U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # \$419B150010

Gramts.gov Tracking#: GRANT11758875

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

OMB Number: 4040-0004 Expiration Date: 8/31/2016

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Title: Associate Di	irector for D	Early (Childhood								
Organizational Affiliation	<u> </u>										
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PR/Award # S419B150010

Application for Endored Appletones SE 404
Application for Federal Assistance SF-424
* 9. Type of Applicant 1: Select Applicant Type:
A: State Covernment
Type of Applicant 2: Select Applicant Type:
Type of Applicant 3: Select Applicant Type:
* Other (specify):
* 10. Name of Federal Agency:
U.S. Department of Education
11. Catalog of Federal Domestic Assistance Number:
S4.419
CFDA Title:
Preschool Development Grants
* 12. Funding Opportunity Number:
ED-GRANTS-081814-002
* Title:
Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B
Grant's Grant Number 59,919b
13. Competition Identification Number:
84 419B2015 1 Title:
nue.
14. Areas Affected by Project (Cities, Counties, States, etc.):
Add Attachment
* 15. Descriptive Title of Applicant's Project:
VPI+: Virginia's Pathway for Preschool Success
Attach supporting documents as specified in agency instructions.
Add Attachments

Application for Federal Assistance SF-424					
16. Congressional Districts Of:					
* a. Applicant VA=003		* b. Program/F	Project VA-all		
Attach an additional list of Program/Project Congressional Districts	if needed.				
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17. Proposed Project:					
*.a. Start Date: 01/01/2015		* b. End	d Date: [12/30/2018]		
18. Estimated Funding (\$):					
* a. Federal 70,000,000.00					
* b. Applicant 0,00					
* c. State (b)(4)					
* d. Local					
* e. Other					
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* g. TOTAL					
* 19. Is Application Subject to Review By State Under Execu	ıtive Order 12372 Pr	ocess?			
a. This application was made available to the State under	the Executive Order	r. 12372 Process:	for review, on		
b. Program is subject to E.O. 12372 but has not been sele	ected by the State fo	r review.			
C. Program is not covered by E.O. 12372.					
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "	Yes," provide expla	nation in attachn	nent.)		
Yes No					
If "Yes", provide explanation and attach					
21. *By signing this application, I certify (1) to the statemet herein are true, complete and accurate to the best of my comply with any resulting terms if I accept an award. I am a subject me to criminal, civil, or administrative penalties. (U. ** I AGREE ** The list of certifications and assurances, or an internet site will specific instructions.	knowledge. I also ware that any false, S. Code, Title 218, S	provide the req fictitious, or frau lection 1001)	quired assurances** and agree to udulent statements or claims may		
Authorized Representative:					
Prefix: >r. *First	Name: Steven				
Middle Name: R.					
*Last Name: Staples					
Suffix:					
*Title: Superintendent of Public Instruction					
* Telephone Number: (804), 225-2023	Fa	ax Number: (804	.). 371 2099		
*Email: Steven.Staples@doe.virginia.gov					
* Signature of Authorized Representative: Kent Dickey		* Date Signed:	10/13/2014		

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OMB Number: 4040-0007 Expiration Date: 06/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE:

Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in . Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education. Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation.

- Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug. abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation. Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service. Act of 1912 (42 U.S.C., §§290. dd-3, and 290. ee-3), as amended, relating to confidentiality of alcohol. and drug abuse patient records; (h) Title VIII of the Civil. Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s). under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 7. Will comply, or has already complied, with the requirements of Titles II, and III, of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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- Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase, requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- Will comply with environmental standards which may be. prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans. under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe. Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation. Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7.U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- Will comply with the Lead-Based Paint Poisoning. Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- 18. Will comply with all applicable requirements of all other. Federal laws, executive orders, regulations, and policies, governing this program.
- 19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kent Dickey	Superintendent of Public Instruction
APPLICANT, ORGANIZATION	DATE SUBMITTED
Virginia Department of Education	10/13/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
a contract	a, bid/offer/application	a. initial filing
b. grant	b. initial award	b. material change
c. cooperative agreement	c post-award	
e. loan guarantee		
f. loan insurance		
.4. Name and Address of Reporting	l Entity:	
Prime SubAwardee	intry.	
*Name		
N/A		
*Street 1 N/A	Street 2 K/A	
1.Orty N/A	State VA: Virginia	Zip E. / A.
Congressional District, if known: R/A		
6. * Federal Department/Agency:	7. * Federal Prog	ram Name/Description:
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	CFDA Number, if applica	ble: 84.419
8. Federal Action Number, if known:	9. Award Amoun	it, if known:
,	\$.	
10. a. Name and Address of Lobbying	Registrant:	
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*Last Name	Suffix	
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N/A	N/A	
^ City K/A	State	Zip M/A
b. Individual Performing Services (inclu	ding address if different from No 10a)	
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*Last Name	Sutfix	
IN/A		
*Street 1 N/A	Street 2	
*City K/A	State	Zip K/A
reliance, was placed by, the tier, above, when the transa-	by title, 31, U.S.C. section, 1352 This disclosure of lobbying ac ction was made or entered into This disclosure is required pu ublic inspection Any, person, who fails to file the required discl lure.	rsuant to 31, U.S.C., 1352., This, information, will be reported to
* Signature: Kent Dickey		
*Name: Prefix : First Name	Middle Na	ame KAA
^ Last Name	Sut	
N/A		
Title: h/m	Telephone No.: K/A	Date: 10711/2014
Federal Use Only:	PR/Award # 9/19R150610	Authorized for Local Reproduction, Standard Form - LLL (Rev., 7-97)

OMB Number: 1894-0005 Expiration Date: 03/31/2017

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.), 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427, requires each applicant for funds (other than an individual person) to include in its application a description. of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and . other program beneficiaries with special needs. This. provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine. whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers. need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average, 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law. 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

StatementonGEPASection427Requirements.pdf Delete Attachment View Attachment

Statement of General Education Provisions Act (GEPA) Section 427 Requirements

In disseminating information to the public, the Virginia Department of Education (VDOE) will emphasize the goal of broadening the availability and access of high quality preschool programs to all eligible children and qualified teachers. Any information disseminated regarding the VPI+ preschool program will be available to all eligible children enrolled in high quality preschool programs. Additionally, teachers and administrators will inform families and children who are eligible to participate in this grant. All expenses for children to participate in this grant will be paid for with grant-related funds. Lack of ability to pay will not be an issue or barrier. Equal access for families and children will be guaranteed through assurances from school divisions that participants will not be excluded from the program on the basis of gender, race, national origin, color, disability, or age. Brochures and announcements of informational meetings regarding enrolling in VPI+ classrooms as well as registration forms for access will be distributed to all eligible families and provisions will be made to inform non-English speakers and those with hearing or visual disabilities. Significant program supports will be provided for special needs students, including non-English speakers and children with disabilities, to ensure their equitable access and participation in the local VPI+ programs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard. Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,00.0 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code, Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Virginia Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr. * First Name: Steven	Middle, Name: R.
* Last Name: Staples	Suffix:
*Title: Superintendent of Public Instruction	
* SIGNATURE: Kent. Dickey * DAT	E: 10/13/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that
 provides a compelling rationale for this study)
- · Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to	this page, no more	files may be added.	To add a different file,
	you must first delete	the existing file.	

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PROJECT ABSTRACT VPI+: Virginia's Pathway for Preschool Success.

Applicant: Virginia Department of Social Services

Overview. Virginia has developed a bold and innovative plan for transforming its existing State Preschool Program into a national exemplar through adoption of highly effective best practices to improve quality, access, and impact in High Need Communities. Building from the successful Virginia Preschool Initiative (VPI) that has supported the school readiness of at-risk four-year-olds since 1996, Virginia will create a more comprehensive and effective State Preschool Program called VPI Plus (VPI+). VPI+ will meet or exceed every element of the definition of a High Quality Preschool Program and will be implemented through a mixed delivery system. By the end of the grant term, 3,179 four-year-olds at or below 200 percent of the Federal Poverty Line will be served annually through VPI+ in eleven local school divisions. These Subgrantees represent the geographic and demographic diversity of the Commonwealth, allowing us to field test and refine VPI+ innovations throughout Virginia to ensure uniform high quality, appropriate flexibility tailored to local circumstances, and broad replicability.

Project Objectives and Activities. Virginia's Preschool Expansion Grant will:

Increase access to High Quality Preschool. VPI+ will establish 88 new classrooms in Year 1, increasing to nearly 100 classrooms by Year 4 (serving more than 1,200 students in Year 1, increasing to 1,669 students by Year 4) using a model that enhances quality in three ways: installs rigorous, research-tested professional development and curriculum to ensure teacher effectiveness and classroom quality; fosters broad community partnerships to ensure more systematic provision of Comprehensive Services to support low-income four-year-olds and their families; and creates effective pathways to fully engage parents and families, especially those who are hard-to-reach and culturally and linguistically diverse.

Increase the number of High-Quality Preschool Programs by improving the quality of 96 existing classrooms serving 1,470 students annually in diverse settings. With grant support, Subgrantees will extend VPI+ best practices to existing classrooms within their division and use community partnerships to expand high quality practices to non-school programs.

Strengthen the statewide infrastructure supporting the State Preschool Program. Virginia will improve its Longitudinal Data System; expand its continuous quality improvement system; systematize the use of formative and summative assessment tools; ensure rigorous evaluation; and build a higher caliber pre-service and in-service training and credentialing system to ensure a

cadre of highly competent early educators for Virginia's Preschool children.

Pursue policy changes to promote statewide improvements to standards, practice and access. The Preschool Expansion Grant will enable Virginia to test, refine, and expand High Quality Preschool programs statewide, with a priority on improving state policy to expand access, particularly in High Need Communities.

