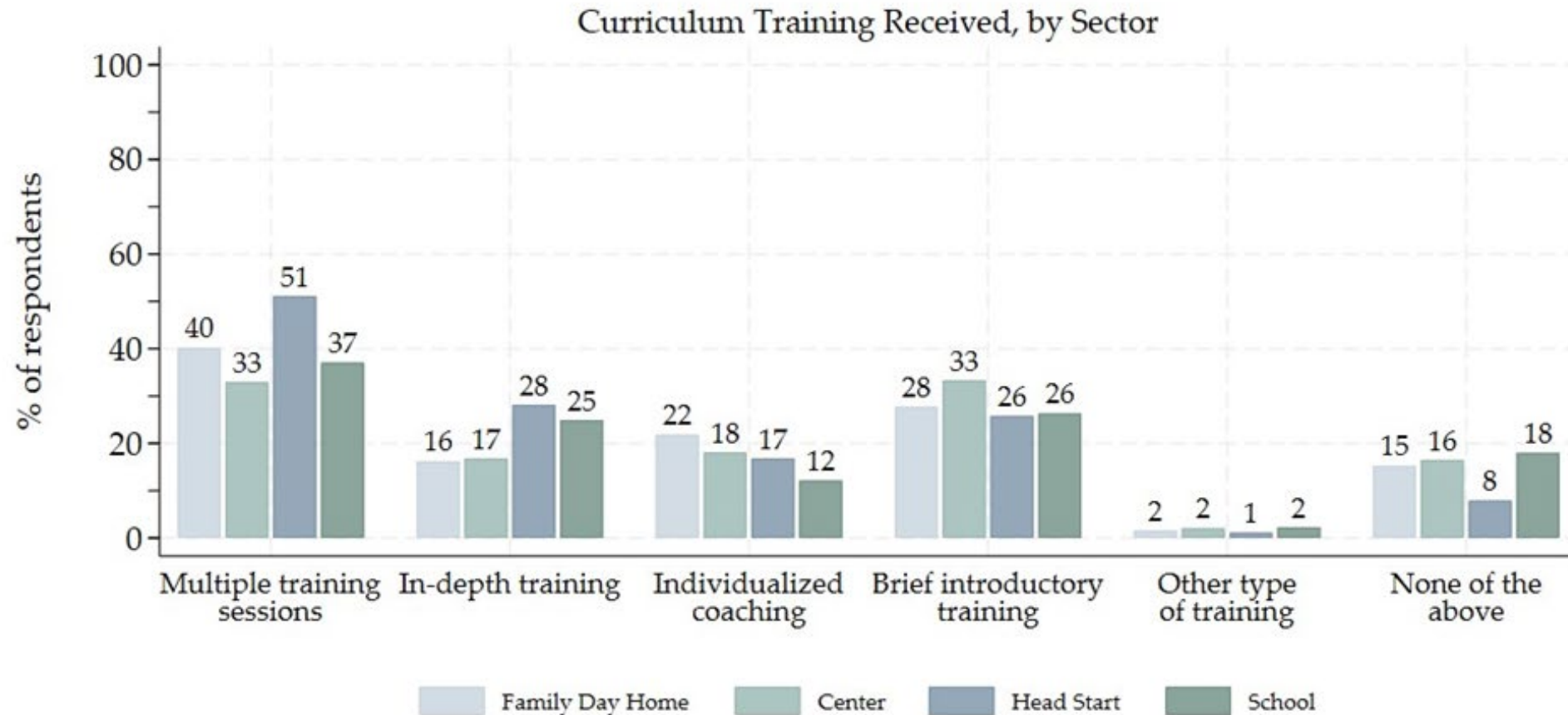
Note: Based on responses from 7171 teachers.

While curriculum is used by most teachers, the *type* of curriculum used varies across sectors



Note: Based on responses from 6608 teachers who reported using a curriculum.

The type of training teachers reported receiving on curriculum varied across sectors



Note: Based on responses from 6640 teachers who reported using a curriculum.

PAUSE AND REFLECT



After seeing the Curriculum data, from an improvement partner lens:

- What stands out to you?
- How could this information help you and your organization adjust for the upcoming program year?
- Do you have additional questions?

