VQB5 Participation Handbook for Program Leaders

This handbook provides information for VQB5 program leaders to help you and your staff have a successful experience in the **Unified Virginia Quality Birth to Five System (VQB5)**. This information is based on the VQB5 2023-2024 Guidelines, which were approved by the Virginia Board of Education on June 15, 2023. Sections from the VQB5 Guidelines document are referenced throughout this document for additional details.

2023-2024

VQB5 Introduction

Virginia's early childhood system must ensure that **all** children have quality teaching and learning experiences that meet their unique needs. To do this, Virginia has developed the [Unified Virginia Quality Birth to Five System (VQB5)](#) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve.

VQB5 strengthens the quality of teaching and learning experiences in early childhood programs that serve infants, toddlers, and preschoolers, by setting shared expectations for measuring quality and supporting teachers for all birth-to-five programs. Through VQB5, teachers and leaders receive the feedback and support they need to help young children learn.

Beginning in 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 will have the option to participate.

Measuring Quality (VQB5 Guidelines Section 2.3)

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

INTERACTIONS	CURRICULUM
Teacher-child interactions are measured in a developmentally-appropriate way using the [Classroom Assessment Scoring System (CLASS)](#).	Curriculum is measured by recognizing programs that use [VDOE-approved curricula](#) that are aligned with Virginia's Early Learning and Development Standards.

Interactions and curriculum were chosen because research shows high quality teacher-child interactions and quality early childhood curriculum promote children's learning and development, resulting in improved school readiness.

Ready Regions (VQB5 Guidelines Section 2.5)

Virginia has regional early childhood partners called [Ready Regions](#) who support the coordination of VQB5 at the local level across all communities in the Commonwealth. Ready Regions will support your site with registration, including providing instructions on how to set up a user account in LinkB5 starting in August.

Ready Regions also support the completion of local CLASS observations and are able to provide site leaders and teachers with information about how to access free CLASS training throughout the year. You can find your Ready Region and contact information [here](#).

VQB5 Required Activities

To meet the requirements in the legislation, all [publicly-funded programs](#) who serve children ages birth to five are required to complete the following **three** VQB5 activities each year. (VQB5 Guidelines Section 3.1)

1 Sites must complete the registration process between August 15th-October 1st [in LinkB5](#) (linkb5.virginia.edu), the VQB5 data portal. This includes completing site profiles, site administrator profiles, teacher profiles, and classroom profiles.
- Every eligible classroom must enter information about their optional use of a [VDOE-approved curriculum](#), as a part of the classroom profile registration, by October 1st.

2 Every eligible classroom must complete two [local CLASS® observations](#), one in the fall and one in the spring, with scores entered in LinkB5.
- The fall local observation window occurs from August 15th to December 22nd
- The spring local observation window occurs from January 20th to May 31st

3 In addition to the two local CLASS® observations coordinated by Ready Regions, all participating sites must participate in [external CLASS observations](#) for each age-level served, between August 15th and May 31st.

Publicly-funded sites who do not complete VQB5 registration and meet the participation enrollment minimum requirements by October 1st will be notified in writing by VDOE that they are out of compliance with the law and will be given a time-bound deadline to complete registration in LinkB5 in order to maintain public funding eligibility. (VQB5 Guidelines Section 3.4)

Non-publicly-funded sites who choose to participate in VQB5 must complete all three VQB5 activities as outlined above in order to receive a public VQB5 quality profile.

> **Helpful Resources**
> - [Participation Requirements 1-Pager](#)
> - [Participation Requirements Frequently Asked Questions (FAQ)](#)
> - [RecognizeB5 Help Center](#)

RecognizeB5 (VQB5 Guidelines Section 7.6)

A core component of VQB5, RecognizeB5 is a state-wide strategy for supporting, retaining, and rewarding early educators in ***non-public school*** birth-to-five publicly-funded settings. VQB5 registration is a **required first step** for educators who work at publicly-funded child care and family day home sites to be considered for eligibility to receive the [RecognizeB5](#) incentive.

For the 2023-2024 year, educators may be eligible to receive RecognizeB5 if:

- They work in a child care center or family day home that accepts public funds (such as the child care subsidy program),
- They continually work at least 30 hours or more per week directly with birth-to-five children in a classroom setting, and
- The child care center or family day home completes VQB5 required participation activities.