Proposed Project Outcomes. Some of the measurable outcomes to be achieved include:

- Measurable improvements in children's outcomes, including school readiness.
- A 17 percent increase in the number of slots available in High Quality Preschool Programs.
- A 15 percent reduction in the number of unserved at-risk four-year-olds in VPI+ divisions.
- Demonstrable progress toward a more robust mixed delivery system through measurable increases in the percentage of High Quality classrooms located in non-public school settings.
- Improved policies expanding access, quality and support for State Preschool Programs.

Names of Collaborating Organizations. The Virginia Department of Education (VDOE) is the lead agency for VPI+. VDOE and the eleven Subgrantees will work in close partnership with the Virginia Department of Social Services (VDSS) and the Virginia Early Childhood Foundation (VECF) and its statewide Smart Beginnings network of local public-private school readiness partnerships. These local networks will be instrumental in fostering enhanced. Comprehensive Services in all settings, effective strategies to more fully engage families, and through the TQRIS, a sound framework for continuous program quality improvement for VPI+.

Virginia's ambitious and achievable plan counts on partnership with the University of Virginia's Center for the Advanced Study of Teaching and Learning (CASTL) – arguably the nation's most prestigious applied research center focused on early education teacher effectiveness and classroom quality. CASTL will guide all professional development and classroom improvement methods with the Subgrantees, including the provision of research-based coaching techniques that have successfully improved teacher effectiveness and student outcomes.

Drawing on Virginia's unique assets, from CASTL's highly focused research, to our cutting-edge, rigorous TQRIS, to our nationally recognized public-private network of local Smart Beginnings, VPI+ will harness these partnerships to build a "first in class" Preschool Program. VPI+ will be accessible to and supportive of families, staffed by a highly-skilled cadre of teachers who are part of a vibrant statewide learning community, and sustainable in Virginia's diverse High-Needs Communities, creating a strong pathway for Virginia's preschool success.

Project Narrative File(s)

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VIRGINIA PRESCHOOL EXPANSION GRANT APPLICATION

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Section A: Executive Summary

Virginia is committed to seizing the opportunity that has been presented with the announcement of the Preschool Development Grant. The grant will allow Virginia to continue the important work of tapping into the potential of our youngest citizens with the expansion and enhancement of our current State Preschool Program. With enthusiasm, passion, and commitment from the Governor, the legislature, key agencies, local school divisions, and public and private stakeholder groups, Virginia has envisioned and developed a bold and innovative plan for transforming its existing early education program into a national exemplar.

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This plan harnesses Virginia's history of early education programmatic success and unique resources to ensure the development of a high quality preschool initiative that meets the needs of families and children in the Commonwealth. Our plan supports each community's strengths and needs, while targeting the neighborhoods with highest need. The objectives are state and local policies and programmatic processes that increase access, quality, efficiency and impact.

Virginia is a diverse state with a proud history and optimism for a bright future. The birthplace of eight U.S. Presidents, the Commonwealth is the home of many of the democratic ideals that are the bedrock of our nation. Virginia has a full range of rural, urban, and suburban communities and the accompanying variation in demographics, cost of living, economic opportunity and poverty. In addition to addressing the diverse needs within our state, Virginia is dedicated to ensuring that we prepare all children for school, workforce, and life success. Access to high quality early education promotes the overall well-being of young children including increased cognitive and social competence. Closing the readiness gap is essential for our children, families, and communities, and Virginia has envisioned a plan that will improve access and quality to preschool to allow our children the opportunity to reach their full potential. Our selection of High-Need Communities will provide us the opportunity to make the most immediate impact for our Commonwealth.

Virginia will utilize this grant opportunity to strategically integrate its assets across sectors and systems, building upon the Virginia Preschool Initiative (VPI), which has been successful in improving the school readiness of at-risk four-year-olds since 1996. We will create a comprehensive, integrated High Quality State Preschool Program called "VPI Plus" (VPI+). VPI+ will meet or exceed all requirements of the Preschool Expansion Grant and be implemented through a mixed delivery system that provides Full-Day programs and

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Comprehensive Services for Eligible Children and their families in High-Need Communities. Up to 3,179 children at or below 200 percent of the Federal Poverty Line will be directly served through VPI+ in eleven school divisions that represent the highest need communities in Virginia. Additionally, the communities, families, and 18,000 children annually served through VPI will benefit from the testing, refinement, and eventual expansion of VPI+ standards, principles, and policy reform leveraged through this grant.

While VPI meets or exceeds many of the criteria outlined in the federal definition of High Quality Preschool Programs, VPI+ will boast hallmarks that distinguish it from our existing program allowing it to serve as a national model. At the local Subgrantee level, these hallmarks will include focused parent, family, and community engagement; individualized support of children with unique learning needs such as English learners, those in military families, and children with disabilities; and the piloting and evaluation of an intentionally-designed, evidence-based classroom and teacher quality framework. At the state level, VPI+ will inform the establishment of a model pathway for professional development of our early childhood workforce focused on effective adult-child interactions. In addition, VPI+ will build state and local capacity to promote systemic reforms in preschool program policy and practice that will increase access and quality in mixed-delivery state preschool programs statewide.

VPI+ will partner with the nation's leading research center on high quality adult-child interactions and effective teaching, the Center of Advanced Study of Teaching and Learning (CASTL) at the University of Virginia. This partnership will enable us to methodically build a powerful cadre of Preschool teachers and administrators who are extensively prepared to support the cognitive, social and emotional development of at-risk four year olds, with focused attention on the needs of children who are culturally and linguistically diverse, English learners and children with disabilities. VPI+ teachers will be well prepared to support children's learning, specifically the development of literacy and math skills, thereby laying the foundation for a lifelong love of learning, curiosity, and academic success. Integration of Virginia's Tiered Quality Rating and Improvement System (TQRIS) in VPI+ will provide more robust monitoring and ensure continuous quality improvement of programs across the Subgrantee communities.

The Virginia Department of Education (VDOE) will lead the implementation of VPI+ working in partnership with the Virginia Department of Social Services (VDSS), the Virginia Department of Health (VDII), CASTL, the Subgrantees, and the Virginia Early Childhood

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Foundation (VECF) and its network of local Smart Beginnings public-private partnerships, which has harnessed private sector funds and innovation to create dynamic local school readiness systems. These closely-connected hubs will support Family Engagement, continuous program improvement, and capacity-building for policy and system reform in Subgrantee communities.

(A)(I) Virginia has a strong foundation to leverage greater success with its existing State Preschool Program. Since the creation of VPI in 1996, Virginia has steadily increased its investment in the program. The program currently serves 18,000 children annually, or (4) percent of the eligible population, through an investment of \$\frac{(b)(4)}{(b)(4)}\$. As outlined in Section (B)(4), VPI has high standards that are yielding impressive outcomes. VPI is a part of a broader early learning system that is evidence-based and fully aligned with the state's K-12 standards to promote a logical and developmentally appropriate set of skills and abilities (see (B)(1)). VPI+ will strengthen the State Preschool program by strengthening teacher competencies and classroom quality by exposing teachers to systematic, research-based professional development, prioritizing family engagement, expanding comprehensive services, ensuring continuous program quality improvement, and evaluating outcomes and impact.

VPI is strategically coordinated with early learning programs to effectively layer funding streams and achieve the greatest impact. Specifically, VDOE requires the coordination of VPI with other federal funding streams for preschool programs and services, including Title I, Part B and Part C of the Individuals with Disabilities Education Act, the Mc-Kinney-Vento Act, Head Start and Child Care and Development Fund subsidies. VDOE has approved a number of strategies for leveraging funds and increasing participation, including single point of entry, braided funding and blended classrooms. VPI+ will build local capacity and expertise for coordination, financing strategies, and policy reform to maximize access for families.

(A)(2) Eleven local school divisions will implement voluntary, High Quality Preschool to eligible children through VPI+. Out of a total of 132 school divisions, the selected divisions rank in the top five most challenged on at least one indicator of high need: poverty; number of Title I schools; percentage of entering kindergarteners not achieving the benchmark score on the kindergarten literacy screening; and the number of unserved at-risk four-year-olds.

The selected divisions represent the full diversity of Virginia: densely populated urban areas, small and large suburban communities, rural communities, and communities that represent Virginia's growing ethnic and racial diversity. Through this strategically selected set of

Subgrantees, we will field test and refine VPI+ access and program innovations in diverse communities to ensure consistent statewide standards as well as appropriate applicability and flexibility across communities. The capacity building and evaluation funded through this grant will set the stage for expansion of the model and long-term sustainability of VPI+.

(A)(3) The primary goal of the VPI+ initiative is to expand access to High Quality Preschool experiences for young children in Virginia's highest need communities. Up to 3,139 four-year-olds annually will be voluntarily served through the creation of up to 1,669 new State Preschool Program slots and 1,470 improved slots for children at or below 200 percent of the Poverty Line in neighborhoods and communities with demonstrated High Need. Taken together, these strategies will increase the percentage of Eligible Children served in Virginia's High-Quality Preschool Program by more than 17 percent. Table A (Appendix A1) outlines these gains.

(A)(4) VPI+ will meet or exceed all characteristics described in the definition of high-quality preschool programs. As outlined in Section (C)(1)(b), Virginia will provide a high quality program that will include: bachelor degreed teachers with appropriate certification and teaching assistants with appropriate credentials; high-quality professional development for all staff; low adult-to-child ratios and small class sizes; developmentally-appropriate, evidence-based curricula and learning environments; ongoing program evaluation/monitoring and improvement support; comprehensive services; and teacher salaries that are comparable to K-12 teaching staff.