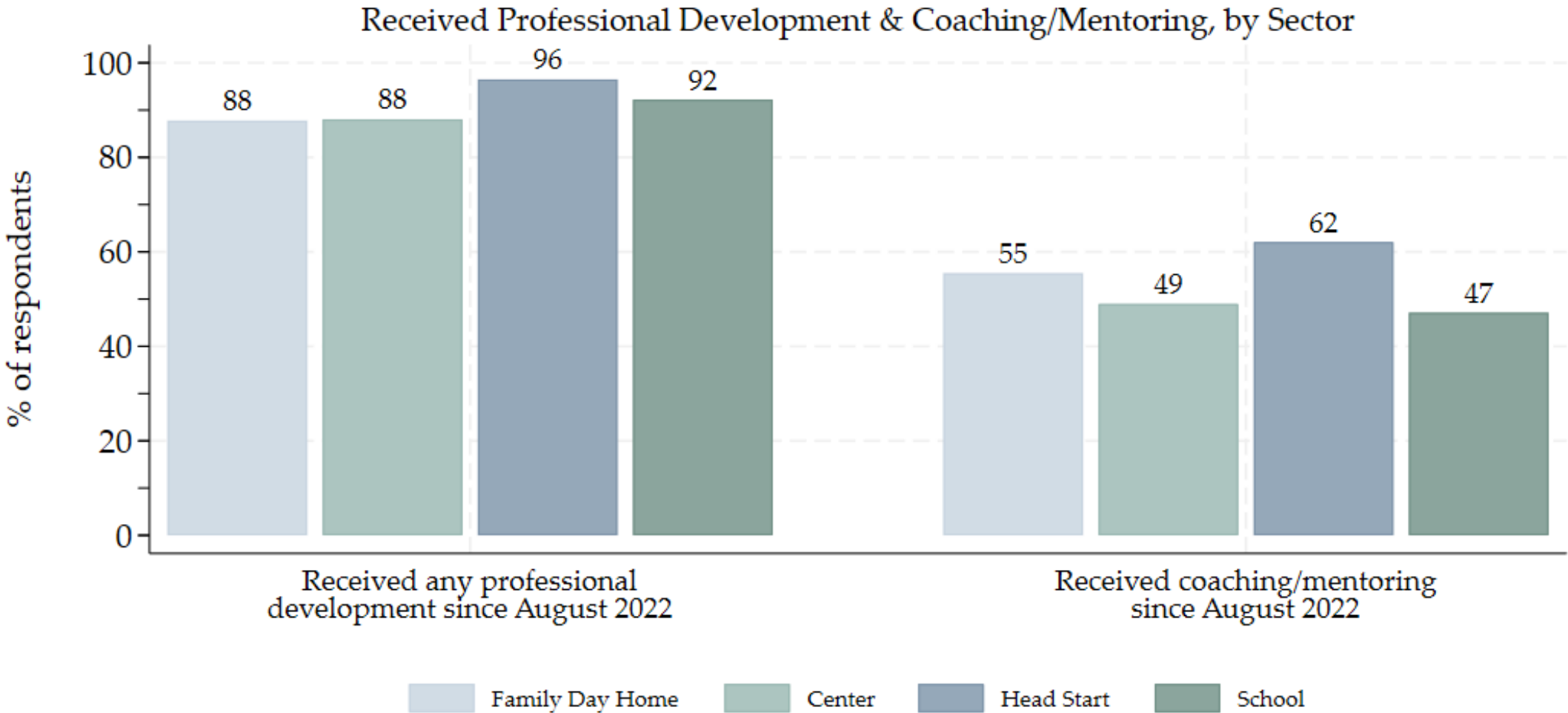


Please use the [Padlet](#) to jot down your thoughts in the Curriculum Data Reflections column.

