

VQB5 Improvement Partner Webinar

November 12, 2024



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 2024-2025 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
- VQB5 Quality Profiles
 - 2023-2024 Summary of VQB5 Quality Ratings
- 2024-2025 Participation Information
 - Supporting Mixed-Age Settings
 - Virginia College Scholarship Opportunities for Educators
 - Using CLASS Scores to Guide Improvement
- Next Steps and Q&A

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

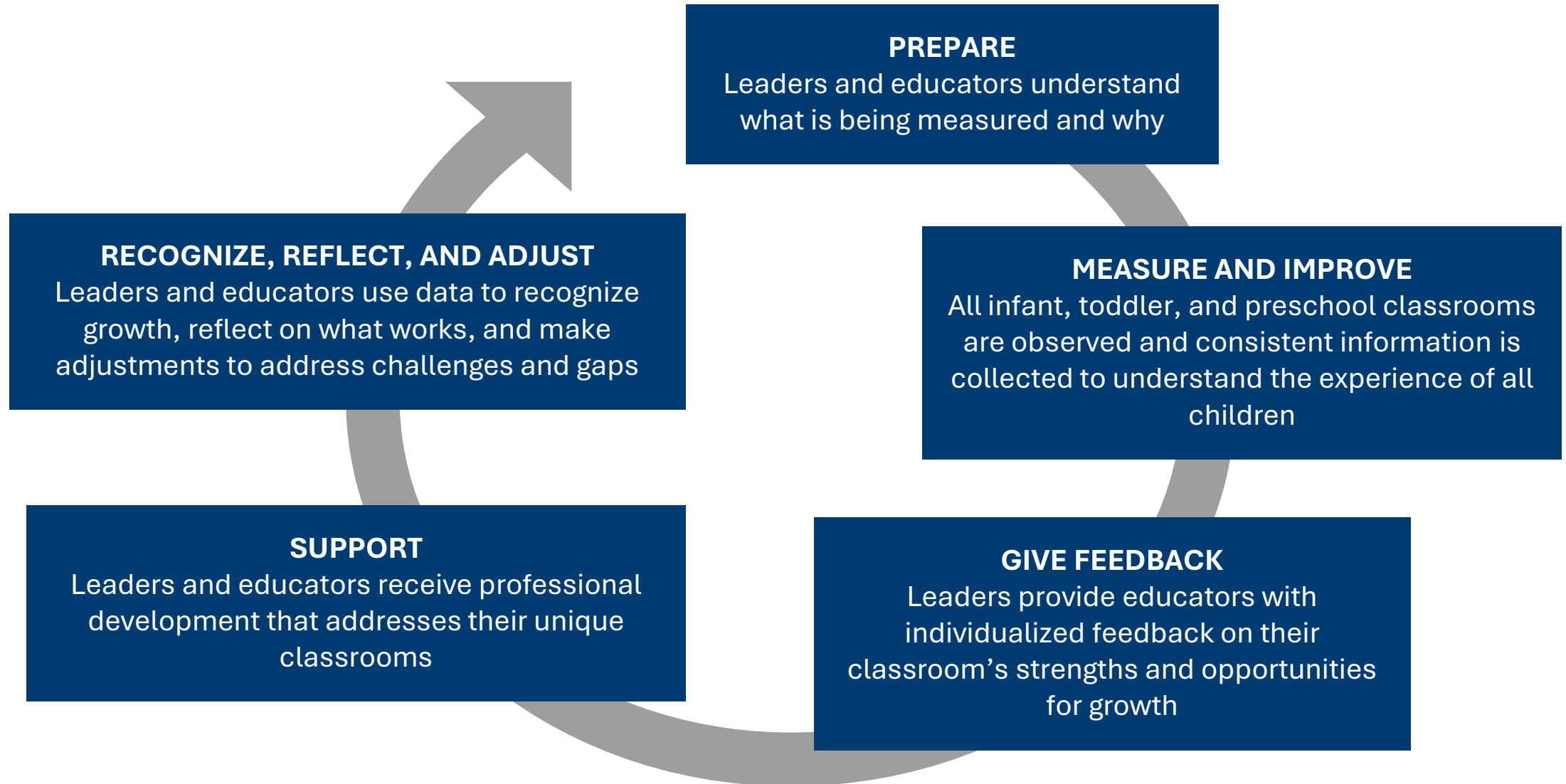


Improvement Partners:

- 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

Continuous Quality Improvement



VQB5 Annual Measurement and Improvement Activities

Registration August 15-October 1	Fall August 15-December 22	Spring January 20 – May 31	Summer June-August
<p>Site administrators and educators complete registration in LinkB5.</p>	<p>Local CLASS observations and curriculum use information for every classroom used to guide improvement.</p> <p>Child enrollment information entered via LinkB5 classroom lists. <i>(non-public school sites only)</i></p>	<p>Local CLASS observations for every classroom used to measure growth.</p> <p>Curriculum use information can be updated if needed.</p>	<p>VDOE creates quality profiles for release in the fall.</p> <p>Data verification in LinkB5 occurs at the end of July.</p>

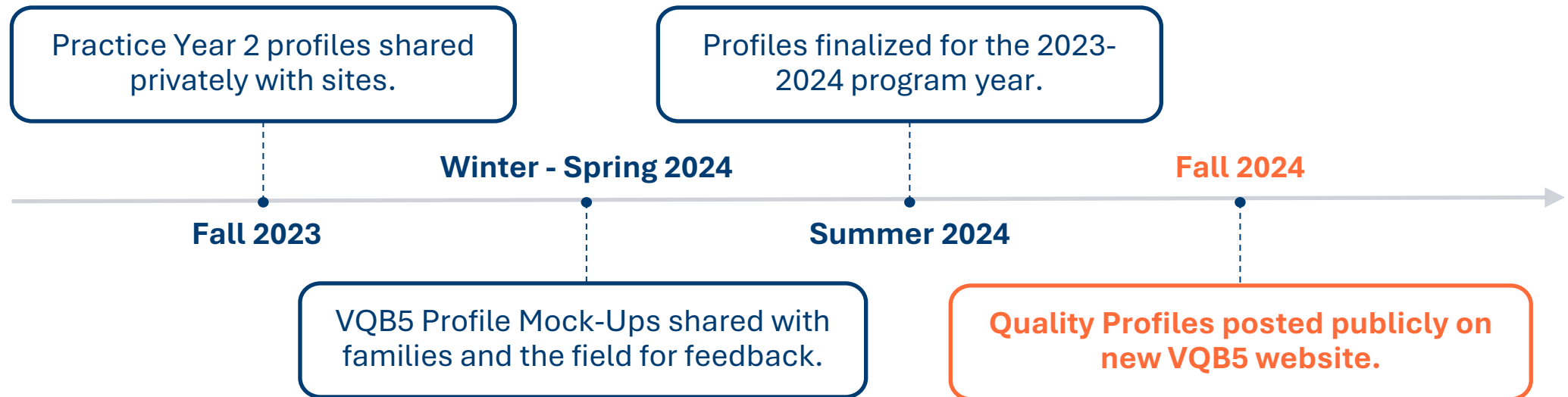
External CLASS observations are also used throughout the year at every site to gather consistency information, support local observers, and provide additional feedback.