VQB5 Annual Registration

The VQB5 system operates on an annual cycle. All publicly-funded sites with at least one full-time classroom, that serves 3 or more unrelated children, as of October 1st are required to complete annual registration in LinkB5 in order to be considered participating in VQB5. Sites that do not receive public funds have the option to complete registration for VQB5 participation.

Required Registration Profiles (VQB5 Guidelines Section 3.2.1)

Registration in the VQB5 data portal, LinkB5 (or linkb5.virginia.edu), must be completed between August 15th and October 1st on an annual basis. This includes completing all of the required fields for each of the following profile types in LinkB5:

1) site profiles
2) site administrator profiles
3) teacher profiles
4) classroom profiles

All information entered into LinkB5 should be accurate and complete and is subject to verification or requests for documentation from Ready Regions and VDOE.

VQB5 Registration Resources and Step-by-Step Guides
Webpage: LinkB5 Resources
Email and phone number contact: linkb5support@virginia.edu; 1-833-554-6525

Designation of Primary Site Administrator (VQB5 Guidelines Section 3.2.1a)

During registration, each site will be assigned a VQB5 specific Site ID in LinkB5. Every site must designate a primary site administrator in LinkB5. The primary site administrator is required to:

- Ensure all site, site administrator, teacher, and classroom profile information is accurate and reflects actual operations and enrollment as of October 1st.
- Ensure appropriate staff are invited into LinkB5 during the registration window and staff who no longer work at the site are removed.
- Ensure current lead and assistant teachers complete their LinkB5 profile during the registration window by the October 1st deadline.
- Ensure all local CLASS scores from fall and spring observations are submitted and verified in LinkB5 by the observation deadlines. (See CLASS section.)
- Receive and respond to CLASS observation scheduling and documentation requests related to local and external observations.
- Ensure observation results, feedback reports, and other pertinent VQB5 information is shared with the other appropriate site administrators and teachers in a timely manner.
- Receive and coordinate responses for employment verification requests for teachers in RecognizeB5 for teachers who meet eligibility requirements (January and May).

Classroom Registration for Family Day Homes (VQB5 Guidelines 3.2.1b)

In VQB5, family day home sites are also considered classrooms, as they are places where children are supported to develop and learn. Family day homes typically have one classroom.

If a family day home site operates more than one full-time birth-to-five classroom in their home, with more than one lead teacher, they may request to add an additional classroom or classrooms to their LinkB5 site profile as long as the following guidelines are met:

- Children enrolled remain in the same classroom group for at least 3 hours per day and at least 4 days per week.
- The lead teacher remains with the same group of children for at least 3 hours per day and at least 4 days per week.

AM/PM Classroom Registration Requirements (VQB5 Guidelines Section 3.2.1c)

If a lead teacher provides instruction to one group of children in the morning and a different group of children in the afternoon (i.e., AM/PM half-day sessions), **both** classrooms are required to enter information in separate classroom profiles in LinkB5 by October 1st, provided that the classrooms each operate at least 3 hours per day, at least 4 days per week, and at least 128 days per year. (See CLASS section for information about AM/PM observation requirements.)

Sites and Classrooms that *Open* after October 1st (VQB5 Guidelines Section 3.2.1d)

Publicly-funded sites and classrooms that open after October 1st of a program year are not required to register or complete VQB5 measurement activities until the start of the following program year. Sites that open after October 1st are not eligible for a VQB5 quality rating until the following year.

Sites or classrooms that open after October 1st may opt to participate in some VQB5 activities during the program year in order to prepare for required participation the following year. VQB5 preparation activities could include having the option to enter site information in LinkB5, complete CLASS training, or receive a local CLASS observation for professional development.

Sites and/or Classrooms that *Close* after October 1st (VQB5 Guidelines Section 3.3)

If a site or classroom closes during the 2023-2024 year and/or is no longer serving three or more unrelated children, the site administrator may request that the site or classroom be deactivated in LinkB5 and excluded from the VQB5 required activities for the current year. Closure requests can be submitted for all registered sites or classrooms that have permanently closed, or for temporary closures longer than 30 days.
- Requests for fall closures (sites or classrooms) must be submitted **at least three weeks** prior to the end of the fall observation window.
- Requests for spring closures (sites or classrooms) must be submitted **at least three weeks** prior to the end of the spring observation window.