Professional Development

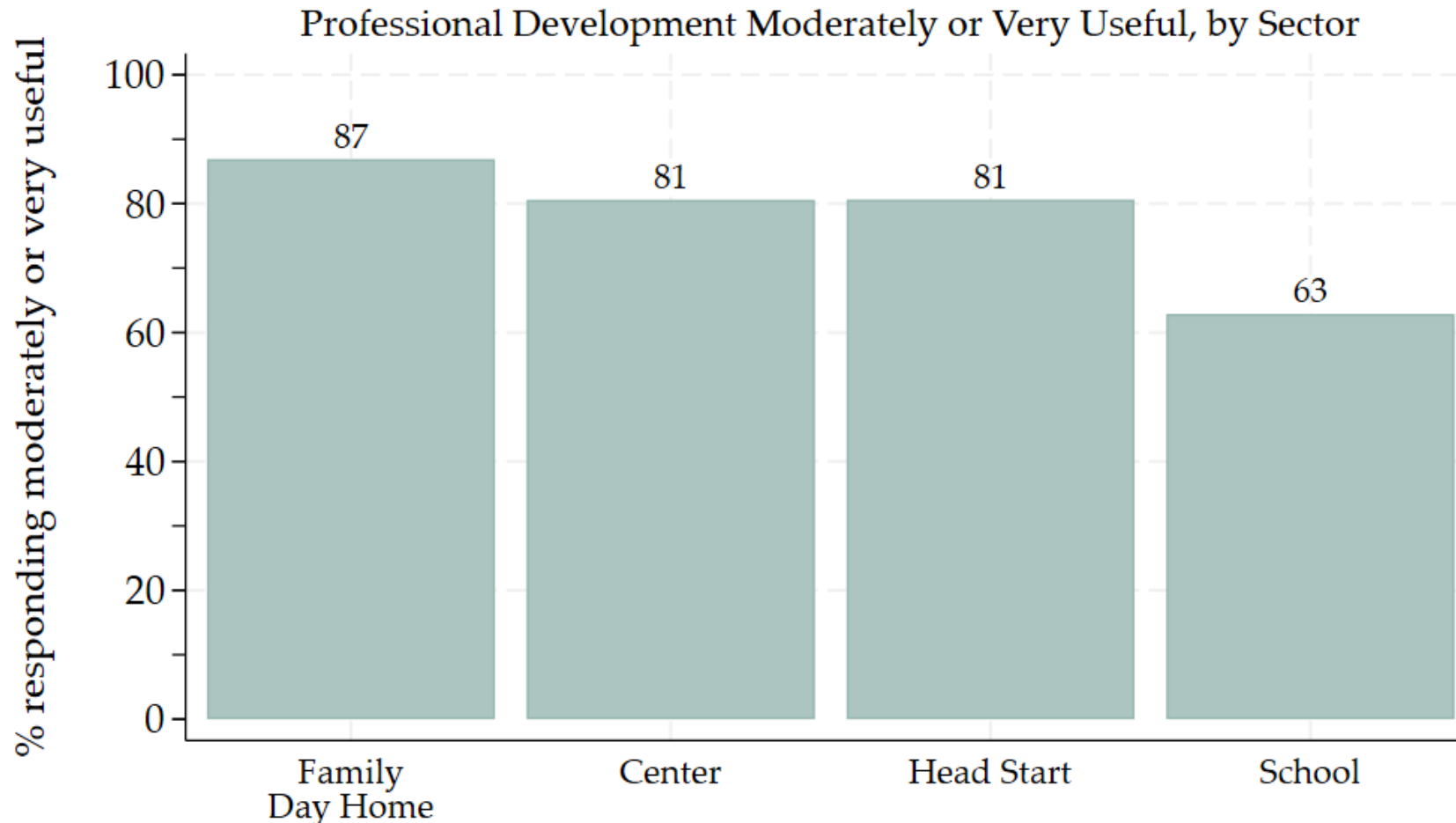
Teachers (including FDH owners and teachers at centers, Head Starts, & schools)

PD was high across all sectors; coaching/mentoring was lower



Note: Based on responses from 6739 to 7147 teachers.

