

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. Quality choices are available for all families.
- Programs are rewarded for continual improvement and educators are adequately compensated.
- Virginia's unified, data-driven, and resource-effective system ensures 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.

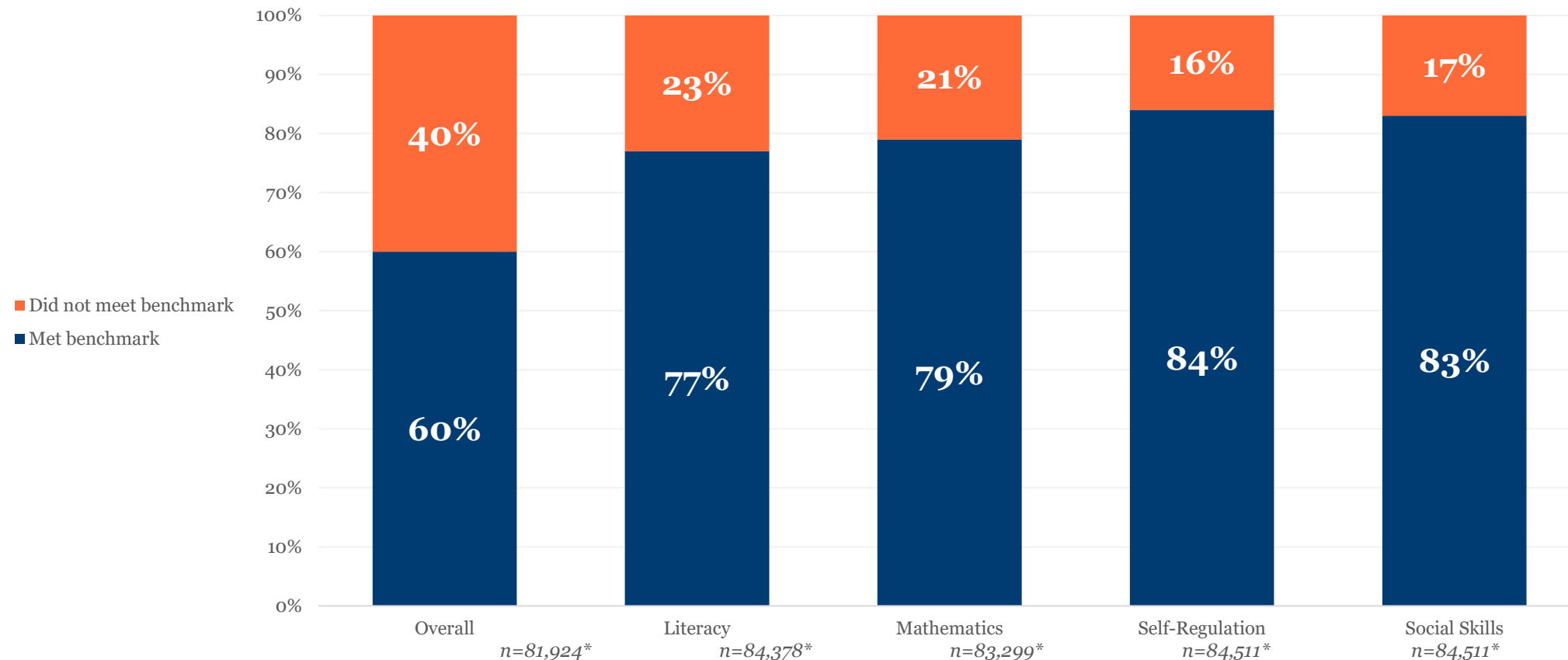
[VKRP 2023](#)

SCHOOL READINESS IN VIRGINIA



40%

of Virginia's kindergarteners began the 2022-2023 school year still needing to build skills in Literacy, Mathematics, Self-Regulation, and/or Social Skills.*



VQB5 THEORY OF CHANGE AND COMPONENTS

To prepare all children for kindergarten, Virginia’s early childhood system must ensure they have access to quality teaching and learning experiences that meet their unique needs.