Sites may notify the VDOE of a Site or Classroom Closure by emailing vqb5@doe.virginia.gov.

Site Separation Request (VQB5 Guidelines Section 3.1.4a)

In a few rare situations where there are multiple programs with differing governing bodies located at the same physical location (i.e., site), and children from each program are enrolled and served in different classrooms, programs may submit a site separation request to VDOE to be rated separately and receive separate site quality profiles.

Sites must submit a site separation request, including all detailed documentation, to vqb5@doe.virginia.gov by July 1st to be considered for the program year.

Classroom Lists (VQB5 Guidelines Section 3.2.3)

In VQB5, classroom lists are used to understand the impact of classroom quality indicators on kindergarten readiness. Information entered in classrooms lists will be linked with K-12 data to understand how these classroom-level experiences impact early elementary grades and longer-term outcomes.

In 2023-2024, publicly-funded sites are **<u>strongly encouraged</u>** to complete classroom lists for all VQB5 eligible classrooms in existence as of October 1st. Class lists should be uploaded by November 30th. (*Starting in the fall of 2024, VQB5 will require publicly-funded sites to provide information on child enrollment on an annual basis through classroom lists entered in LinkB5*).

Uploading classroom lists includes successfully entering the following information in LinkB5 by November 30th for all children in all VQB5 eligible classrooms:
- Children's first and last names
- State-issued student testing identifiers (if applicable)
- Child demographics

Sites will receive reminders and technical assistance to assist with meeting the deadline of November 30th.

Public schools do not have to complete the LinkB5 classroom list upload requirement. For public schools, this information has already been collected through the required Fall Student Record Collection, managed by the VDOE for all public schools. The information from this alternate process is uploaded in LinkB5 to meet the goals of the classroom list.

CLASS OBSERVATIONS IN VQB5

VQB5 uses the [Infant](#), [Toddler](#), and [Pre-K](#) CLASS observation tools. Each tool is developed to evaluate the classroom characteristics and teacher-child interactions needed to promote child learning and development within each specific age range. (VQB5 Guidelines Section 4.2)

- Infant CLASS is used to observe classrooms that serve birth-18 months
- Toddler CLASS is used to observe classrooms that serve 15-36 months
- Pre-K CLASS is used to observe classrooms that serve 3–5-year-olds
  - For 2023-2024, VQB5 will use the original 2008 version of Pre-K CLASS.
- Mixed Age Settings, such as family day homes, use the CLASS tool that aligns with the age of the majority of children served.
- ECSE self-contained Pre-K classrooms may request to use the Toddler CLASS based on the children's developmental age and IEP goals. ECSE programs must notify VDOE at VQB5@doe.virginia.gov by October 1st to request the use of the Toddler CLASS tool.

Types of CLASS Observations in VQB5 (VQB5 Guidelines Section 4.4)

VQB5 sites are required to complete two types of CLASS observations: local and external observations. These observations have different purposes and frequencies during the annual measurement and improvement cycle as described below.

	Local Observations	External Observations
Purpose	Used for gathering classroom-level information about the quality of teacher-child interactions and to provide individualized feedback in VQB5.	Used by the state to gather information about the accuracy and consistency of local observations across the Ready Regions and to provide additional feedback in VQB5.
Definition	Coordinated and scheduled at the local level through [Ready Regions](#), with results recorded in LinkB5. Conducted by locally identified reliable observers.	Coordinated, scheduled, and recorded for the state by the [Teachstone External Observation Team](#). Conducted by externally identified reliable Teachstone observers.
Annual Cycle	In VQB5, all birth-to-five classrooms will get two local observations each year. One in the fall and one in the spring.	In VQB5, only some birth-to-five classrooms will get an external observation. All sites will receive external observations in at least one of their classrooms, for each age-level.
Feedback Process	Local Observer schedules a feedback session with teacher or team of teachers within 10 days of the local observation.	Feedback is shared via a written report which is emailed to the primary site administrator 10 days after the external observation.
For More Information	View [Local Observation Guidebook](#) or email [Ready Regions](#)	View [External Observations in VA website](#) or vaexternalobservations@teachstone.com

August 2023

Local Observation Requirements (VQB5 Guidelines Section 4.5)

Ready Regions are responsible for making sure that every participating classroom is locally observed twice a year, once in the fall and once in the spring. All local observations must take place during the following observation windows.

