

VQB5 Curriculum Options and Access

March 17, 2022

Objectives

As a result of this presentation, early childhood providers will:

1. Increase their understanding of the unified VQB5 system, with a focus on systems level curriculum expectations.
2. Learn more about VQB5 curriculum options.

Order of topics

- Vision for Early Childhood in Virginia
- VQB5 Overview (“Refresher”)
- Curriculum Options and Access
 - Curriculum Use Data
 - VQB5 Options
- Next Steps

This presentation is a follow up to the [*Quality Matters: Update on the VQB5 Practice Years*](#) webinar held on 3/16/22.



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Our Shared Vision

Four out of ten Virginia children enter school without the key literacy, math, and social-emotional skills needed. 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.



A Simplified View

Access + Quality →

More Choices for More Families →

Improved School Readiness Outcomes

Virginia's unified quality measurement and improvement system, VQB5, supports state efforts to ensure ALL children have access to high quality early learning programs that enable them to maximize their potential.



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VQB5 Overview



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Unified Measurement and Improvement

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.

More information available on the [Quality Measurement and Improvement \(VQB5\)](#) webpage



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Who Will Have to Participate in VQB5?

Starting in the fall of 2023, all publicly-funded providers will be required to participate in the new unified VQB5 system*. This includes...

- Virginia Preschool Initiative (VPI)
- Virginia Early Childhood Foundation (VECF) Mixed Delivery program
- Early Childhood Special Education (ECSE or IDEA Part B, Section 619 preschool)
- Title I Preschool
- Head Start/Early Head Start
- Virginia's Child Care Subsidy Program
- Local child care assistance, such as Fairfax's Child Care Assistance and Referral (CCAR) program
- The federal Child Care Access Means Parents in School (CCAMPIS) program
- Federal Department of Defense military child care fee assistance

For the definition of publicly funded programs, as well as answers to frequently asked questions please refer to the [VQB5 Participation FAQ](#) document.

**Programs that do not receive public funds will have the option to participate.*



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What Will be Measured?

Virginia's new Unified Measurement and Improvement System will measure 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 <u>Classroom Assessment Scoring System (CLASS)</u>	Measure the use of approved curricula that are aligned with <u>Virginia's Early Learning and Development Standards</u>
Research shows that stimulating and supportive interactions between teachers and children and effective use of quality curricula promote children's holistic learning and development, <i>resulting in improved school readiness.</i>	

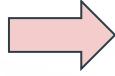
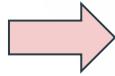
See Appendix for more information on the VA-ELDs as a foundational school readiness resource.



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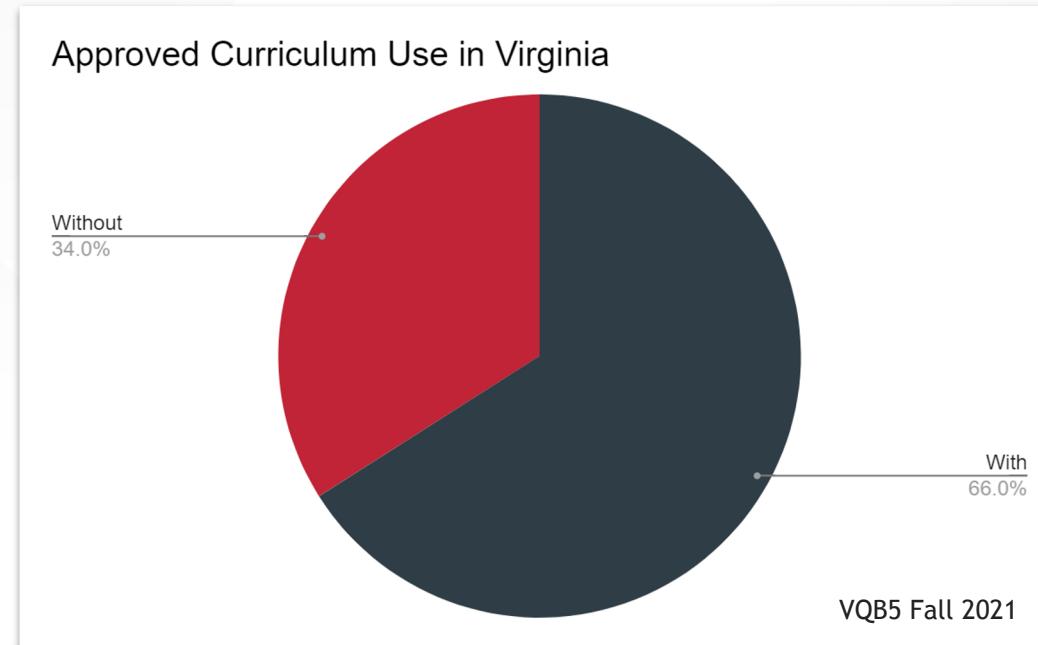
The Interactions and Curriculum Connection