VQB5 Quality Profiles

VQB5 Quality Profile Development

For more than a year, VDOE has been leading an interactive process to engage the field in the development of VQB5 quality profiles.

- Sites were able to preview their quality profiles during July data verification.





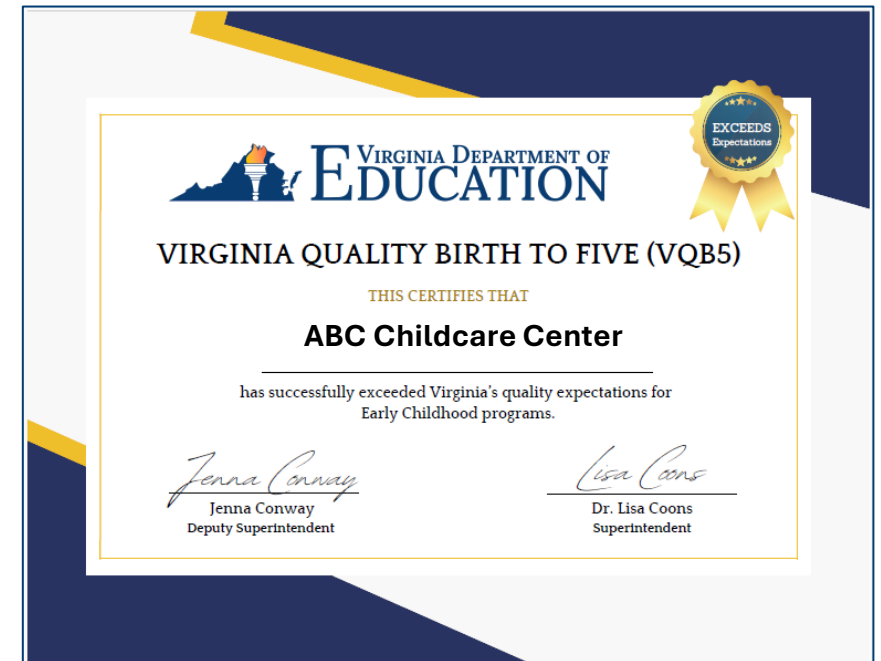
[EarlyChildhoodQuality.doe.virginia.gov](https://www.earlychildhoodquality.doe.virginia.gov)

VQB5 Quality Profiles are now available for over 3,100 early childhood sites in Virginia!

Recognition

In addition to the publicly posted quality profile, all sites receive a **certificate** to document their annual VQB5 quality rating and participation.

- Sites have the **option** to display their certificate at their site.
- In future years, VDOE will identify strategies to recognize sites that show annual improvement in VQB5 quality measures.



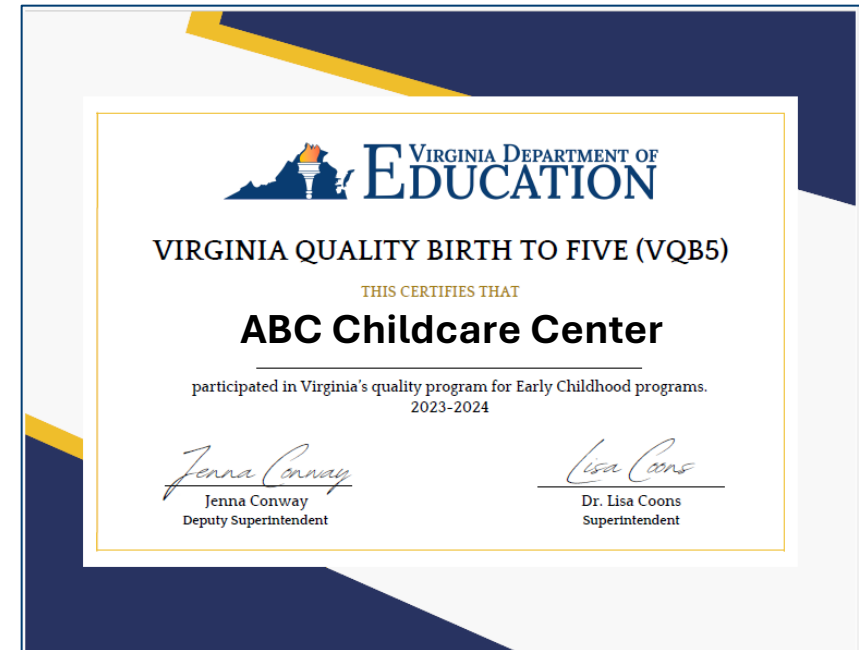
Support and Improvement

Needs Support site certificates document participation only.

Programs that received a “Needs Support” rating on their annual VQB5 Quality Profile are required to participate in VDOE Site Quality Improvement Planning.

As of November 2024:


- All 51 NS sites have an assigned VDOE Quality Consultant and have completed their Needs Assessments and Quality Improvement Plans.
- Each site is also assigned to a VECC coach to improve classroom interactions as measured by CLASS.



VQB5 for Families

In addition to displaying their quality rating certificate, sites can inform families about their participation in VQB5 by sharing the VQB5 for Families handout – available in [English](#) and [Spanish](#).

VQB5 for Families



To prepare all children for kindergarten, and in response to state law, Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) to measure and improve the quality of all publicly-funded birth-to-five classrooms and support families to choose quality programming across all types of programs.




What is the Purpose of VQB5?
VQB5 is Virginia's system for measuring and supporting quality in early childhood programs so that children enter kindergarten ready to learn. VQB5 is used in child care centers, family day homes, public school preschools, and Head Start all across the state.

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.

How does VQB5 work?
There are two parts to VQB5:
1. Trained observers look at all classrooms using a nationally-regarded early childhood observation tool called CLASS. This observation focuses on the interactions between teachers and children.
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.

Where can I find VQB5 Quality Ratings information?
VQB5 quality ratings are available at earlychildhood.doe.virginia.gov

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.



Version 4.0 - October 2024

VQB5 para FAMILIAS



Para preparar a todos los niños para el Kinder, y en respuesta a la ley estatal, Virginia ha desarrollado el Sistema Unificado de Calidad de Virginia desde el Nacimiento hasta los Cinco años (VQB5) para medir y mejorar la calidad de todos los salones de clases del nacimiento a cinco años financiadas con fondos públicos y ayudar a las familias a elegir una programación de calidad en todos los tipos de programas.

¿Cuál es el Propósito de VQB5?
VQB5 es el sistema de Virginia para medir y respaldar la calidad en los programas de niñez temprana para que los niños ingresen al Kinder listos para aprender. VQB5 se utiliza en centros de cuidado infantil, hogares familiares diurnos, escuelas preescolares públicas y Head Start en todo el estado.

¿Qué significa si mi hijo está inscrito en una localidad de VQB5?
Las localidades de VQB5 se centran en brindar experiencias de aprendizaje de calidad para su niño/a. Esto significa que el maestro de su niño/a recibe comentarios y apoyo varias veces al año. Es probable que su localidad también utilice un plan de estudios de calidad.