1. The fall local observation window occurs from August 15th to December 22nd.
2. The spring local observation window occurs from January 20th to May 31st.

Fall local CLASS observations should not be scheduled during the first two weeks of school, to give teachers and children an opportunity to adjust to the classroom setting.

AM/PM Classroom Observations –If a lead teacher provides instruction to one group of children in the morning and a different group of children in the afternoon, only the AM classroom needs to be observed, as long as the overall structure and instruction of both sessions is similar as outlined in Section 4.5.2a. Sites with AM/PM classrooms that meet the requirements must notify Ready Regions and VDOE by October 1st. (Note: Both AM and PM classrooms must complete separate classroom registration profiles in LinkB5 as noted in registration section.)

Requirements For Local Observers (VQB5 Guidelines Section 4.5.1)

In addition to being certified by Teachstone, local observers must meet the following requirements:

- Local observers must be reliable for each age-level tool with which they observe.
- Local observers must maintain their certification each year by passing the recertification test.

Ready Regions have discretion in who may serve as local observers. Local observers may have working relationships with the sites and/or teachers they are observing, such as site director, program coordinator, or principal.

Verifying Local Observation CLASS Scores in LinkB5 (VQB5 Guidelines Section 4.5.3 – Item C.3)

Once CLASS scores have been submitted by the local observer in LinkB5, the primary site administrator, **or** other designated site administrator, must review and verify scores in LinkB5 within 10 business days, or by the end of the observation window whichever comes first.

Verification of scores in LinkB5 includes checking to make sure the following observation information is accurate:

- The name of the local observer
- The date the observation occurred
- The Negative Climate scores have been entered as the raw score (not reversed)

If the information listed above was not entered correctly, the site administrator should reject the scores in LinkB5 and contact the Ready Region so that corrections can be made.

If the site administrator rejects the CLASS scores due to a concern about the observation results, the site should immediately request a VDOE CLASS observation review by emailing vqb5@doe.virginia.gov.

External Observation Requirements (VQB5 Guidelines Section 4.6)

In VQB5, statewide external classroom observations are conducted by a certified CLASS observer who is not employed by the program and has no relationship to the school, program, or classroom. This reduces the risk of actual or perceived observer bias. In addition, external observers participate in additional rigorous training to maintain their observation skills that go above and beyond what is expected of local observers.

During the 2023-2024 year, statewide external CLASS observations will be completed at every site with every age-level at a site receiving at least one external observation annually, in approximately 75% of all participating classrooms. Doing so will provide sufficient data to ensure consistency and fairness across the state in all programs and age-levels served.

- Sites with more than one age-level (infant, toddler, or pre-K), will receive at least one external observation for each age-level served.
- Sites with only one age-level served or with only one mixed age classroom, such as a family day home, will receive at least one external observation annually.

The majority of external observations will be assigned to registered classrooms at random, with the objective of providing an external observation to every age-level within each site during the observation windows, which align with the local observation fall and spring windows. In addition to randomly selected classrooms, external observations will be used to address unusual scoring patterns, and to respond to identified discrepancies or missing local observations.

The external observation team will notify the primary site administrator listed in LinkB5 via email approximately two weeks before the first business day of the three-week external observation window.

Score Replacement Protocol (VQB5 Guidelines Section 4.7)

To ensure the consistency, quality, and credibility of ratings and performance profiles, VQB5 will use a score replacement protocol to address comparable observations with significantly different scores. Throughout the fall and spring observation windows, the VDOE will compare all local and external observations that are completed in the same classroom during the same observation window (e.g., fall observation window or spring observation window).

- Domain scores that are within one point are considered consistent, and there would be no replacement.
- Domains where the scores differ by more than one point will be replaced.
    - The external domain score will be used in place of the local domain score for purposes of calculating the quality rating for the site.
    - This will only impact domains where the score is off by more than one point. All other consistent domains will use the local observation score.

