

2025-2026

New VPI Coordinator

Training

July 31, 2025



Objectives and Agenda

This webinar will provide an overview of VPI program requirements and answer frequent questions that new coordinators often ask.

Agenda:

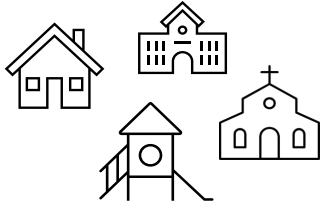
- State of Early Learning in Virginia
- Purpose of VPI
- General Assembly Appropriation Act and VPI Guidelines
- New Coordinator FAQs
- Upcoming events & resources

Recording and slides will be sent to all registered participants

State of Early Childhood in Virginia

Our Shared Vision

We envision a Virginia where *all* children have the opportunity to enter school ready.



Families have a variety of affordable, high-quality, public-private early learning options.

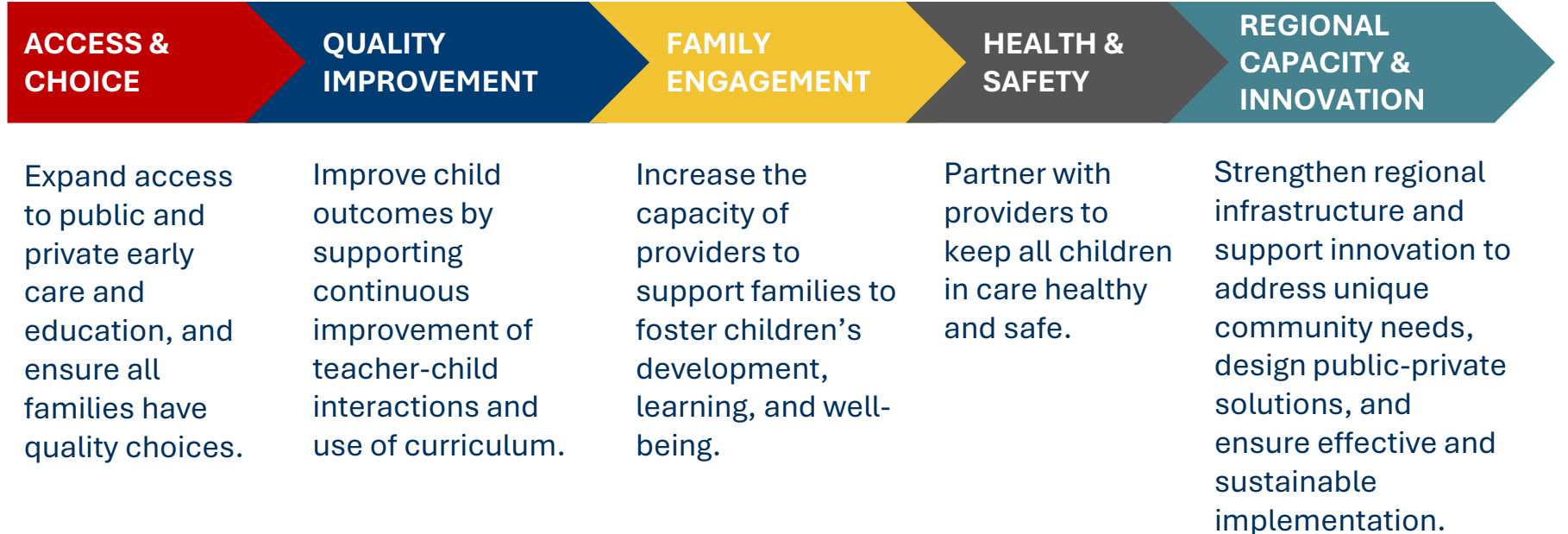


Programs are measured, supported to improve, and rewarded for continuous improvement.



Parents can work or go to school and meet their family's needs.

Shared Goals of Public-Private System



VIRGINIA PROVIDERS, EDUCATORS, AND FAMILIES ARE ESSENTIAL TO EACH STRATEGY. READY REGIONS, LED BY VIRGINIA EARLY CHILDHOOD FOUNDATION, ENSURE IMPLEMENTATION.

Purpose of VPI

Code of Virginia - Establishing VPI

The Virginia Preschool Initiative (VPI) is established within the Virginia State Budget:

“With such funds as are appropriated for this purpose, the General Assembly hereby establishes the Virginia Preschool Initiative as a grant program to be disbursed by the Department of Education to schools and community-based organizations to provide quality preschool programs for at-risk three-year-olds and four-year-olds who are unserved by Head Start programs and for at-risk five-year-olds who are not eligible to attend kindergarten.” ([§ 22.1-289.09 \(A\)](#))

Purpose of VPI

From FY26 VPI Guidelines, page 7:

“The Virginia Preschool Initiatives (VPI) provides high-quality preschool education for children that have been identified as at-risk. Through a focus on advancing effective interaction and instruction, VPI programs help ensure all Virginia children enter school fully prepared for success. VPI programs are called to make continuous quality improvements in 1) use of evidence-based curriculum, 2) assessing teacher-child interactions, and 3) providing individualized professional development to educators.”