Several aspects of a quality curriculum reinforce and support quality interactions as measured by the CLASS tool. Here are some examples:

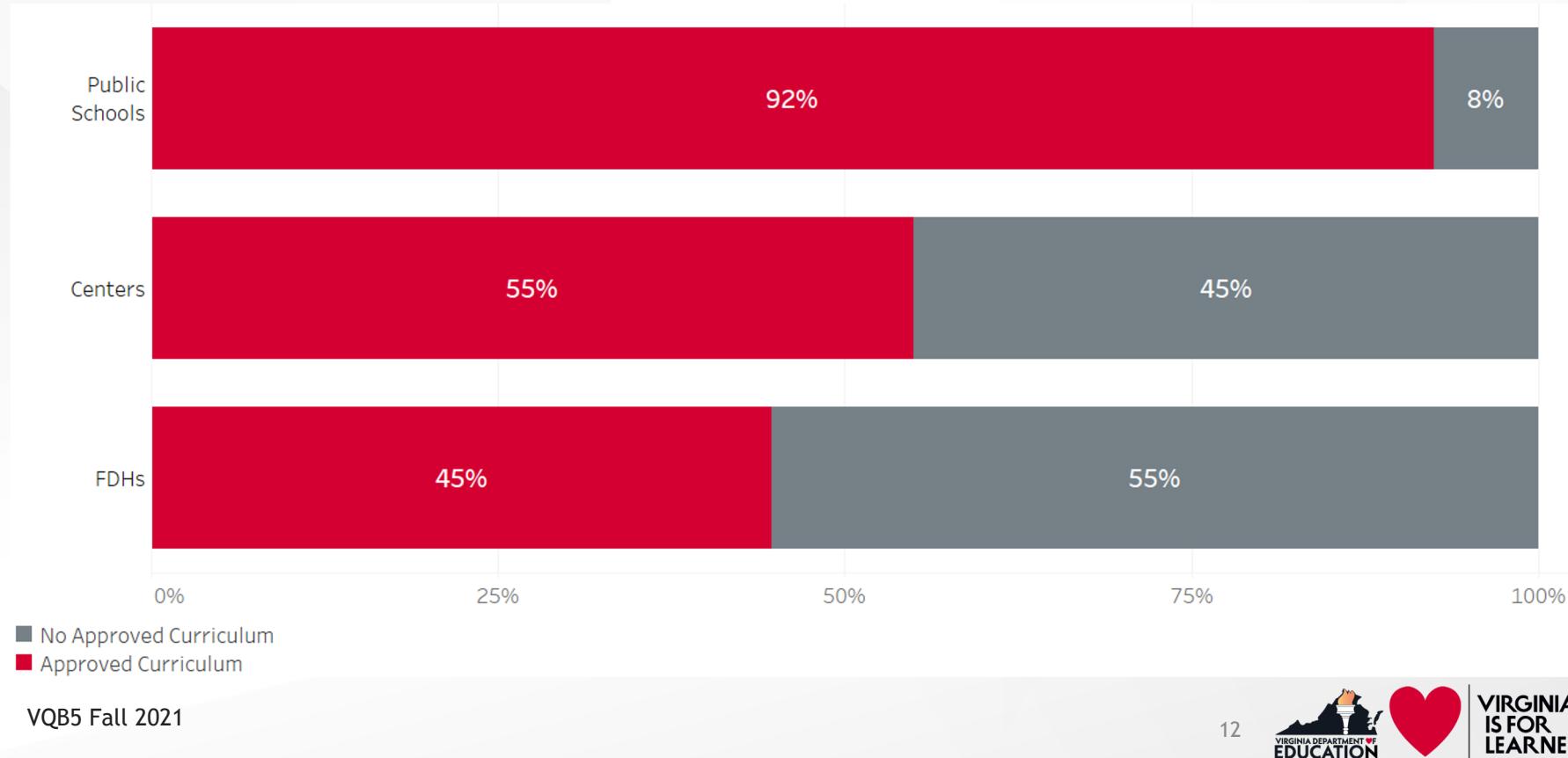
Quality Curriculum Component		Connection to CLASS Dimensions
Opportunities for hands-on exploration and language extension		Supports Facilitation of Learning and Development and Language Modeling
Guidance on how to individualize instructional activities		Supports Teacher Sensitivity and Quality of Feedback
Guidance for designing developmentally appropriate schedules, routines and learning environments.		Supports Regard for Child Perspectives, Productivity and Instructional Learning Formats

