

Virginia Board of Education Agenda Item



Agenda Item: W

Date: September 28, 2017

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|------------------|--|--------------|--------------|
| Title | Report on the Virginia Federal Preschool Expansion Grant (VPI+) | | |
| Presenter | Dr. Mark Allan, Early Childhood Education Project Manager, Division of Instruction; Dr. Laura Kassner, Preschool Development Grant Coordinator, Division of Instruction | | |
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Purpose of Presentation:

For information only. No action required.

Previous Review or Action:

No previous review or action.

Action Requested:

No action requested.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

| | |
|---|--|
| | Goal 1: Accountability for Student Learning |
| | Goal 2: Rigorous Standards to Promote College and Career Readiness |
| | Goal 3: Expanded Opportunities to Learn |
| X | Goal 4: Nurturing Young Learners |
| | Goal 5: Highly Qualified and Effective Educators |
| | Goal 6: Sound Policies for Student Success |
| | Goal 7: Safe and Secure Schools |
| | Other Priority or Initiative. Specify: |

Background Information and Statutory Authority:

Goal 4: The Board of Education will work cooperatively with partners to promote new and innovative partnerships that help to ensure that all children enter kindergarten with the skills they need for success in school.

On December 10, 2014, Governor Terry McAuliffe announced that the United States Department of Education had awarded Virginia a \$17.5 million federal Preschool Development Grant (PDG) that will allow the Commonwealth to serve additional at-risk four-year-olds in new, high-quality preschool classes and will fund enhanced services to children in existing preschool classes. The Preschool Expansion Grant, called VPI Plus (VPI+), will build on the success of the Virginia Preschool Initiative (VPI) that has supported school readiness of at-risk four-year-olds since 1996. The federal performance period for the VPI+ grant is January 1, 2015 through December 31, 2018.

The VPI+ will meet and exceed every element of the VPI program. The VPI+ model includes use of evidenced-based curriculum and formative assessments, summative assessments, professional

development and coaching for teachers, classroom-level evaluations, and community partnerships to provide comprehensive services. Eleven school divisions will participate in VPI+ allowing an opportunity to field test and refine VPI+ innovations throughout Virginia to ensure high-quality programs, appropriate flexibility tailored to local circumstances, and broad replicability.

The PDG funds support two types of preschool classrooms within 11 school divisions across the state: (1) VPI+ classrooms: newly-opened VPI+ classrooms that implement all of the VPI+ grant requirements; and (2) VPI Improved classrooms: existing state-funded VPI classrooms that enhance their quality by implementing at least one program quality enhancement (e.g., comprehensive services, family engagement for hard-to-reach and culturally and linguistically diverse families, professional development and coaching for staff). By the end of the grant period, approximately 13,000 four-year-olds at or below 200 percent of the Federal Poverty Level will be served in VPI+ classrooms or in improved VPI classrooms.

During the 2015-2016 and 2017-2018 school years the 11 participating school divisions were as follows:

- Brunswick County Public Schools
- Chesterfield County Public Schools
- Fairfax County Public Schools
- Giles County Public Schools
- Henrico County Public Schools
- Norfolk City Public Schools
- Petersburg City Public Schools
- Prince William County Public Schools
- Richmond City Public Schools
- Sussex County Public Schools
- Winchester City Public Schools

The Virginia Department of Education is the lead agency in VPI+; however, other partners include the Virginia Department of Social Services, the Virginia Health Department, the Virginia Early Childhood Foundation, University of Virginia's Center for the Advanced Study of Teaching and Learning (CASTL), and other key stakeholders across the Commonwealth that have an interest in improving learning experiences for young children.