- To achieve this, VQB5 measures and supports improvement in the quality of infant, toddler, and preschool teaching and learning using two nationally-recognized quality indicators.

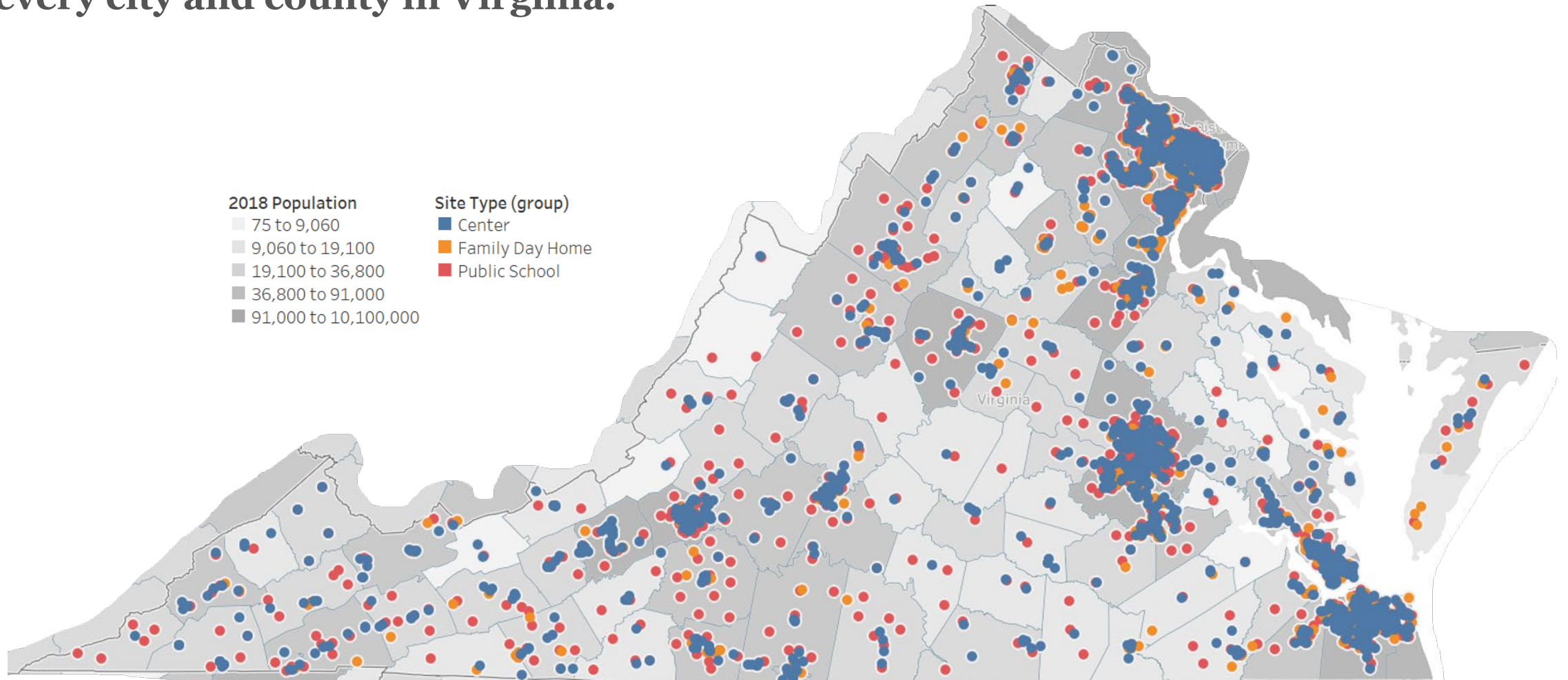
Interactions	Curriculum
Measure teacher-child interactions and instruction in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)	Measure the use of approved curricula* that are aligned with Virginia’s Early Learning and Development Standards