¿Cómo funciona VQB5?
El VQB5 consta de dos partes:
1. Observadores capacitados examinan todos los salones de clases utilizando una herramienta de observación de niñez temprana reconocida a nivel nacional llamada CLASS. Esta observación se enfoca en interacciones entre los maestros y los niños.
2. VQB5 también examina si los salones de clases utilizan un plan de estudios de calidad aprobado por el estado. El plan de estudios siempre es opcional y los programas tienen muchas opciones.

¿Dónde puedo encontrar calificaciones de calidad VQB5?
Las calificaciones de calidad VQB5 están disponibles en earlychildhoodquality.doe.virginia.gov.

¿Quién participa en VQB5?
Los programas para niños desde el nacimiento hasta los cinco años que reciben financiamiento gubernamental deben participar en el programa VQB5. Los programas que no reciben financiamiento gubernamental pueden optar por participar.



Version 4.0 - October 2024

Quality Profile Communications

Fall 2024 Communications

For VQB5 Sites	For Ready Regions	For Families	For ECCE Field and General Public
<p>Email notification prior to launch/launch day</p> <p>Tips for how to promote site's VQB5 Quality Profile</p> <p>Quality Rating Certificates in LinkB5</p> <p>PPT Template - VQB5 Info Session for Families</p>	<p>High level statewide messages and key take-aways</p> <p>Regional lead meetings with VDOE prior to profile launch, to discuss regional quality ratings results and messaging</p> <p>11 Example sites available for use in RR presentations</p>	<p>Updated VQB5 for Families document</p> <p>Video: Introduction to the VQB5 Quality Profile website</p> <p>FAQs about CLASS and Curriculum on Profile website</p> <p><i>One-pagers about CLASS and Curriculum</i></p>	<p>Quality Profile Fall Preview video</p> <p>Readiness Connections announcements</p> <p>Press Release on day of website launch</p> <p><i>Social Media about VQB5 Quality Profiles (post-launch)</i></p>

Summary of Key Talking Points

Theme	Key Message
Parent Friendly Resource	<i>Parents can now easily access clear and comparable information about quality and safety online. This includes 3,121 VQB5 Quality Profiles, with sites in every city and county in Virginia.</i>
Unified Quality System	<i>Virginia has successfully implemented a nation-leading statewide quality measurement and improvement system that captures unprecedented information about what young children are experiencing in child care, family child care, Head Start, and preschool.</i>
Recognition for the ECCE Field	<i>Results indicate that Virginia's public-private early childhood programs, on average, positively impact children, by providing warm, caring, and organized classroom experiences.</i>
Supporting Quality Improvement	<i>Sites that need additional support are already receiving intensive supports from the VDOE and partners, and all sites participating in VQB5 are eligible for several statewide improvement resources through a continuous improvement cycle.</i>
Need to Increase Access	<i>With historic unemployment and more working families with young children than ever before, Virginia continues to experience greater parental demand for quality early childhood programming, especially in public-private settings.</i>

2023-2024

VQB5 Quality Ratings Summary

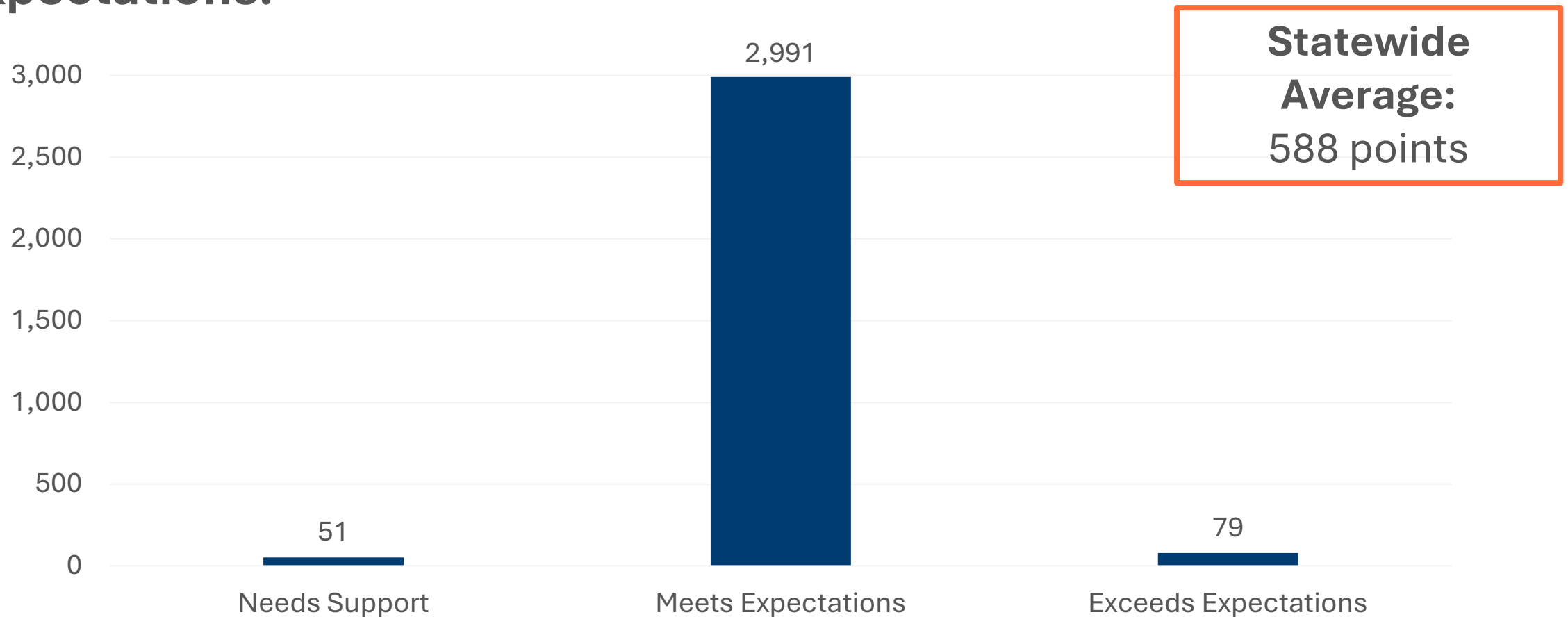
Determining Quality Rating Results

Interactions Points <i>(700 total points)</i>	<ul style="list-style-type: none">● Average of all local CLASS scores from the fall and the spring* (<i>all VQB5 eligible classrooms at a site</i>) x 100
Curriculum Points <i>(100 total points)</i>	<ul style="list-style-type: none">● Programs using a VDOE-approved Early Childhood curriculum in <i>at least one classroom, by May 31</i>, will receive 100 points added to their score
Total Points	<ul style="list-style-type: none">● Interactions Points + Curriculum Points = Total Points
Quality Ratings	<ul style="list-style-type: none">● 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.*