VPI+ will provide full-day services and be implemented through a mixed delivery system of schools, licensed child care centers, Head Start programs, and community-based organizations. VPI+ will be supported by strong Early Learning and Development Standards and the Virginia Longitudinal Data System, which provides robust analysis capacity, including the ability to link preschool data with K-12 data, and emerging systems of Birth through Third Grade alignment.

(A)(5) Virginia has been successful in achieving strong outcomes from its VPI program and has a strong system for assessment of program outcomes through the TQRIS. Building on this track record, Virginia will complement PALS with a wider array of child outcome measures at kindergarten entry, all part of a comprehensive summative assessment battery that covers the Essential Domains of School Readiness. As outlined in (C)(3), by the end of the grant term, Virginia aims to exceed state and national averages on all measures for children who are economically disadvantaged, with a steady increase in meeting each benchmark annually.

(A)(6) Virginia's Preschool Expansion Grant is supported by stakeholders at every level. As outlined by more than 50 letters of support (see Appendix A2), VPI+ has garnered statewide commitment, with broad and diverse support across all sectors for improving the quality of the State Preschool Program and expanding access to more at-risk children. Our strong portfolio of support letters reflect the state's long-standing commitment to work collaboratively (across branches of government, Secretariats, agencies, and sectors) to build an early childhood system. Our strong state-to-local infrastructure and partnerships, as well as our tradition of public-private accountability, will contribute to the success of this initiative.

VPI+ efforts will be supported by Virginia's newly created and appointed Virginia Children's Cabinet, the first cabinet in the Commonwealth's history solely dedicated to the education, health, safety, and welfare of Virginia's children and youth. As a component of the Children's Cabinet, Governor Terry McAuliffe established the Commonwealth Council on Childhood Success, which is chaired by Licutenant Governor Ralph Northam and serves as Virginia's Early Childhood Advisory Council, focusing on improving the health, education, and well-being of Virginia's youngest children. The Council's endorsement and commitment to support VPI+ is affirmed in its letter of support (Appendix A2, page 10).

There is also growing support and momentum in the state's legislative branch. Virginia's Commission on Youth is a bipartisan Commission established by the General Assembly. The Commission was mandated to study and provide recommendations on ways to address the needs of the Commonwealth's youth and families. In May 2014, the Commission created an Early Childhood Education Workgroup to review approaches for improving the quality of Virginia's early childhood education programs. The Commission's strong commitment to VPI+ is confirmed in its letter of support (Appendix A2, page 8).

The State Chamber of Commerce's *Blueprint Virginia* business plan (Appendix A3) asserts a goal of building on Virginia's nationally-ranked education system to develop the world's best workforce for the 21st century. Early childhood education has emerged as one of four major pillars in the *Blueprint's* education agenda. With urgent motivation from the Chamber, Virginia's business executives are ready to support the Governor's focus on quality, innovation, targeted investments and improvements to Virginia's school readiness system. Commitment to VPI+ is outlined in the Chamber's letter of support (Appendix A2, page 51).

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Additional letters of support represent **policy and decision-makers** - evidence of Virginia's growing bi-partisan understanding and support for preschool expansion; **Virginia's top employers** our private sector partners advocate for and financially contribute to investment in carly childhood education; Virginia's **higher education community** - a key asset in our efforts to upskill the early care workforce and guide our research; **statewide associations** - our key partners in school readiness; **local supporters** - including teachers, superintendents, pediatricians, school boards, business, as well as, our cities and counties; the **early childhood community** - from early childhood educators to Home Visiting to Virginia's Parent Education Coalition; **Virginia's High-Need communities** – diverse local support for each of our eleven Subgrantees to ensure their success; and most importantly, **Virginia parents** whose lives and families will be impacted by this innovative plan.

(A)(7)(a) As documented in Table A, Virginia will utilize no more than percent of the total funds received over the grant period for State Preschool Program infrastructure and quality improvements at the state level. With \$\frac{(b)(4)}{\text{}} in total infrastructure funding over four years, we will galvanize a cross-agency and cross-sector system at the state level that will support cohesive implementation and endurance of High Quality State Preschool Programs in Virginia. We will create an integrated monitoring system, bringing a continuous quality improvement approach and bridge the regulatory systems of market-based child care and publicly-funded early learning programs. We will partner with UVA's Center for the Advanced Study of Teaching and Learning (CASTL) to provide a model for classroom and teacher quality that is rigorous yet supportive; this will include evidence-based professional development and coaching to facilitate ongoing improvement for highly-effective teaching. We will also enhance the Longitudinal Data system to expand capacity for analysis, policy development, and decision-making.

(7)(b)(i) Virginia will provide voluntary, High Quality Preschool Programs for Eligible Children in eleven High Need Communities within the first year of the grant, providing services for 2,683 four-year-olds in the fall of 2015 in addition to the number currently served by VPI. Each of the Subgrantees has demonstrated both exceptional readiness and the necessary capacity to meet this timeline. Methodical implementation plans have been developed to ensure all projections are met; a detailed timeline of implementation activities appears in Section (E)(2).

(7)(b)(ii) Of the Solution of the Solution of the Subgrantees are local school divisions that are

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experienced managers of multiple federal grants; each has prepared a detailed plan and budget projection for expanding and improving high quality preschool slots for at-risk children in their neediest neighborhoods (see Section (D)(4)). VDOE will manage the grant centrally, serve as fiscal agent, negotiate annual budgets for each Subgrantee and ensure a total of 95 percent of grant funding is directed to Subgrantees. VDOE will apply oversight and reporting mechanisms that are standard procedures in managing federal grants with state-to-local disbursement. Preliminary MOUs between VDOE and each Subgrantee have been signed and executed (Appendix D1); final detailed MOUs will be signed within 90 days of grant award.

(7)(b)(iii) Subgrantees will develop plans annually that outline outreach efforts, strategies to help families build protective factors, and engage families as decision-makers. Throughout all recruitment and enrollment events, Subgrantees will implement culturally and linguistically responsive outreach and communication efforts, publish information about VPI+ in the predominant languages spoken in the community, and have staff who speak the predominant languages of the families served. Additionally, divisions will work closely with organizations that have trusted relationships with families in linguistically and culturally diverse communities to serve as bridges to the school divisions and VPI+. Feedback on outreach efforts from families, community partners, and other key stakeholders will be collected annually to ensure the plans and implementation are meeting local needs.

Section B: Commitment to State Preschool Programs

Since its inception in 1996, Virginia has demonstrated its commitment to a High Quality State Preschool Program through the Virginia Preschool Initiative (VPI). VPI has had broad, bipartisan commitment to upholding rigorous standards, supporting methodical growth in serving eligible children, and focusing regular attention to refining policies and processes over time. Administered from the Virginia Department of Education (VDOE), VPI has been a source of pride for a series of Virginia Governors, the legislature, and VDOE. Virginia has established many of the core elements of a strong State Preschool Program infrastructure, including a detailed definition for school readiness (Appendix B1) endorsed by the Virginia Board of Education that describes the capabilities of children, families, schools and communities that promote student success in kindergarten and beyond.

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The "all Virginia" approach articulated in our definition of school readiness is brought to life through a vibrant Virginia-grown initiative known as Smart Beginnings. To support communities, schools, families, and children on the trajectory to school readiness, Virginia created this state-to-local network of public-private community partnerships that build local capacity to support the health and development of young children. The multi-faceted, collective commitment to Smart Beginnings for all our children, especially those at-risk, will combine with the strong track record of VPI to not only expand access and improve quality, but integrate VPI+ into strong community systems supporting comprehensive services for children and families.

(B)(1) Virginia has carefully developed a standards-driven early learning system that is comprehensive, research and evidence-based, and fully aligned to the K-12 standards.

The Milestones of Child Development: A Guide to Young Children's Learning and Development from Birth to Kindergarten (Milestones) (Appendix B2) provide parents, grandparents, child care providers, educators and others who care for young children with indicators and strategies to support growth and development from birth to kindergarten. The Milestones emphasize positive, responsive adult-child relationships; build upon licensing standards; are easily understandable; provide age and stage-appropriate opportunities for enhancing development; and are designed to support each child's developmental trajectory.

The *Milestones* include six domains: Social and Emotional Development; Approaches to Learning; Language and Literacy; Cognition and General Knowledge; Fine Arts; and Physical Development and Health. Each domain has an *Introduction* (definition and rationale), *Indicators*

(knowledge, skills, and/or attitudes toward learning a child may exhibit during a developmental stage); *Examples* (how children demonstrate acquisition of the knowledge, skills, and/or attitudes); and *Strategies* (suggested activities or interactive approaches to help children develop toward desired indicators and goals). The *Milestones* are aligned with *Virginia's Foundation Blocks for Early Learning* (see below) and the Head Start Child Outcomes Framework.

VDOE has also established early learning standards specifically for VPI. The Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds (Foundation Blocks) (Appendix B3) provide a measurable range of skills and knowledge essential for four-year-olds to be successful in kindergarten aligned with the Kindergarten standards. The Foundation Blocks provide preschool teachers minimum standards with indicators of success in the following domains: Literacy, Mathematics, Science, History and Social Science, Health and Physical Development, Personal and Social Development, Music and Visual Arts organized the same way as the Milestones. The Preschool Curriculum Review Rubric and Planning Tool (Appendix B4) serves as a valuable resource to assist curriculum specialists and practitioners in developing appropriate curricula and/or analyzing their current curricula aligned to the Foundation Blocks.

The *Milestones* and *Foundation Blocks* are living documents that have significant meaning and importance in Virginia and inform policy, practice and ongoing improvement. Through rigorous use, the *Milestones* and *Foundation Blocks* have been regularly updated, most recently in 2013, to reflect improvements identified by stakeholders, researchers, and partners.

(B)(2) State's Financial Investment. Table B (Appendix B5) summarizes Virginia's commitment to growth of the State's Preschool Program over the last four years.