Summary of Important Issues:

As a result of the PDG, Virginia has had continued success in increasing the number of eligible children served in high-quality preschool programs. The actual 2016-2017 VPI+ enrollment as of December 1, 2016, showed 1,406 children in VPI+ classrooms and 1,891 in VPI classrooms improved with PDG resources, for a combined total of 3,297 children being served by Virginia's PDG grant. This represents an increase of over 10 percent above Virginia's original grant goal of 2,985 children served in VPI+ and VPI improved preschool slots. In addition to increasing the number of at-risk children and families served, the following are key highlights of VPI+ in year two of grant implementation;

- **Development of a Statewide Infrastructure for Early Childhood Education in Virginia**

Virginia has continued to strengthen its infrastructure to support early childhood programs. State agencies that serve young children (Virginia Department of Education, Virginia Department of Social

Services, and Virginia Department of Health) and other partners have improved their communication and collaboration as a result of Virginia's Preschool Development Grant (PDG), particularly through the regular meetings of the VPI+ Core Planning Team and the Cross Organizational Data Team, which meet to discuss the roles of each partner in the grant implementation. The launch of VPIplus.org, with its extensive multimedia resource library, was a key infrastructure improvement, serving as a one-stop-shop for free, high-quality professional development resources for early childhood education professionals.

- **Successful Implementation of All Components of VPI+**

Virginia has been successful in implementing the many components of its PDG. The selected preschool curricula were effectively implemented. Summative assessments were administered to children VPI+ classes to measure the impact of VPI+ on student outcomes, resulting in baseline data for further program improvement. All VPI+ classes received a QRIS (Quality Rating and Improvement System) rating to assess and improve their quality. Teachers and other school personnel received significant professional development and coaching from grant partners in all areas of VPI+, including curriculum implementation; supporting at-risk children; administration and effective use of formative assessments; use of QRIS results for program improvement; and data collection, reporting, and use. Subgrantees have expanded their services to children with disabilities, English learners, and others in need. In addition, a stakeholder workgroup has been created to develop guidelines for the prevention of suspension/expulsion of children in early childhood settings.

- **Increasing School Division Participation and State Impact**

Virginia continues to work to meet the strategic objectives of the grant and ensure the effective use of funds by school divisions going into the third year of the grant. Given that the goal of the PDG is to increase access and improve quality of services to preschool children in the Commonwealth, VDOE reevaluated plans for spending to achieve these goals and reallocated unused funding from current participating school divisions in order to add two additional school divisions in Years 3 and 4 (2017-2018 and 2018-2019) of the grant, for a total of 13 participating school divisions.

In deciding which school divisions to invite to participate in VPI+ , the VDOE returned to the original metrics for initial eligibility as described in Virginia's grant application and examined updated data sources, where available. Specifically, risk factors were operationalized as school divisions with:

- High poverty concentration, measured as percentage of students receiving Free/Reduced Price meals and/or the Community Eligibility Provision from the U.S. Department of Agriculture (USDA);
- High poverty magnitude, measured by the number of Title I schools;
- Unmet need, defined as the number of unfilled state preschool (VPI) slots; and
- Low achievement, defined as the percentage of students not meeting the PALS-K benchmark.

After tallying risk factors and choosing the top tier, Frederick County Public Schools and Virginia Beach City Public Schools were invited to join the VPI+ program for the 2017-2018 and 2018-2019 school years bringing the total number participating school divisions to 13.

- **Increased Number of Children Who are Ready for School**

There is very little consensus among researchers on the exact definition for kindergarten readiness using quantitative results based on assessments available for young children; however, Virginia is required to report kindergarten readiness for the federal PDG annual report. The Virginia Department of Education

(VDOE) received input from its VPI+ evaluator, SRI, and early childhood assessment experts from the VPI+ Evaluation Advisory Board (EAB) for reporting school readiness based on assessments being implemented as a part of the VPI+ program evaluation. For the exclusive purpose of VPI+ annual progress reporting, the VDOE used a comprehensive definition of kindergarten readiness that combined results across summative assessment measures used for the VPI+ program evaluation and put these into a single index.

The Essential Domains of School Readiness, as defined by the PDG, were assessed as follows:

1. Language and literacy development - Phonological Awareness Literacy Screening (PALS)
2. General knowledge and cognition - Woodcock Johnson III Tests of Achievement Revised (Applied Problems Subtest to assess numeracy and counting)
3. Approaches to learning - Teacher-Child Rating Scale (T-CRS-2.1)
4. Social and emotional development - Head Toes Knees Shoulders (HTKS) Task and T-CRS-2.1
5. Physical well-being and motor development - A Teacher Survey, Preschool Motor Development Direct Assessment, Virginia Fine/Gross Motor Screening at Kindergarten Measure

Children were considered kindergarten ready if they were in the expected developmental range in the two domains of 1) language and literacy development (literacy); and 2) general knowledge and cognition (mathematics); and at least one of the following domains: approaches to learning; and social and emotional development. Although motor development is important for children to be ready for kindergarten, delays in these areas are less common and not necessarily the primary focus of the VPI+ program. Therefore, based on consensus from a subcommittee of the EAB, motor development is not included in the criteria for kindergarten readiness.