Appropriation Act & VPI Guidelines

Virginia Appropriation Act Chapter 2 item 125.10 D (2024-2026)

- Requirements for VPI programs are set each year by the Virginia General Assembly as set forth in the state budget ([Appropriation Act](#)). The Virginia Department of Education establishes the VPI Guidelines in alignment with the state budget.
- The Virginia State Board of Education has established the [Early Learning Development Standards \(ELDS\)](#), Birth-Five Learning Guidelines to be implemented by publicly-funded programs, including VPI.

VPI Guidelines

Each year, the VDOE releases an updated set of [program guidelines](#) to set the minimum expectations for meeting the goals for VPI programs, as provided in the Appropriation Act approved by the General Assembly.

- All VPI Coordinators are expected to read and become familiar with the guidelines and ensure the guidelines are followed.
- The VPI Guidelines are always posted on the [VDOE website](#).

VPI Guidelines Highlights 2025-2026

This webinar includes highlights of the guidelines and is not intended to be a comprehensive overview. Please refer to the guidelines for more information. The guidelines include the following sections:

Providing a Quality Preschool Education	Program Operations & Transportation
Working with Community to Provide Health Services & Facilitate Comprehensive Services	Submitting the VPI Application
Family Engagement	Appendices A-F: Serving 3 Year-Olds, Use of Preschool Assessments, Student Eligibility Criteria, Local In Kind Match, Slots in Community Provider, Wrap-Around Services
Quality Preschool Opportunities For all Learners	

Providing a Quality Preschool Education

Early childhood sites that take public funding are required to participate in the unified [Virginia Quality Birth to 5 \(VQB5\) system](#).

- VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators:
 - 1) Teacher-Child Interactions as measured with CLASS, and
 - 2) Use of an approved quality curriculum.

See the [VQB5 Guidelines](#) for more information and prepare to complete registration in LinkB5 using VA Connects between Aug. 15-Oct. 1.

Providing a Quality Preschool Education

Three activities must be completed annually for VQB5:

1. All VQB5 participants are required to use [LinkB5](#) to provide information about their sites, classrooms, teachers, and child enrollment through the completion of various profiles.
2. Every eligible classroom must complete [two local CLASS observations](#), one in the fall and one in the spring, with scores entered in LinkB5. Each observation must result in feedback provided to teachers/assistants.
3. In addition to the two local CLASS observations, all participating sites must participate in [external CLASS observations](#) for each age-level served, between August 15 and May 31

CLASS observations provide essential feedback to teachers and site leaders on the quality of the teacher-child interactions in the classroom. Divisions should plan professional development for teachers related to the CLASS tool.

Providing a Quality Preschool Education

Virginia Kindergarten Readiness Program (page 11 & Appendix B)

The Virginia Kindergarten Readiness Program (VKRP) and the Virginia Literacy Partnerships' Virginia Language & Literacy Screening System (VALLSS) are complementary assessments designed to measure school readiness:

- VKRP is aligned with the ELD Standards and assesses preschoolers' **school readiness skills in mathematics, self-regulation, social skills, and literacy.**
- All VPI 3- and 4-year-olds are required to be screened in the fall and in the spring using VKRP and VALLS: Pre-K. There is also an optional mid-year assessment.
- Use of VKRP satisfies the VPI requirements to assess students on the ELD standards in fall and spring each year.

Health & Comprehensive Services

Toilet Training (page 12)

Some VPI students may not be fully toilet trained when they start attending VPI in the fall. Toilet training is like any other self-care skill that children need to learn.

- Divisions should consider how they may schedule toilet training into the day and give the child the opportunity to practice and become more independent with the task.
- Children who are not toilet trained should not be excluded from VPI enrollment. Divisions may not add a requirement that eligible children be toilet trained prior to entrance into a VPI program.

See page 13 of the Guidelines for additional tips and resources for toilet training.

Health & Comprehensive Services

Local VPI Steering Committee (page 13)

A local VPI Steering Committee must be established to ensure the following:

1. Broad stakeholder support for the implementation of the VPI program within the community;
2. Coordination of services and resources to provide available comprehensive services to children and their families; and
3. Federal and state funds are maximized to preserve existing slots for 3- and 4-year-olds already being implemented in the community (supplementing, not supplanting, increase access for more at-risk children)

VPI Steering Committee members should collaborate to establish coordinated enrollment procedures across early childhood programs to address these expectations. Recruitment and enrollment of eligible students to fill available Head Start should be a topic of each Steering Committee meeting.