If score replacement is necessary in one or more domains, observation scores for each dimension within the replaced domain occurs at classroom score calculation step. When domain scores are replaced, VDOE will notify the site, the designated local observer, and the Ready Region at the end of the fall and spring observation cycles.

CLASS Observation Review Process (VQB5 Guidelines Section 4.9)

Site administrators or teachers who have a concern about their results from local or external CLASS observations, may request a formal review from VDOE by emailing vqb5@doe.virginia.gov during the program year.
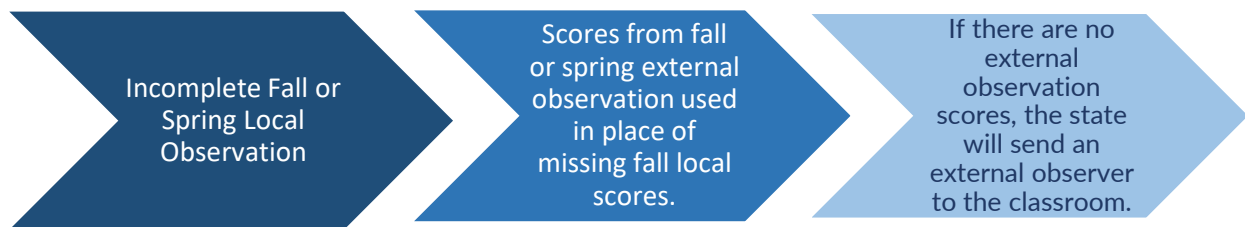
- VDOE CLASS Review requests for fall observations must be submitted by January 12th.
- VDOE CLASS Review requests for spring observations must be submitted by June 7th.

Once a request is received, VDOE will gather all relevant observation data, observation scoresheets with notes, feedback forms provided to sites/teacher, other information from the observer and/or teacher that relates to the reason for the review request such as copies of classroom daily schedules, copies of lesson plans from the day of the observation, teacher/student attendance records, or other types of related evidence.

If discrepancies or concerns are found, the VDOE will address the situation, typically using an external observation to replace the original score.

Consequences for Not Completing CLASS Observations (VQB5 Guidelines Section 4.8)

All sites participating in VQB5 are required to complete local and external CLASS observations . In cases where the required observations do not take place, a set of actions will be followed to support the most complete collection of data for the site.

Incomplete Fall or Spring Local Observation → Scores from fall or spring external observation used in place of missing fall local scores. → If there are no external observation scores, the state will send an external observer to the classroom.

In addition to the consequences outlined above, publicly funded sites who do not complete any external observation will be considered as refusing to participate and out of compliance with the law.   Any publicly funded site that does not have at least one external observation during the program year will automatically receive a rating of Needs Support.

USE OF CURRICULUM IN VQB5

Research shows 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.

Curriculum is a key ingredient to helping teachers improve their interactions, providing ways to create nurturing and responsive practices and environments that foster trust, emotional security, and learning.

In VQB5, the use of a comprehensive curriculum in alignment with Virginia's Early Learning and Development Standards (ELDS) ensures that all areas of learning and development are being covered in developmentally-appropriate ways, however the use of an approved curriculum is **optional** in VQB5. **VQB5 does not require the use of any curriculum.**

The choice to use an approved curriculum **in at least one classroom** results in some additional points towards the rating displayed on VQB5 Quality Rating. However, this is not required for participation or required for receiving a rating that meets expectations.

Programs that are interested in using an approved curriculum as part of VQB5 may:

> 1) Use one of the 50+ approved early childhood curriculum available, including Virginia's no-to-low-cost curriculum option, STREAMin3 or
> 2) Request to have their curriculum of choice reviewed for possible approval.

Curriculum Use Reporting Requirement (VQB5 Guidelines Section 5.2.3)

Curricula use must be reported at the classroom level for every site on an annual basis. This information must be reported via the LinkB5 data portal as a part of each site classroom profile as follows:

- Each registered full-time classroom must indicate if they are **or** are not using a VDOE-Approved Curriculum by October 1st as a part of the initial registration requirements.
- Classrooms can update their curriculum use information in LinkB5 through May 31st.
- If a classroom is using a VDOE-Approved Curriculum, they must enter the name of the curriculum being used. (Use of an approved curriculum in VQB5 is not required).