PDG School Readiness Results

Using the criteria described above, the following percentages of children were identified as ready for school and reported in Virginia's PDG annual report.

VPI+ Cohort 1 - Children who participated in VPI+ classrooms during the 2015–2016 school year and started kindergarten (available for assessment) in fall 2016.

Overall - 70%

Gender

Male – 66%
Female – 74%

Race/Ethnicity

Black or African American children – 69%
Hispanic children – 64%
White children – 81%

Other Subgroups

Children with disabilities – 52%
English learners – 65%

Impact on Fiscal and Human Resources:

There are significant requirements of the federal Preschool Expansion Grant that must be implemented by the Virginia Department of Education and participating school divisions. Federal grant funds are being used at the state and local levels for VPI+ staffing and for other necessary resources to meet grant requirements.

Timetable for Further Review/Action:

Staff will provide further reports to the Board as the grant progresses.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the Report on the Virginia Federal Preschool Development Grant (VPI+).



Virginia Preschool Initiative-**PLUS**

Half-time Update

Cohort 1: 2015-2016

Cohort 2: 2016-2017

Cohort 3: 2017-2018

Cohort 4: 2018-2019

Virginia Board of Education

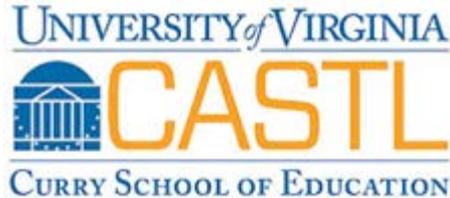
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Overview



- Partnerships and participating divisions
- VPI+ critical elements and students served
- Progress measures
- Key accomplishments
- Challenges, lessons learned, next steps
- In their own voices - practitioners and family members

Partnerships



- Brunswick County
- Chesterfield County
- Fairfax County
- Giles County
- Henrico County
- Norfolk City
- Petersburg City
- Prince William County
- Richmond City
- Sussex County
- Winchester City

New in 2017-2018:

- Frederick County
- Virginia Beach City



We have grown together
Power of shared experience and mission.

Critical elements



Commonalities with VPI

- Full day*
- Licensed teachers**
- 9:1 ratio, capped at 18 students
- PALS PreK
- Curriculum aligned to Foundation Blocks for Early Learning
- Screenings/referrals to support services
- Public and private settings

*VPI may have half-day programs

**If VPI teachers paid with public funds, must have BOE-issued license (*Code of Virginia* §22.1-299)

Critical elements



Unique to VPI+

- Salary parity with K-12 teachers and staff
- Individualized professional development plans (30 hrs)
- Up to 40 hours coaching
- Formative assessment system with aligned curriculum
- Summative assessments (PreK and fall of K)
- Rigorous external evaluation
- Quality Rating Improvement System (QRIS) ratings in Years 1 and 3
- Free meals and snacks for all students
- Comprehensive services and required home visits
- Assigned staff for family engagement coordination
- Required targets for inclusion of students with disabilities

Critical elements

VPI Improved classrooms (*10 of 13 divisions in Year 3; plans for 11 of 13 in Year 4*)

A slot that already existed at the time of Virginia's grant application and that will be improved by any of the following allowable improvements using grant funds:

- providing comprehensive services (*10 divisions*);
- providing evidence-based professional development & coaching (*10 divisions*);
- extending programs from half-day to full-day (*1 division*);
- decreasing child-to-staff ratios (*1 division moved to 6:1*); or
- employing and compensating a teacher with a bachelor's degree (*already in place in all 10 divisions improving VPI slots*).

