

Overview of the Proposed 2026-2027 VQB5 Guidelines

March 23, 2026



Objectives and Agenda

Objectives - As a result of this presentation, participants will:

1. Increase understanding about the purpose and goals of VQB5.
2. Receive information about VQB5 Quality Ratings results and accomplishments
3. Learn about key updates to the VQB5 2026-2027 Guidelines proposed for the upcoming year
4. Have the opportunity to reflect and provide feedback on the proposed VQB5 Guidelines.

Agenda

- Shared Vision/Purpose of VQB5
- 2024-2025 VQB5 Quality Data Review
- Fall 2025 Successes and Feedback from the Field
- Proposed Updates to 2026-2027 Guidelines
- Additional Updates for 2026-2027
- Next Steps and Spring Feedback Opportunity

Poll #1

What is your role with VQB5? (select all that apply)

- I am a leader/educator at a VQB5 site.
- I am a CLASS Observer.
- I am a Ready Region staff/team member.
- I am an Improvement Partner (coach, trainer, etc.).
- I am a State/Community Partner.
- I am a Parent of a Child who attends a VQB5 site.
- Other role (put in the chat or webinar survey)

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 early learning options.



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



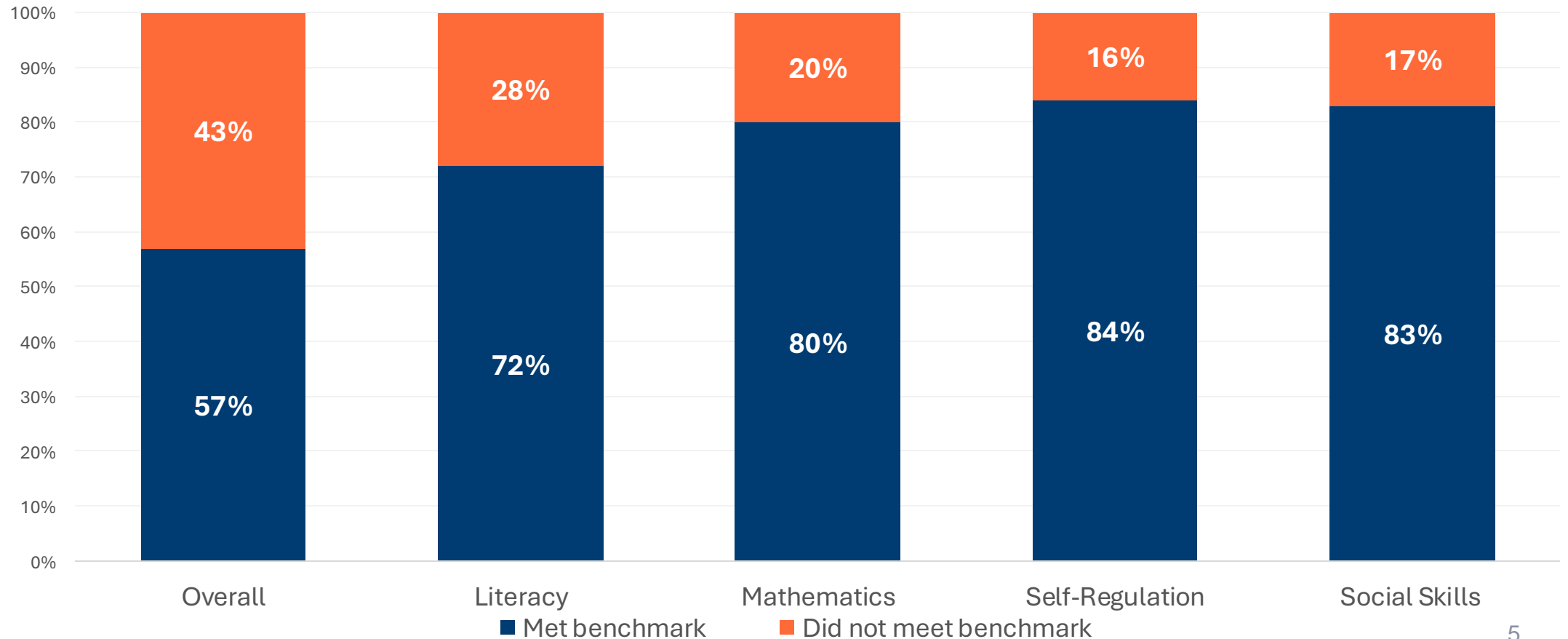
Parents can work or go to school and meet their family's needs.

School Readiness in Virginia



43%

of Virginia's kindergarteners began 2025-2026 needing to build skills in Literacy, Mathematics, Self-Regulation, and/or Social Skills.



NOTE: Students with complete data on each individual measure were included to obtain these estimates.

Meaningful Gains in Fall 2025

Students achieved meaningful gains between Fall 2025 and Fall 2024, demonstrating the impact of state investments that prioritize students in low-income households and students with disabilities.



+7 percentage points for Hispanic/Latino students

+6 percentage points for Black students

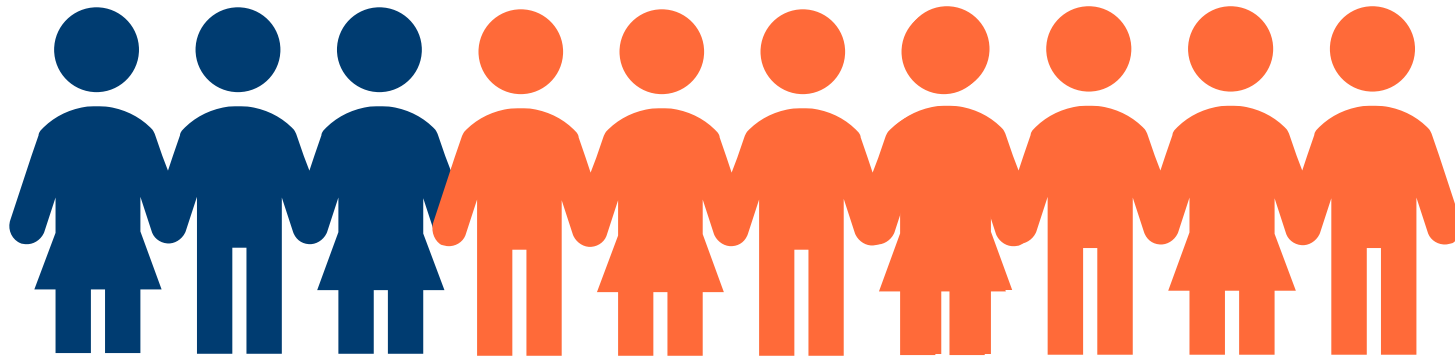
+6 percentage points for students in low-income households

+5 percentage points for English language/multilingual learners

+4 percentage points for students with disabilities

Early Childhood Matters for Readiness

Early childhood significantly improves school readiness for Virginia students from low-income backgrounds. Research continues to show this is true for different public and private early childhood experiences.



Only about **3** out of **10** Virginia students in low-income households *with no preschool experience* enter school ready.

VQB5: Measuring Quality

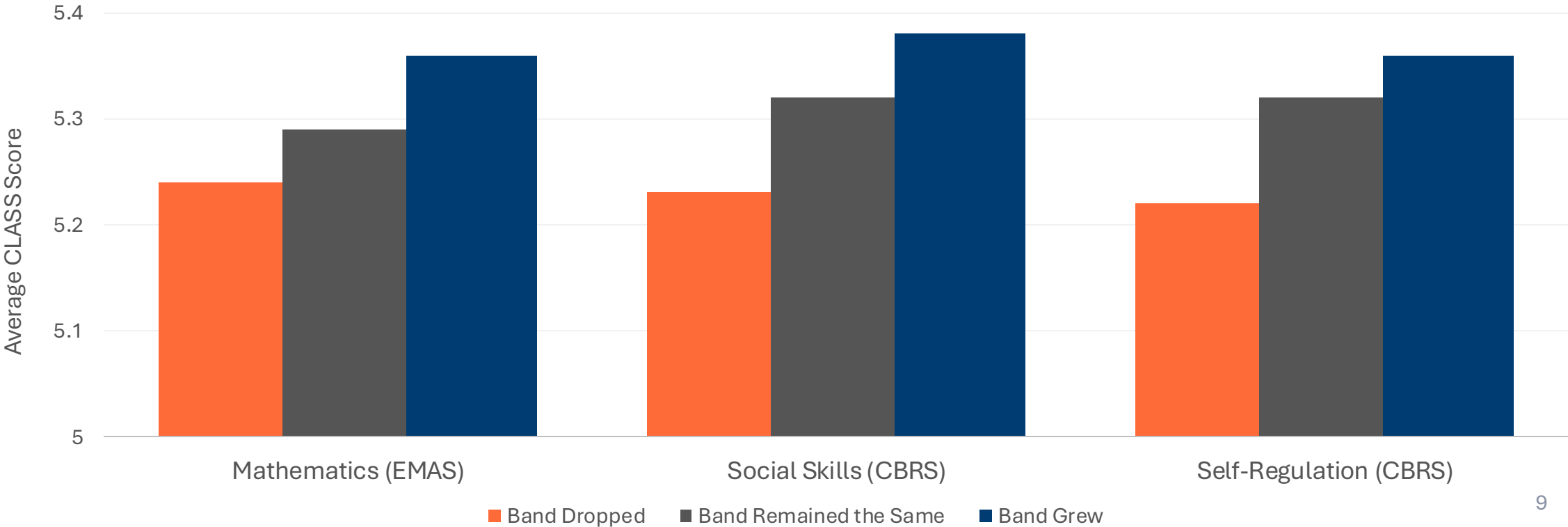
VQB5 measures the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators.