Curriculum Use in VA's Publicly-Funded Classrooms: Fall 2021 Data

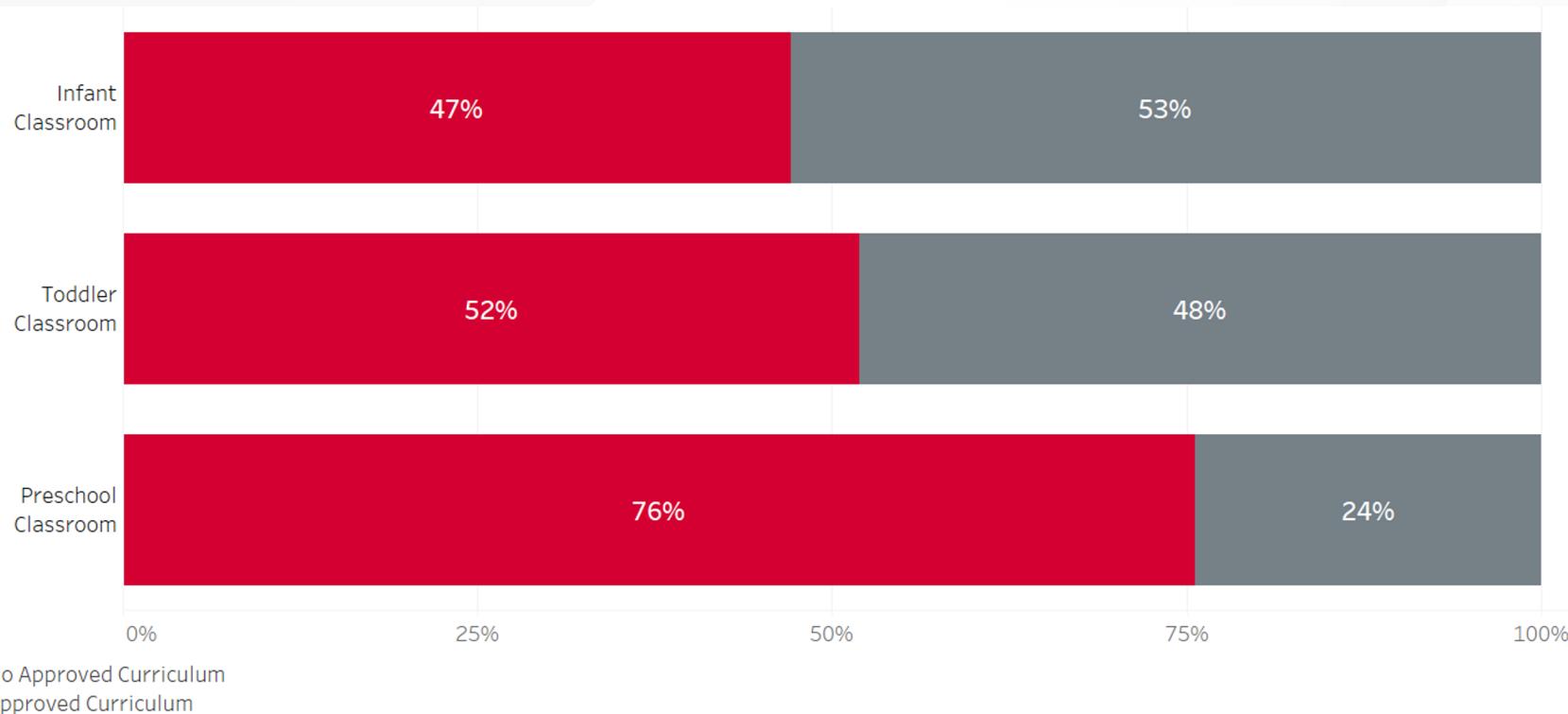
Key Takeaway #1: Most programs have an approved curriculum in place