The VPI Steering Committee must meet at least quarterly.

Health & Comprehensive Services

Head Start Collaboration (page 14)

- VPI Programs must refer all Head Start eligible families until there is a certification of enrollment in place
 - This could be a blanket certification or an individual certification
- All VPI Programs must have an MOU/A with their local Head Start Program (see page 15 for details)
- MOU/As must be uploaded annually into SSWS as part of Fall Verification

Quality Preschool Opportunities for all Learners

Target Inclusion Rate of 10% (page 19)

VPI program leaders must focus on equity by ensuring practices and policies encourage inclusion and advancement of all children who are eligible for the program, including those who have an Individualized Education Program (IEP).

- Established by the General Assembly, a target inclusion rate of 10% for all children (three- and four-year-olds) enrolled in local VPI programs are children with IEPs in inclusive classrooms
- VPI programs falling below 10% will provide reasons the target was not achieved and actions to meet or exceed the target in the next school year.
- VPI inclusion rates are calculated at the end of each school year

See page 15 of the guidelines for more information.

Program Operations & Transportation

Student Eligibility (page 25)

The Appropriation Act provides language on the specific criteria that make a child eligible to participate in VPI:

1. Residency Requirements

- Children must be residents of Virginia
- Children must be residents of the school division in which they receive VPI funding unless a cooperative agreement is established with neighboring divisions.

2. Age Requirements

- Four-Year-Olds: must be four years-old on September 30 to fill a four-year-old slot
- Three-Year-Olds: must be three years-old on September 30 to fill a three-year-old slot
- Five-Year-Olds: there are limited exceptions for children five-years-old on September 30 to fill a four-year-old slot, if they did not have access to sufficient preschool experience and parents request VPI as the most appropriate placement.

Program Operations & Transportation

Student Eligibility (continued)

3. Economic and Educational Risk Factors

- In addition to residency and age, children must also meet criteria that put them at risk to not enter kindergarten ready. The four criteria established in the Appropriation Act are:
 - Family income at or below 200 percent of federal poverty guidelines
 - Homelessness
 - Student's parents or guardians are school dropouts
 - Students with special needs or disabilities
- Up to 15% of slots may be filled based on locally established criteria to meet the unique needs of at-risk children in the community.

For more information on eligibility, see [Guidebook for Using Family Income Criteria in Determining Student Eligibility & Best Practices for Implementing a Local Eligibility Process](#)

Program Operations & Transportation

Using Local Eligibility Criteria for 15% or More of Slots (page 27)

Localities that can demonstrate that more than 15% of slots are needed to meet the needs of at-risk children in their community may apply for a waiver from the Superintendent of Public Instruction to use a larger percentage of their slots

- The percentage (15% or higher if approved) is out of the total slots filled (4s & 3s) at Fall SRC
- Must report income levels for all families of students found eligible using local criteria in the Fall VPI Verification Report
- Divisions may submit a waiver application in SSWS during three submission windows:
 - 1) March 1 - May 15,
 - 2) July 1 – August 15
 - 3) September 1 – October 15.
- Superintendents must approve the waiver application in SSWS.
- VPI coordinators will need to send a request to their division SSWS manager to have the application added to their SSWS

See Appendix C for more information

Program Operations & Transportation

Teacher Qualifications (page 28)

The state Appropriation Act language does not specify requirements for teacher licensure for VPI classrooms in community-provider settings. However, the Code of Virginia (22.1-299) requires that all teachers paid with public funds must have a teacher's license issued by the Board of Education.

- VPI state funds cannot be used to pay a teacher who does not hold a teaching license.
- An appropriate endorsement on a teaching license issued by the Virginia Board of Education for a VPI teacher includes any of the following:
 - PreK-3
 - PreK-6
 - Early Childhood Special Education with 3-and 4-year-old endorsement
 - Early Childhood Special Education for self-contained special education classrooms

Program Operations & Transportation

Instructional Time (page 29)

As stated in the Appropriation Act, VPI programs may include unstructured recreational time that is intended to develop teamwork, social skills, and overall physical fitness in any calculation of total instructional time, provided that such unstructured recreational time does not exceed 15% of total instructional time.

Operating as a Full or Half-Day Program (page 29)

Programs must provide full-day or half-day and at least school-year services (180 days OR 990 hours for full-day, 540 hours for half-day). Programs must operate on a full-day or half-day basis for the entire school year to receive the full state allocation.

- Full-day programs shall operate for a minimum of five and one-half instructional hours, excluding breaks for meals, and half-day programs shall operate for a minimum of three hours of classroom instructional time per day, excluding breaks for lunch.
- For a new program, including VPI 3-Year-Olds, in the first year of implementation, a program operating less than a full school year will receive state funds on a fractional basis determined by the prorated portion of a school year program provided.