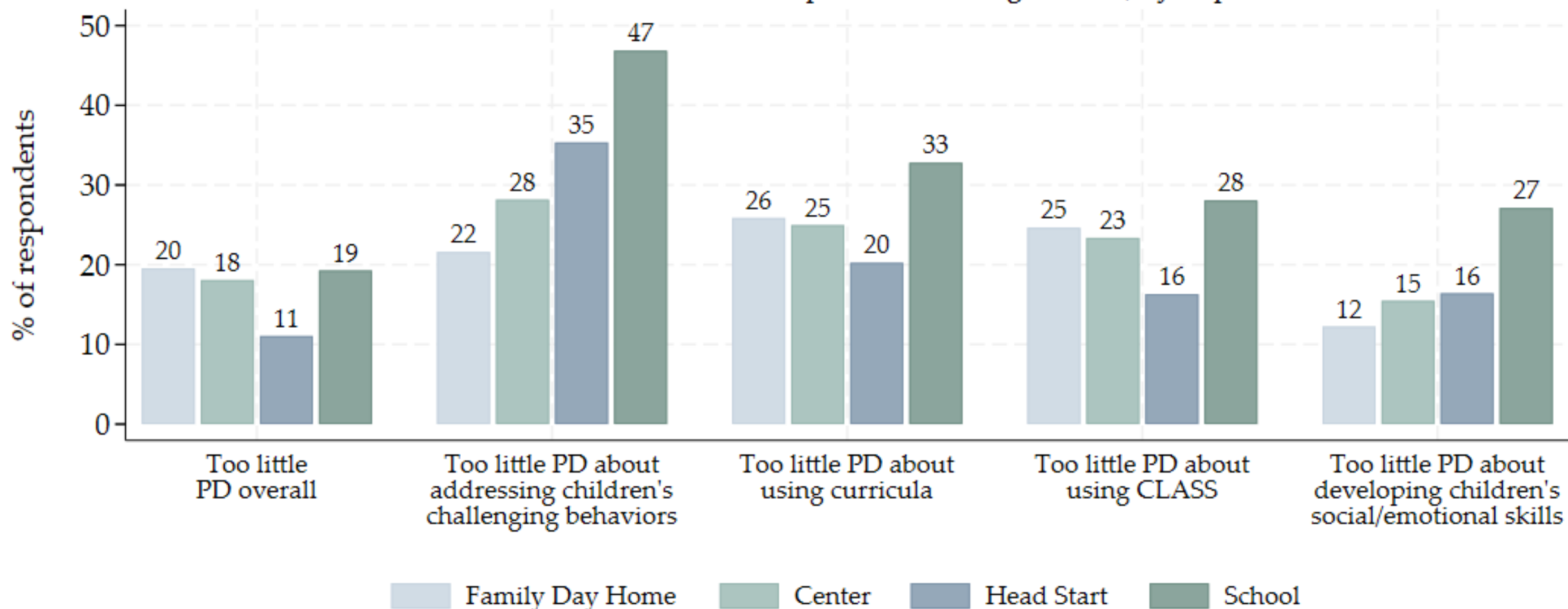
FDH owners were *most* likely to find PD useful; school teachers were *least* likely to find PD useful



Note: Based on responses from 6530 teachers.

PD topic preferences varied by sector

Received Too Little Professional Development Since August 2022, by Topic and Sector



Note: Based on responses from 6973 to 7079 teachers.

PAUSE AND REFLECT



After seeing the Professional Development data, from an improvement partner lens:

- What stands out to you?
- How could this information help you and your organization adjust for the upcoming program year?
- Do you have additional questions?

Please use the [Padlet](#) to jot down your thoughts in the Professional Development Data Reflections column.

Interested in seeing more?

- Our team created an interactive snapshot of our 2023 Virginia ECCE Workforce Survey data that includes some of these CLASS, curriculum, and professional development results.
- This snapshot allows you to filter results by individual Ready Regions or localities.
- Visit our website to check it out:

<https://www.see-partnerships.com/2023vaworkforcesurveysnapshot.html>

VIRGINIA COLLEGE SCHOLARSHIP OPPORTUNITIES FOR EARLY EDUCATORS

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

1. Virginia Child Care Provider Scholarship Program (VCCPSP)

- Provides scholarship funds for up to eight approved undergraduate courses (two courses per semester) at Virginia Community Colleges (in-state tuition rates) or four-year colleges/universities (\$500 per course).
- Provides scholarship funds for up to six approved courses (two courses per semester) at accredited Virginia Montessori Training Programs for early educators enrolled in Montessori Certificate Programs (*including Montessori Institute of McLean (McLean), Virginia Center for Montessori Studies (Richmond), and Virginia Montessori Teacher Education Center (Chesapeake)*).
- Maximum lifetime award amounts are determined at the time a student first applies to the scholarship program. Effective March 2024 (new applicants), the maximum lifetime award amount is \$4,035.
- VCCPSP funds are applied to student accounts as FIRST DOLLAR, prior to Pell grants, student loans, or other financial assistance.
- This scholarship program is funded by the federal Child Care and Development Fund (CCDF), which is administered by VDOE, and is managed in alignment with Virginia Administrative Code.