Additional information about the Curriculum Review Process and list of currently approved curriculum are available on the VDOE Early Childhood Curriculum Website.

VQB5 QUALITY PROFILES

VQB5 site results are based on measurement data collected from fall and spring local CLASS observations entered into the LinkB5 system, and from classroom curriculum information collected from the LinkB5 site profile, using the following point system.

The following point system will be used to determine the overall VQB5 site quality rating, which will be shared publicly as a part of the site quality profile in the fall of 2024. (VQB5 Guidelines Section 6.2)

Interactions Points *(700 total points)*	Average local CLASS observation scores from the fall and the spring (*average total dimension score for all eligible classrooms* at a site) x 100*
Curriculum Points *(100 total points)*	Sites using an approved curriculum in *at least one classroom* will receive 100 points added to their score
Total Points	Interactions Points + Curriculum Points = Total Points
VQB5 Quality Rating	Exceeds Expectations = 700 - 800 points Meets Expectations = 400 - 699 points Needs Support = 100 - 399 points

If score replacement is necessary in one or more classrooms, external observation scores will be used when calculating the interaction points for the total as outlined in Section 6.2.1 in the VQB5 Guidelines.

Sites who receive a Needs Support rating on their 2023-2024 VQB5 Quality Profile will be required to participate in improvement planning led by VDOE (VQB5 Guidelines Section 7.3)

VQB5 Quality Profile Development (VQB5 Guidelines Section 6.3)

As established by the Board of Education, all VQB5 sites will receive an annual VQB5 Quality Profile which will include information about performance on measurements (i.e., quality rating results) and other topics of interest to families, policymakers, and the general public. The first VQB5 quality profiles will be publicly posted in the fall of 2024.

During the 2023-2024 program year, VDOE will lead an interactive process with families, programs, and stakeholders to gather feedback on the development of the new VQB5 Quality Profile website.

Data Verification (VQB5 Guidelines Section 6.4)

Before the publication of VQB5 quality profiles, data verification provides sites with an opportunity to verify information, review any score replacements that have taken place, or request corrections prior to the information becoming publicly available. The data verification period begins on or around July 15th every year and will remain open for at least 10 business days.

Data verification is the final opportunity sites will have to review, confirm, and if needed, contest any data or rating information that will be included in the public VQB5 Quality Profile each year.

SUPPORTING IMPROVEMENT

An important feature of VQB5 is that measurement and improvement are ongoing. Leaders and teachers have many opportunities to reflect on progress during the year using a continuous quality improvement cycle. (VQB5 Guidelines Section 7.1.1)

Using the results from CLASS observations and information about your use of approved curricula, site leaders and teachers should identify and access professional development supports that meet the unique needs of their program.

- Site administrators can access their local CLASS scores by clicking on the reports tab in LinkB5 (See the LinkB5 Resources website for tutorials and more information).

VDOE funds and works with a variety of improvement partners. These partners are responsible for working with birth-to-five programs to provide training, coaching, or coursework intended to improve the early childhood system, prioritizing supports for VQB5 programs. (VQB5 Guidelines Section 7.4)

Targeted PD Supports for VQB5 programs to Improve Interactions and Curriculum	PD Supports for Child Care Programs to Improve Workforce and Business Practices
• Virginia Infant & Toddler Specialist Network (VA-ITSN) • Advancing Effective Instruction and Interactions (AEII) • Training and Technical Assistance Centers (TTAC) • VCU Autism Center for Excellence Early Childhood (VCU-ACE) • Early Childhood Mental Health Consultation (ECMHC) • STREAMin3 Curriculum Model and PD Support • CLASS Observer Training (Online VDOE-sponsored trainings and trainings offered by Ready Regions) • Foundational CLASS Training offered by Ready Regions	• Early Learning and Development Standards Microcredential • Virginia Child Care Provider Scholarship Program (VCCSP) • Community College Workforce Alliance (CCWA) • Early Educator Fast Track Initiative • Better Kid Care-Penn State Extension • Child Care Aware of Virginia (Child Care Resource & Referral – CCR&R)
Available for free to VQB5 Programs, with certain PD supports prioritized for publicly-funded programs and based on needs identified through VQB5 measurements.	*Available for free to all child care programs in Virginia, including those participating in VQB5.*

For the full list of VDOE funded improvement partners, along with additional details about eligibility criteria and cost of PD supports, view VQB5 Improvement Supports Overview.