Key Takeaway #2: Use of approved curriculum varies by program type



Key Takeaway #3: Use of approved curriculum varies by age level



VQB5 Early Childhood Curriculum Options

Curriculum Options for Publicly-Funded Programs *Without* An Approved Curriculum

VDOE continues to improve program choice and access to curriculum, focusing on the 34% of publicly-funded programs without a curriculum in place. Early childhood curriculum options for VQB5 include:

Option 1: Seek approval for a curriculum the site already has in place	Option 2: Choose and use one of the <u>34</u> (and growing) VDOE-approved curriculum options	Option 3: Access StreamIn3 as an open-source option, with low-or-no cost training and resources
<p>Resources:</p> <ul style="list-style-type: none">• <u>Overview of Curriculum Review Process</u>• <u>Baseline Criteria for High Quality Birth to Five Curriculum</u>	<p>Resources:</p> <ul style="list-style-type: none">• <u>Visit the EC Standards, Curriculum and Instruction webpage</u> for the current approved list.	<p>Resources:</p> <ul style="list-style-type: none">• <u>Visit the STREAMin3 webpage</u>.• <u>STREAMin3 Overview</u>• <u>Access and Enrollment</u>• <u>How to Get the Curriculum</u>

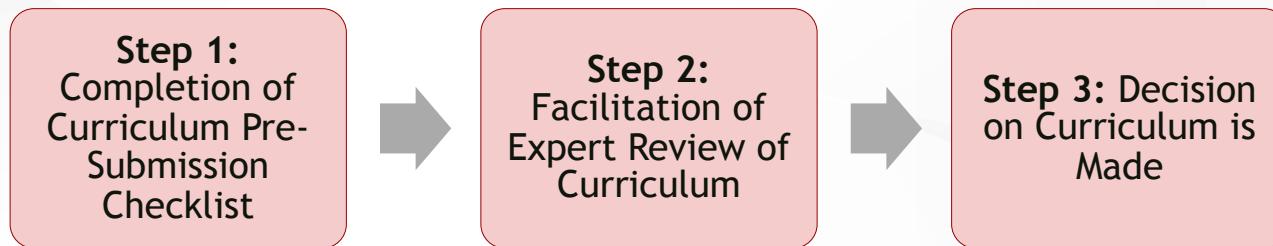


About Option 1: The VDOE Curriculum Review Process

VDOE Curriculum Approval Process

The VDOE will use a multi-level process for reviewing early childhood curricula. For birth to five programs currently operating in Virginia that do not have a VDOE-approved curriculum in use:

- The *VDOE Curriculum Pre-Submission Process* must first be completed to determine eligibility for VDOE curriculum review
- There are 3 steps to this process



Programs already using curriculum from the VDOE-approved list do not need to complete the checklist/request a curriculum review.