Program Operations & Transportation

Transportation (page 30)

- Transportation must never be a barrier to participation in VPI
- All students should have at least one VPI location with transportation available to them, this could be considered a “home” or “zoned” location, similar to elementary school students.
- When a spot is not available at the location with transportation, a family can choose to remain on that location's waitlist or attend a location with openings and self-transport.

Program Operations & Transportation

Monitoring (page 31)

- Programs will be monitored, at minimum, once every four years
- Monitoring is a one-year process that takes place over a 12-month period
- This process is focused on program compliance with the VPI Guidelines

VPI Slots and Funding

Yearly VPI Slot Process (page 36)

1. Governor's Budget Initial Slot Projection – *released in December*

The governor's introduced budget in December includes a projection of the number of at-risk four-year-olds unserved by Head Start in each locality. VPI coordinators are notified by VDOE of these projections.

2. VPI Spring Application – *due May 15*

Localities complete the VPI Spring Application in SSWS, notifying the VDOE of their plan to participate in VPI in the upcoming school year. Localities request the number of four-year-old and three-year-old slots they plan to fill, and indicate any slots to be placed in community provider settings.

3. VPI Slot Allocations – *finalized by July 1*

VDOE reviews VPI Spring Application requests. If requests exceed available funds, VDOE applies a formula to reallocate slots. Programs are notified of initial slot decisions in June and have a brief period for appeals. Programs are notified of final slot allocations by July 1.

Yearly VPI Slot Process (continued)

4. **Fall Student Record Collection (SRC) - *October***

Localities report all students enrolled in VPI to the VDOE via Fall SRC.

5. **Fall VPI Verification – *November***

Localities review VPI student enrollment numbers as reported in Fall SRC, and report additional VPI-specific information including student income and eligibility counts.

Any allocated VPI slots not filled by Fall SRC are returned. Localities may request additional slots for late enrollment during Fall Verification.

6. **VPI Late Enrollment Reallocation – *finalized by December 1***

If funds are available, the VDOE considers requests for late enrollment slots. Programs are notified of late enrollment slot allocations by December 1.

Yearly VPI Slot Process (continued)

7. VPI Late Enrollment Application – *January*

Programs report any students enrolled between October 1 and December 31. Funding for these slots is prorated based on date of enrollment.

8. Redistribution of remaining funds

Any funds remaining after late enrollment are reallocated to meet family demand in other early childhood programs (§ [22.1-289.03](#))

Funding for VPI Slots

- VPI Per Pupil Rates for FY26:

Locality	Full-Day VPI Slot	Half-Day VPI Slot
Loudoun, Prince William, Fairfax (City and County), Arlington, Alexandria, Manassas, Manassas Park., Falls Church (Planning District 8)	\$10,701	\$5,350.5
Stafford, Fauquier, Spotsylvania, Clarke, Warren, Frederick, Culpeper, Fredericksburg, Winchester	\$10,151	\$5,075.5
All other localities	\$9,968	\$4,984

- Per pupil funding is split into a **state share** and **local match**

Local Match

- The state share/local match split is determined by the [Composite Index of Local Ability-to-Pay](#) (LCI)
 - For VPI programs, local match is capped at 50%
- Up to 50% of the required local match may be in-kind (cash outlays that benefit the program but are not directly charged to the program)
- Localities should confirm availability of local match with their finance department before requesting VPI slots

Community Provider Slots (Appendix A)

School divisions are encouraged to partner with community providers to increase access to VPI services for at-risk children and their families.

- The lead governmental agency (e.g., school division, county government) is responsible for oversight of the partnership
- VPI community provider slots follow all rules and expectations outlined in the VPI guidelines. Community providers must follow any applicable health and safety standards
- Localities request community provider slots through the VPI spring application and receive funding for these slots as part of their overall VPI electronic payments. Localities are fully responsible for handling payment and coordination with the community provider.
 - Where there is a difference between the regional estimated cost of quality and the VPI per pupil amount, add on funds may be available to mitigate this gap.
- Grantees are required to have MOU/MOAs with all community providers supporting VPI slots.

Blending Preschool Funding Sources

VPI Programs may combine multiple funding sources, including Title I, Head Start, ECSE (619/611), childcare subsidy, and tuition

- VPI Programs should coordinate with other local programs to help families achieve full day, full year care when desired
- Only one funding source per student can be used at any one moment of the day.
 - For example, a student can be funded by VPI for the school day (9:00am-3:30pm) and by child-care subsidy for wrap around care (7:00am-8:59am and 3:31pm-6:00pm). A student cannot be fully funded by child-care subsidy (7:00am-6:00pm) and VPI (9:00am-3:30pm) at the same time.