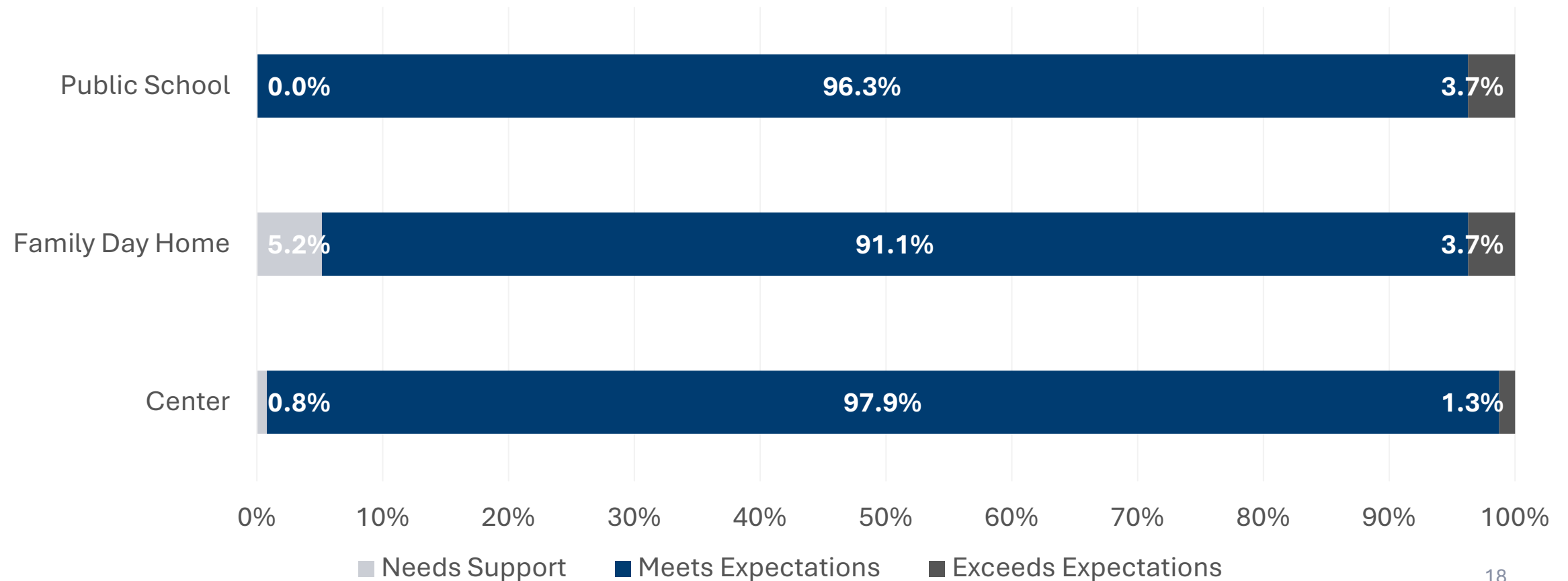
Overall Quality Ratings in Virginia

During 2023-2024, 98% of sites met or exceeded the state's quality expectations.