Interactions	Curriculum
Measure teacher-child interactions and instruction in a developmentally-appropriate way using the Classroom Assessment Scoring System (CLASS)	Measure the use of VDOE-approved early childhood curricula that are aligned with Virginia’s Early Learning and Development Standards
Research shows that stimulating and supportive interactions between teachers and children and effective use of quality curricula promote children’s holistic learning and development, <i>resulting in improved school readiness.</i>	

Pre-K Classroom Quality Linked to Math and Social-Emotional Skills

Children grow more in mathematics, social skills, and self-regulation from fall to spring in classrooms with higher CLASS scores.

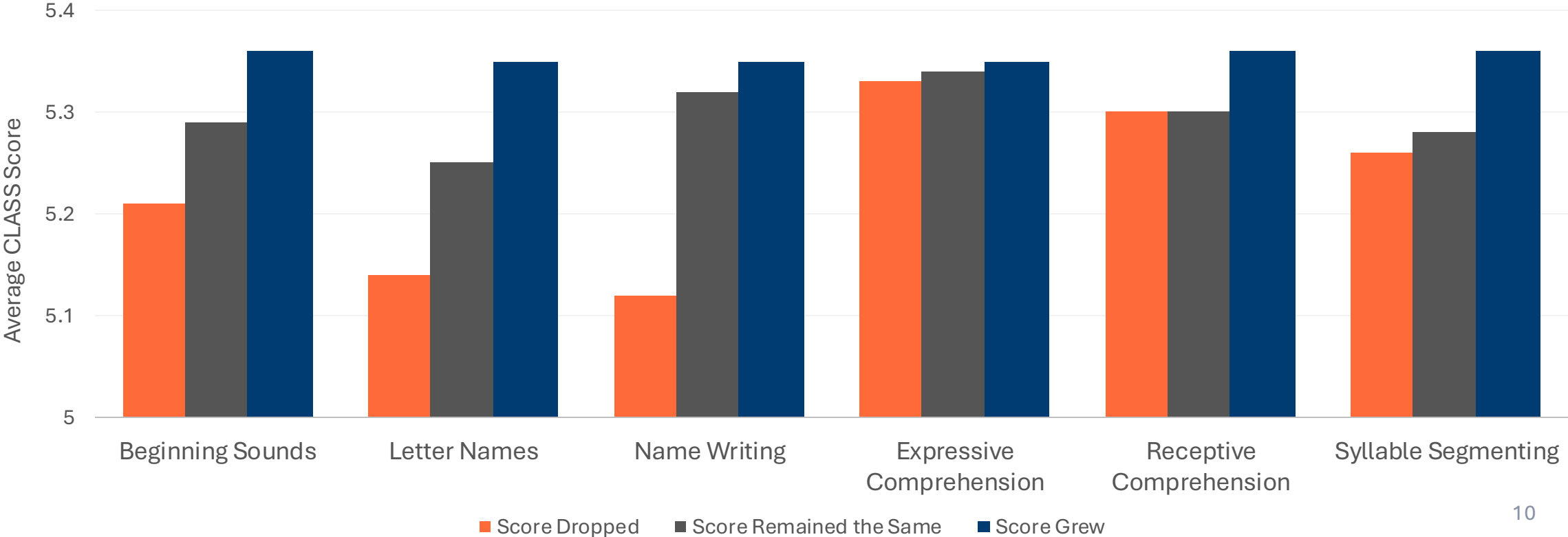
Average CLASS Score by Growth in VKRP Subtests for Four-Year-Olds
2024-2025



Pre-K Classroom Quality Linked to Literacy Skills

Children grow more in literacy skills from fall to spring in classrooms with higher CLASS scores.

Average CLASS Score by Growth in VALLS: Pre-K for Four-Year-Olds
2024-2025



2024-2025 VQB5 Quality Data

VQB5 Quality Ratings

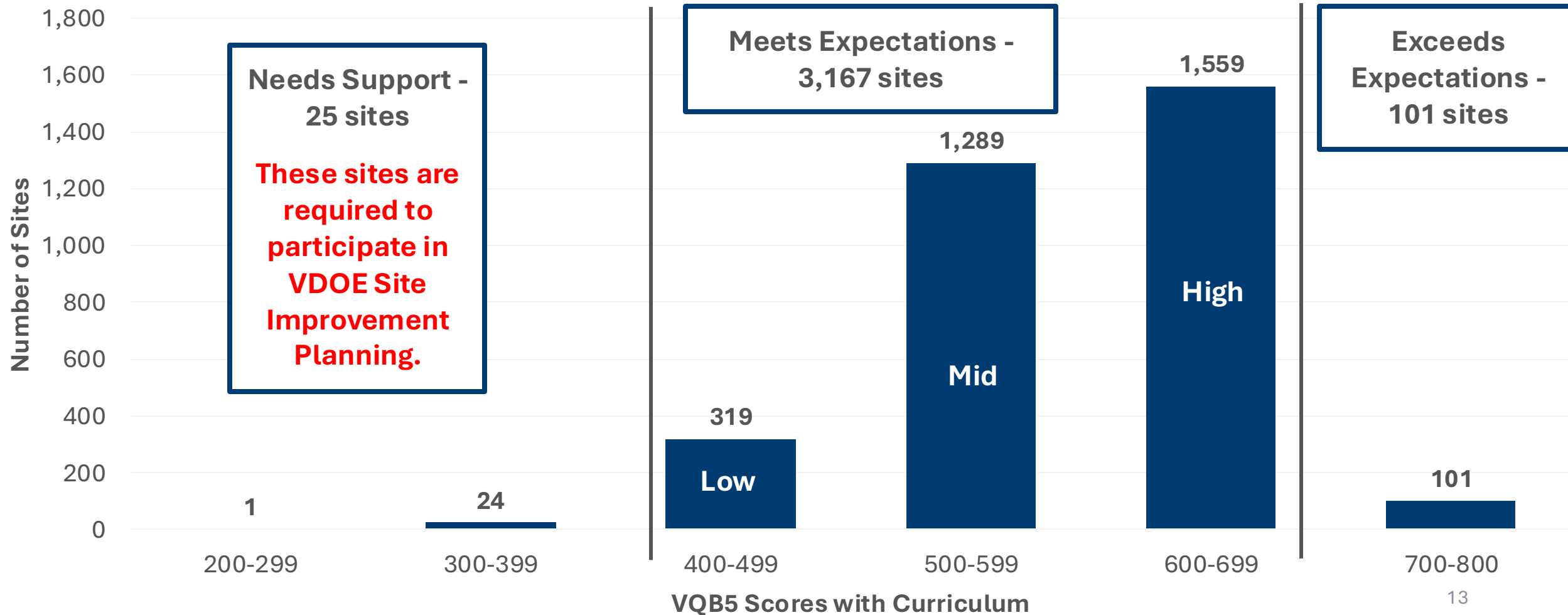
2024-2025 VQB5 Quality Ratings were calculated using the following point system:

Interactions Points <i>(700 total points)</i>	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>	Programs using a VDOE-approved curriculum in <i>at least one classroom, by May 31</i> , will receive 100 points added to their score **
Total Points	Interactions Points + Curriculum Points = Total Points
VQB5 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.*