VIRGINIA COLLEGE SCHOLARSHIP OPPORTUNITIES FOR EARLY EDUCATORS

2. Project Pathfinders Funding Program

- These funds support early childhood professionals seeking to complete a credential in Early Childhood at a Virginia Community College or a four-year college/university.
- Students must be employed and working with children ages infant through pre-K to qualify for this funding.
- This scholarship provides funding for tuition, fees, and textbooks for up to two courses per semester.
- Applicants are required to apply for the VCCPSP prior to receiving funds from Project Pathfinders.
- Project Pathfinders is state-funded and administered by the Virginia Early Childhood Foundation. Awards are applied LAST DOLLAR to bridge the gap after other financial assistance has been applied to student accounts.

The Fall 2024 Semester open application period is June 15 – July 22, 2024.

Information about the Scholarship Program can be found at:
www.vaccscholarship.com or contact vaccscholarship@doe.virginia.gov for additional information.

Looking Ahead to FY25

SUMMARY OF PROPOSED UPDATES

Proposed Update	Rationale	Section in Guidelines
1. Require the Completion of Classroom Lists	The use of classroom lists in LinkB5 will allow the state to understand how classroom-level experiences impact school readiness and longer-term child outcomes. Parents will have the choice to opt-out.	<i>Section 3.2.3</i>
2. Clarify Guidance for CLASS Tool Selection	Additional guidance will ensure that CLASS observations provide accurate and supportive feedback that meets the diverse needs of Virginia’s publicly-funded classrooms.	<i>Section 4.2</i>
3. Expand Support for Score Replacement	Expanded support will help clarify the score replacement notification process and will provide additional guidance to strengthen regional efforts to support local observers.	<i>Section 4.7</i>
4. Require Improvement Planning for Needs Support Sites	Prioritizes improvement resources and opportunities for sites that have demonstrated the most need.	<i>Section 6.1</i> <i>Section 7.3</i>
5. Release Public Quality Profiles	Online quality profiles will provide families and the general public with information about the quality and availability of providers as required by state law.	<i>Section 6.3</i>

PUBLIC VQB5 QUALITY PROFILES

VQB5 Quality Profiles, which include the site quality rating, will be posted online starting in the fall of 2024.

- VQB5 Quality Profiles will include site performance and site information, building on the success of sharing practice year profiles with sites in 2022-2023.
- Families will have information and access about quality options, as required by state law.

What does this mean for sites in 2024-2025?

- All publicly-funded sites, and non-publicly-funded sites who opt-in to VQB5 will have an online quality profile.
 - Sites will also receive a certificate to document their annual quality rating for optional display.
- Sites will have the opportunity to preview their quality ratings during summer data verification, prior to the fall release.

QUALITY PROFILE MOCK-UPS

The VDOE developed profile mock-ups that were shared widely with the field and families this spring. Feedback gathered is now being used to finalize the quality profiles for Fall 2024 release. View the [Mock-Ups](#) and [Overview Video](#) (5 minutes) on the [VQB5 Webpage](#).

The image displays two mock-up screenshots of the VQB5 website. The left screenshot shows the homepage with a search bar and navigation links. The right screenshot shows a detailed profile for 'Susie Smith (ID: 4321)' with performance metrics and program details. A large yellow 'DRAFT' watermark is overlaid on the center.

Left Screenshot (Homepage):

- Header: Virginia Department of Education
- Navigation: About VQB5, Search VQB5 Sites, Download Data, FAQ
- Main Content: "Find an early childhood program" with a search bar and a "View on Map" button.
- Footer: "Quicklink CTA's" with three buttons: "Learn more about VQB5", "Find Childcare in VA Resources", and "Connect with Your Ready Region".