To discuss professional development options in your area, please contact your Ready Region.

2023-2024 Activities Calendar for VQB5 Sites

If the date listed falls on a weekend or holiday, it will be moved to the next business day.

SUMMER 2023

VQB5 Required Activities	VQB5 Improvement Focus
- Complete VQB5 registration profiles in LinkB5 from August 15th-October 1st - Site profile - Site Administrator profile - Teacher profiles - Classroom profiles - Enter information about the use of approved curriculum in classroom profiles by October 1st	**CLASS** – Prepare for CLASS observations by completing introduction or refresher training. Information about CLASS training options are available through your [Ready Region](#). **CURRICULUM** – Optional use of an approved curriculum to promote children's learning and development and to improve teacher-child interactions

FALL 2023

VQB5 Required Activities	VQB5 Improvement Focus
- Complete local CLASS observations in every infant, toddler, and preschool classroom and family day home between August 15th – December 22nd. - Ensure that scores from fall local CLASS observations are entered and verified in LinkB5 by December 22nd. - Participate in [External CLASS observations](#) for each age-level served. Primary Site Admin will be notified in advance regarding a three week observation window.	**CLASS** – As fall local observations are completed in each classroom, access your site's local observation scores via the CLASS export reports in LinkB5. Review observation scores and feedback with your teachers to identify strengths and areas to work on. **CURRICULUM** – Optional use of an approved curriculum to promote children's learning and development and to improve teacher-child interactions

SPRING 2024

VQB5 Required Activities	VQB5 Improvement Focus
- Complete local CLASS observations in every infant, toddler, and preschool classroom and family day home between January 20 – May 31st. - Ensure that scores from spring CLASS observations are entered and verified in LinkB5 by May 31st. - Participate in [External CLASS observations](#) for each age-level served. Primary Site Admin will be notified in advance regarding a three week observation window. - Update curriculum use information in classroom profiles by May 31st (if needed)	**CLASS** – As spring local observations are completed in each classroom, access your site's local observation scores via the CLASS export reports in LinkB5. Review observation scores and feedback with your teachers to identify growth from fall observations as well as additional areas for improvement. **CURRICULUM** –Optional use of an approved curriculum to promote children's learning and development and to improve teacher-child interactions

SUMMER 2024

VQB5 Required Activities	VQB5 Improvement Focus
- Complete Data Verification for prior year's data to confirm information prior to public posting of VQB5 Quality Profile July 15th –July 26th - Complete VQB5 registration profiles in LinkB5 between August 15th-October 1st, 2024	**CLASS and CURRICULUM** – Using your site's CLASS and curriculum results from the past year, reflect on what worked well and what your site will do to prepare for the upcoming annual cycle of measurement and improvement.

VQB5 Important Dates – 2023-2024

This information is from the 2023-2024 VQB5 Guidelines as noted in the section references below. **If the date/deadline listed falls on a weekend or holiday, it will be moved to the next business day.**

August 15, 2023
- VQB5 Registration Opens in LinkB5 (Section 3.2)
- Beginning of Fall CLASS Observation Window (Section 4.5.2)

October 1, 2023
- VQB5 Registration Ends (Section 3.2)
- Deadline for ECSE Classroom Option to Request to Use Toddler CLASS (Section 4.2)
- Deadline for AM/PM CLASS Observation Request in AM only (Section 4.5.2a)

November 30, 2023
- Deadline for submission of optional Classroom Lists (Section 3.2.3)

December 1, 2023
- Deadline for Fall Site/Classroom Closure Requests, if applicable (Section 3.3)

December 22, 2023
- End of Fall CLASS Observation Window. (Section 4.5.2)
- Deadline to submit and verify fall local CLASS scores in LinkB5 (Section 4.5.2)