In 1994, in response to Governor George Allen's (R) intention to create a preschool program for at-risk four-year olds, the General Assembly appropriated \$10.3 million for VPI and provided for 30 percent of eligible four-year-olds. By FY2006 the General Assembly, demonstrating bipartisan commitment to preschool, had methodically increased funding to provide for VPI services for 100 percent of at-risk four-year-olds. Since VPI's inception, across six gubernatorial administrations (3 Republican and 3 Democratic), there has been sustained commitment and steady increase in funding, facilitated by bi-partisan legislative support. As of the 2013-14 school year, 88 percent of Virginia's 132 school divisions provided VPI to 18,021 four-year olds. While funding for VPI has increased steadily over the past four years, the number of eligible children has also grown. Currently percent of eligible children are served. Virginia's opportunity to

utilize the Preschool Expansion Grant to retool policies and processes to effectively meet growing demand, expand access, and enhance quality is timely and important.

(B)(3) Virginia has established high standards for VPI through legislation and policy (see (C)(1)(b)) and has improved implementation through legislation regularly to meet child, family and community needs. School readiness services are delivered locally, and the success of VPI depends upon local communities' capacity to deliver on the commitments made through state level program administration and legislative policies. Key issues impacting community-level capacity to increase access include per-pupil and local match requirements, efficient layering of funding and resources, and effective partnerships across public and private settings. In addition to the track record of methodically increased financial commitment to VPI described in Section (B)(2), Virginia's state-level leaders continue to grapple with ensuring formulas and policies that best account for variation across Virginia's diverse communities in local cost, capacity, and need.

Pupil rate and match requirement. At the program's inception, the state identified a per-pupil rate and called for localities choosing to participate to make a match based on local ability-to-pay. In 2006, the per-pupil amount was raised by legislation to and in 2008, in recognition of the cost burden for localities, legislation was passed to raise the per-pupil rate to with a capped local match requirement at percent, ensuring that the State contribution is always at least sper-pupil per student. It is significant that Virginia's per-pupil rate exceeds the average across all state-funded preschool programs nationally demonstrating Virginia leaders' intentions to invest at a level that ensures High Quality. While Virginia requires local match to the per-pupil rate, most states do not, which makes the commitment to High Quality Preschool a combination of both state and local responsibility and accountability.

In 2012-2013, the legislature revised the VPI formula to more accurately project the number of eligible four-year-olds in each locality, causing a reduction in state funding allocation and number of slots for some localities. In an attempt to ease phase-in to the new formula, these localities were "held harmless" for two budget cycles through FY2014. With recognition of the

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¹ Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K. (2013). *The state of preschool 2013: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

continued access challenges some communities would face after this date, the 2014-2016 biennial budget included language to give communities slated to lose slots the opportunity to sustain these slots with an additional in state funding (Appendix B6). The 2014 General Assembly considered several bills seeking to address the true cost of High-Quality Preschool and the disproportionate cost burden experienced by some communities through the eligibility formula and local match requirement. The introduction of budget amendments during the 2014 legislative session, sponsored by both Republicans and Democrats, demonstrates the growing bi-partisan legislative support and awareness of the need to refine policies and strategies that support communities' capacity to increase access to VPI.

Mixed delivery system. Throughout its history, Virginia has embraced the principles of local authority, family choice and public-private strategies. While funding for VPI is distributed to local school divisions (or in a few cases, another local government agency), these agencies may subcontract with Head Start programs or private child care centers to provide VPI. To facilitate a mixed delivery system, the Star Quality Initiative (Virginia's Tiered Quality Rating and Improvement System, or TQRIS) was launched in 2006 to enable early learning programs to demonstrate quality features and provide means for quality assurance. The Star Quality Initiative is co-administered by the Department of Social Services (VDSS) and the Virginia Early Childhood Foundation (VECF); participating programs include private child care programs (center, faith, and home-based). Head Start, Title I, and VPI classrooms.

In 2007, the General Assembly appropriated S to test the feasibility of providing VPI in private settings to better discern and promote the benefits of a mixed delivery preschool system for Virginia. A pilot evaluation completed by Virginia Polytechnic Institute in 2008² highlighted the pilot's success in increasing access for eligible children and establishing models for collaboration between school divisions and community-based child care centers. Some of the models established through the legislatively-created pilot continue to showcase the benefits of a mixed delivery system, providing useful exemplars for replication in other localities.

Education. Chapter 5. Virginia Polytechnic Institute and State University.

² Bradburn, I., Hawdon, J., and Sedgwick, D. (2008). The Commonwealth of Virginia's Preschool Pilot Initiative: A Final Report Prepared on Behalf of the Virginia Department of

Effective cross-sector coordination. In 2006, the General Assembly created the public-private Virginia Early Childhood Foundation (VECF) to foster community capacity and coordination of school readiness efforts. VECF assembled statewide partners and stakeholders to launch Smart Beginnings, a network of public-private partnerships that foster locally-driven school readiness initiatives. With annual appropriations since inception, Virginia has invested more than (b) in state funds in Smart Beginnings; with this investment, VECF and Smart Beginnings have leveraged nearly in private, local, and other funding for school readiness efforts. Local partnerships have supported quality improvement in early learning programs through TQRIS strategies; provided technical assistance to promote financing solutions including layering public Preschool funding; and facilitated local partnerships to provide high quality early learning and comprehensive services. Smart Beginnings networks exist in Subgrantee regions and will be an asset to implementing VPI+, especially on family engagement, comprehensive services, continuous improvement through TQRIS, and discernment of needed policy reform.

(B)(4) Virginia implements many of the components of a High Quality Preschool

Program outlined in the funding opportunity through VPI (see details in Table (C)(1) of Section (C)(1)(b)). Local divisions must develop a written plan that addresses five core services:

- Quality Preschool Education: 98 percent of teachers have bachelor degrees, and certification
 is required in P-3 or P-6; 15 hours of training is required annually; VPI has a maximum class
 size of 18 and adult-to-child ratios of 1:9; and relies upon the early learning standards.
- Family Involvement: VPI programs include families in program planning and program
 activities; plan for regular, frequent communication with individual families and in groups;
 and provide resources to families on topics like adult-child relationships or child behavior.
- Comprehensive Child Health Services: VPI programs provide health services including full
 immunizations; vision, hearing, and dental screenings; complete physical health evaluations;
 periodic check-ups; and eyeglasses, hearing aids, or other assistive devices when necessary.
- Comprehensive Social Services: VPI programs identify services available to support families.
- Transportation: Transportation is provided for every child to and from the program.

To measure gains in skills from VPI participation, localities are required to utilize the Phonological Awareness Literacy Screening instruments for preschool students (PALS-PreK) during the fall and spring of each school year. The University of Virginia, through the PALS office at the Curry School of Education, provides the instrument and maintains a website to assist

all preschool teachers with instructional activities. Pre-K PALS data sets are included in Virginia's Longitudinal Data System (VLDS).

VPI's high standards have yielded positive outcomes, as reported in several studies. The General Assembly's Joint Legislative Audit and Review Commission (JLARC) reviewed VPI in 2007 and found a strong positive association between VPI participation and higher literacy test scores both in the spring of the preschool year and fall of the kindergarten year; over 90 percent of principals surveyed noted positive effects of participation at least through first grade.³ A University of Virginia study found that attendance at a VPI-funded program was "beneficially associated with a lower likelihood of repeating kindergarten and improved probabilities of meeting or exceeding minimum literacy competencies." A 2013 report yielded that school divisions serving relatively higher proportions of eligible four-year-olds in VPI have lower rates of children identified as not ready for kindergarten; and a cohort of economically disadvantaged children who participated in VPI were found to have had higher average scores on the Standards of Learning exams in third grade than similarly at-risk children who had not participated in VPI.

VPI programs are **monitored** through VDOE, based on certified reporting from school divisions, on teacher qualifications, ratios and group size, professional development planning and implementation, curriculum selection and implementation, and assessment practices. VDOE offers resources to support VPI **program improvement**, including *Virginia's Quality Indicators for Responsive Teaching: Creating a High Quality Preschool Learning Environment*, a checklist that aligns with the standards and helps teachers, parents, and administrators create shared, active, and hands-on learning opportunities (Appendix B7). On a voluntary basis, 30 VPI programs participate in Virginia's TQRIS and receive supplemental program assessment through CLASS and ECERS-R observations, individualized quality improvement plans, technical assistance, and other supports to improve program quality.

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³ VDOE. (2012). Virginia Preschool Initiative Briefing to the General Assembly

⁴ Huang, F., Invernizzi, M. & Drake, A. (2011). *The Differential Effects of Preschool: Evidence from Virginia*. Early Childhood Research Quarterly.

⁵ Latham, S. (2013). Increasing Take Up of the Virginia Preschool Initiative. Report for VECF.

⁶ Virginia Joint Legislative and Review Commission (2008). *Virginia Preschool Initiative (VPI):* Current Implementation and Potential Changes. Report to Governor and General Assembly.

(B)(5) Virginia has been strategic and prudent in actively coordinating preschool programs and services. VDOE's VPI guidelines⁷ state that "Localities are expected to coordinate resources and funding streams to serve the greatest number of four-year-old children;" further guidance requires divisions to "maximize funding without supplanting existing sources of funding for the provision of services to at-risk four-year-old children." To encourage layering of funds, the guidelines prescribe that in addition to the option of opening new classrooms to expand access, state dollars may be used to upgrade or expand a locally-funded preschool program or to complement or expand a Title I or Head Start program to serve additional children. Local VPI plans must include clear methods of coordination, including wraparound services combining funds such as Child Care and Development Block Grant subsidy dollars for eligible children; wrapout services, using funds to provide additional supports such as health, social services, and transportation within a community-based setting; or expansion of services, using grant funds for placements in existing programs, such as Head Start, which provide comprehensive services to at-risk four-year-olds. Pursuant with the McKinney-Vento Act, all local school divisions develop relationships with key community partners to support homeless children and families which are provided to all homeless children and families through VPI.