[More information on blending funds](#)

New Coordinator FAQs

What are essential documents for VPI coordinators?

Essential VPI Documents

All documents can be found on the [Virginia Preschool Initiative website](#)

- [VPI Guidelines](#): Primary source for all VPI program requirements
- [Guidebook for Using Family Income Criteria in Determining Student Eligibility & Best Practices for Implementing a Local Eligibility Process](#): guiding document for enrolling students
- [Virginia's Early Learning & Developmental Standards \(ELDS\) Birth-Five Guidelines](#): learning benchmarks
- [VPI State Funding Based on Student Enrollment – Fall Student Record Collection](#): guidance for enrollment coding

What is the required VPI Local Plan?

VPI Local Plan

Each spring, VPI programs submit a VPI Application in SSWS that includes the VPI Local Plan for implementing VPI in the following school year.

- Answers to Local Plan questions are saved in the system from spring to fall but not from fall to spring. Each spring a new plan is submitted to DOE.

Virginia Preschool Initiative Local Plan(Projected)

*1). Describe how the program ensures the Virginia's Birth-to-Five Early Learning and Development Standards are followed and how assessments in the five areas are assessed (Approaches to Play & Learning; Social & Emotional Development; Communication, Language, & Literacy; Health & Physical Development; and Cognitive Development).(1000 characters)

[View Whole](#)

[Text](#)

*2). Describe the intentional plan for implementing meaningful parental involvement and family engagement strategies throughout the school year.(1000 characters)

[View Whole](#)

[Text](#)

*3). Describe how teachers and teaching assistants are provided with ongoing training and professional development to implement the vetted curriculum. (1000 characters)

[View Whole](#)

[Text](#)

*4). Provide information on who will serve as certified, local CLASS observers. Describe how teachers and teacher assistants will be supported in improving practice as a result of scores from observations completed.(1000 characters)

[View Whole](#)

[Text](#)

*5). Describe how the program will facilitate linkages to obtain comprehensive services and resources for children and families (i.e., health physical, hearing and vision screenings, and behavioral and mental health screenings). (1000 characters)

[View Whole](#)

[Text](#)

*6). List all members of the VPI Steering Committee by their titles and organizations they represent. Describe how members are consulted to ensure federal funds are preserved and maximized for serving preschoolers. (1000 characters)

[View Whole](#)

[Text](#)

*7). Describe how leaders representing VPI and Early Childhood Special Education programs work together as a team to support inclusive practices of children with special needs in VPI classrooms. (1000 characters)

[View Whole](#)

[Text](#)

*8). Describe the transportation plan that is in place to ensure eligible VPI children have access to a safe method of transportation to and from the home setting and the VPI program site. Describe how the program will ensure that transportation does not prevent a barrier for providing full services to eligible children and their families. (1000 characters)

[View Whole](#)

[Text](#)

What is the role of the VPI Steering Committee?

VPI Steering Committee

A local VPI Steering Committee must be established to ensure the following:

- Broad stakeholder support for the implementation of the VPI program within the community;
- Coordination of services and resources to provide available comprehensive services to children and their families; and
- Federal and state funds are maximized to preserve existing slots for 3- and 4-year olds already being implemented in the community (supplementing not supplanting existing slots – increase access for more at-risk children).
- Meet at least quarterly to facilitate meeting community EC needs across programs.
- Ensure VPI funding for VPI programs is not being used to supplant Head Start federal funds provided for local early education programs and not be used to until the Head Start grantee certifies the all local Head Start slots are filled.

See page 13 of the VPI Guidelines for a list of required members and for additional information.

How does the VDOE communicate with VPI Coordinators?

Communications

- **Readiness Connections**

- Weekly newsletter communicating statewide early childhood information.
- Includes a section specific to VPI with announcements, webinars, Superintendent's Memos, and important due dates.
 - o Also includes sections on all other aspects of Early Childhood Care and Education.
- You must [subscribe](#) to the newsletter.

- **VPI Coordinator Emails**

- Tiffanie Meehling or Katie Wolfert may send out updates, reminders, or announcements periodically.
- Distribution list is taken from contact information the division provided to DOE on the spring VPI Application and fall VPI Verification Report.
 - o Anyone can be added or removed from this list by contacting Tiffanie/Katie

How do I locate the VPI
Application?

<https://www.doe.virginia.gov/>

Please select one of the Applications listed below

APPLICATIONS

Online Management of Education Grant Awards (OMEGA) - [Data Sensitivity: Low]

Online Management of Education Grant Awards for application submission, approvals, award, and financial tracking.