Right Screenshot (Profile Page):

- Header: Virginia Department of Education
- Navigation: About VQB5, Search VQB5 Sites, Download Data, FAQ
- Profile: "Susie Smith (ID: 4321)"
- Map: "View on Map" button and address: "123 Sesame Street, Richmond VA 22202"
- Ready Region: "Ready Region 4 - Central"
- Site Performance 2023-2024*
 - Overview: VQB5 Quality Rating: Meets Expectations
 - Interactions Points: 465 Points / 700
 - Curriculum Points: 100 Points / 100
 - Total Points: 565 Points / 800
- Interactions Performance Information: Observations using the CLASS® tool were completed at this site, in the fall and spring, to measure the quality of teacher-child interactions.
- Program Serves Mixed Ages: CLASS Scores Meet Expectations
- Curriculum Performance Information: This site reported using a VDOE approved curriculum. Curricula Used: Early Learning Matters. [Learn more about how quality interactions and use of quality early childhood curriculum helps improve school readiness.](#)
- How does this site's score compare to other sites? [View State and Regional Averages for 2023-2024](#)
- [Learn more about health and safety information for this site](#)
- Site Type: Family Day Home
- Ages / Grades Served: Infants (0-15 months), Toddlers (16-35 months), 2 year olds, 4 year olds
- Other Care Options: Offers Drop-In, Offers After-school
- Public Funding Information: Child Care Subsidy, VECF Mixed Delivery

VQB5 FOR FAMILIES

To help families begin to understand what VQB5 is, VDOE has developed an Overview of [VQB5 for Families](#), which is available on the VQB5 website.

In addition to gathering feedback about the profiles this spring, VDOE is also interested in gathering suggestions for how to talk about VQB5 and CLASS with families to inform future communications.



VQB5 for FAMILIES

The Virginia Department of Education (VDOE) is a state agency that oversees birth-to-five early childhood programs including child care centers, pre-K or preschool in public schools, family day homes, and Head Start. This includes measuring the quality of programs.

Why measure quality?

Our goal is that all Virginia children have learning experiences that prepare them for kindergarten. Measuring the quality of these learning experiences helps strengthen programs and provide important information to families.

What is VQB5?

In response to state law, Virginia has developed VQB5 to measure and improve the quality of infant, toddler, and preschool classrooms. VQB5 is used in child care centers, family day homes, public school preschools, and Head Start sites. VQB5 helps families learn about different birth-to-five programs so they can choose a program that best meets their needs.

How does VQB5 work?

There are two parts of VQB5.

1. Trained observers look at all classrooms using a nationally-regarded early childhood observation tool called [CLASS](#).
 - This observation lasts 60-80 minutes. The trained observer focuses on the interactions between teachers and children. This is not a child-level observation.
 - Teachers receive feedback on what they are doing well and support to improve.
2. VQB5 also looks at whether classrooms are using a quality curriculum that has been approved by the state. Curriculum is always optional, and programs have lots of choices.

Who takes part in VQB5?

Birth-to-five early childhood programs who receive government funding are required to take part in VQB5. Programs that do not receive any government funding can choose to take part.

What does this mean if my child is enrolled in a VQB5 site?

VQB5 sites are focused on providing quality learning experiences for your child. This means your child's teacher is receiving feedback and support multiple times a year. Your site is also likely using a quality curriculum.

Starting in fall 2024, parents will be able to find information on the quality ratings for all VQB5 sites.

What are VQB5 sites required to do?

VQB5 sites are required to do the following each year:

1. Have CLASS observations in every infant, toddler, and preschool classroom in the fall and spring.
2. Report on their use of approved early childhood curriculum.
3. Provide important information about their teachers and classrooms, including child enrollment information to VDOE each fall.

Why do VQB5 sites need to give child enrollment information?

State law requires the VDOE to improve learning experiences for young children so that more children can enter school ready. This information helps the VDOE better understand how all these different early learning experiences support kindergarten readiness.

Next Steps

IMPROVEMENT RESOURCES

Visit and review information and resources on **new** sub-page on the [VQB5 Webpage: Supporting Continuous Quality Improvement](#)

The screenshot shows a website page with a navigation menu on the left and a main content area. The navigation menu includes categories like 'TEACHERDIRECT', 'ALL IN VA', 'EARLY CHILDHOOD CARE & EDUCATION', 'Preschool', 'Children with Disabilities', and 'Quality Measurement and Improvement (VQB5)'. The main content area features a circular diagram with four steps: 'PREPARE', 'MEASURE AND IMPROVE', 'GIVE FEEDBACK', and 'SUPPORT'. Below the diagram, there are two paragraphs of text and two sections of resources for educators and site/program leaders.