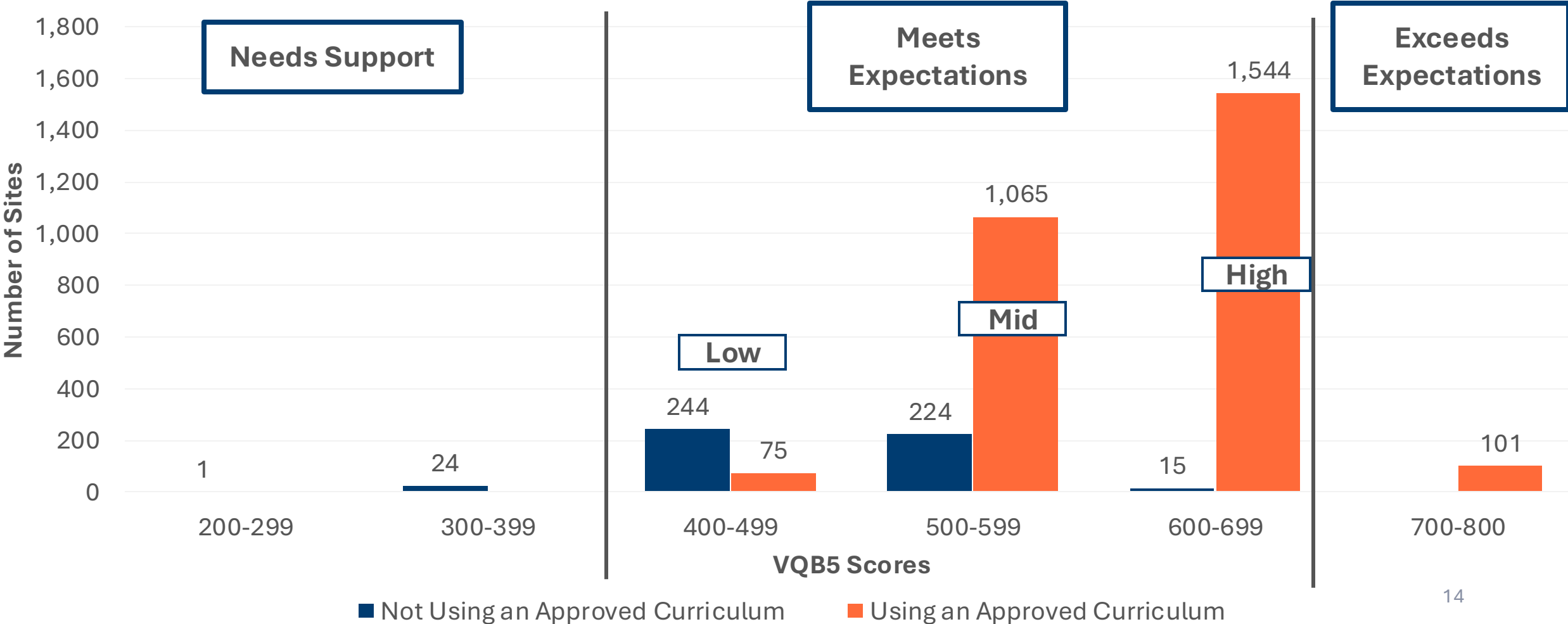
VQB5 Results by 100-Point Ranges

99% of sites met or exceeded the state's quality expectations during 2024-2025



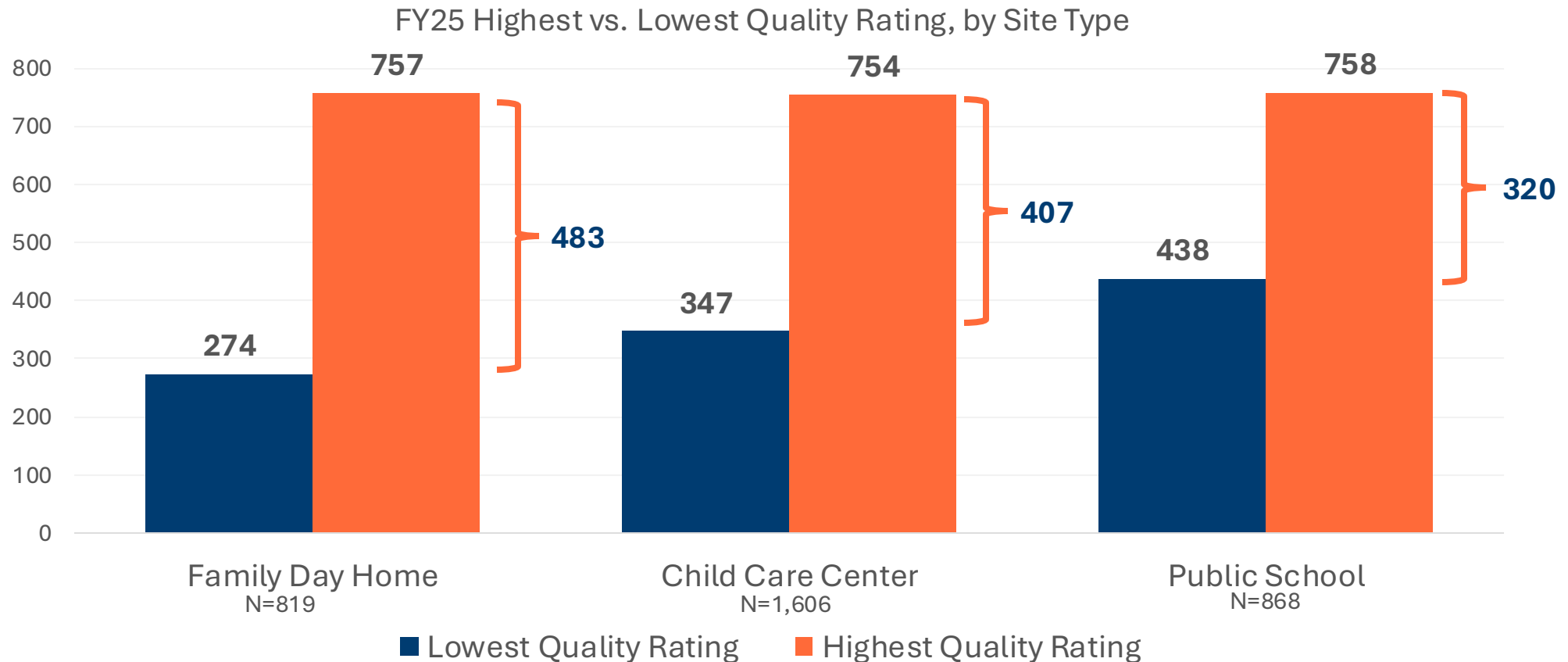
Ratings by 100-Point Brackets (By Curriculum Use)

Sites who reported using curriculum tended to score higher than sites who did not use curriculum.



Variation in VQB5 Quality Ratings

The range of quality rating scores, from lowest to highest score, varies across all site types, with the largest ratings variation being in Family Day Homes.



Current Improvement Challenge

In Virginia, only about half of returning VQB5 sites showed improvement in interaction points (CLASS score), with similar rates across site types.

Change for Returning Sites 2024-2025	Virginia Number of Sites	Virginia Percent of Sites
Showed Growth in Interaction Points	1,533	53%
No Change (Interaction Points Remained the Same)	28	1%
Showed Decline in Interaction Points	1,347	46%

Local and External CLASS Averages and Ranges

VQB5 2024-2025

Age-level trends and ranges across both types of observations are similar. Local scores on average are slightly higher than external scores across all age-levels, similar to last year.

CLASS Tool	Number of Observations	Total CLASS Average	Total CLASS Range
Virginia - Local Observations			
Infant	2,973	5.30	1.88-7.00
Toddler	7,959	5.05	2.06-7.00
Pre-K	11,693	5.15	2.03-7.00
Total	22,625	5.13	1.88-7.00
Virginia - External Observations			
Infant	1,424	4.98	2.13-7.00
Toddler	3,140	4.73	2.22-6.63
Pre-K	4,071	4.78	1.90-6.60
Total	8,635	4.79	1.90-7.00

Score Consistency and Replacement Summary

In 2024-2025, there were 8,447 paired local and external observations, 1,783 more paired observations than the previous year.

Scores from paired observations were more consistent in 2024-2025, than in 2023-2024.

- **51% (4,333) of paired observations were consistent across all domains, compared to 48% (3,223) last year.** This means more than half of all paired observations had no score replacement in 2024-2025 so only local scores were used in the final rating calculation.
- **When scores were inconsistent, score replacement in only 1 domain was the most common type of replacement in both 2023-2024 and 2024-2025.** This means most score replacements only impacted part of the local observation score.
- **Score replacement rates continue to vary by domain.** Emotional/behavioral domains were more consistent, and instructional domains were less consistent.

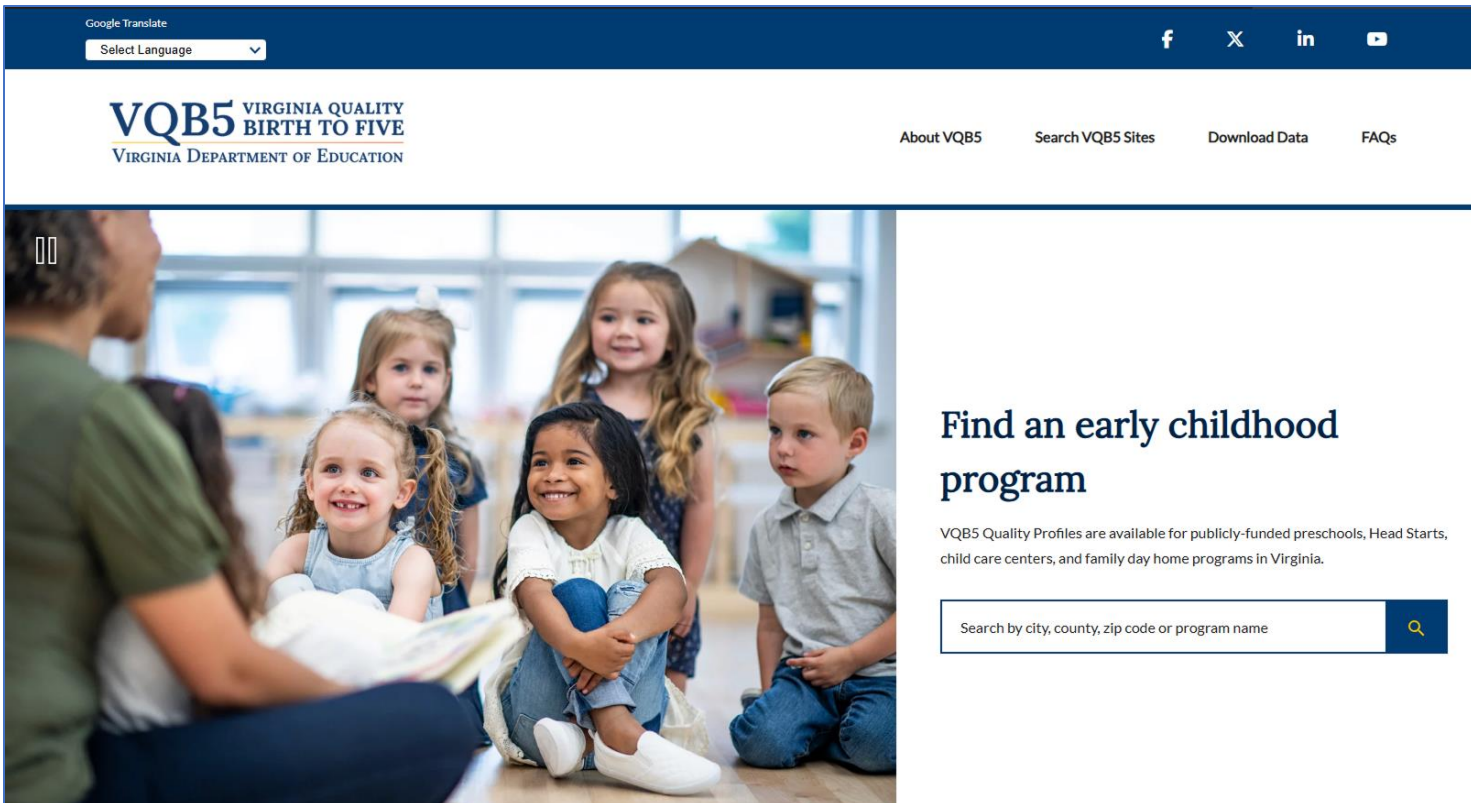
Fall 2025 Successes and Feedback from the Field