Virginia Preschool Initiative (VPI) - [Data Sensitivity: Low]

Data collection and application system for the Virginia Preschool Initiative



SINGLE SIGN-ON WEB SYSTEMS

WWS Menu >> VPI Home

Logout

Virginia Preschool Initiative (VPI) Web-based Data Collection and Application

✔ This application is open for data submission until 08/02/2024.

The Virginia Department of Education (VDOE) welcomes you to the Web-based data collection and application system for the Virginia Preschool Initiative (VPI).

(+)Instructions

Application and Verification

VPI Reports

Resources



How do I access historical VPI data?

Accessing VPI Historical Reports

Your program's history of allocated and filled slots can be found in [SSWS](#):

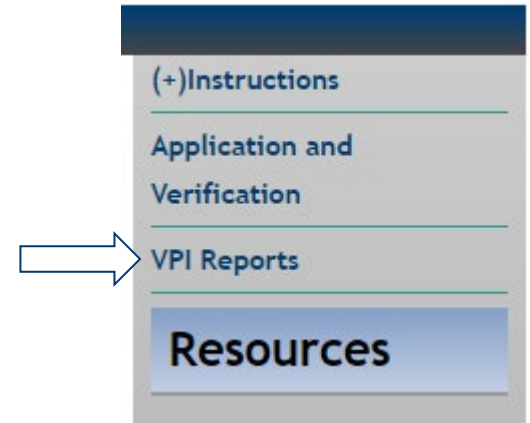
1. After logging in, select the “Virginia Preschool Initiative” application
2. Click “VPI Reports” on the right side
3. Click “Verification Report” and select the year you are interested in to export a report

Remember that SSWS uses fiscal years:

FY25 is the 2024-2025 school year

FY24 is the 2023-2024 school year

Virginia Preschool Initiative (VPI) - [Data Sensitivity: Low]
Data collection and application system for the Virginia Preschool Initiative



What is the Local Criteria Waiver?

Local Eligibility Criteria Waiver

Per the Appropriation Act, all divisions can use Local Eligibility Criteria for up to 15% of enrolled slots. Divisions can request an increase in this percentage via the *Local Eligibility Criteria Waiver*.

- The application is located in SSWS as a stand alone application.
- There are three windows for application:
 - March 1-May 15
 - July 1- August 15
 - September 1- October 15

Virginia Preschool Initiative (VPI) Waiver Application (VPI WAIVER) - [Data Sensitivity: Low]

This application allows VPI participating school divisions to submit a waiver to Increase Use of Local At-Risk Eligibility Criteria.

What is the Fall Student Record Collection (SRC) and why is it so important?

Fall Student Record Collection

VDOE distributes state funds (using state funding formula) to VPI fiscal agents for enrolled VPI students based on VPI student data collected on the fall SRC each school year. The total number of eligible, preschool students with a VPI funding code, enrolled on October 1, and reported in each school division's fall SRC serves as the total number of VPI slots filled by the division, therefore, funded by the state.

- The number of VPI enrolled students reported by the division's SRC in the fall, with a VPI funding code, determines funding the VPI program will receive for the school year. Thus, it is important to accurately report enrollment numbers to avoid funding complications
 - Prorated funding may be available for slots filled for the first time between October 1 and December 31
- All public preschool students, where the school division is the fiscal agent, grantee, or sub-grantee, must be reported on the SRC with a funding code and be assigned a State Testing Identifier (STI).
- The school division must seek out and secure STIs for the students in VPI (regardless of public or community-provider setting), Title I preschool, early childhood special education, and Head Start programs (only when school division is the Head Start grantee), and where funding is supported by state or federal grants or programs.

Funding Codes in SRC

Each student is reported in SRC with a preschool funding code, according to their funding source

- There are two codes for VPI-funded students:
 - Four-year-old enrolled in VPI = code #3
 - Three-year-old enrolled in VPI = code #12
 - VPI-funded students served in a community provider setting should be reported with these funding codes
- There are also funding codes for students not enrolled in VPI, but placed in a classroom with VPI-funded students
 - Locally-funded student placed in VPI classroom = code #8
 - Student receiving special education funds and placed in a VPI classroom = code #14
 - A student with an IEP enrolled in VPI should be reported with code 3 or 12, depending on their age. Code 14 is only for students not enrolled in VPI

How are VPI programs monitored by the state?