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To ensure coordination with other federal Preschool funding streams, VDOE offers technical assistance for the administration of VPI to help localities develop a comprehensive, coordinated, High Quality Preschool Program; VDOE has approved a number of strategies for leveraging funds and increasing participation, including single point of entry, braided funding and blended classrooms. In addition, VECF published *Virginia's Preschool Puzzle* (Appendix B8) to nurture strategies at the local level for a more cohesive, integrated mixed delivery preschool system that expands access to High-Quality Services for families. This guide provides tips and information on feasibility of braiding various funding streams for increasing access to High Quality Preschool Programs, including Title I, Head Start, Part B of the Individuals with Disabilities Education Act (IDEA), child care assistance, and VPI. *Virginia's Preschool Puzzle* also provides examples of MOUs articulating agreement for the integration of programs and funding streams to provide for seamless services for high-needs children. VPI+ will go a step further and provide

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⁷ Virginia Department of Education. (2014). Guidelines for the Virginia Preschool Initiative Application 2014-2015.

proactive supports to build capacity and expertise at the local level for the sometimes-tricky tasks of coordination, layered funding, and other financing and sustainability strategies.

(B)(6) The importance of bringing together diverse stakeholders to best utilize resources is a fundamental principle of VPI. The authorizing language in the Code of Virginia (Appendix B9) clearly states that local divisions' annual plans "must demonstrate coordination with all parties necessary for the successful delivery of comprehensive services, including the schools, child care providers, local social services agency, Head Start, local health department, and other groups identified by the lead agency." Specifically, the local plans must outline how they are providing comprehensive health services for families through VPI, to include a focus on **child health**: full immunizations; vision, hearing, and dental screenings; complete physical health evaluations; periodic check-ups; and eyeglasses, hearing aids, or other assistive devices when necessary. VDOE reviews and approves these plans and monitors implementation to ensure the health and social services meet the needs of the children and families served by VPI.

Surrounding and supporting VPI and other early learning programs within communities, Smart Beginnings is an essential and unique part of Virginia and develops local early learning systems that meet the early learning, health, mental health, dental, nutrition, and family support needs of young children and their families. Smart Beginnings teams are diverse, including (but not limited to) parents and families, senior representatives from business, public schools (including superintendents), local government, faith leaders, Head Start, child care, higher education institutions, health and mental health, family support, and early intervention. These teams facilitate engaging and reaching the most vulnerable parents and families through diverse channels of communication, identifying and forming partnerships with early learning programs, providing transportation, providing wraparound services, ensuring physical, mental, and dental health services, and other needed supports in VPI programs. Moreover, Smart Beginnings partnerships catalyze and sustain community focus and commitment to ensuring children have a strong and healthy start, especially for those most at-risk.

Through its coordination of the public-private Smart Beginnings network, VECF provides guidance, technical assistance and funding to the partnerships, ensuring appropriate connections to state resources related to child health, mental health, family support, nutrition, child welfare, and adult education and training. Cross-sector coordination at both the state and local level are enhanced and undergirded by the presence and influence of the *Plan for Smart Beginnings*,

CFDA Number: 84.419B

Virginia's long-standing compass for cross-agency, cross-sector collaboration to support a seamless continuum and cohesive coordination of programs and services for young children, prenatal to elementary school (Section (F)).

As outlined in Section (A), the administration's Children's Cabinet has charged the Commonwealth Council on Childhood Success, with its diverse cross-sector, cross-discipline membership, to focus on improving the health, education, and well-being of Virginia's youngest children. The development and sustainability of a scamless Birth through Third Grade Continuum to align and coordinate services for young children across sectors will be a key part of this work.

Section C: Ensuring Quality in Preschool Programs

(C)(1) Building from the strengths of the existing State Preschool Program, Virginia will utilize no more than percent of the grant funds for State Preschool Program infrastructure and quality improvements. The proposed infrastructure investments will add rigor, continuous improvement systems, and comprehensiveness as well as support the testing of programmatic reforms. The system improvements will be implemented through VPI+ programs by eleven Subgrantee divisions, refined, and used to leverage system-wide reforms to strengthen the State Preschool Program. The infrastructure investments will enable Virginia to galvanize a statewide cross-agency and cross-sector system that will support cohesive implementation and continuing improvement of a mixed delivery State Preschool Program.

CFDA Number: 84.419B

Leadership for this collaborative system will come from the Virginia Department of Education (VDOE) with responsibilities that draw on the strengths of the Virginia Department of Social Services (VDSS) and the Virginia Early Childhood Foundation (VECF) through the VPI+ Implementation Team. Membership will include the Director of the Division of Child Care and Development at VDSS (who is also the State's Child Care Administrator), a senior representative of VECF, the Director and Associate Director of the Center for the Advanced Study of Teaching and Learning (CASTL), the Director of the Office of Family Health Services at Virginia's Department of Health, and each of the local school divisions' VPI+ Coordinators (Section (E)(1)). The collaborative leadership model will provide management, implementation, and integration of Virginia's State Preschool Program. Letters of commitment from VECF and UVA (Appendix C1 and C2) indicate their intentions for partnership.

(C)(I)(b) Virginia is building from a strong foundation, with many of the key elements of a High-Quality Preschool Program in place; with the Preschool Expansion Grant (VPI+), Virginia will implement more rigorous standards and integrate quality content, resources and evidence-based practices (see Table C1).

Table C1: Comparison of Standards and VPI+ Goals

Elements of a High-Quality State Preschool Program	VPI	VPI+
High staff qualifications, including teacher with a bachelor's	Req if teacher	✓
degree in ECE or in any field with state-approved pathway and	paid w/ state	
teaching assistants with appropriate credentials	funds.	
High-quality professional development for all staff.	✓	✓

Child-to-instructional staff ratio of no more than 10 to 1	✓	✓
Class size of no more than 20 with, at a minimum, one teacher	✓	√
with high staff qualifications		
Full day program required		✓
Inclusion of children with disabilities to ensure access to and full	✓	✓
participation in all opportunities		
Developmentally-appropriate, culturally and linguistically	✓	√
responsive instruction/evidence-based curricula, and learning		
environments aligned w/ Early Learning/Dev. standards		
Individualized accommodations and supports so all children can	✓	✓
access/participate fully in learning activities		
Instructional staff salaries comparable to salaries of K-12	In schools	✓
Program evaluation to ensure continuous improvement		✓
On site or accessible comprehensive services provided		
Child health: Vision and hearing screenings	✓	✓
Mental health	✓	✓
Family Support	✓	✓
• Nutrition		✓
Child welfare		✓
Adult education and training		✓
Evidence-based health and safety standards	✓	✓
Community partnerships to promote family access to services		✓
Additional Elements of VPI+ Based on Federal Priorities		
Engage families as decision makers, build protective factors,	✓	✓
support learning at home		
Detailed program assessments, support to improve TQRIS rating		√
Formative, summative data integrated into Longitudinal Data		✓
System linked to primary, secondary and workforce data		
Focus on needs of English learners, children w/ disabilities	✓	✓
Targeted outreach for hard to reach families		✓
	l .	

High Quality Preschool delivered through a mixed delivery	✓	✓
system		
State Preschool Program part of a Birth through Third Grade		✓
Continuum		
Layering funds with other publicly funded programs to create	✓	✓
more scamless/integrated State Preschool System		

The plan for implementation of these standards is outlined in Section (E)(2).

(C)(1)(c) CASTL will develop a robust set of training resources for teachers to support the needs of children with disabilities and English learners; provide specialized expertise to divisions to incorporate annual professional development on meeting the needs of children with disabilities and English learners; and work closely with VPI+ Regional Coaches to ensure they are delivering and supporting this content through professional learning groups and/or as part of their teacher coaching sessions. The total number of hours of training and coaching will be determined by the needs of the children enrolled. By Year 3, CASTL and Subgrantees will document a standardized process for integrating effective teaching practices with children with disabilities and English learners into annual professional development plans; the VPI+ Implementation Team will then facilitate statewide adoption.

As they develop the standardized process, CASTL, collaboratively with the VPI+ Implementation Team will coordinate resources and expertise with Virginia's system of VDOE-funded Training and Technical Assistance Centers on strategies for full inclusion of children with delays and disabilities. Promising practices will be shared not only through the VPI+ Implementation Team but also through the learning communities convened by the regional *Centers of Preschool Excellence* beginning in year 3 of the grant term (see Section (F)(1)(a)).

(C)(1)(f) Virginia will have the most effective cadre of State Preschool Program teachers in the country. To accomplish this goal, Virginia will pilot, refine, and expand statewide a suite of professional development resources, designed and guided by CASTL, including access to online resources and coursework, on-site coaching to support effective instruction using evidence-based curricula chosen for VPI+, ongoing formative assessment practices to inform and guide instruction, coaching to support effective adult-child interactions, and use of data for monitoring and evaluation. All VPI+ teachers will participate in this CASTL-designed professional development, ensuring 30 hours of training and up to 40 hours of coaching annually; the impact

will be measured by TQRIS and formative and summative assessments, which in turn will be used to drive improvements in the professional development provided.

Virginia will also develop a cohort of VPI+ Coaches to assist with the transfer of knowledge into practice for teachers and administrators in VPI+ sites. The training and support model for this coaching work will be develop by CASTL, piloted in the VPI+ Subgrantee communities, and then expanded in years 3-4 of this grant.