Years 1 & 2

Where we've been



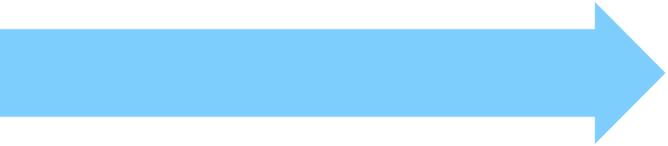
6,100+

High-quality PreK and services to children and families in Years 1&2



200+

Teachers, aides, and early childhood leaders receiving training



1

Robust, expansive, unified Virginia network of PreK champions



Ready for K and beyond

This work is critically important

Here's what it ***REALLY*** looks like:

A horizontal bar consisting of four colored segments: a light blue segment on the left, a dark blue segment in the middle, an orange segment on the right, and a red segment on the far right.

Chesterfield



Brunswick



Fairfax



Giles



Henrico



Petersburg



Norfolk

Norfolk Public Library and Norfolk Public Schools' Department of Early Learning present

Family Engagement Night

DISCOVER NASA

From Our Town to Outer Space.

Save the Date!
THURSDAY
JAN. 12
12 PM

FREE ADMISSION TO THE PUBLIC

SLOVER LIBRARY
235 E. Plume Street
Norfolk, VA 23510
757.664.7323
sloverlibrary.com/NASA

Families are invited to explore the Discover NASA exhibit at Slover and to participate in math and science activity stations.

(FAMILY)

NORFOLK discover WJZB13 Norfolk Public Schools

Prince William



Richmond



Sussex



Winchester



Students served: Actual data from first 2 years



| Year 1 | | Year 2 | |
|--------|--------------|--------|--------------|
| VPI+ | VPI Improved | VPI+ | VPI Improved |
| 1,230 | 1,574 | 1,406 | 1,891 |
| 2,804 | | 3,297 | |

Demographic Characteristics



Similar across first two cohorts. Year 2 data:

- 48% Black, 29% Hispanic, 14% White, 9% Other race/ethnicity
- 63% at or below 100% Federal Poverty Level
(\$24,600 or less for family of 4)
- 26% Dual Language Learners (most commonly Spanish or Arabic)
- 3.3%(fall) and 8%(spring) identified with disability or delay
(National average: 6.4%)
- 7% fair or poor health, as rated by teachers



[flickr.com/photos/reallynuts/4706938224](https://www.flickr.com/photos/reallynuts/4706938224)

Progress Measures

Focusing on continuous improvement at every level

School Readiness Domains

| Domains | Components |
|---|---|
| Language and literacy | Verbal communication, conversation, vocabulary, name writing, alphabet knowledge, beginning sound awareness, rhyme awareness, nursery rhyme awareness |
| Cognition and general knowledge | Early mathematics and scientific development: numeracy and counting skills, classification, connects experiences |
| Approaches to learning | Task orientation: initiative, curiosity, creativity, persistence, independence, ability to cooperate |
| Physical well-being and motor development | Health, coordination, gross and fine motor skills, balance |
| Social and emotional development | Positive peer relationships, self-regulation of emotions and behaviors |



Formative Data

Fall, Winter, and Spring PreK

Year 2 Results: PreK cohort 2

Grant-wide Percentage of Students
Meeting or Exceeding Widely Held Expectations on Teaching Strategies GOLD

| Area | Fall | Spring | Growth |
|-------------------------|-------|--------|---------|
| Social-Emotional | 11.90 | 85.00 | + 73.10 |
| Physical | 28.20 | 91.90 | + 63.70 |
| Language | 27.10 | 90.50 | + 63.40 |
| Cognitive | 20.70 | 93.30 | + 72.60 |
| Literacy | 28.30 | 92.20 | + 63.90 |
| Mathematics | 11.80 | 87.20 | + 75.40 |

Comparing Years 1 and 2: Comparing Grant-wide GROWTH

Percentage of Students Meeting or Exceeding Widely Held Expectations
on Teaching Strategies GOLD

| Area | Yr 1 Growth | Yr 2 Growth | % change |
|------------------|-------------|-------------|----------|
| Social-Emotional | + 53.8 | + 73.1 | + 19.3 |
| Physical | + 41.7 | + 63.7 | + 22.0 |
| Language | + 52.0 | + 63.4 | + 11.4 |
| Cognitive | + 59.9 | + 72.6 | + 12.7 |
| Mathematics | + 65.4 | + 75.4 | + 10.0 |