VQB5 Quality Profile Release – Fall 2025

In October, VDOE released 3,293 Quality Profiles for 2024-2025 results.

www.EarlyChildhoodQuality.doe.virginia.gov.

- The website has been viewed 192,000+ times since launching in fall of 2024.



The screenshot shows the VQB5 Virginia Quality Birth to Five website. The header includes a Google Translate widget, a language selection dropdown, and social media icons for Facebook, X, LinkedIn, and YouTube. The main navigation menu contains links for 'About VQB5', 'Search VQB5 Sites', 'Download Data', and 'FAQs'. The main content area features a large image of a teacher interacting with a group of young children. Below the image is a section titled 'Find an early childhood program' with a sub-headline 'VQB5 Quality Profiles are available for publicly-funded preschools, Head Starts, child care centers, and family day home programs in Virginia.' A search bar is provided with the placeholder text 'Search by city, county, zip code or program name' and a magnifying glass icon.

Website Enhancements:

- Addition of historic rating information for returning sites.
- New Honor Rolls recognize top performance and significant improvement.
- More publicly available downloadable data files.
- Improved search and sorting features.

Celebrating VQB5 Achievements

VQB5 sites and Ready Regions shared incredible moments on social media – highlighting quality achievements and Honor Roll recognition.

Celebrating VQB5 achievements online is a powerful way to show families and communities the impact of quality early learning.

Read More – [ReadyB5 Recap January 2026](#)



Ready Region Data Deep Dives – Fall 2025

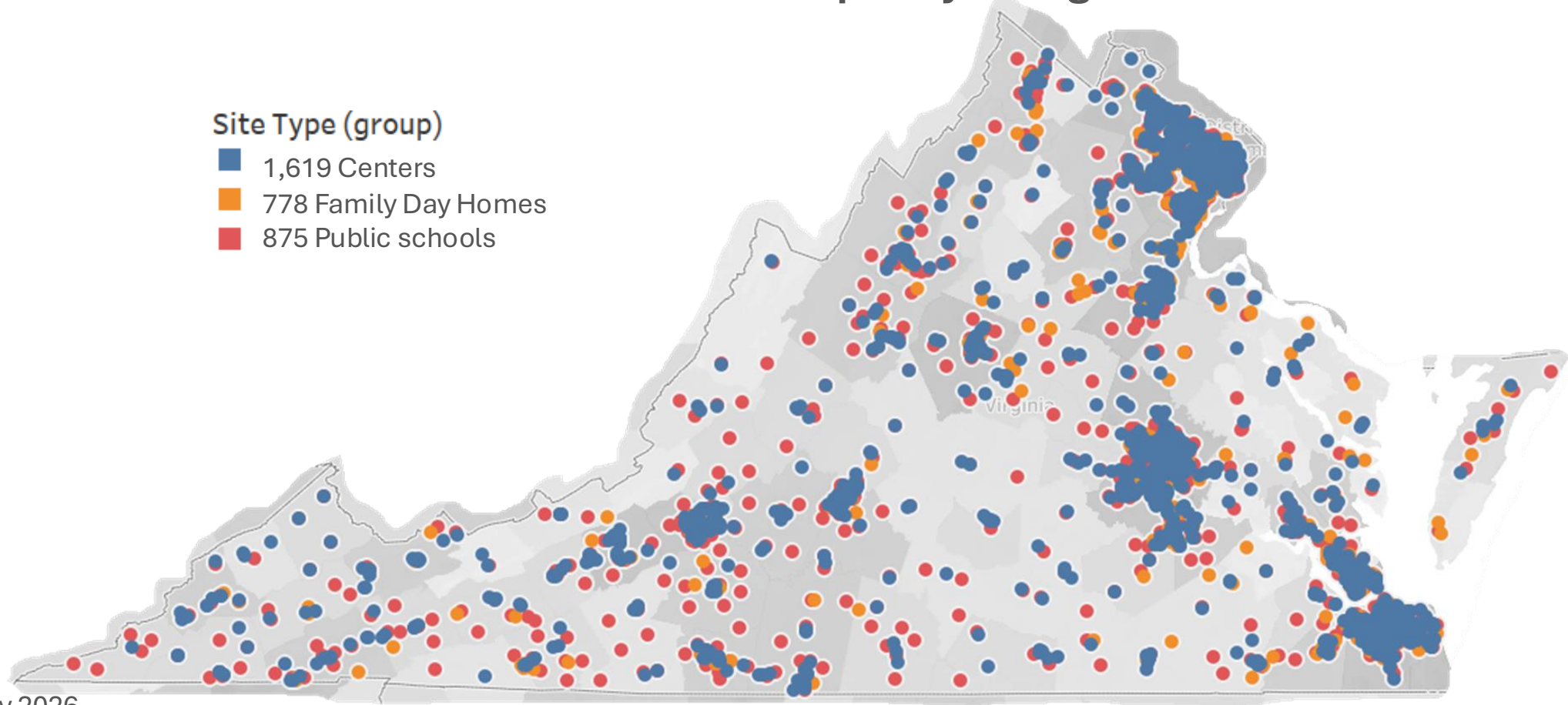
Nearly 500 early childhood stakeholders met across Virginia's nine Ready Regions in the fall to review VQB5 data, identify trends, and set future goals.

- These data-driven meetings highlighted the release of 2024–2025 VQB5 Quality Profiles and Honor Roll recipients.
- Stakeholders also analyzed changes in teacher-child interactions and curriculum use to showcase regional strengths and target areas for growth.
- In November, VDOE hosted a statewide Data Deep Dive webinar that has been viewed 750+ times:
 - [From Data to Impact: A Look at Virginia's 2024-2025 VQB5 Results](#) (1 hour)



Current Year VQB5 Site Participation – 2025-2026

3,272 sites are currently participating in VQB5, representing every city and county in Virginia, including child care, family day homes, Head Start, and public school preschool programs. These sites will receive a 2025-2026 quality rating in the fall of 2026.



VQB5 Celebrates 100,000+ CLASS Observations

This milestone represents 7.6 million minutes of insight over five years, highlighting our shared commitment to providing feedback to every educator and high quality interactions to every child.

VQB5 Year	Local Observations	External Observations	Total
PY1 (2021-2022)	8,242	N/A	8,242
PY2 (2022-2023)	15,452	3,964	19,416
Year 1 (2023-2024)	21,310	7,060	28,370
Year 2 (2024-2025)	22,624	8,635	31,259
Year 3 – Fall 2025	11,309	3,535	14,844
Total	78,937	23,194	102,131

A huge thank you to Ready Regions and local observers for your dedication and hard work making this achievement possible.

Engagement with the Field 2025-2026

VDOE has continually engaged and listened to diverse stakeholders about VQB5.

- Introduction to VQB5 for Site Leaders (404 views)
- Student/Child Lists Toolkit Webinar (1,106 views)
- Local Observation Guidance Webinar (626 views)
- Statewide Data Deep Dive Webinar (777 views)
- Fall Curriculum Webinars (269 views)
- Ready Region Data Deep Dives (493 participants)
- Improvement Partner Webinar (124 participants)
- Mid-Year Refresher Webinar (525 views)
- Site Leader Feedback Survey (106 responses)
- Family Council Feedback Survey (78 responses)
- External Observations Feedback Survey (108 responses)
- Ongoing engagement with the field through:
 - Weekly office hours with Ready Regions
 - LinkB5/VACconnects Hotline Support

Information and announcements about VQB5 were also shared broadly through weekly [Readiness Connections](#) and webinar recordings are posted on the [Quality Measurement and Improvement \(VQB5\) webpages](#).