To ensure effective structures and systems to support a high quality early care and education workforce statewide and to extend and broaden the impact of the VPI+ professional development framework, VECF will convene a work group focused on developing high quality professional development pathways to identify and support improved competencies for Virginia's early childhood workforce; this work group will draw on the expertise of VDOE, VDSS, CASTL, VPI+ Subgrantees, Virginia's institutions of higher learning, and other stakeholders and partners — both public and private. During the first grant year, the work group will develop a competency-based professional development framework that informs the requirements and guidance for preservice and in-service education and training for early learning practitioners across all early learning settings (e.g., private, faith-, and community-based child care; Title I, Head Start, and IDEA Parts B and C services; and state-funded VPI classrooms). In years 2-4, the work group will make recommendations and implement strategies to expand implementation of the VPI+ professional development model across training and higher education programs, as well as expand access and affordability to early childhood credentialing programs in community colleges and universities to increase the number of highly skilled teachers in Virginia.

(C)(1)(g) Virginia has a robust Statewide Longitudinal Data System (VLDS) that relies on shared governance from state agency partners at VDOE, VDSS, the State Council of Higher Education for Virginia (SCHEV), the Virginia Community College System (VCCS), and the Virginia Employment Commission (VEC). VLDS links data among VDOE, higher education, and workforce agencies, and includes preschool program participation, child demographics, family economic status, and pre-literacy assessment results for preschool children served through public school programs (PALS-PreK). Partners will soon be to be able to also link VDSS data from Child Care Development Fund (child care subsidy program participants); Supplemental Nutrition Assistance Program (SNAP); Temporary Assistance for Needy Families (TANF); and the foster care system to the data from public education, higher education, and workforce. In

contrast to a data warehouse, the VLDS provides a comprehensive system of technology, governance, and personnel that enables partner organizations (e.g., VDOE, VDSS) to securely connect de-identified child, family, program, and educator data and make integrated data sets available for research, evaluation, and reporting, without compromising individuals' privacy.

Virginia proposes to use grant funds to strengthen data collection and add the Essential Data Elements that are currently missing or incomplete, including: family demographics beyond economically disadvantaged status; early childhood educator demographics, educational attainment, and professional development participation; program-level information on staff retention, compensation, and suspension/expulsion; data on early learning program quality; and data from the proposed Early Learning Assessment System (Section (C)(1)(h)).

(C)(1)(h) Similar to other states, Virginia is working diligently to create the best balance between data-driven decision-making and ensuring assessments are developmentally appropriate, psychometrically strong, relevant to instruction, and not overly burdensome. With this grant, Virginia will develop an Early Learning Assessment System to appropriately measure children's outcomes using a common set of formative and summative assessments. This system will build on the existing requirement to assess physical and motor development and literacy skills using PALS-PreK, a scientifically-based phonological awareness and literacy screening tool that provides a comprehensive assessment of children's knowledge of literacy fundamentals and is predictive of future reading success; psychometric properties are in Appendix C3.

Consistent with best practices outlined in the National Academies Press Assessment report¹, VDOE will select a common set of tools with acceptable levels of validity and reliability for the purposes for which they will be used and in the diverse populations to be assessed. CASTL has developed minimum and aspirational psychometric properties for measure selection (Appendix C4) Virginia will use in the selection process. The measures will also demonstrate: *horizontal alignment*: curriculum, instruction, and assessments aligned with the *Milestones* and *Foundation Blocks*; *vertical alignment*: shared understanding of the goals for children's learning and development and the purposes and uses of assessment; and *developmental alignment*: how children's skills and understanding develop and the knowledge/abilities needed for learning to

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¹ Snow, C. E., & Van Hemel, S. B. (Eds.). (2008). Early childhood assessment: Why, what, and how. Washington, DC: National Academies Press.

progress. Across the formative and summative assessments, data will be gathered on each child at four time points across the preschool year. This approach will ensure that sufficient data are available for guiding ongoing instruction throughout the year and providing evidence-based input into annual quality improvement efforts (e.g., decisions around professional development offerings), while also keeping the testing burden on teachers and children to a minimum.

Table C2 identifies the proposed components of the Early Learning Assessment System aligned to the Essential Domains of School Readiness. Asterisks indicate assessments that will be procured year 1 using Virginia's required competitive procurement process, which will require that assessments meet the CASTL-recommended reliability and validity criteria.

Table C2. Proposed Early Learning Assessment System (tools already in place in italics)

Domains of	Formative	Summativ	ve Assessment
School	assessment	Preschool: Fall and Spring	Kindergarten: Fall
Readiness	<u>Preschool</u>	of Preschool Year	
Language and	TS GOLD ² : at	PALS-PreK	PALS-K
literacy	least 2 x/year		
Cognition and	TS GOLD: at	Cognition and general	Cognition and general
general	least 2 x/year	knowledge assessment	knowledge assessment (inc.
knowledge		(including mathematics)*	mathematics)*
Approaches to	TS GOLD: at	Approaches to learning/	Approaches to learning/
learning	least 2 x/year	executive functioning and	executive functioning and
		sclf-regulation*	sclf-regulation*
Social and	TS GOLD: at	Social and emotional	Social and emotional
emotional dev.	least 2 x/year	development*	development*
Physical,	TS GOLD: at	VDOE-approved local assessment used in accordance with	
motor dev.	least 2 x/year	Virginia Law.	

^{*} Assessments that will be procured year I using Virginia's competitive procurement process

² During a previous procurement, VDOE reviewed *Teaching Strategies GOLD*'s alignment with state standards and psychometric properties, and established a state contract that Subgrantees can use to purchase GOLD online.

VDOE will ensure that all VPI+ assessment data are collected centrally and that these data will be available in VLDS. Tool-specific training will be developed through the grant and provided by specialists for reliable implementation of formative and summative assessments to appropriate staff in VPI+ divisions.

Key Goals	Activities	Timeline	Key Milestones	Resp.
(C)(1)(f)				
Select	Establish and release RFP.	January-	Release RFP.	VDOE
evidence-	Review and select vendor.	May 2015	Contract	
based			established.	
curricula				
Develop	Select from existing resources	Summer	Initial PD	CASTL
regimen of	professional development	2015 and	program	
professional	(PD) resources and tools for	updated	determined.	
development	VPI+ teachers.	during the	PD	
resources and	Develop additional	grant	implemented.	
tools	resources/tools based on		Resources made	
	identified needs.		available.	
Develop high	Invite partners to serve on PD	December	Partners accept.	VECF
quality	work group.	2014	PD Framework	
professional	Review existing PD	Quarterly	developed.	VECF and
development	requirements, best practices,	starting in	PD system	partners
framework to	develop recommendations to	January	improved.	
improve	strengthen the professional	2015		
competencies.	development system.	Summer		
of workforce.	Implement recommendations.	2016		
Key Goals	Key Activities	Timeline	Key Milestones	Resp.
(C)(1)(g)				
Strengthen	Create cross-organization data	June 2015	Team identified	VDOE (via
data	team to focus on improving	- ongoing	and plan	VLDS lead)
collection,	data availability and quality.		developed.	with support
add Essential	Define new data elements and		New data	from the VPI+

Data	collection expectations.		elements defined	Imp. team.
Elements.	Establish new elements in		and included.	
	existing collection tools.			
Merge early	Define merger specifications.	June 2015	Expectations	VDSS
childhood			defined.	
professional	Identify IT contractor to	December	IT contractor	
development	implement the project.	2015	selected.	
and TQRIS	Complete the database merger	March	System roll out	
databases and	and system functionality.	2016	VLDS system	
make.	Make TQRIS & PD registry	December	checks	
available in	data available in VLDS	2016	completed.	
VLDS.				
Key Goals	Key Activities	Timeline	Key Milestones	Resp.
(C)(1)(h)				
Select	Follow procurement	Spring	Contract	VDOE
assessment	requirements to competitively	2015	executed.	
measures.	select appropriate measure(s).			
Administer	Train external assessors to	Training:	Assessors	Training:
summative	administer years 1 and 2.	summer	trained.	CASTL
Preschool	Train VPI+ teachers to	Admin.:	Teachers trained.	Admin: 11
assessments.	administer years 3 and 4.	Fall and	Assessments	Subgrantees
	Summative assessments	Spring	administered.	with VDOE
	administered.			support
Administer	Train teachers to use TS	Summer	Initial TS GOLD	CASTL
formative	GOLD.	2015 and	training	
Preschool	Integrate into teacher and	ongoing	GOLD data	
assessments.	coach PD to use with chosen		available for	
	curricula.		review.	
Administer	Train Kindergarten teachers	Summer	Assessors	Training:
Kindergarten	to administer years 2-4.	Fall	trained.	CASTL
assessments	Administer assessments.	Spring	Assessments	Admin.: 11

			administered.	Subgrantees
Use data to	Complete data analysis.	June	Data analyzed.	VDOE
inform PD	Share results with VPI+	July	Results shared.	
offerings,	Implementation Team.			
evaluate	Provide data to divisions.	Summer	Data provided.	
impact.	Use results to plan PD and	Ongoing	PD, supports	CASTL
	other supports.		planned.	
Refine Early	Collect feedback and review	Fall, year	Feedback	VDOE, VPI+
Learning	data to discern the value of a	3	collected.	Imp. Team
Assessment	more comprehensive		Recommenda-	
System based	assessment system.		tions made for	
on results.	Refine as needed.		improvement.	

(C)(2)(a) The VPI+ system of monitoring, quality assurance, and continuous improvement will be built from the foundation of the Virginia Star Quality Initiative (VSQI), Virginia's voluntary tiered quality rating and improvement system (TQRIS). Co-administered by VDSS and VECF, Virginia's TQRIS supports quality improvements on early learning program features that research has shown to have positive and sustained impact on children's learning: effective adult-child interactions measured by the Classroom Assessment Scoring System (CLASS) and effective application of evidence-based curricula in a developmentally appropriate learning environment measured by the Early Childhood Environment Rating Scale (ECERS-R).