January 12, 2024
- Deadline to submit a Fall CLASS Review Request, if applicable (Section 4.9)

January 20, 2024
- Beginning of Spring CLASS Observation Window (Section 4.5.2)

May 10, 2024
- Deadline for Spring Site/Classroom Closure Requests, if applicable (Section 3.3)

May 31, 2024
- End of Spring CLASS Observation Window (Section 4.5.2)
- Deadline to submit and verify spring local CLASS scores in LinkB5 (Section 4.5.2)
- Deadline for submitting optional curriculum use updates in LinkB5 (Section 5.2.3)

June 7, 2024
- Deadline to submit a spring CLASS Review Request, if applicable (Section 4.9)

July 1, 2024
- Deadline for option to request Site Separation for upcoming year (Section 3.1.4)

July 15-26, 2024
- Data Verification in LinkB5 – Final opportunity to review and request changes to Site Information on VQB5 Quality Profiles before results are publicly posted in the fall of 2024 (Section 6.4)

Note: RecognizeB5 employment verification for eligible teachers will occur in January and May.

For questions about VQB5 dates/deadlines, email vqb5@doe.virginia.gov.

VQB5 Participation Definitions

VQB5 Term	Definition from VQB5 2023-2024 Guidelines as noted in the section references below.
Publicly-Funded program	"Publicly-funded program" means any (i) educational program provided by a school division or local government to children between birth and age five or (ii) child day program that receives state or federal funds in support of its operations that serves three or more unrelated children. (Section 3.1.2)
Unrelated Children	Unrelated children are those who are not a direct relative of a family day home provider or lead teacher. A child who is a "direct relative" means a son, daughter, grandchild, niece, or nephew whether by blood or adoption. Publicly-funded programs that serve three or more unrelated children are required to participate in VQB5. Publicly-funded programs that only serve direct relatives are not required to participate in VQB5. (Section 3.1.2a)
Participant Enrollment Minimum	Virginia law states that publicly-funded early care and education programs serving three or more unrelated children are required to participate in VQB5. Publicly-funded early care and education programs that have fewer than three unrelated children under age 5 enrolled at the time of the annual registration period (August 15th-October 1st) are not required to participate in VQB5. (Section 3.2.2)
Full-Time	In VQB5, full-time refers to a program which operates at least four days per week for at least 128 days per year, with children enrolled in classes that operate for a minimum of 3 hours per day. All publicly-funded full-time programs are required to participate in VQB5. The 'full-time' definition is intended to include all local, state, and federally funded programs that provide early care and educational services on a regular and consistent basis. (Section 3.1.3)
Site	For VQB5, a site is defined as one physical location where children are served. (e.g., each public school location, each child care center, etc.) Each site will be assigned a VQB5 Site ID in LinkB5 and will receive one VQB5 site quality profile, which will include their site's quality rating, based on the measures obtained during the year. This means that, in general, sites that receive multiple sources of public funding will receive one VQB5 site quality profile, which will include their site's quality rating based on the measures obtained during the year from all eligible classrooms at the site's physical location. (Section 3.1.4)
Classroom	For VQB5, classrooms are places where children are supported to develop and learn. Classrooms in child care centers and public schools are typically organized by age-levels and/or needs of children. Each classroom will be assigned a VQB5 Classroom ID in LinkB5. Family day homes typically have one mixed-age classroom. (Section 3.1.2b)
Closed Site or Classroom	A closed site or classroom is one that was operating full-time with three or more unrelated children enrolled during the VQB5 registration window, but then ceases to operate full-time and/or serve three or more unrelated children permanently or temporarily during the fall or spring observation windows. (Section 3.3) • *Permanently closed sites or classrooms* are those sites that are no longer operating full-time and/or no longer serving at least three unrelated children <u>and</u> are not expected to reopen full-time or serve three or more unrelated children at any point during the fall or spring observation window. • *Temporarily closed sites or classrooms* are those that are not operating full-time and/or not serving at least three unrelated children for a short period of time. o Sites or classrooms not operating full-time and/or not serving at least three unrelated children for 30 days or more during the fall or spring observation windows will be eligible to request a classroom closure in VQB5.

Questions about VQB5 should be sent to vqb5@doe.virginia.gov.

August 2023