Key Feedback Themes

VQB5 Strengths as a Statewide System

- ✓ High satisfaction with CLASS and curriculum supports.
- ✓ Ready Regions, LinkB5, and improvement partners provide responsive program support.
- ✓ Honor Roll recognition valued by sites, particularly centers and family day homes.
- ✓ Publicly accessible VQB5 data is being used to identify strengths and areas for improvement.
- ✓ Families appreciate the VQB5 system and find the Quality Profile website helpful.

Areas for Continued Refinement

- ✓ Enhance LinkB5/VACconnects user experience and resources.
- ✓ Clarify site participation requirements and purpose (e.g., student/child lists, educator profiles, local-external observations).
- ✓ Expand use of VQB5 quality and workforce data to strengthen supports for sites, classrooms and educators to improve outcomes for all children.
- ✓ Ensure rating levels accurately reflect children's experiences and provide families with a clearer understanding of quality differences.

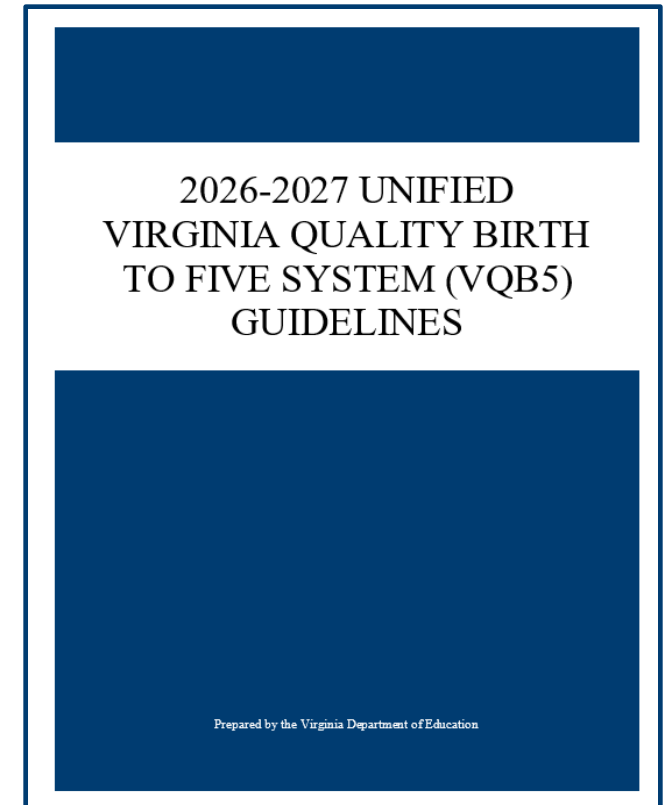
Proposed Updates to 2026-2027 VQB5 Guidelines

Overview of Guidelines 2026-2027

On March 19, VDOE received a full endorsement from the Early Childhood Advisory Committee on the proposed [VQB5 Guidelines for 2026-2027](#). These guidelines follow the same pattern with key changes for clarity and impact.

VQB5 Guidelines Contents:

- Sections 1-2: Background, Vision, and Overview of VQB5
- Section 3: Participation Requirements
- Section 4: CLASS Observation Requirements
- Section 5: Measuring the Use of Quality Curriculum
- Section 6: Determining VQB5 Quality Results
- Section 7 : Supporting Continuous Quality Improvement
- Appendices: Supplemental Details and Data



Summary of Key Proposed Updates for 2026-2027

Key Proposed Update	Rationale	Section in Guidelines
1) Change from three-level rating system to a five-level rating system	Transitioning from three to five rating levels creates a clearer, more actionable system that supports improved experiences for children and more nuanced distinctions in quality.	Section 6
2) Change required to site improvement planning from 399 points or lower to 499 points or lower (starting in fall 2027)	Requiring sites rated 499 points or lower to take steps towards meeting the state’s quality expectations through structured improvement planning will ensure educators receive support needed to improve experiences for children. <ul style="list-style-type: none">Improvement planning requirements will be differentiated based on the site’s rating.	Section 7.3

Why is a Change Needed?

Current three-level approach masks real differences and limits supports for sites in need – making it more challenging to improve experiences for children.

Current Challenges with 3 Rating Levels:

For Sites:

- Rating level only provides general feedback.
- Limited recognition for higher quality levels.
- Limited recognition for incremental achievement and progress.
- Limited support for lower-performing sites, most of which are family day homes and child care.

• For Families:

- Limited understanding of how children's experiences vary across Meets Expectations rating.

• For Ready Regions and Improvement Partners:

- Limited data for targeting regional resources and improvement supports.

• For the Early Childhood System

- Limited data to inform targeted interventions, resource allocation, and policy decisions.

1) Proposed Change to Quality Rating Levels

Current Structure 3 Rating Levels - 2025-2026 Fall 2026 Profiles	
Exceeds Expectations	700-800 points
Meets Expectations	400-699 points
Needs Support	100-399 points

Full definitions can be found in Section 6 of VQB5 Guidelines.

Proposed Structure 5 Rating Levels –2026-2027 Fall 2027 Profiles	
Distinguished	700-800 points
Exceeds Expectations	600-699 points
Meets Expectations	500-599 points
Approaching Expectations	400-499 points
Needs Support	100-399 points

VQB5 Quality Ratings – Summary of Changes

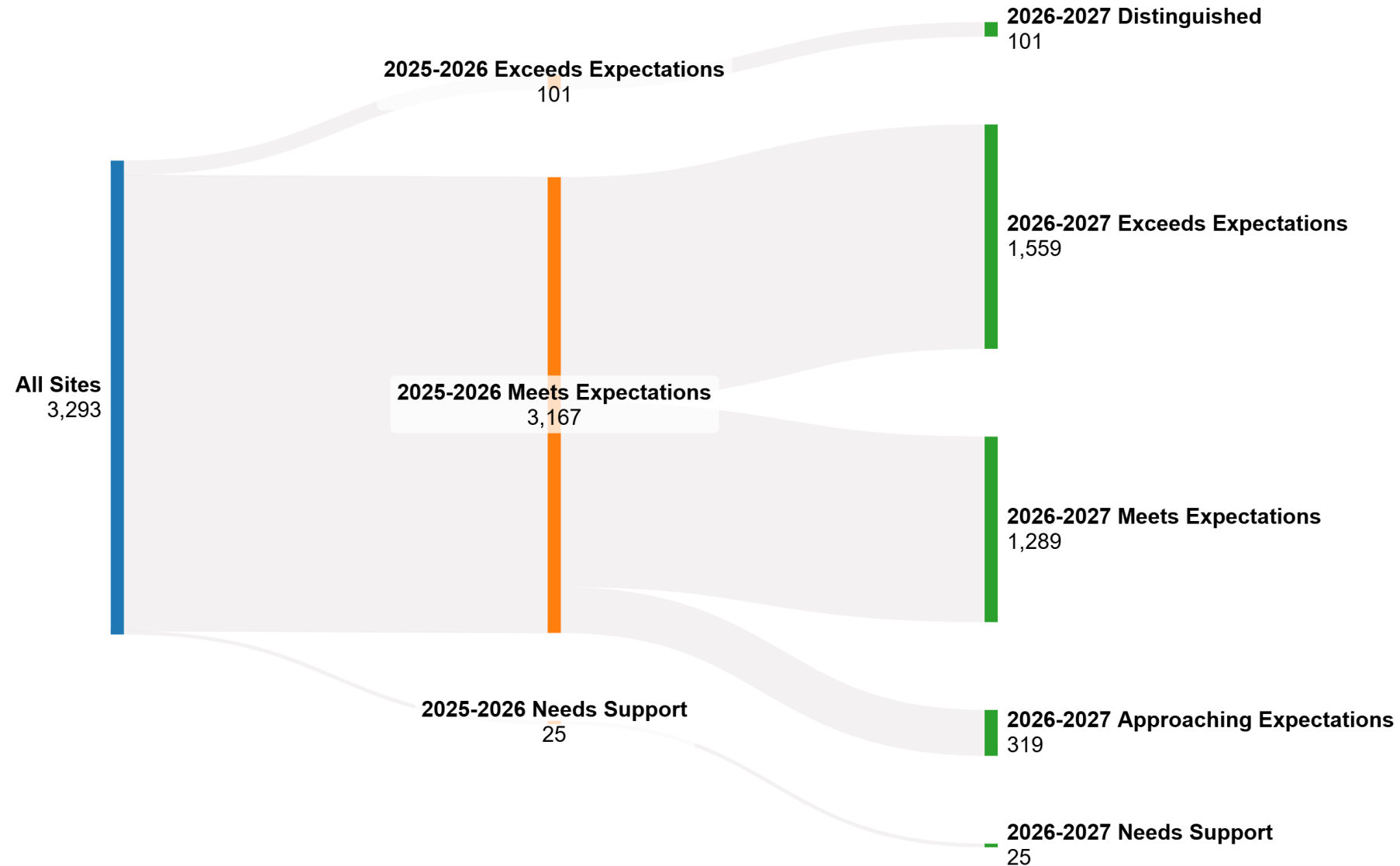
VQB5 Quality Ratings are calculated at the end of the program year using the following point system.