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.*

VQB5 SITES STATEWIDE

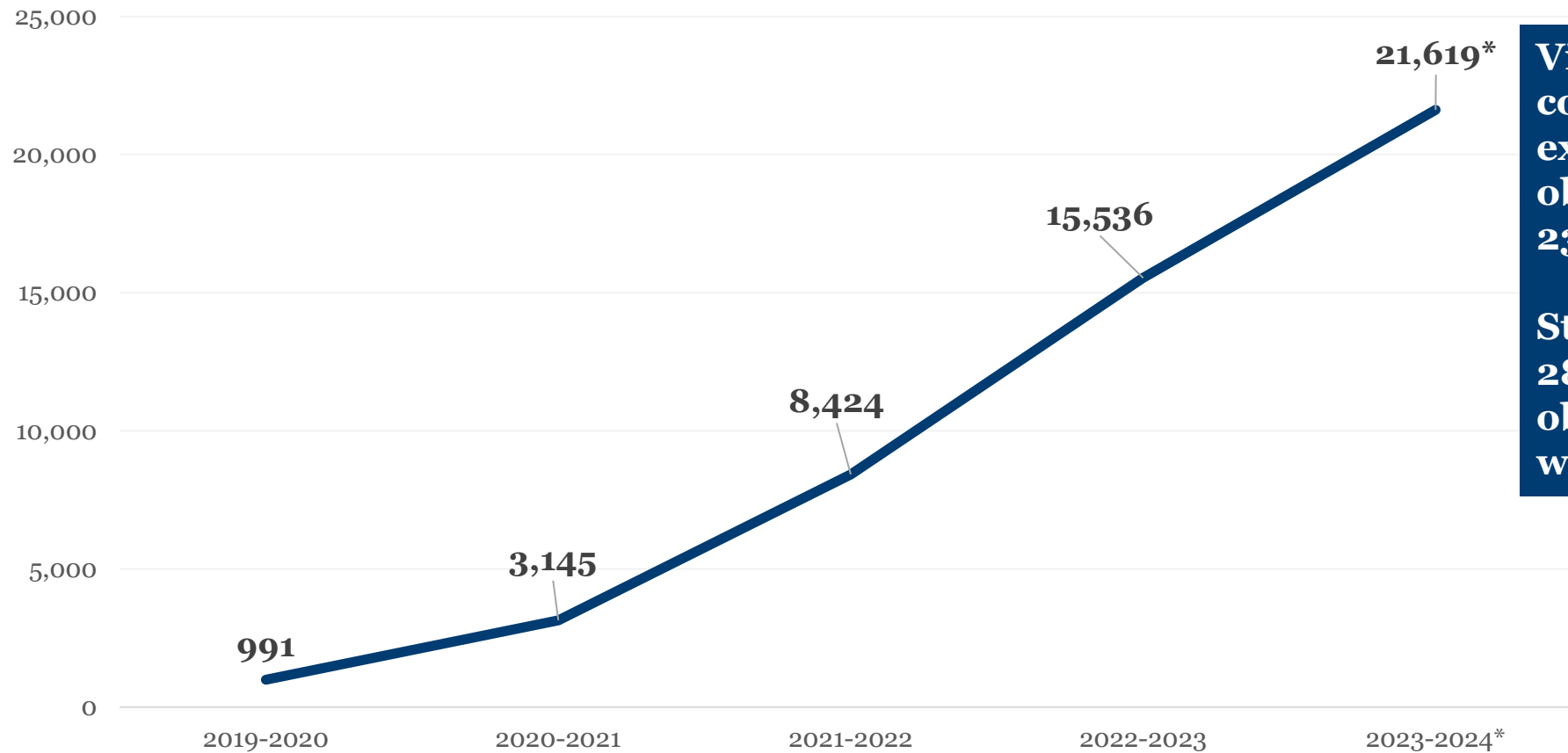
100% of publicly-funded programs in Virginia are participating in VQB5, impacting every city and county in Virginia.



GROWTH IN CLASS OBSERVATIONS

Local CLASS observations coordinated by Ready Regions (and previously, Preschool Development Grant –PDG Communities) have grown exponentially in only 5 years.