Purpose for Monitoring

- To provide VDOE with a tool for ensuring VPI programs are implemented in compliance with state VPI Guidelines and Appropriation Act requirements,
- To provide a tool for school divisions to conduct a VPI self-study to determine areas for improvement or gaps in program implementation,
- To provide a tool for establishing a continuous improvement process that includes goals for program and student outcomes

FY26 (25/26 School Year) Divisions Being Monitored

Albemarle County	Grayson County	Prince George County
Augusta County	Hampton City	Prince William County
Buckingham County	Hopewell City	Richmond City
Caroline County	Lancaster County	Roanoke City
Carroll County	Lynchburg City	Scott County
Colonial Heights	Martinsville City	Southampton County
Cumberland County	Mecklenburg County	Suffolk City
Danville City	New Kent	Waynesboro City
Fairfax County/City	Northampton County	Winchester City
Fluvanna County	Northumberland County	Wythe County
Franklin City	Norton City	

FY27 (2026-2027) School Year, Divisions to be Monitored

Alleghany Highlands	Galax City	Orange County
Amelia County	Greene County	Patrick County
Bath County	Isle of Wight County	Powhatan County
Bedford County	King George County	Pulaski County
Botetourt County	Loudoun County	Radford City
Charlotte County	Lunenburg County	Richmond County
Charlottesville City	Madison County	Russell County
Chesterfield County	Mathews County	Virginia Beach City
Dickenson County	Middlesex County	Westmoreland County
Dinwiddie County	Nelson County	Wise County
Falls Church City	Nottoway County	

What is the ECE Resource Hub?

ECE Resource Hub

- The [ECE Resource Hub](#) is a collection of free, high-quality professional development resources
- Topics include:
 - Strategies to support development of Core Skills
 - Supporting inclusion
 - Fostering family connections
 - Classroom book recommendations



The screenshot shows the ECE Resource Hub website. At the top, the title "ECE RESOURCE HUB" is displayed on the left, and "ECE-VIRGINIA" with a search icon is on the right. Below the title is a navigation menu with a home icon and the following items: CORE SKILLS, STRATEGY LIBRARY, BOOK COLLECTIONS, ABOUT US, and CONTACT US. The main content area features a featured article with the headline "Educational resources to support our youngest learners, from birth to five". The article text reads: "Explore strategies, recommendations, and professional development resources to help you promote children's development." Below the text is a blue button that says "CHECK OUT THE LATEST UPDATE". To the right of the text is a photograph of a young child in a red and white striped shirt with a dog face on it, sitting in a classroom setting.

Are we required to keep old VPI files and records?

VPI Records

Yes, VPI files/records must be kept. The following statement is a part of the VPI Verification signed and submitted by school division superintendents each fall:

“The school division or local government shall retain all financial and programmatic records relative to the VPI grant funding ultimately provided for five (5) years after final payment by VDOE, or until audited by the Commonwealth of Virginia, whichever is sooner. The agency, its authorized agents, and/or state auditors shall have full access to and the right to examine any of said records during said period.”

Events & Reminders

Upcoming Events

- **Monthly VPI Office Hours:** First Thursday of the month at 11 am, [Join the meeting](#)
 - VPI coordinators are invited to attend standing office hours. This is a time for VPI Coordinators to ask questions or brainstorm ideas together.
- **Introduction to VQB5 for New Program Leaders:** Thursday, August 7 at 12 noon, [register](#)
 - Overview of required VQB5 participation activities and FAQs, recommended for new VPI coordinators
- **VQB5 Local Observer Guidance Webinar:** Tuesday August 12 at 12 noon, [register](#)
 - Recommended for all local observers
- **VQB5 Overview for Public Schools Webinar:** Tuesday, September 9 at 2 pm
 - VQB5 updates for the 2025-2026 school year, specifically focusing on topics relevant to public schools, recommended for all VPI coordinators
- **Fall VKRP/VALLS: Pre-K Initiative Webinar:** Thursday, September 25 at 11 am, [register](#)
 - Meet with representatives from VKRP and VLP for annual updates on the screeners.

Reminders

- **Virginia Early Childhood State of the State:** This is an excellent detailed overview of Virginia's Unified Birth-5 system, [watch recording](#)
- [VQB5 Yearly Requirements](#)
 - All publicly-funded sites must complete registration between August 15-October 15 in LinkB5 via VA Connects
 - Fall local CLASS observation window: August 15 to December 22
 - Spring local CLASS observation window: January 20 to May 31
 - In addition to the two local CLASS observations, all participating sites must participate in external CLASS observations for each age-level served, between August 15 and May 31
- [Virginia Kindergarten Readiness Program \(VKRP\)](#) and [Virginia Literacy Partnerships \(VLP\)](#)
 - Access the [2025-2026 VKRP and PreK Language & Literacy Screener Calendar](#) for assessment window timelines