Interactions Points (700 total points)	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 (100 total points)	2025-2026 - Programs using a VDOE-approved curriculum in <i>at least one classroom, by May 31</i> receive 100 points added to their score	2026-2027 – Programs using a VDOE approved curriculum in <i>every classroom by May 31</i> receive 100 points added to their score
Total Points	Interactions Points + Curriculum Points = Total Points	
VQB5 Quality Ratings	2025-2026 (Fall 2026 Profiles) <ul style="list-style-type: none"> • Exceeds Expectations = 700-800 pts • Meets Expectations = 400 - 699 pts • Needs Support = 100 - 399 pts 	2026-2027 (Fall 2027 Profiles) <ul style="list-style-type: none"> • Distinguished = 700-800 pts • Exceeds Expectations = 600-699 pts • Meets Expectations = 500-599 pts • Approaching Expectations = 400-499 pts • Needs Support = 100-399 pts

**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.*

Modeled Impact of Change

When modeling the 2026-2027 Proposed Ratings (**green**) using the previous year's data and quality rating categories (**orange**), most sites end up in a higher or equivalent rating category.



Modeled Impact of Change – by Site Type

Across all site types, most sites would be in “Meets” or “Exceeds.”

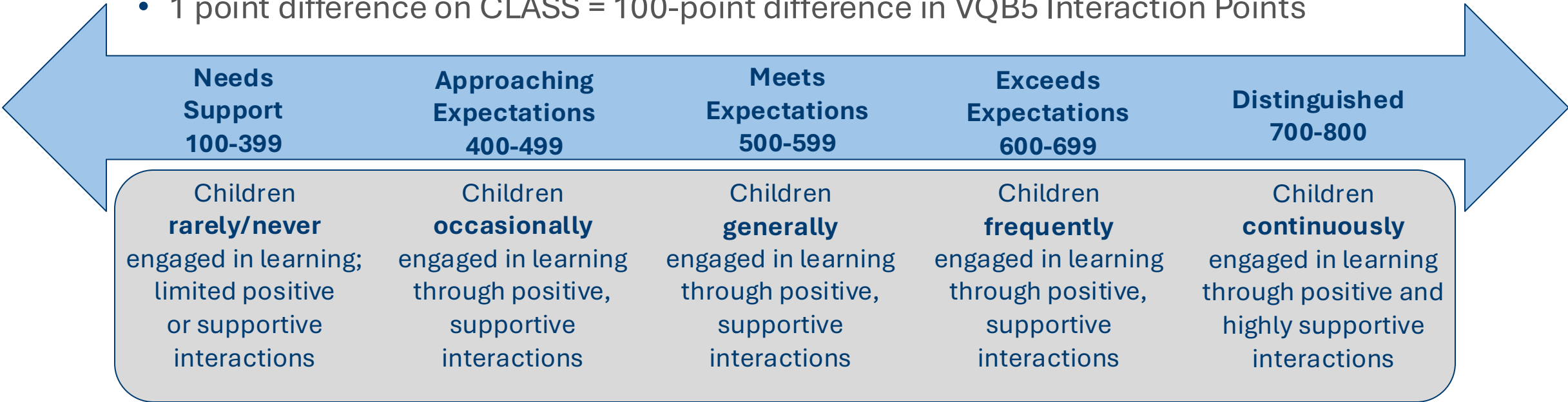
- Centers and Family Day Homes have a higher percentage in the “Approaching” category, while Public Schools have a higher percentage of “Exceeds.”
- This shift helps highlight where targeted state supports can make the biggest impact.

Current Ratings 2025-2026	Exceeds Expectations	Meets Expectations			Needs Support
Proposed Ratings 2026-2027	Distinguished	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Support
Centers	26 2%	647 40%	766 48%	155 10%	10 1%
Family Day Homes	36 4%	283 35%	325 40%	160 20%	15 2%
Public Schools	39 4%	629 72%	198 23%	4 1%	0 0%
Total	101 3%	1,559 47%	1,289 39%	319 10%	25 1%

Better Understanding of Children's Experiences

Changing to a 5-level rating system using 100-point intervals means each rating level represents a shift in the frequency, quality, and intentionality of interactions that impact children's experiences.

- CLASS uses a 1-7 point scale. Each 1-point difference reflects meaningful changes in how often and how well teachers support children (e.g., occasional vs. frequent warmth).
- 1 point difference on CLASS = 100-point difference in VQB5 Interaction Points



Examples of Typical Experiences in Infant/Toddler Classrooms



Needs Support 100-399

- Little eye contact
- Rare smiles
- Teacher disengaged
- Children rarely comforted when upset
- Limited language used (periods of extended silence)
- Minimal stimulation

Approaching Expectations 400-499

- Children usually smile, laugh and enjoy group activities
- Children usually offered comfort when upset
- Children asked some questions and encouraged to respond
- Children sometimes hear their teacher labeling objects or describing actions
- Children have some opportunities to explore and learn new concepts with their teachers

Meets Expectations 500-599

Exceeds Expectations 600-699

Distinguished 700-800

- Children frequently smile, laugh and enjoy group activities - needs are consistently met
- Children frequently hear teacher labeling objects and describing actions in detail
- Children frequently engaged in back and forth conversation
- Teacher frequently expands on children's words and ideas
- Children frequently learn new concepts and problem solve through play and exploration

Examples of Typical Experiences in Pre-K Instructional Support



Needs Support 100-399

- Children complete worksheets or rote-learning tasks without discussion (e.g. flash cards, tracing letters)
- Teacher-talk is mostly directive
- Minimal conversation
- Limited chances for children to share their ideas
- Limited opportunities to be creative

Approaching Expectations 400-499

- Children engaged in learning concepts through a mix of play and teacher-led activities
- Children have opportunities to respond to some recall questions ("What color is this?") and some open-ended questions ("What do you think will happen?").
- Children introduced to some advanced vocabulary
- Children have some opportunities to share their ideas and be creative

Meets Expectations 500-599

Exceeds Expectations 600-699

Distinguished 700-800

- Children frequently explore and learn concepts through play and everyday routines and activities
- Children learn and use advanced vocabulary frequently
- Children engaged in frequent, conversations with peers and teachers
- Children actively predict, explain, and problem-solve frequently
- Children frequently encouraged to brainstorm ideas and be creative

Analysis of Sites with 600-699 Points

Data analysis shows these trends in sites who received 600-699 points in 2024-2025:

- The total point average for 600-699 sites was significantly higher (639 points) compared to the average for all sites (592 points).
- Use of approved curriculum in 600-699 sites was much higher compared to all sites - with 99% of sites reporting using an approved curriculum compared to 80% in all sites.
- Almost all (92%) of these sites were returning sites (8% were new VQB5 sites).
- Teacher retention was higher (84%) in 600–699 sites - compared to 77% in all sites.
- On average, site admins in 600-699 sites had more experience in early childhood compared to most other centers and FDHs.
- On average, educators in 600-699 sites had more experience in early childhood compared to most other centers and FDHs.

These sites implement approaches that can serve as models for peers and contribute to advancing effective practices across the state.

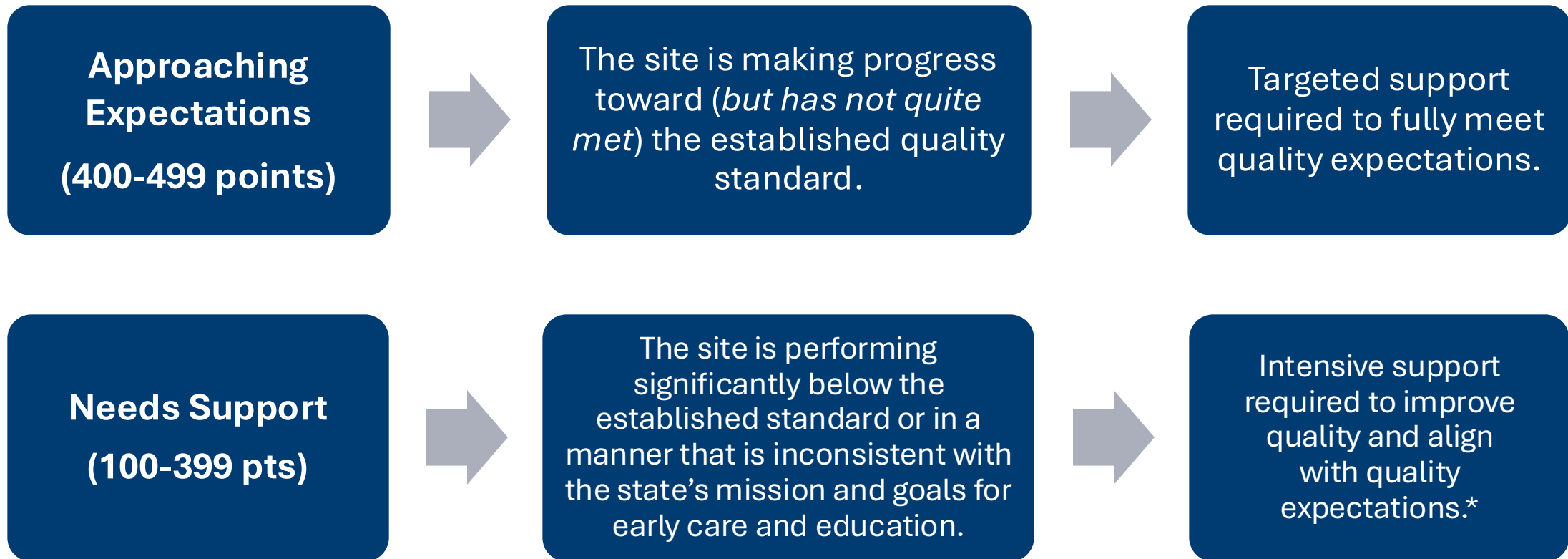
Analysis of Sites with 400-499 Points

Data analysis shows these trends in sites who received 400-499 points in 2024-2025:

- The total point average for 400-499 sites was significantly lower (466 points) compared to the average for all sites (592 points).
- Use of approved curriculum in 400-499 sites was much lower compared to all sites - only 23% reported using an approved curriculum compared to 80% in all sites.
- Most (77%) of these sites were returning sites (23% were new VQB5 sites).
- Teacher retention was lower (68%) in 400-499 sites - compared to 77% in all sites.
- On average, site admins in 400-499 sites had less experience in early childhood compared to most other centers and FDHs.
- On average, educators in 400-499 sites had less experience in early childhood compared to most other centers and FDHs.
- Only 14% of 400-499 sites have opted to participate in state coaching, even though coaching is an effective way to improve interactions that better prepare all children for kindergarten.

2) Proposed Change to VDOE Required Site Improvement Planning – for Fall 2027

Starting in the fall of 2027, both Needs Support Sites and Approaching Expectation sites will be required to participate in VDOE site improvement planning.



*Improvement Planning for Needs Support sites will remain the same, as outlined in VQB5 Guidelines Section 7.3.

Proposed Improvement Planning for Approaching Expectations Sites – for fall 2027

Starting in the fall of 2027:

- **Required Improvement Planning Pathways for *Approaching Expectations* Sites (rating of 400-499 points)**
 - **Option 1:** Participate in free state coaching support with VECC, ITSN, STREAM, or TTAC.
 - **Option 2:** Opt-out of state-funded coaching and submit a detailed Needs Assessment and Quality Improvement Plan (QIP) for approval by VDOE.
- **Non-Compliance Consequence:** Sites that refuse to participate in site improvement planning via either option will lose access to public funding.

Side by Side Comparison - Site Improvement Planning

Sites identified as Needs Support or Approaching Expectations must participate in VDOE site improvement planning, with the intensity, focus, and options tailored to each designation.

Site Improvement Planning	Needs Support Sites 100-399 points	Approaching Expectations 400-499 points
What is the goal?	<ul style="list-style-type: none"> ▪ Move out of Needs Support ▪ Achievement of Meets Expectations Rating (500+ pts) 	<ul style="list-style-type: none"> ▪ Achievement of Meets Expectations Rating (500+ pts)
Who provides sites with coaching/TA support?	Site has to use VECC.	Site can choose between two options: 1) State Coaching Partner- VECC, STREAM, ITSN, TTAC 2) Site identifies another qualified Coach or Improvement Partner in QIP (approved by VDOE)
Who receives coaching TA/support?	<ul style="list-style-type: none"> ▪ Site leader/s ▪ All Classrooms ▪ New Teachers 	<ul style="list-style-type: none"> ▪ Site leader/s ▪ Classrooms with lowest CLASS scores ▪ New Teachers
How often does coaching/TA support occur?	<ul style="list-style-type: none"> ▪ ~Every 2 weeks on average ▪ Minimum of 10 sessions during the program year 	<ul style="list-style-type: none"> ▪ ~Every month on average ▪ Minimum of 5 sessions during the program year

Summary - Benefits of 5 Rating Levels

Five rating levels increases opportunities to create a clearer, more actionable system to support improved experiences for children.

- **For Sites**

- Recognizes sites providing higher quality experiences
- Provides specific and actionable feedback to guide improvement
- Increases support for lower performing sites so children can benefit, particularly in centers and family day homes
- Recognizes incremental achievement and progress

- **For Families**

- Offers a clearer understanding of quality differences and what they mean for children's daily experiences.

- **For Ready Regions and Improvement Partners**

- Facilitates better resource targeting for regional supports, enabling more strategic and effective interventions.

- **For the Early Childhood System**

- Generates more granular data to inform decision making, policy development and resource allocation to drive continuous quality improvement across VA's ECE landscape.

Poll

Which benefit/s of the five-level rating system do you think will have the biggest impact on Virginia's efforts to improve school readiness? (Select 1–2)

- Recognizing more higher quality sites
- Providing more actionable feedback
- Increasing support for lower performing sites
- Helping families better understand quality
- Strengthening regional level supports
- Generating stronger data for systemwide decisions

Additional VQB5 Updates for 2026-2027

VACnects Enhancements for Fall 2026

In response to feedback, these VACnects enhancements will launch in Fall 2026:

- **System Performance and Navigation** – Improvements to the processing times, load management, navigation functions, and overall performance will be made to ensure a more seamless user experience.
- **New LinkB5 Resource Page** – Improvements will be made to create an in-system resource page to fully align with other initiatives.
 - The out-of-system resource page for LinkB5 will remain the same. This includes the URL used to access the page.
- **Updates to VQB5 Registration Profiles** – Questions on each profile will be reviewed and updated as necessary to align with priorities and best practices.
- **Full Integration of VACnects IDs** – All in-system references will refer to the VACnects site and classroom IDs instead of legacy LinkB5 IDs.
 - Crosswalks to the legacy LinkB5 IDs will be maintained and distributed as necessary.

Summary of Additional Updates

The following additional updates have been made to the 2026-2027 VQB5 Guidelines to clarify expectations and align with current procedures.

Section Update	Summary
Student/Child Lists (Section 3.2.3)	<ul style="list-style-type: none">• Clarifies student/child lists expectations for public schools to align with VAConnects/VKRP/VALLS processes.• Clarifies expectations for updating student/child lists in the spring.
Educator Profiles (Section 3.2.4)	<ul style="list-style-type: none">• Clarifies educator definitions and moves deadline for educator profile completion from October 1 to December 22.• Clarifies expectations for updating and verifying educator status in the spring.
CLASS Tools Used (Section 4.2.b)	<ul style="list-style-type: none">• Updated information due to the 2025 release of the Infant-Toddler CLASS 2nd Edition and VQB5's continued use of original CLASS tools for all age-levels.
Local Observer Supports (Section 4.5.2a)	<ul style="list-style-type: none">• Clarifies expectations for Ready Regions to regularly monitor and use CLASS data to individualize supports for local observers.
Curriculum Recognition Change (Section 5.1.4a)	<ul style="list-style-type: none">• Includes change approved by the Board in 2025 - sites will only receive curriculum points if they choose to use approved curriculum in every classroom.
Honor Rolls (Section 6.2.3b)	<ul style="list-style-type: none">• Explains purpose and categories of VQB5 Honor Roll recognition – for fall 2026 and fall 2027.

Educator Profiles and Spring Verification

VQB5 educator profiles provide key workforce data used to improve quality, support educators, reduce turnover, and expand access as required by state law.

- Educators working in VQB5-eligible classrooms as of October 1 must complete a profile in LinkB5 between August 15 – December 22.
 - The [2026-2027 VQB5 Guidelines](#) provide updated definitions and guidance to help determine which educators should complete required profiles. (Section 3.2.4)
 - Ready Regions provide educators with support completing profiles.
- Each spring (April 1 – May 31), site administrators verify educator employment status in LinkB5.
 - This verification provides insight into within-year turnover in the ECCE workforce and ensures more accurate educator data for the next registration cycle.
 - View [LinkB5 Educator Verification Guides for Site Administrators](#).

Expanded Access to VQB5 Data

The VDOE works closely with Ready Regions and state improvement partners to expand how VQB5 data is used to support improvement efforts statewide.

As part of this work, we've added new data files to the [VQB5 Data Download webpage](#), making it easier for the field to use quality, workforce, and access data including:

- 2024-2025 VQB5 Data Files:
 - VQB5 Quality Profile and Ratings Data
 - VQB5 Honor Roll Lists
 - Approved Curriculum Use Data in VQB5 Sites
 - Virginia Statewide External CLASS Averages
- 2023-2024 VQB5 Quality Profile and Ratings Data
- 2025-2026 VQB5 Participation Data
- 2019-2025 Virginia Access and Workforce Data and Research Briefs

Additional data files will be added during the 2026-2027 year.

Next Steps for VQB5

VQB5 Guidelines Review Timeline

The FY27 Guidelines were presented to and endorsed by the Early Childhood Advisory Committee (ECAC) on March 19, 2026.

- The Proposed 2026-2027 VQB5 Guidelines are publicly available via the [ECAC website](#).

The FY27 Guidelines will be presented to the Board of Education for first review on April 23 and final review on June 25.