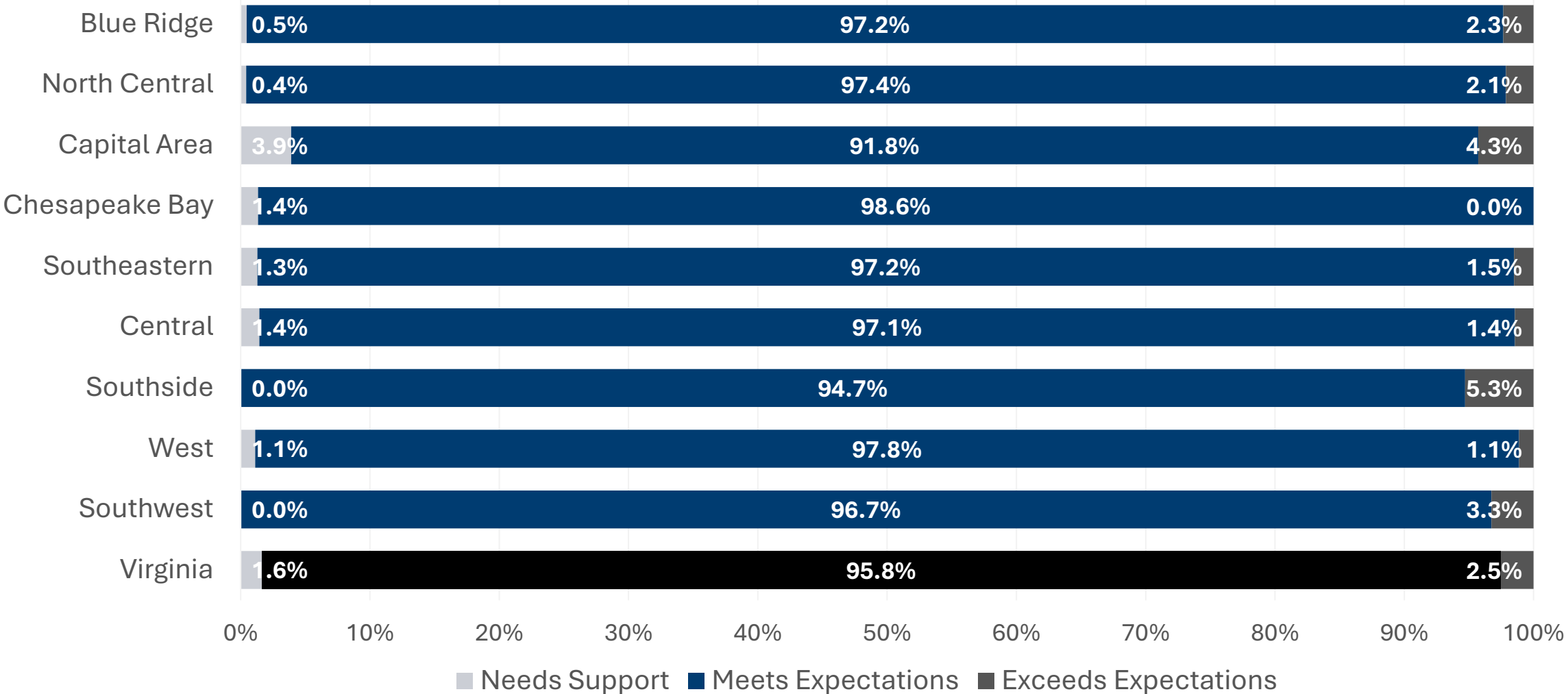


2023-2024 Quality Ratings by Site Type

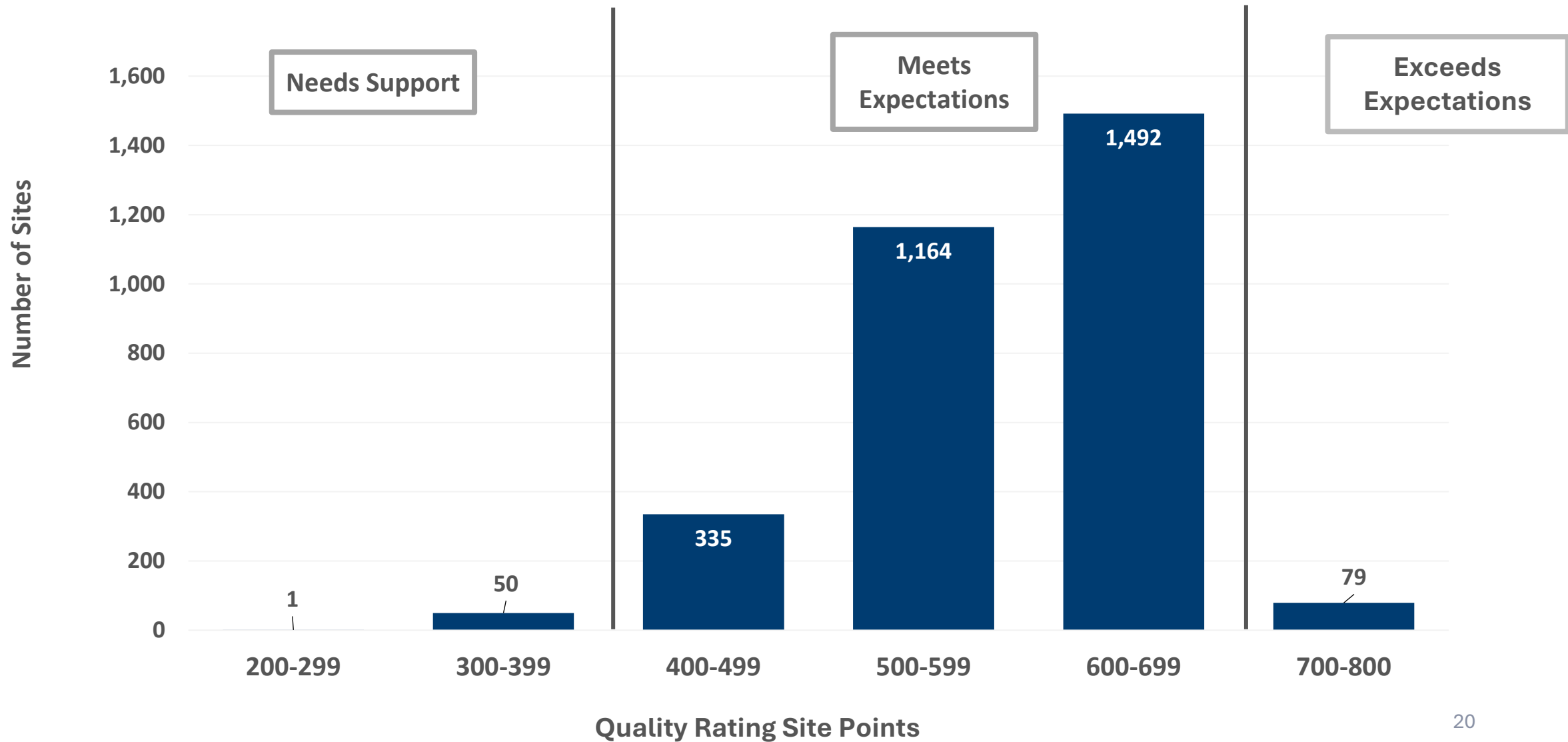
98% of sites met or exceeded VQB5 quality expectations with slight variations by site type.



Regional 2023-2024 VQB5 Ratings

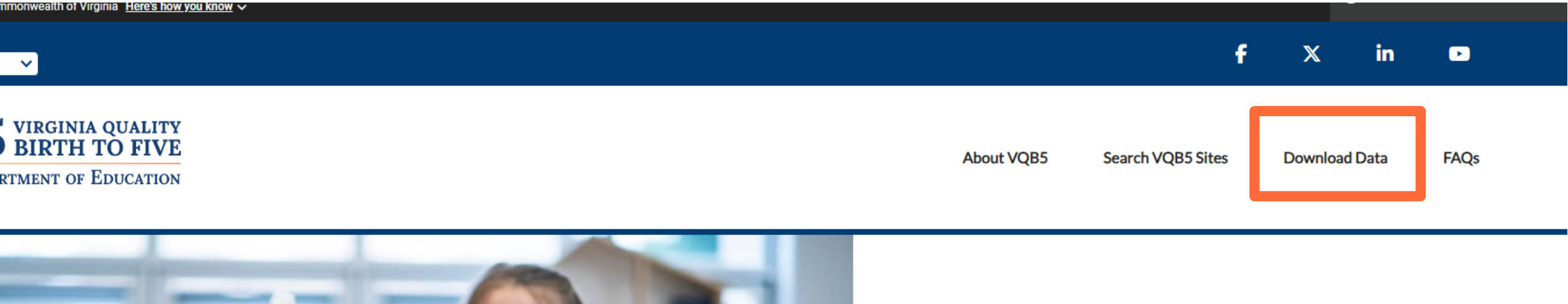


Ratings by 100-Point Brackets



Download Data

To access Statewide Quality Ratings and Quality Information, click the Download Data tab, which will automatically download a spreadsheet of the 3,121 profiles to your computer.



Poll - Utilizing Publicly Available Data

As you reflect on the release of the VQB5 public profiles, along with the state and regional data shared –

- **How might improvement partners and PD providers use the publicly available data for your organization's work?**