Step 1: Program completes Curriculum Pre-Submission Checklist

Prior to completing the checklist and requesting an in-depth review by VDOE, programs should:

- Carefully review the [National Center for Early Childhood Development, Teaching, and Learning \(NCECDTL\)](#) high-quality indicators for Early Childhood curricula.
- Ensure the VDOE [Baseline Criteria for High-Quality Birth to Five Programs](#) are met.
- Allot at least 30 minutes to complete the 8 reflection questions in the checklist (your responses will be saved for later completion if necessary).
- Plan to collaborate with other program leaders who are familiar with your curriculum to complete the checklist.

➤ Programs will be notified of pre-submission checklist results within 2-3 weeks after a response is submitted.

➤ Completion of this Curriculum Pre-Submission checklist does not guarantee a VDOE Curriculum Review. VDOE will make this determination based on your checklist results.



Step 2: Program works with VDOE to facilitate review

Once VDOE reviews the Curriculum Pre-Submission Checklist for Birth to Five Programs from Step 1 and confirms all criteria have been met, a full curriculum review is initiated. This includes:

- Obtaining copies of all resources included with the curriculum.
- Completing an in-depth review of the curriculum and related materials using a rubric similar to the tool developed by the [National Center on Early Childhood Development, Teaching, and Learning \(NCECDTL\)](#).

Programs that are participating in Practice Year 1 (2021-2022) and Practice Year 2 (2022-2023) of VQB5 will be prioritized for curriculum reviews, if eligible. Other eligible requests will be considered after reviews are completed for programs participating in Practice Years 1 and 2, respectively.

The estimated timeline for a curriculum review is ~3 months from notice of eligibility.



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Step 3: Decision on Curriculum is Made

After a comprehensive review of a curriculum is completed, VDOE will determine whether a curriculum is “Approved” or “Not Approved”.

- This decision will be communicated to the requesting program via a letter.
- If approved, the curriculum will be added to the VDOE-approved Curriculum list.
 - This list is updated on a monthly basis and can be accessed from the [VDOE Standards, Curriculum and Instruction webpage](#).
- If the curriculum is not approved, programs will receive additional guidance on how to access and implement an approved curriculum.
- The VDOE is providing support in accessing [STREAMin3](#), Virginia’s no-to-low-cost curriculum option, beginning Spring 2022.

About Option 2: Choose from the VDOE-approved List

Option 2: “Choose and Use” a VDOE-approved Curriculum Option

For option 2, programs may choose a curriculum option from the VDOE-approved list.

- Visit the [Early Childhood Standards, Curriculum and Instruction](#) webpage for the most up-to-date list of approved curricula.
- There are currently 8 infant and toddler options, 26 preschool options and 2 mixed-age options...and the list continues to grow!

Option 2: “Choose and Use” a VDOE-approved Curriculum Option

Some considerations when choosing a curriculum option from the VDOE-approved list:

- Visit the [Head Start Consumer Report page](#) - many of the approved curricula have detailed information listed there.
- Explore websites for individual curriculum options of interest. Many publishers have FAQ pages and contact information, or an online form to submit questions.
- Reach out to your local [Ready Regions](#) leadership team for support.

About Option 3: STREAMin3



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STREAMin3, Virginia's No-To-Low Cost Curriculum Option

STREAMin3 is an engaging, interactions-based curriculum for children ages birth through five. STREAMin3:

- Aligns with Virginia's Early Learning and Development Standards
- Supports skills and interactions that align to the Classroom Assessment Scoring System ([CLASS](#)) and the Virginia Kindergarten Readiness Program ([VKRP](#))
- Aligns with other key VDOE Early Childhood Education initiatives ([VQB5](#), [AEII](#), [VKRP](#))

- The STREAMin3 curriculum option will be available to *all* publicly-funded programs beginning in March 2022 at no-to-low cost.
- Priority enrollment and onboarding for the two initial groups who will have access to the complete curriculum will be given to classrooms 1) currently participating in VQB5 and not using a VDOE-approved curriculum option and 2) in childcare centers or family day homes.



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The STREAMin3 Curriculum Model

STREAMin3 is grounded in developmental and early education research. It focuses on 6 STREAM and 5 Core Skills to promote children's development and early learning.