Virginia's TQRIS has robust program assessment, monitoring, and quality improvement capacity. The initiative provides clear information for parents on the quality of early learning programs, why the quality of early learning programs is important, and equips them to recognize and select quality programs. By integrating the TQRIS into the VPI+ monitoring system, VDOE will be able to strengthen site visits and quality assurance. VPI+ classrooms will be quality-rated in Years 1 and 3 of the grant term, bringing an important consistent mechanism for program quality assurance and continuous improvement as well as a tool to inform professional development plans for teaching staff. Since Virginia's TQRIS is focused on effective adult-child interactions and implementation of evidence-based curriculum, its quality assurance framework is a sound complement to the quality classroom model designed by CASTL.

Virginia will strategically integrate monitoring functions for VPI+ at VDOE with those of child care licensing, subsidy, and TQRIS at VDSS to provide a comprehensive, seamless crossagency monitoring and continuous improvement system; including new measures of parent satisfaction. This integration, led by the VPI+ Quality Coordinator and undergirded by the VLDS, will foster collaboration and integration across public and private settings and ensure the capacity to monitor and continuously strengthen a high quality, robust mixed delivery State Preschool System. The integrated monitoring system will be developed on a shared web-based portal managed by VECF. The VPI+ Implementation team will review data, set priorities, and ensure implementation of improvement activities.

The Subgrantees will submit an annual plan that outlines how they will meet all elements of the VPI+ Standards. All annual reports will be verified by Subgrantees and subject to audit. Table C2 outlines the proposed monitoring strategies that, taken together, provide a clear system of program accountability and continuous quality improvement. This unified monitoring system will be built in Year 1 and piloted in the VPI+ sites. Data will be placed in a shared data portal, with data sharing agreements between VDOE, VDSS, VECF, and Subgrantees. The VPI+ Quality Coordinator, VDOE and VDSS staff, and CASTL will have access to the system to enable real-time understanding of Preschool Program quality.

Table C3: Key standards for VPI+ and Proposed Monitoring Practices.

Monitoring Strategies/Instruments		
VPI+ Standards	Responsibilities and Frequency	
High staff qualifications,	Subgrantees: confirm qualifications and verify to VDOE	
including a BA in ECE or state-	annually.	
approved alternate pathway		
High quality professional	VDOE: review PD plan; quarterly random selection of	
development (PD) for all staff	feedback forms to ensure PD meeting needs annually	
Child-to-teacher of < 10:1; class	TQRIS visits (years 1, 3).	
size of no more than 20 with at	VDOE: review VPI+ enrollment data using existing	
least one highly qualified teacher.	student data collection systems 3x per year	
Full day program	TQRIS visits (years 1, 3). VDOE: confirm operating hours	
Tun day program	during site visits years 2 and 4 and in annual plan	
Inclusion of children w/	TQRIS visits through requirements in the ECERS-R	

disabilities	(years 1, 3); VDOE: review VPI+ enrollment data; annual
	plan review.
Developmentally appropriate,	TQRIS visits through requirements in the ECERS-R and
culturally and linguistically	CLASS (years 1, 3); CASTL: Review of assessment data
responsive instruction/curricula	(4x per year); VDOE: curricula review (annual)
Developmentally appropriate learning environments aligned w/ Early Learning/Dev. Standards	TQRIS visits through specific requirements in the ECERS-R and CLASS (years 1, 3). VDOE: curricula alignment with Preschool Curriculum Review Rubric and Planning Tool and confirmed on site visits (annual)
Individualized accommodations/ supports so all children can access and participate fully in activities	TQRIS visits through specific requirements in the ECERS-R and CLASS (years 1,3); VDOE: Site visits (years 2,4)
Instructional staff salaries	VDOE: Documentation of teacher salaries confirmed
comparable to K-12 instruc. staff	through verification from divisions (annual)
Program evaluation to ensure continuous improvement	VDOE/VPI+ implementation team: review results from TQRIS (years 1,3), formative and summative assessment (4x per year preK; fall KEA years 2,3,4), and local evaluation (annual).
On-site/accessible	VDOE: Provide divisions with a Family Survey to
Comprehensive Services for	distribute every Spring, results reported in summer; SB:
children; partnerships for family	Report on Comprehensive Services and partnerships
access to learning/dev. services	(annual)
Evidence-based health and safety standards	TQRIS visits through requirements in the ECERS-R (years 1, 3). VDOE: safety confirmed on site visits (years 2,4)
Implementation of parent	VDOE: Provide divisions with a Family Survey to

Through this grant, Virginia will also build the State Preschool system of continuous improvement (Figure C4), which will serve as the prototype for statewide expansion.

(annual)

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satisfaction measures.

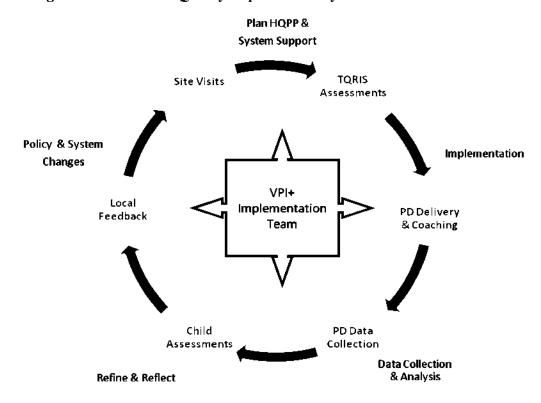


Figure C4: Virginia's Continuous Quality Improvement System

This system will ensure teachers receive direct, real-time and ongoing support for strengthening Preschool quality; capitalize on Virginia's strong, existing infrastructure of standards, assessment, and monitoring; strengthen local and state capacity to develop and deliver High Quality Preschool Programs; and institutionalize the improvement cycle.

At quarterly meetings, VPI+ Implementation Team members will review available data, develop goals, and assign action steps and responsibilities; these will be shared as needed with Subgrantees, CASTL, VPI+ Coaches, and others as needed to ensure communities understand the results and implement appropriate quality improvement activities. For example, VPI+ Implementation Team members will review results from fall summative assessments in preschool, and identify themes for the forthcoming professional development sessions for the VPI+ community as well as targeted support needs of specific Subgrantees and classrooms.

Key Goals	Key Activities	Timeline	Key	Responsibility
(C)(2)(a)			Milestones	

Stand up new	Finalize measures and	Winter	Monitoring	VDOE and
monitoring	integrated monitoring system.	2015	measures	VECF
system	Hire monitoring staff		available; staff	
	Identify TQRIS raters.		hired; staff	
	Train staff,		trained.	
Implement	Establish detailed timeline for	Fall 2015	All programs	VDOE and
monitoring	each monitoring activity.	and	are monitored.	VECF
system	Execute monitoring activities.	ongoing		
Review and	Assess process.	Ongoing	Needed	VPI+
refine system	Review feedback from		refinements	Implementation
as needed	monitoring staff.		quickly	Team
	Make adjustments as needed.		addressed.	
Stand up the	Identify and train cadre of	Fall 2015	Documented	VPI+
State	high quality coaches.	and	guidelines and	Implementation
Preschool	Select resources to meet	ongoing	procedures.	Team
system of	teacher professional		Operational	
support	development needs and		support	
	improve program quality.		system.	
Implement	Establish quality	Winter	Programs and	VPI+
State	improvement and professional	2016 and	teachers have	Implementation
Preschool	development plans based on	ongoing	access to	Team
system of	monitoring data.		system of	
support	Deliver resources and support.		support.	
Review and	Assess process.	Ongoing	Needed	VPI+
refine system	Review feedback.		refinements are	Implementation
as needed	Make adjustments as needed.		quickly	Team
			addressed.	

(C)(2)(b) Using the Virginia Longitudinal Data System (VLDS), Virginia will track outcomes of students who enroll in Preschool through third grade and beyond. The VLDS is a pioneering collaboration, giving the Commonwealth an unprecedented mechanism for

extracting, shaping and analyzing educational, workforce development and other data in an environment that ensures the highest levels of privacy (see Appendix C5).

Building on the improvements to VLDS outlined in (C)(1)(g), VDOE will work closely with VDSS, CASTL, and VECF to develop a set of public-facing and authorized-use only reports that will provide information about Preschool children's progress and outcomes through third grade, to include kindergarten readiness, retention/promotion from K-grade 3, and grade 3 achievement. Reports will first be developed to focus on outcomes for children who participated in VPI and VPI+, then include other populations including children who received child care subsidies. In developing all reports, the team will work with stakeholders to determine appropriate subgroups or populations for reporting. For example, the reports could separately report on kindergarten readiness for children in VPI+, VPI, and non-participants, as well as from children who enrolled in TQRIS-rated programs. These reports will include comparison groups when practical.

Key Goals (C)(2)(b)	Key Activities	Timeline	Key Milestones	Responsibility
Create	Design new report	Fall 2015	Develop report	VDOE (VLDS
public-use	content and layout.	and	design and technical	lead) with
longitudinal	Develop and test new	ongoing	requirements.	support from
carly	reports.		Test and publish	VPI+
childhood	Publish on web site.		report for VPI+/VPI	Implement-
reports.			participants.	ation Team
			Create reports with	
			other populations.	

(C)(2)(c) Virginia will achieve specific measurable outcomes through VPI+, including improved school readiness. By year 4 on all measures, Virginia will seek to ensure the high risk population of children participating in VPI+ meet or exceed state and national averages for a normative sample. Virginia's readiness goals steadily increase annually to reach this achievement.