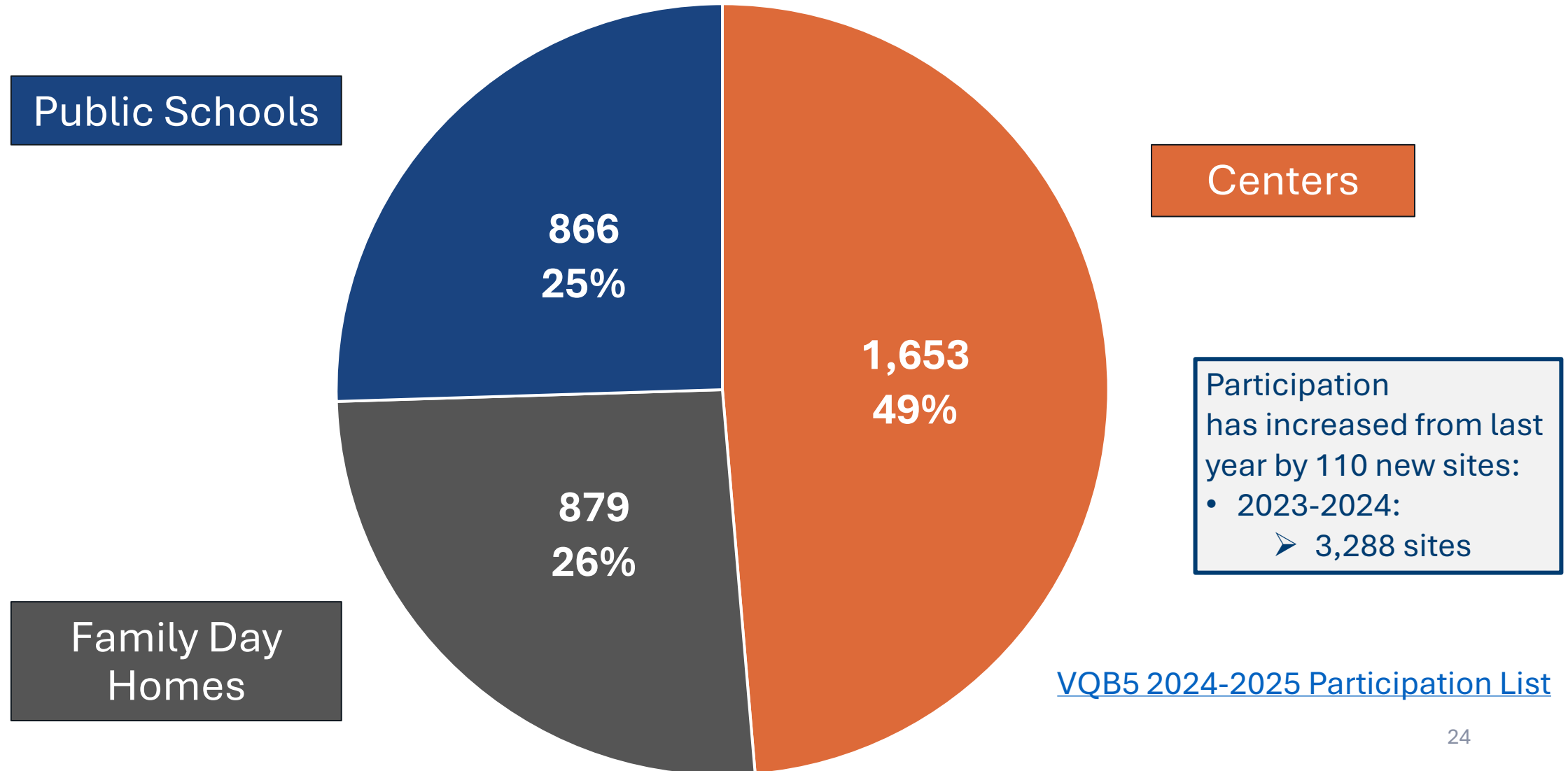
Poll Options:

- Support Recognition of High Quality ECCE programs within our region.
- Use list to help with outreach to programs based on filters applicable to our organization's work.
- Target specific 100-point brackets to prioritize supports provided by our organization.
- Learn more about what curriculums are being used to make curriculum connections.
- Use the data to consider placements for practicum programs or different student engagement opportunities.
- All of the Above
- Other – put in Chat!

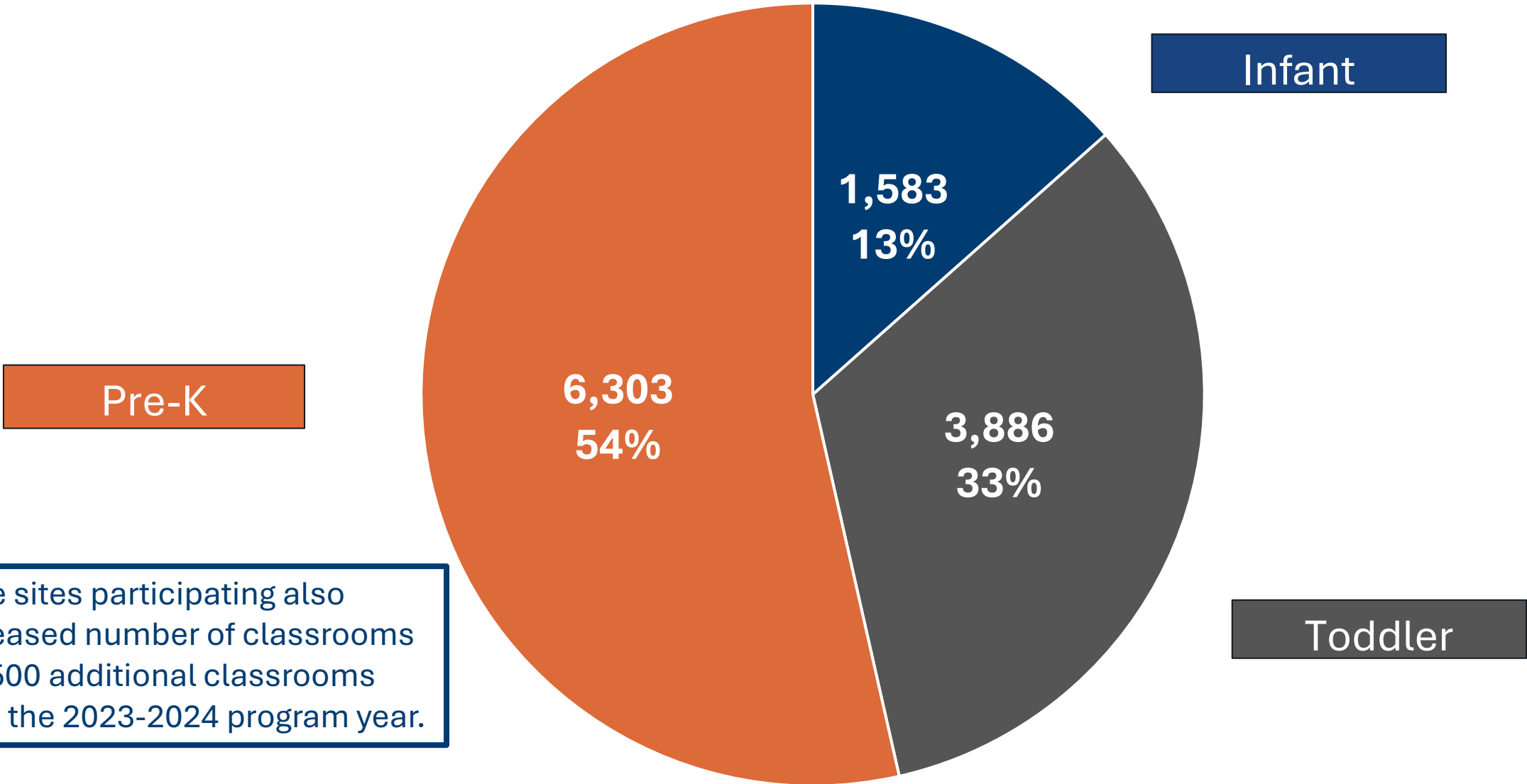
VQB5 2024-2025 Participation

Data Based on VQB5 Fall Registration as of 10/8/24

Types of Participating Sites N = 3,398



Classroom Types N = 11,772



More sites participating also increased number of classrooms to ~500 additional classrooms from the 2023-2024 program year.

FDH Registration Update – Number of Classrooms

Final number of completed classrooms in FDHs as of 10/23/24.

Number of Classrooms	Number of FDHs	Percentage of FDHs
One Classroom	865	98.5%
Two Classrooms	13	1.5%
Three Classrooms	0	0.0%

FDH Registration Update – Age-Levels

Final number of completed classrooms in FDHs as of 10/23/24.