Supporting Continuous Quality Improvement

[Print](#) [Share & Bookmark](#) Font Size: [+](#) [-](#)

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graph TD; PREPARE --> MEASURE_AND_IMPROVE[MEASURE AND IMPROVE]; MEASURE_AND_IMPROVE --> GIVE_FEEDBACK[GIVE FEEDBACK]; GIVE_FEEDBACK --> SUPPORT; SUPPORT --> RECOGNIZE_REFLECT_ADJUST[RECOGNIZE, REFLECT, AND ADJUST]; RECOGNIZE_REFLECT_ADJUST --> PREPARE;
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An important feature of VQB5 is that measurement, feedback, and supports are ongoing and frequent. VQB5 programs have many opportunities to reflect on their progress during the year using a continuous quality improvement cycle.

Using the results from VQB5 CLASS observations along with information about the use of [VDOE-approved curricula](#), can help site leaders and educators access professional development supports that meet the unique needs of each program.

Resources for Educators:

- CLASS tool summaries in English: [Infant/Toddler/Pre-K](#) and Spanish: [Infant/Toddler/Pre-K](#)
- CLASS Self-Assessments: [Infant/Toddler/Pre-K](#)
- [ECE Resource Hub](#)
- [CLASS Support Resources for Teachers](#)

Resources for Site/Program Leaders:

- [CLASS Birth-To-Five Alignment Summary/Spanish](#)
- CLASS Data Interpretation Worksheets: [Infant/Toddler/Pre-K](#)
- [CLASS Research Summaries for Program Leaders](#)
- [VQB5 Improvement Supports Overview](#)
- [VQB5 Coaching Services for 2023-2024](#)

NEXT STEPS FOR IMPROVEMENT PARTNERS

- Review VQB5 FY25 Guidelines, focusing on Section 7: Supporting Continuous Quality Improvement:
 - [2024-2025 VQB5 Guidelines](#)
 - Overview Webinar – [Recording Link](#)
- Support awareness of Key Upcoming Dates for programs
 - **May 31**– Spring Observation window closes. VDOE begins calculating final quality rating results.
 - **August 15 - October 1** – VQB5 Registration for 2024-2025 occurs in LinkB5.
 - **Fall 2024**– VQB5 Quality Profiles shared publicly via new website.
- Connect with [Ready Regions](#) to share information about trainings and professional development options for programs within Regions, for the upcoming 2024-2025 program year

THANK YOU!

For any questions, please reach out to:

VQB5@doe.virginia.gov

Be sure to sign up for [Readiness Connections](#) to stay informed of all things ECCE in Virginia!

Please complete the Feedback Survey that pops up in your browser at the close of the Webinar!



VIRGINIA DEPARTMENT OF
EDUCATION

Appendix

VQB5 ANNUAL MEASUREMENT AND IMPROVEMENT ACTIVITIES

Registration Aug 15-Oct 1	Fall Aug 15-Dec 22	Spring Jan 20 – May 31	Summer June-August
Site administrators and educators complete registration in LinkB5.	Local CLASS observations and curriculum use information for every classroom used to guide improvement.	Local CLASS observations for every classroom used to measure growth. Curriculum use information can be updated if needed.	VDOE creates quality profiles for release in the fall. Data verification in LinkB5 occurs at the end of July.

External CLASS observations are also used throughout the year at every site to gather consistency information, support local observers, and provide additional feedback.

SUPPORTING IMPROVEMENT

The following resources and strategies can be used by site leaders and teachers to help improve the quality of teacher-child interactions as measured by the CLASS tool.

Resource/Strategy	How to Use	Example/More Info
CLASS Dimension Guide	Refer to guide for practical strategies to improve interactions for each dimension	Dimension Guides 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.	Informal Observation form and instructions
Teacher Self-Assessments	Reflect on interactions in-between fall/spring local CLASS observations	Infant , Toddler , and Pre-K
Peer-to-Peer Learning	Share and discuss teacher-tips blog, or podcasts about CLASS during staff meetings	Teacher-Tips ; Teaching With CLASS Podcasts ; Resources by Domain
Video Exemplars	Watch videos from real classrooms for specific CLASS dimensions	LA-Piccard Center CLASS Video Library
Curriculum and CLASS Connections	Refer to curriculum materials for lesson plans and guidance that support CLASS dimensions	ECE Resource Hub and VDOE Early Childhood Curriculum Website
CLASS Score Averages	Public information about Virginia's CLASS score averages (Infant, Toddler, and Pre-K)	CLASS Score Averages