Summative Assessments

Utilizing Program Evaluation Study Data Points

Fall and Spring PreK and Fall K

Year 2 Results: PreK cohort 2

Preschool Students' Exit Skills by School Readiness Domain Percentage within or above developmental range

| Domain | Within/above range | Range across divisions |
|---|--------------------|------------------------|
| Literacy | 83% - 93% | 76% - 99% |
| Cognition (numeracy and counting skills) | 87% | 80% - 94% |
| Approaches to learning (task orientation) | 84% | 71% - 95% |
| Social and emotional <ul style="list-style-type: none">• Social skills• Behavior control | 90% 88% | 87% - 96% 84% - 95% |

Year 2 Results:

PreK cohort 2

Preschool Skills from Fall to Spring

- Mean scores increased on all literacy & early mathematics measures.
- Mean scores for approaches to learning and social and emotional development measures remained stable.

However, the majority of students are rated **within or above** the developmental range in both the fall and spring on these skills.

“Kindergarten Readiness” Indicators

- Required to submit a quantifiable measure and results to U.S. Departments of Education and Health and Human Services as a part of Virginia’s Annual Performance Report
- Definition developed by VPI+ Evaluation Advisory Board for purpose of fulfilling Annual Performance Report requirement

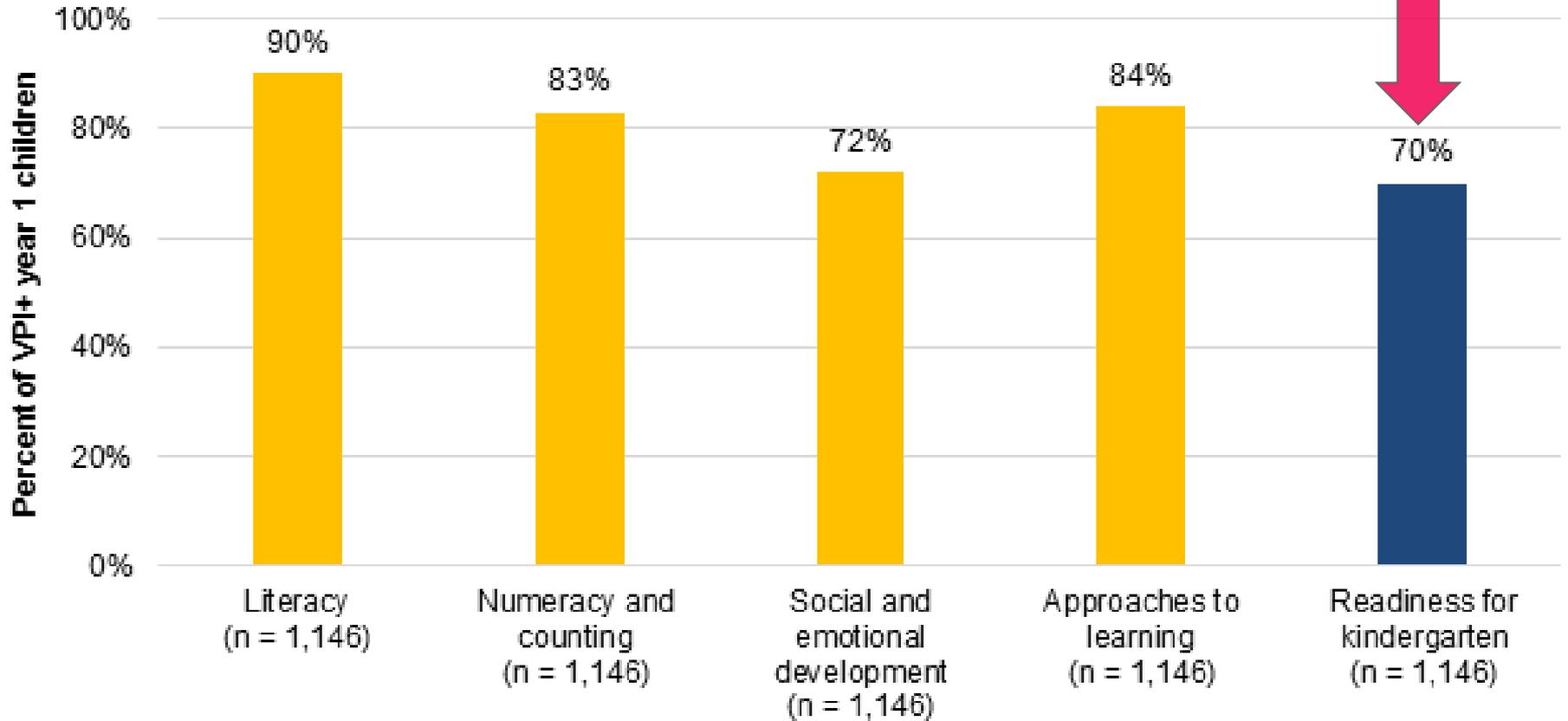
To be “*Kindergarten Ready*,” a student must:

Score within OR above developmental range in Literacy AND Math

AND

at least one other domain (Social Emotional; Approaches to Learning)

Year 2 Results: PreK cohort 1 in K year (VPI+ graduates)



Themes from K readiness data: *Cohort 1*

- Hispanic children less likely to demonstrate readiness in math and composite measure compared to non-Hispanic peers
- Black children less likely to demonstrate readiness in math, social/emotional, and composite measure compared to non-Black peers
- Statistically significant gaps in “K readiness” composite measure:
 - Fewer Dual Language Learners “K ready”
 - Compared to 70% grant-wide:
 - 52% IEP
 - 58% fair or poor health

Patterns across 2 years of PreK data

Fall to Spring data for 2 Cohorts

- Significant gains on early literacy and math skills
- Significant gains on approaches to learning
- Small but significant increases in peer social skills and behavior control skills
- Dual Language Learners showed greater gains than counterparts, indicating progress in closing gaps during preschool year
 - Fewer consistent differences by disability status or poverty levels



Family Survey Data

~60% return rate

Spring 2017 - Families of Cohort 2

Year 2:

Percentage families responding “Yes” to
“I have noticed a lot of growth in my child”

| Area/Skill | English/Spanish surveys |
|---|-------------------------|
| Language (vocabulary, talking, listening) | 98 - 99% |
| Literacy (pre-reading) | 92 - 97% |
| Cognitive (thinking/problem solving) | 86 - 93% |
| Approaches to Learning (persistence) | 83 - 89% |
| Physical (health, movement, coordination) | 95% |
| Social Emotional (positive behavior) | 95 - 97% |

Year 2:

Percentage families responding “Yes” to
“Did you learn new ways to help your child in school?”

Yes - 99%

Year 2:

“After this preschool experience,
do you feel connected to your child’s school?”

99-100% say “yes” or “somewhat”

| Response | English respondents | Spanish respondents |
|----------|---------------------|---------------------|
| Yes | 89% | 93% |
| Somewhat | 10% | 7% |
| No | 1% | 0% |

Key accomplishments

Celebrating and sharing milestones

Grant-wide accomplishments



- Successful implementation across 11 divisions
- Adding two new divisions Fall 2017 - Frederick and Virginia Beach
- Featured as “Spark State” by USED/HHS for success in exceeding enrollment targets
- Complimentary, finding-free federal monitoring report in May/June 2017

Federal Monitoring Report



“Classroom staff in every classroom visited were highly skilled, caring, child-focused, and effective facilitators of each child’s learning. Activities were age-appropriate and children were highly verbal, independent, and actively involved in learning...

It is evident that a lot of time and attention is given to coordination and collaboration...in a concerted effort to ensure emotionally and intellectually healthy and safe learning environments for all children and the adults who work with them.”