6 STREAM Skills



SCIENCE



TECHNOLOGY



READING



ENGINEERING



ART



MATH

5 Core Skills



RELATE - with peers and adults



REGULATE - their emotions, attention, and behavior



THINK - deeply about the world around them



COMMUNICATE - with others productively



MOVE - their bodies to achieve goals

STREAMin3 was developed by a team at the UVA Center for Advanced Study of Teaching and Learning (CASTL) in collaboration with, and with funding from, E3:Elevate Early Education at The New E3 School.



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Accessing the STREAMin3 Curriculum: Timeline for Roll-Out

- ***Beginning in Spring 2022:*** All publicly-funded programs and improvement partners have free, open-access to STREAMin3 curriculum. This includes:
 - Virtual access to the curriculum (downloadable PDFs), a list of books that the curriculum uses, a library of professional development resources, and large training events (e.g., webinars).
- ***Between Spring 2022 and Summer 2024:*** Up to 2,000 classrooms each year (Sp '22 and '23) will be fully supported to implement the StreamIn3 curriculum. Participants in this group (based on availability and need) will receive:
 - Printed guides and activities, a set of books to use with the curriculum, and professional development support.

March 2022	June 22 - Aug 22	Sept 22 - May 23	June 23 - Aug 23
Registration for Cohort 1 begins.	Cohort 1 - Receive intro training and materials.	Cohort 1 - Full implementation with additional training and coaching. Registration for Cohort 2 in early 2023	Cohort 2 - Receive intro training and materials. Full implementation and training to follow.

Supporting Curriculum Implementation

Program leaders and improvement partners can support effective curriculum implementation in several ways:

- Curriculum and ELDS alignment support
- Providing domain specific PD (e.g., social-emotional development)

Resources of Interest:

- [Virginia's Early Learning and Development Standards](#)
- ELDS crosswalks (VKRP, Head Start, *curriculum correlations)
- [ECE Resource Hub](#)
- [WIDA Early Years](#)
- [VKRP and PALS](#)
- [TTAC Online](#) (resources for educating children with disabilities)

**A baseline criterion for quality curricula is ELDS alignment; curriculum specific correlations are a VDOE requirement.*



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Next Steps for Programs



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Program Expectations for VQB5 Practice Years

The practice years allow programs the chance to practice collecting information, receiving supportive feedback and getting targeted support for interactions and curriculum.

Next Steps for Curriculum:

1. By 5/31 of each practice year (2021-2022 and 2022-2023): Ensure at least one classroom has access to an approved curriculum to receive 100 points towards their VQB5 Practice Year score.
 - Programs have two opportunities (fall and spring) to enter curriculum information for VQB5. Refer to [VQB5 Curriculum Options](#) document.
2. Begin planning for ongoing PD / implementation support for your program's selected curriculum option.

Reminder: VQB5 Year 1 begins Fall 2023

- All publicly-funded programs required to participate.
- Quality Ratings from Year 1 publicly shared in the fall 2024.



Questions?

VQB5 and CLASS Questions:

Kris Meyers: Associate Director of Quality Measurement and Improvement

Office of Early Learning Questions:

Dr. Tamilah Richardson: Director, Office of Early Childhood Learning

For Curriculum Options and Reviews

- Cassandra Caffee Morelock- Early Childhood Specialist

For ELDS Resources, Including WIDA™ Early Years

- Rebecca Shaffer- Early Childhood Specialist

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Note: The Office of Early Childhood Learning supports standards, curriculum and assessment (VKRP, PALS) implementation. Other early supports include VA's ECMHC Program and family engagement. Sign-up for Readiness Connections to stay up-to-date on Early Learning Supports and other ECCE news and information.