Classroom Type	Number of FDH Classrooms	Percentage of FDH Classrooms
Infant	16	2%
Toddler	856	96%
Preschool	19	2%



Mixed-Age Setting Alignment

Toddler CLASS alignment in Mixed Age Classrooms Guide ([English/Spanish](#))

Professional Development providers who work with Family Day Homes should focus on Toddler CLASS and cross-tool alignment.

Infant CLASS Dimensions	Toddler CLASS Dimensions	Pre-K CLASS Dimensions
<ul style="list-style-type: none">● Relational Climate (RC)● Teacher Sensitivity (TS)● Facilitated Exploration (FE)● Early Language Support (ELS)	<ul style="list-style-type: none">● Positive Climate (PC)● Negative Climate (NC)● Teacher Sensitivity (TS)● Regard for Child Perspectives (RCP)● Behavior Guidance (BG)● Facilitation of Learning & Development (FLD)● Quality of Feedback (QF)● Language Modeling (LM)	<ul style="list-style-type: none">● Positive Climate (PC)● Negative Climate (NC)● Teacher Sensitivity (TS)● Regard for Student Perspectives (RSP)● Behavior Management (BM)● Productivity (PR)● Instructional Learning Formats (ILF)● Concept Development (CD)● Quality of Feedback (QF)● Language Modeling (LM)

Virginia College Scholarship Opportunities for Early Educators

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

1. VDOE - [Virginia Child Care Provider Scholarship Program \(VCCPSP\)](#)

- Provides scholarship funds for approved undergraduate courses (two courses per semester) at Virginia Community Colleges (in-state tuition rates), four-year colleges/universities (\$500 per course), and Montessori Certification 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 October 2024, the maximum lifetime award amount is \$4,130 for new applicants.
- 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.
- Information about the VDOE Scholarship Program can be found at: www.vaccscholarship.com

Virginia College Scholarship Opportunities for Early Educators

2. VECF - [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.
- Information about Project Pathfinders can be found at: vecf.org/pathfinders

**The Spring 2025 Semester open application period is through
November 26, 2024 (VCCPSP)
and through December 2, 2024 (Pathfinders).**

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Using CLASS Scores to Guide Improvement

CLASS Score Ranges	What do these CLASS scores indicate?	What can we do to improve?
High Range 6-7	Area of Strength	Share effective teaching practices with peers
Mid Range 3-5	Area to Build Upon	Work on strengthening existing teaching practices
Low Range 1-2	Area for Improvement	Learn about effective teaching practices and participate in state-funded improvement supports

View: [Using CLASS Scores to Guide Improvement Resource](#)

Classrooms that receive a total CLASS score of 3.99 or lower are prioritized for state-funded coaching services.

Next Steps for Improvement Partners

- Explore VQB5 Quality Profile Website (EarlyChildhoodQuality.doe.virginia.gov) and download data to begin using to support your organization's quality improvement goals.
- Connect with [Ready Regions](#) to share information about upcoming trainings and professional development opportunities for programs within each Region for the 2024-2025 program year.
- Help programs access and use their CLASS and curriculum data to guide improvement efforts ([Guide to Accessing VQB5 Data](#)).
- Review the July 2024 [Virginia CLASS Data Averages](#) on the VQB5 website.

Reminder: Resources for Improvement Partners and past webinars are posted on the [Supporting Continuous Quality Improvement website](#).

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

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!

Appendix Slides Include:

- Anchor Indicator Information
- Improvement Support Resources
- Early Childhood Workforce Profiles for Virginia



VIRGINIA DEPARTMENT OF
EDUCATION

Appendix

Anchor Indicators

To help educators use the CLASS Observation Report more effectively for improvement, the External Observation Report now highlights two specific indicators for each dimension, offering clear and actionable guidance on where to focus their efforts. ([English/Spanish](#))

What is an Anchor Indicator?

- An *Anchor Indicator* is a single indicator within a dimension that can significantly impact the learning community. It usually has one or both of the following characteristics:
 - It is **Foundational** behavior because it tends to create more interaction opportunities across all indicators of that dimension.
 - It is **Coachable** behavior because it is relatively easy to explain, understand, and practice. This approach ensures that even educators who may not have direct access to a coach can effectively apply the feedback to enhance their practice.

Infant Anchor Indicator Report Example

Observation Feedback

Responsive Caregiving

Relational Climate

Your learning setting was rated HIGH for Relational Climate, which indicates your profound understanding of building a caring and inclusive learning community. You demonstrated this by showing affection and respect through gentle, calm, and respectful language and behavior. Your shared smiles, laughter, and enthusiasm further support positive connections and engagement. This approach nurtures secure relationships and a responsive environment where infants feel valued and develop a sense of belonging, fostering their emotional and developmental growth.

To continue your growth, focus on your practice of the following interactions indicators:

Infant 2008

Dimension	Anchor Indicator
Relational Climate	Relational Behaviors
Teacher Sensitivity	Awareness and Cue Detection
Facilitated Exploration	Involvement
Early Language Support	Teacher Talk

Relational behaviors

As an educator, you're doing an excellent job connecting with infants in ways that build positive, healthy relationships. By staying close, making eye contact, sharing their focus, and showing affection, you create warm connections with each child. For example, when an infant is playing with colorful stacking rings, you kneel at their level, gently place a hand on their back, and say, "I see you're having fun with these rings!" while maintaining eye contact, smiling, and stacking a ring on top of theirs, mirroring their actions. This helps strengthen your bond and build trust. Keep up the great work of providing this support—your dedication to each child is making a real difference in their lives.

Respect for infants' state

As an educator, you're doing an excellent job building strong relationships with infants through respect and gentle care. Keep using a calm tone and kind words, and always let the children know what will happen next. For example, when it's time for feeding, you calmly say, "Let's have some yummy food now, Lily. I'll be right here with you," while gently holding Lily in a comfortable position and carefully offering the bottle. Your soothing tone and attentive care make feeding time pleasant and reassuring. Continue to foster a sense of connection and comfort by calling children by their names and respectfully explaining what you're doing before physically moving them. This creates a caring environment where they feel valued and safe. Keep up the great work!

Toddler Anchor Indicator Report Example

Observation Feedback

Emotional and Behavioral Support

Toddler 2008

Dimension	Anchor Indicator
Positive Climate	Relationships
Negative Climate	Negative Affect
Teacher Sensitivity	Awareness
Regard for Child Perspectives	Child Focus
Behavior Guidance	Proactive
Facilitation of Learning and Development	Effective Facilitation
Quality of Feedback	Scaffolding
Language Modeling	Supporting Language

Positive Climate

Your learning setting was rated MID for Positive Climate, indicating opportunities for growth in building a caring and inclusive learning community. While you show the ability to foster emotional connections among children and peers, it's essential to ensure every child develops strong relationships. Children thrive in a caring learning community where they feel valued, appreciated, and respected for who they are. Actively work on creating more opportunities for shared joy and a sense of belonging through warm, respectful, and collaborative interactions, both verbally and nonverbally. This approach enhances emotional connections and fosters children's overall well-being and development.