- Once approved, the final 2026-2027 VQB5 Guidelines document will be posted on the VQB5 website.

Upcoming Key Dates for VQB5

Here are a few key dates to remember:

- **April 1** – Educator verification opens in LinkB5. ([View Guides for Site Admin](#))
- **May 31**– Spring observation window closes. Deadline to verify educators and update curriculum use information, if needed.
 - In June, VDOE uses CLASS and Curriculum information to calculate site ratings.
- **July 15 - July 29** - Data verification in LinkB5 to preview rating results and verify site profile information.
- **August 15 - October 1** – VQB5 annual registration for 2026-2027 occurs in LinkB5/VAConnects.
- **Fall 2026**– VQB5 2025-2026 Quality Profiles shared publicly.

We Want to Hear From You!

As VDOE works to strengthen and refine the Virginia Quality Birth to Five (VQB5) system for the upcoming 2026-2027 year, we welcome feedback from all ECCE stakeholders about the proposed updates to the VQB5 Guidelines.

- [Link to VQB5 2026-2027 Guidelines Feedback Survey](#)
- Your feedback is essential and will help to inform our VQB5 efforts for the upcoming year and beyond.
- This feedback survey will remain open until April 15, 2026.

VDOE will also be hosting a variety of stakeholder engagement sessions throughout April and May.

Email your Ready Region or VQB5 (vqb5@doe.virginia.gov) to learn more!

*VDOE is committed to strengthening Virginia's public schools and **early childhood programs** to prepare our future workforce, empowering and supporting educators, and building strong partnerships with families to expand opportunities for all learners, no matter where they live.*

While each voice is unique, a shared purpose unites us: we believe in our children and are determined to ensure every child has every opportunity to reach their fullest potential.

- Jenna Conway - State Superintendent of Public Instruction in the Virginia Department of Education



Thank You!

Additional details about the [VQB5 2026-2027 Guidelines](#) can be found in the Appendix slides from this webinar.

Sign up for the weekly [VDOE Readiness Connections Updates](#) e-newsletter to receive regular VQB5 updates.

You can send questions and feedback to vqb5@doe.virginia.gov.



VIRGINIA DEPARTMENT OF
EDUCATION

Appendix

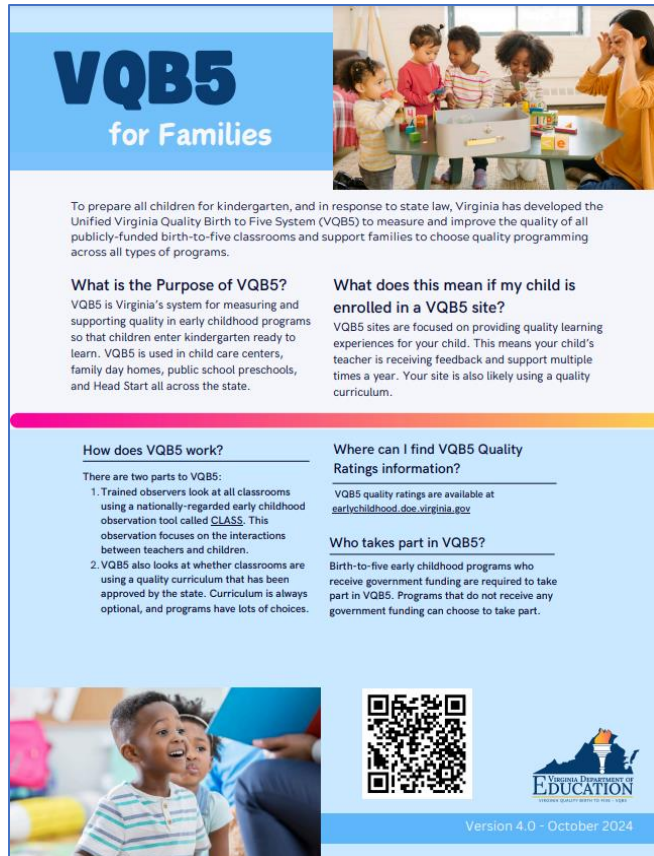
VQB5 Website Resources

VQB5 - Virginia's Quality Measurement and Improvement System


Participation	Quality Profiles	VQB5 Quality Measurements		Improvement
VQB5 Participation Requirements	Early Childhood Quality Profile Website	Measuring Quality Interactions (CLASS)	VDOE Early Childhood Curriculum	Supporting Continuous Quality Improvement
<ul style="list-style-type: none"> List of Publicly Funded Program Types Annual Participation Requirements Participation Handbook for Program Leaders Student/Child Lists Resources 	<ul style="list-style-type: none"> Site Quality Profiles Honor Roll Lists Interactions and Curriculum Performance Information Data Downloads FAQs for Families 	<ul style="list-style-type: none"> VQB5 CLASS Observation Requirements Local CLASS Observation Guidebook External CLASS Observation Information Virginia CLASS Data 	<ul style="list-style-type: none"> Approved Curriculum List CLASS and Curriculum Connections VQB5 Curriculum FAQ Get to Know You Series Library Curriculum Review Process 	<ul style="list-style-type: none"> CLASS Support for Teachers Age-level CLASS Summaries Using CLASS to Guide Improvement List of VDOE Improvement Partners

VQB5 for Families

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

Types of VQB5 CLASS[®] Observations

There are two types of CLASS observations conducted in VQB5: local and external observations, with different purposes and frequencies as described below.

VQB5	Local Observations	External Observations
Purpose	Used to gather classroom-level information about the quality of teacher-child interactions and to provide individualized feedback.	Used to gather information about the accuracy and consistency of local observations for the state, and to provide an additional source of feedback.
Definition	Coordinated and scheduled at the local level through Ready Regions , with results recorded in LinkB5.	Coordinated, scheduled, and recorded statewide by Teachstone’s Virginia External Observation Team .
Annual Cycle	All birth-to-five classrooms will get two local observations each year. One in the fall and one in the spring.	Only some birth-to-five classrooms will get an external observation. All sites will receive an external observation in at least one classroom for each age-level.
Information	VQB5 Local Observation Guidebook	Virginia External Observations Website

Understanding and Using CLASS Scores to Guide Improvement

The chart below provides guidance on how educators and partners can use the results from CLASS observations to guide improvement. (Guidelines Section 7.2.3)

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/regional improvement supports

Honor Roll Categories – by Site Type

In the fall of 2025, Virginia awarded Honor Roll designations to nearly 500 sites across the Commonwealth based top performance and significant improvement.

- Honor Roll sites represent 15% of all rated sites.
- Honor Roll sites represent all site types and all publicly-funded program types.
- VQB5 Honor Roll sites are located across Virginia, with Honor Roll sites in every Ready Region.

Honor Roll Categories	Centers	Family Day Home	Public School	Total Sites*
Excellence <i>Criteria:</i> Sites who receive an Exceeds Expectations Rating (700-800 total points)	26	36	39	101
Top Improvement in Interactions <i>Criteria:</i> Returning Sites in the Top 10% for Interactions Point Improvement (CLASS Score Improvement)	103	131	60	294
Top Infant and Toddler Quality <i>Criteria:</i> Child care centers and family day homes in the Top 10% for Infant/Toddler Interaction Points (Infant and Toddler CLASS Scores)	103	113	0	216

*Sites can receive more than one type of Honor Roll and are not mutually exclusive.

Modeled Impact of Change – by Ready Region

Across all regions, most sites would be in “Meets” or “Exceeds”, with slight variations across other rating levels.

- This helps highlight where targeted regional supports can make the biggest impact.

Current Ratings	Exceeds Expectations	Meets Expectations			Needs Support
Proposed Ratings	Distinguished	Exceeds Expectations	Meets Expectations	Approaching Expectations	Needs Support
Southwest	4%	61%	32%	3%	0%
West	4%	56%	38%	1%	0%
Southside	5%	59%	32%	5%	0%
Central	3%	44%	44%	9%	0%
Southeastern	2%	43%	41%	12%	1%
Chesapeake Bay	0%	37%	48%	12%	2%
Capital Area	4%	44%	36%	14%	1%
North Central	2%	49%	41%	7%	0%
Blue Ridge	1%	51%	38%	8%	0%
Total	3%	47%	39%	10%	1%

Proposed Rating Change Transition Timeline

Phase 1 (Summer 2026 – Fall 2026)

Summer 2026

- Sites receive official 3-level rating and a preview of 5-level rating during Data Verification.

Fall 2026

- Quality Profiles published using 3-level scale.
- Sites notified about upcoming change with preview of 5-level rating included.
- Resources for families and field posted online explaining the transition.
- Improvement planning required for sites rated Needs Support.
- Meets Expectations sites (400–499 points) prioritized for state coaching and informed about future change to site improvement planning requirements.

Proposed Rating Change Transition Timeline

Phase 2 (Winter 2027 – Fall 2027)

Winter/Spring 2027

- Ongoing communication via emails, newsletters, and webinars to keep families and field informed.

Summer 2027

- Data Verification occurs using the new 5-level rating scale.

Fall 2027

- Quality Profiles published using the new 5-level scale.
- Updated resources for families and field posted online.
- Improvement planning required for sites rated Needs Support and Approaching Expectations.