Resources

- [Advancing Effective Interactions and Instruction \(AEII\): Measuring Quality: Curriculum Baseline Criteria for High-Quality Birth to Five Curriculum Curriculum and CLASS Crosswalks](#)
- [Early Childhood Education-Virginia \(ECE-VA\)](#)
- [Early Childhood Education \(ECE\) Resource Hub](#)
- [Head Start ECLKC Curriculum Consumer Report \(provides additional information on some VDOE-approved curricula\)](#)
- [Implementing Curriculum in a Responsive Environment, Birth to 5](#)
- [NAEYC High Quality Curriculum Information](#)

Resources

[Overview of the Curriculum Process for Practice Year 1](#)

[Virginia Department of Education: Early Childhood Standards, Curriculum and Instruction](#)

[Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines](#)

[VQB5 \(Virginia's Quality Measurement and Improvement System\)](#)

[ZERO to THREE: Infant/Toddler Curriculum & Individualization](#)

Appendix

VA's Early Learning and Development Standards, Birth-Five Learning Guidelines as a Foundational School Readiness Resource



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Standards as a Foundational School Readiness Resource

Children who participate in high-quality early learning experiences are more likely to enter school ready. Virginia's new unified set of early learning and development standards (ELDS) provide:

- Guidance on what children should know and be able to do at various ages and stages of the birth-to-five continuum
- Grounding knowledge for developmentally appropriate and culturally and linguistically responsive adult-child interactions

Virginia's ELDS are the early learning guidelines for birth-to-five programs (replacing the Milestones and Foundation Blocks documents). Access the document on the [VDOE Early Childhood Standards, Curriculum and Instruction webpage](#).

How to Use the Early Learning and Development Standards (ELDS)

The ELDS <u>can be used</u> by individual providers and early childhood programs to:	The ELDS are <u>NOT</u> intended to be used as:
<ul style="list-style-type: none">• Understand how children build skills and understanding, in different areas of development, from birth to age 5;• Discern whether a particular child is learning and growing according to general expectations;• Identify topics for training to help all providers continually grow and improve as early educators.	<ul style="list-style-type: none">• A developmental checklist; not all children will demonstrate skills in the same time frame or in the same way.• An assessment of a child's learning and development. Utilizing <i>valid</i> and <i>reliable</i> screeners and assessments are essential, especially when developmental concerns surface.• A curriculum. Effective curricula provide caregivers and educators developmentally appropriate, culturally and linguistically responsive <i>child-led and adult-guided activities</i>, which the ELDS do not.

Structure of the Early Learning Standards

Early Learning and Development Standards are unique in their 1) focus on all aspects of learning and development, and 2) explicit overlap in age-bands and skill markers. There are five core areas of development.

ELDS Core Areas of Development

Approaches to Play and Learning

Social and Emotional Development

Communication, Language and Literacy Development

Health and Physical Development

Cognitive Development

- Science
- Social Science: People, Community and Culture
- Mathematics
- Fine Arts



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ORGANIZATION OF THE STANDARDS

Approaches to Play and Learning (APL)

APL1. CURIOSITY AND INITIATIVE

APL1.1. Being curious learners

DEVELOPMENTAL INDICATORS

Early Infancy 0-8 months	Later Infancy 6-14 months	Early Toddler 12-24 months	Later Toddler 22-36 months	Early Preschool 34-48 months	Later Preschool 44-60 months
<ul style="list-style-type: none">Shows awareness of what is going on around them by turning head and looking around (APL1.1a)Shows excitement with facial expressions, vocalizations, or physical movements (APL1.1b)	<ul style="list-style-type: none">Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1c)	<ul style="list-style-type: none">Participates in new experiences, begins to ask questions, and experiments with new materials (APL1.1d)	<ul style="list-style-type: none">Asks questions about materials and how they are used (APL1.1e)Shows interest and awareness in changes in the environment (APL1.1f)  Indicator	<ul style="list-style-type: none">Seeks out new information, asks "Why?" (APL1.1g)	<ul style="list-style-type: none">Shows curiosity by saying things like, "I wonder what will happen next." (APL1.1h)Seeks out new information by asking, "How does that work?" (APL1.1i)Shows eagerness to learn about a variety of topics (APL1.1j)

Note: For some focus areas, behavior and skill development occurs more clearly later on in the developmental continuum. In these cases, a color-coded arrow (as such ) directs attention to the point at which development of a particular behavior or skill is more explicitly evidenced.