To continue your growth, focus on your practice of the following interactions indicators:

Relationships

As an educator, you're doing a great job creating warm and caring relationships with children. Positive connections early on help children build friendships, feel valued, and develop a strong sense of belonging. To make these relationships even stronger, stay close to children during activities, like kneeling beside them while they play or sitting at their level during circle time. Show that you enjoy spending time with them by joining in their favorite activities and being excited about their discoveries. For example, when a child shares something new, respond with enthusiasm, saying, "Wow, that's amazing! Tell me more!" Also, help children build friendships through group activities like dancing or playing games together. Your commitment to these interactions will continue to boost their emotional and social skills and strengthen the learning community. Keep up the great work—your efforts are truly making a difference.

Respect

As an educator, you're doing a good job demonstrating respect for children, which helps to cultivate a nurturing and supportive environment. Continue being mindful about using a warm, calm voice and respectful language to foster positive communication, such as, "Thank you for listening to Cierra share her story. Her smile shows she really enjoyed telling us about her new toy." To enhance this further, work on being more consistent in making sure every child feels valued by calling them by name, coming down to their level, orienting your body towards them, and explaining what you are going to do and why before physically moving them. Your ability to consistently use respectful words and actions will also provide an excellent role model for children as they learn how to interact with peers and adults around them. This approach deepens the sense of respect and warmth in interactions, ultimately enhancing children's emotional well-being and their sense of belonging. Keep refining your approach—your efforts are making a difference.

Pre-K Anchor Indicator Report Example

Pre-K 2008

Dimension	Anchor Indicator
Positive Climate	Relationships
Negative Climate	Negative Affect
Teacher Sensitivity	Awareness
Regard for Student Perspective	Flexibility and Student Focus
Behavior Management	Clear Behavior Expectations
Productivity	Maximizing Learning Time
Instructional Learning Formats	Effective Facilitation
Concept Development	Analysis and Reasoning
Quality of Feedback	Feedback Loops
Language Modeling	Frequent Conversations

Classroom Organization

Behavior Management

Your learning setting was rated in the HIGH range for Behavior Management, showing your ability to create a supportive environment where children learn to regulate their behavior and emotions in a positive manner. Keep building this strength by staying one step ahead of behavior issues and providing clear, consistent and positively stated expectations that set children up to successfully cooperate with expectations and fully engage in learning activities. Continue addressing challenging behaviors that arise with timely, supportive and effective redirections that include both verbal statements and subtle cues. This proactive approach maintains a calm and orderly setting, supporting children in developing self-regulation skills without taking time away from learning.

To continue your growth, focus on your practice of the following interactions indicators:

Clear behavior expectations

As an educator, your skill in communicating clear and consistent behavioral expectations is outstanding. Your daily review of these expectations such as using a visual chart, along with providing gentle reminders during activities, helps children understand and follow guidelines more effectively. By reinforcing positive behavior, such as praising them for using their listening ears, you create a supportive atmosphere where children are more likely to meet expectations. Your technique of offering extra support, such as practicing deep breaths together for those who need it, is helpful in teaching self-regulation and emotional management. Keep up the great work by using engaging and age-appropriate methods, such as incorporating stories or games that show the rules in action, to further enhance children's understanding. This approach fosters a well-managed environment where every child can clearly understand what is expected of them and succeed.

Redirection of misbehavior

As an educator, you're making progress in addressing challenging behavior with timely and effective redirection, helping children understand what they should do without disrupting learning. Your efforts in handling these situations with care and clarity are having a positive impact. For example, if a child is loudly calling out during circle time, you might guide them toward positive behavior by gently saying, "I see you want to share. Please raise your hand and wait for your turn," or "I see there is a lot of excitement to share. Let's all turn to an elbow buddy and talk for one minute." Continue using supportive redirection techniques, such as suggesting, "Remember when we get upset we can use the quiet corner to calm down," and offering praise for positive behavior with comments like, "I'm really glad you raised your hand and waited patiently." This approach helps children learn how to begin regulating their behavior and emotions.

Improvement Support Resources

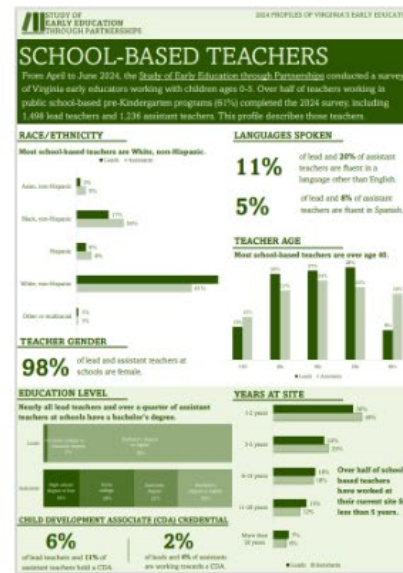
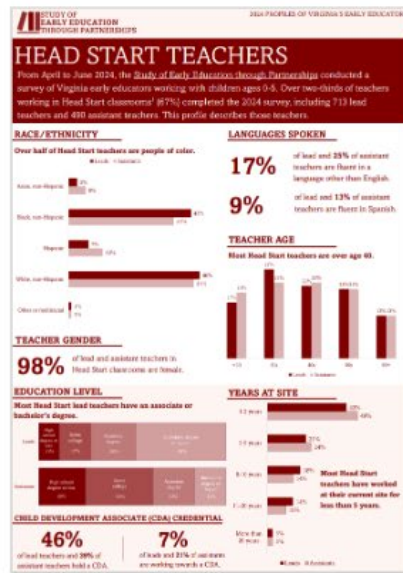
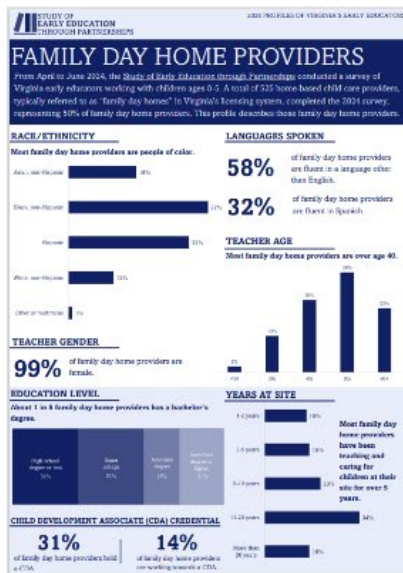
Quality Improvement resources are available on the [Supporting Continuous Quality Improvement website](#), including:

- [VQB5 Improvement Supports Overview](#)
- [ECE Resource Hub](#)
- CLASS Tool Summaries:
 - Infant ([English/Spanish](#))
 - Toddler ([English/Spanish](#))
 - Pre-K ([English/Spanish](#))
- CLASS and Curriculum Connections:
 - Infant/Toddler ([English/Spanish](#))
 - Pre-K ([English/Spanish](#))



Early Childhood Workforce Profiles for Virginia

Profiles of Early Educators in Virginia in Spring 2024



State Profiles: <https://www.see-partnerships.com/workforce-profiles.html>

Regional Snapshots: <https://www.see-partnerships.com/2024vaworkforcesurveysnapshot.html>