Other outcomes from VPI+ participation



- State workgroup drafting *Virginia Guidelines for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings*
- Efforts toward PreK data enhancements - data quality and reporting
- Extensive multimedia professional development resources publicly available on [VPIplus.org](https://vpiplus.org) website, along with evaluation reports

Challenges, lessons learned, next steps

Identifying and overcoming barriers in the 2nd half

Challenges, lessons learned, next steps



- Better understanding and addressing gaps in K readiness outcomes
 - *Intensive focus on math and social emotional domains*
- Challenging student behaviors
 - *Social emotional needs and trauma informed care*
- Including more PreK students with disabilities in VPI+ and Improved classes
 - *Regional Early Childhood Education Leaders Collaborative Institutes focused on removing barriers*

Challenges, lessons learned, next steps



- PreK-3 alignment
 - *Shared local professional development*
 - *Community partnerships for Birth to PreK alignment*
- Sustainability - funding beyond Year 3 and Year 4
 - *Bringing high-level decision-makers to the table*
 - *Share great news of the VPI+ story at state and local levels*
- Dissemination of best practices and lessons learned
 - *Showcase PreK in VA pilot*

How the grant has impacted our work

Voices from the field

In our city school system, VPI+ has meant expanded preschool opportunities to more families, increased collaborations with community agencies, broader resources for families and formal partnerships with community child care agencies.

- *Coordinator*

VPI+ means connecting families to high-quality early childhood education that supports and strengthens the development of healthy children.

- *Coordinator*

We have approximately 1,000 unserved economically disadvantaged 4 year olds in the division.

Through the expansion of the VPI+ program, 214 of those students are receiving a comprehensive early childhood program, included health, nutrition, mental health, family engagement, education, and disability services. - *Coordinator*

Funding has been provided to our division to begin PK in our public schools, [giving] fragile students opportunities to begin school with peers. Families have opportunities to help their children.

- *New division*

VPI+ has meant a positive transformation of lives, including students and their families. Our VPI+ students have become leaders among their peers in kindergarten classes!

- *Coordinator*

We are a small rural county where all staff (teachers, administrators) wear many hats and time is our smallest resource. The opportunity to provide our prek teachers and staff with practiced based coaching has allowed us to FOCUS on providing teachers professional development opportunities tailored to their needs and interests. - *Coach*

Coaching empowers the teacher [and] is exceptionally mindful of the teacher's individual needs, but more so her strengths and what that means for learners. It is respectful of her education, experience, skills and professionalism. It allows her to be a reflective practitioner and determine her own needs based on herself and her classroom. - *Coach, former VPI+ teacher*

The families in our program have received the...encouragement and tools necessary to become involved in their children's education. We have seen an increase on family participation in the classroom and outside the school. We have been able to build strong relationships with our families. Starting during the registration process and continuing through the school year via phone calls, emails, texts, monthly meetings and a diversity of family engagement events. This strong relationship help parents and caretakers to feel comfortable talking about their needs, givings us the opportunity to provide families with the resources. - *Family Engagement Coordinator*

What VPI+ has meant to us

Micro stories from families

This program has been the best thing that has happened to my son.

I appreciate everything this program has to offer, I couldn't find a better place.

This has been by far the greatest support system and learning experience.

My child is prepared to start kindergarten on day 1. Thanks for all the love shown to my child and family.

I even learned a lot being at workshops and being a helper in the classroom.

This preschool experience has been amazing. Everyone we came in contact with has gone above and beyond.

All schools should have it and all families should have the opportunity to have this experience. Thank you.

Beautiful experience! X was so happy to come to school everyday and pre-k also made it possible for Mommy to work!

The home visits helped my daughter understand that her teachers and parents communicate and she can trust them.

I am very thankful for this opportunity for my daughter. I am a student in grad school, and financially I could not have made my success and my daughter's progress without your help.

My family had a house fire this year. The school, the teachers, and the VPI person went above and beyond assisting us in our recovery. Mrs. X and Mrs. Y are such wonderful people.

Thanks for teaching my child. You also taught me in the process.

Preschool is real school.

This program has been an exponential benefit to my son. He is more than ready for K in the fall. I have been given techniques and materials to continue throughout the summer so his skill levels will not fall. I am truly thankful for all of your assistance in excelling my son, my family, and thereby my community.

We as parents have had a lot of great resources... I had the opportunity to go to the "coping with your child's behavior trainings" and it was great. We now have the best tools to help our son with a great start and help him succeed in the following school years.



Virginia Preschool Initiative-**PLUS**

We all work on behalf of some of Virginia's youngest and most vulnerable students, with an eye towards improving outcomes for all through systemic quality improvements in Pre K.



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