Questions and Answers

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Appendix



Ready Region Contacts - Leads

Ready Region	Lead Agency	Contact Name(s)	Contact Email(s)
Blue Ridge	United Way Charlottesville	Meredith Locascio, Kearsley Hinely	mlocascio@unitedwaycville.org , khinely@unitedwaycville.org
Central	Thrive Birth to Five	Ann Payes, Jodi Roberts	Apayes@thriveb5.org , jroberts@thriveb5.org
West	United Way of Virginia's Blue Ridge	Denise Ellis, Catie Sumner	dellis@owvbr.org , catie@uwrv.org
Southeastern	Minus 9 to 5	Jane Glasgow, Lauren Gray	glasgoje@odu.edu , graylj@odu.edu
Capital Area	Fairfax Office for Children	Rhonda Houck Morofsky, Rhonda Moore	rhonda.houckmorofsky@fairfaxcounty.gov , rhonda.moore@fairfaxcounty.gov
Southside	Center for Early Success	Stephanie Mann, Angela Wells	smann@centerforearlysucces.org , awells@centerforearlysucces.org
Southwest	EO	Susan Patrick, Carolyn Koesters	spatrick@eoco.org , ckoesters@eoco.org
Chesapeake Bay	FirstSpark	Tressell Carter, Julie Duregger	tcarter@firstsparkva.org , jduregger@firstsparkva.org
North Central	Foundation First	Gina Davis, Pam Heppard	gina@foundationfirstva.org , pam@foundationfirstva.org

Ready Region Contacts - VQB5

Ready Region	Lead Agency	Contact Name(s)	Contact Email(s)
Blue Ridge	United Way Charlottesville	Kearsley Hinely	Khinely@unitedwaycville.org
Central	Thrive Birth to Five	Jodi Roberts	Jroberts@thriveb5.org
West	United Way of Virginia's Blue Ridge	Catie Sumner	Csumner@uwvbr.org
Southeastern	Minus 9 to 5	Kim Ross	rosskm@odu.edu
Capital Area	Fairfax Office for Children		CapitalAreaVQB5@fairfaxcounty.gov
Southside	Center for Early Success	Sara Evermoore	severmoore@centerforearlysuccess.org
Southwest	EO	Carolyn Koesters	ckoesters@eoco.org
Chesapeake Bay	FirstSpark	Mary Sheldon	msheldon@firstsparkva.org
North Central	Foundation First	Heather Gudowicz, Courtney Harris, Leanna Saupp	heather@foundationfirstva.org , courtney@foundationfirstva.org , leanna@foundationfirstva.org

Ready Region Contacts – Coordinated Enrollment

Ready Region	Lead Agency	Contact Name(s)	Contact Email(s)
Blue Ridge	United Way Charlottesville	Megan Meyers	mmeyers@unitedwaycville.org
Central	Thrive Birth to Five	Pam Booker, Kellie Alarcon	pbooker@thriveB5.org , kalarcon@thriveb5.org
West	United Way of Virginia's Blue Ridge	Hollie Harmon Smith, Megan Huffman	hharmonsmith@uwvbr.org , mhuffman@uwvbr.org
Southeastern	Minus 9 to 5	Heather Eberle, Kristen Carter	eberlehm@odu.edu , carterkj@odu.edu
Capital Area	Fairfax Office for Children	Daphne Bolotas	daphne.bolotas@fairfaxcounty.gov
Southside	Center for Early Success	Kimberly Kelly, Kimberly Maddox	kkelly@centerforearlysuccess.org , kmaddox@centerforearlysuccess.org
Southwest	EO	Crystal Rasnake	crasnake@eeco.org
Chesapeake Bay	FirstSpark	Ashlyn Ramey, Samantha Mabry	Aramey@firstsparkva.org , smabry@firstsparkva.org
North Central	Foundation First	Megan Miloser	megan@foundationfirstva.org

VQB5 Resources and Information

Topic	Primary Website	Resources and Information
VQB5	VDOE Quality Measurement and Improvement (VQB5)	<ul style="list-style-type: none">• VQB5 Implementation Guide (English/Spanish)• Local CLASS Observation Guidebook & Feedback templates• Webinar Recordings• Participation FAQs
CLASS in VQB5	AELL Tools and Resources for Understanding and Using CLASS	<ul style="list-style-type: none">• CLASS Summary Docs (English/Spanish)• Guidance for Using CLASS in Diverse Settings• PD toolkit and resources
Curriculum in VQB5	Early Childhood Curriculum	<ul style="list-style-type: none">• Approved Curriculum List• Resources to support curriculum choice
Early Learning Standards	Standards & Instructional Supports	<ul style="list-style-type: none">• Early Learning & Development Standards (ELDS)• Other resources and instructional tools to support school readiness

Questions about VQB5 can be directed to vqb5@doe.virginia.gov

VKRP Resources and Information

- Visit the VKRP [website](#) and review [FAQs](#)
- Use this link [2025-2026 VKRP and PreK Language & Literacy Screener Calendar](#) to access the timeline for assessments.
- Explore resources for new directors after [logging into VLP](#)

VKRP Team: 1-866-301-8278 ext. 1; vkpr@virginia.edu; vkronline.org