Number of Local CLASS Observations Completed Over Time

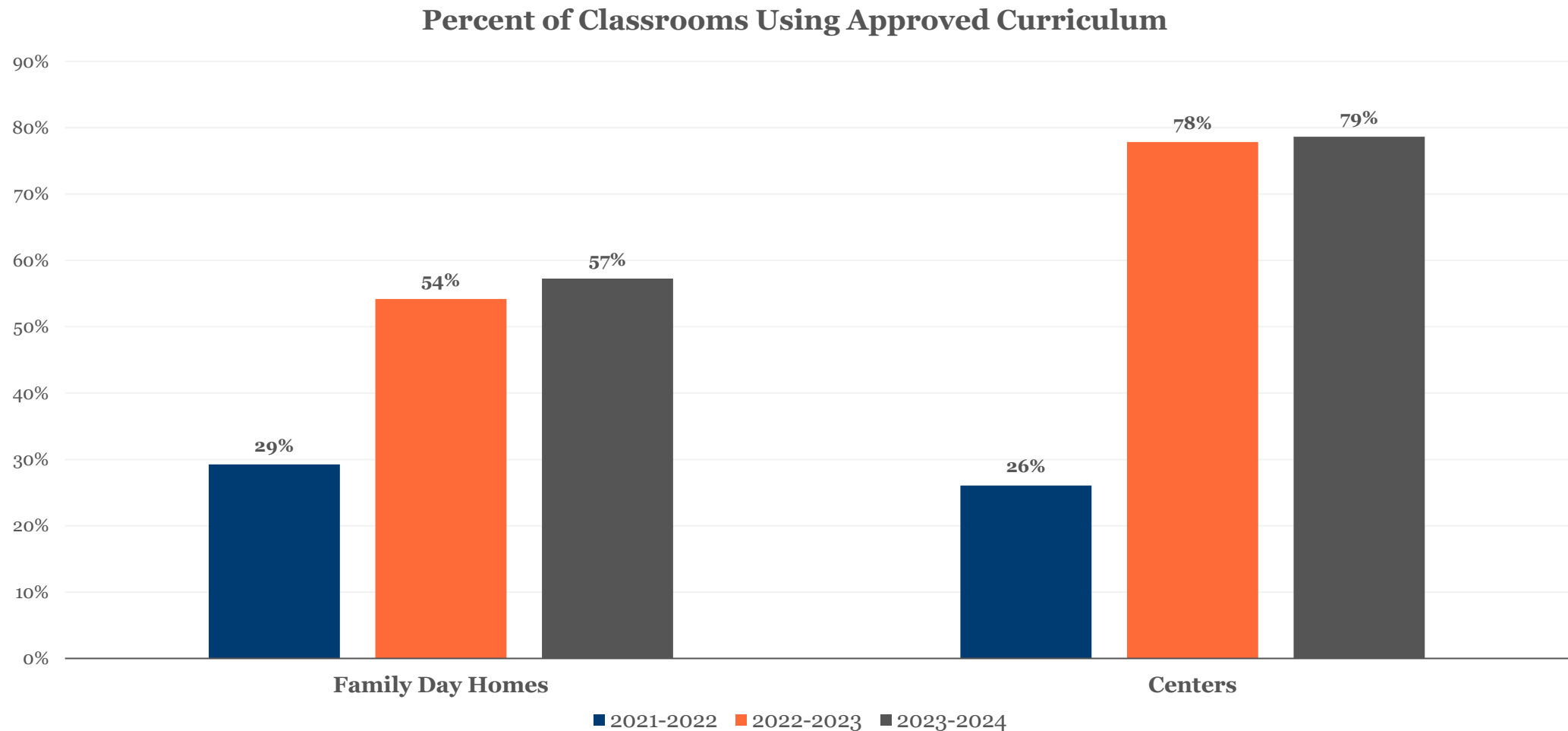


Virginia also completed 7,048 external observations in 23-24.

Statewide 28,458 CLASS observations were conducted.

GROWTH IN USE OF CURRICULUM

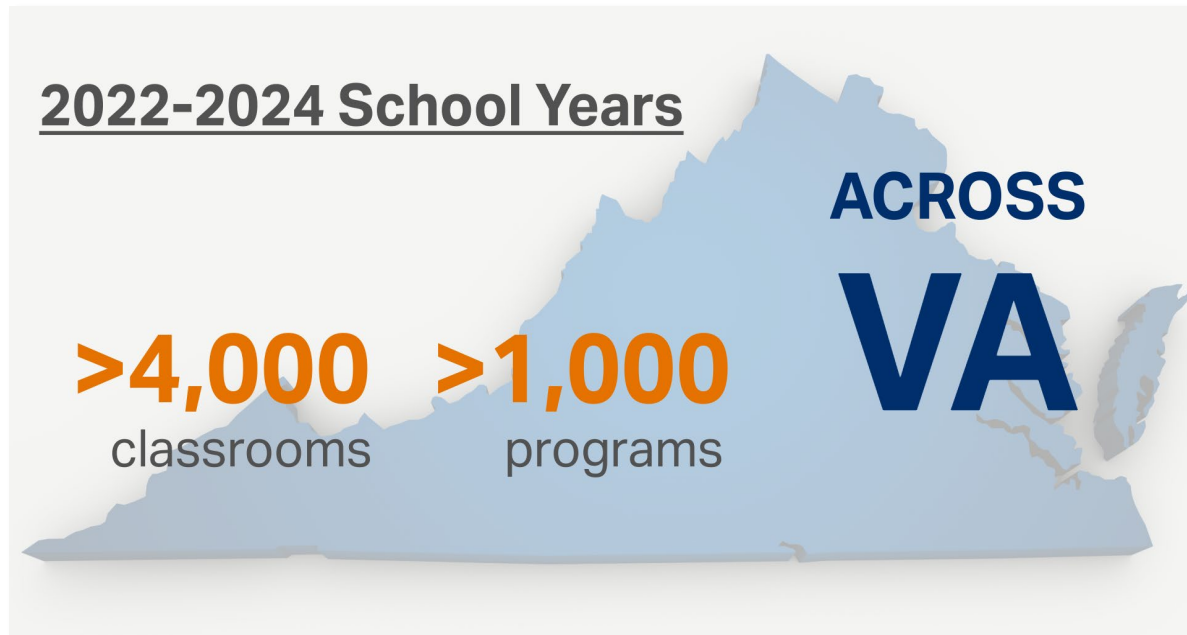
More than 60 curricula are approved and the use of approved curriculum in family day home and center-based classrooms has grown significantly over time.





Role of the STREAMin³ Curriculum Model

Targeting access for those who need it most



+300 Family Day Homes
+500 Private Child Care Sites

Individualizing support

Creating relationships



Ensure programs see us as a resource



Learn more about a program needs, strengths, interest, and capacity.



Adapt our support and communication to meet their needs.



WILL, WISDOM, WALLET

Will

- VKRP creates sense of urgency for improving school readiness for children.
- VQB5 requires a consistent focus on improving interactions and instruction for *all* publicly-funded sites and establishes a clear incentive for using high quality, approved curriculum.
- UVA quickly scaled curriculum model to prioritize underserved sites (child care/family child care).

Wisdom

- Using CLASS in every classroom 2+/yr helps drive continual improvement at every level of the system.
- CLASS and curriculum reinforce each other; educators can see how curriculum helps them improve their instruction as measured by CLASS.
- UVA expertise in implementation science enabled high responsiveness to the field to increase uptake.
- Consistency and time are underrated but equally important determinants of success.

Wallet

- States can fund curriculum as a quality measurement support.
- Most expensive aspect of curriculum is intensive, in-person coaching and support.
- Providing open-educational resources enables different actors in the system to develop expertise and play a role in improvement.