Table C5: Annual Measureable Goals to be Achieved by the VPI+ Program

Table C5: Annual Measureable Goals to be Achieved by the VPI+ Program						
	Year 1	Year 2	Year 3	Year 4		
Child Outcomes in Pre-K						
Literacy (PALS)	85 percent or more	90 percent or	92 percent or	95 percent or		
	within Spring	more fall	more fall within	more fall within		
	Developmental	within Spring	Spring Range	Spring Range		
	Range	Range				
Cognition,	85 percent or more	90 percent or	92 percent or	95 percent meet		
approaches to	meet or exceed	more meet or	more meet or	or exceed		
learning, social	normative	exceed	exceed	normative		
emotional,	averages	normative	normative	averages		
physical and motor		averages	averages			
		Kindergarten				
Literacy (PALS)	85 percent or	90 percent or	92 percent or	95 percent or		
	more meet	more meet	more meet	more meet		
	readiness	readiness	readiness	readiness		
	benchmark	benchmark	benchmark	benchmark		
Cognition,	N/A	90 percent or	92 percent or	95 percent meet		
approaches to		more meet or	more meet or	or exceed		
learning, social		exceed	exceed	normative		
emotional, physical		normative	normative	averages		
and motor		averages	averages			
	Pro	gram Outcomes				
TQRIS ratings	60 percent 3-5	No data	80 percent 4-5	No data		
	stars	collection	stars	collection		
CLASS scores	50 percent 5 or	No data	75 percent 5 or	No data		
	higher in ES &	collection	higher in ES &	collection		
	CA; 3.25 or		CO; 3.25 or			
	higher in IS		higher in IS			

ES=Emotional Support; CO=Classroom Organization; IS=Instructional Support

Key Goals (C)(2)(c)	Key Activities	Timeline	Key Milestones	Responsibility
Finalize	Develop and release RFP.	January	Release RFP.	VDOE
additional	Review proposals and select	2015-June	Execute	
assessment	assessments.	2015	contract.	
measures				
Measure	Ensure implementation of	preK:	Outcomes	VDOE
outcomes	assessment measures.	fall/spring	measured.	
		K: fall	Data collected	
			at VDOE.	
Develop	Analyze data.	Fall/	Data analyzed	VDOE
improvement	Compare against goals.	winter	and reviewed.	VDOE
plans as	On any areas where outcomes	2015 and	Improvement	VPI+
needed.	not meeting goals, develop	regularly	plans reflect	Implementation
	improvement plans.	thereafter.	child	Team
			outcomes.	

(C)(3) Virginia has a strong track record of measuring the outcomes of children through the use of the PALS and a mandated assessment of children's gross and fine motor skills. All children are required to participate in the PALS K assessment (or an approved substitute) in fall and spring of Kindergarten to measure literacy skills, with support provided for individual children when the benchmark is not met. The assessment and responsive support system has been a critical component of Virginia's success in strengthening literacy skills. In ten years, the percentage of children who enter kindergarten without the literacy skills needed to be successful readers by third grade dropped from 21.4 percent in 2003/04 to 12.9 percent in 2013/14.

Since 1994, schools have been required to screen all Kindergarten children for fine and gross motor functions within 60 days of enrollment. The screening process requires observational and performance-based assessment of measures of balance, bilateral coordination, upper extremity coordination, visual motor control, and upper extremity speed and dexterity. Children who are not developing within the normal range receive additional diagnostics and support as needed.

With the Preschool Expansion Grant, Virginia will expand measurements within the first few months of Kindergarten entry across the five Essential Domains of Readiness, as outlined in

Table C5. Specific cognition and general knowledge, approaches to learning, and social-emotional development measures will be selected after following state procurement procedures that involve a bidding process; the RFP will delineate specific psychometric criteria (Appendix C4) that must be met, as well as alignment with the Preschool and early elementary grades assessments.

Table C5: Proposed Kindergarten Entry Assessment

Essential Domain of School Readiness	KEA Completed in the fall of Kindergarten year
Language and literacy	PALS-K
Cognition and general knowledge	Cognition and general knowledge assessment
	(including mathematics)*
Approaches to learning	Approaches to learning/ executive functioning
	and self-regulation*
Social and emotional development	Social and emotional development*
Physical well-being and motor	State-required measure in accordance with
development (including adaptive skills).	Virginia Law.

Key goals and activities for the KEA are provided in the plan for Section (C)(1)(h).

Section D: Expanding High-Quality Preschool Programs in Each High-Need Community

CFDA Number: 84.419B

(D)(1) A cross-sector leadership grant team carefully selected eleven High-Need school divisions as Subgrantees through a rigorous evaluation process to ensure they each had both High Needs and the capacity to implement VPI+. Each of the Subgrantees has demonstrated both exceptional readiness and the necessary capacity to commit to this ambitious project, including a strong commitment to carefully assess and refine every aspect of VPI+ so that it is well positioned for statewide expansion. Within each division the Superintendent, senior leadership, and the early education leaders are all strongly supportive of this project.

Table D1. Demographic Information for Participating School Divisions

Division		No. of Type of Public		% Student Racial/Ethnic Composition (2013-14)			
Division	Region	Community	School Students	White	Black	Hispanic	Asian/ Pac. Isl.
Brunswick	Southern	Rural	1,921	19	76	3	-
Chesterfield	Central	Suburban	59,186	54	26	11	4
Fairfax	Northern	Suburban	183,417	41	10	27	20
Giles	S. West	Rural	2,455	94	2	2	-
Henrico	Central	Suburban	50,569	43	36	8	9
Norfolk	Eastern	Urban	32,597	27	61	7	3
Petersburg	Central	Small Urban	4,466	2	92	5	-
Prince William	Northern	Suburban	85,451	34	21	30	8
Richmond	Central	Urban	23,775	10	78	10	-
Sussex	Southern	Rural	1,112	23	73	3	-
Winchester	Northern	Small Urban	4,240	47	12	30	2
Totals			449,189	39%	26%	19%	11%

These selected school divisions ranked in the top five most challenged divisions in the state (of 132 total divisions) on at least one of four indicators of High Need:

- Percentage of students qualifying for free- or reduced-price lunch (top five divisions: 77-83%).
- Number of Title I elementary schools (top five divisions: 21-40 Title I schools).

- Percentage of entering kindergarteners not achieving the benchmark score on the PALS-K literacy screening (top five divisions: 27-33%, compared to statewide average of 13%).
- Number of unused VPI (State Preschool Program) slots; these divisions did not fully serve
 the state-estimated number of at-risk four-year olds due to barriers such as lack of classroom
 space or insufficient funding to pay the local share (top five divisions: 371 to 1,720 slots).

Table D2. Education Risk Factors by Division

Division	% of children in poverty	% who qualify for free/reduced lunch	% of children living in single parent household	% of births to mothers with less than 12th grade education	% on-time grad- uation	% ELL	# and % not meeting PALS-K bench- mark
Brunswick	30.5	81	46	17.9	85.5	2	35/23%
Chesterfield	9.6	33	25	12.0	90.2	7	496/12%
Fairfax	7.9	28	16	12.4	92.1	27	2,067/15%
Giles	17.7	45	21	19.9	83.4	0	55/32%
Henrico	13.6	40	32	10.2	89.9	7	475/12%
Norfolk	27.6	67	48	17.0	77.9	3	242/9%
Petersburg	38.2	83	73	24.8	77.5	3	43/11%
Pr. William	9.6	39	21	13.0	89.6	22	954/16%
Richmond	36.5	74	63	23.6	76.0	5	507/22%
Sussex	27.0	82	48	22.1	77.5	1	8/10%
Winchester	22.5	58	43	40.0	88.6	22	122/31%
Virginia	15.5	41.3	27	12.4	89.2	8	13%

It is noteworthy that the Subgrantees identified include three divisions categorized by VDOE as having systemic and longstanding problems meeting accreditation (Richmond, Norfolk, and Petersburg). These divisions accounted for seven of the ten schools statewide that failed to achieve accreditation in 2014 and have a total of 64 additional schools that were accredited "with

warning;" only one-quarter of their schools were fully accredited. These school divisions have particularly acute recognition of the promise of High Quality Preschool Programs for their students and communities, and a very genuine commitment to ensure the success of VPI+.

The statewide distribution of the selected divisions, which will provide opportunities for non-VPI+ divisions to learn from VPI+ divisions through the *Centers from Preschool Excellence*, professional development opportunities, and learning communities (see Section (G)(3)).

(D)(2) The selected divisions have measurable High Need on at least one of two dimensions: intensity of need (i.e. high rates on multiple educational risk factors) or volume of need (i.e. high numbers of low-income, at-risk students). Unmet need is summarized in Table D3; an alarming 44% of eligible four-year-olds are currently not served.

Table D3: Unmet Need

	Estimated # of	Estimated # of # in publicly funded		% of low-	
District	low-income 4	Preschool (VPI, Title	income 4 year	income 4 year	
Division	year olds	I, Head Start)	olds <u>not</u> served	olds <u>not</u> served	
Brunswick	121	104	17	14%	
Chesterfield	1,517	425	1,092	72%	
Fairfax	3,737	2,045	1,692	45%	
Giles	105	70	35	33%	
Henrico	1,567	774	793	51%	
Norfolk	1,955	1,800	180	8%	
Petersburg	332	291	41	12%	
Pr. William	2,466	469	1,997	82%	
Richmond	1,705	1,467	238	14%	
Sussex	90	71	19	21%	
Winchester	230	198	32	14%	
Totals	13,825	7,714	6,131	44%	

At first glance at the data in Tables D2 and D3, the seven urban and rural divisions appear to be much more challenged than the four suburban divisions. These seven divisions do in fact have extremely High Needs, with high percentages of poverty and other risk factors. Conversely, the four suburban divisions generally have a much lower rate of child poverty and other risk factors. These suburbs, despite their relative average prosperity, have extremely High-Need

neighborhoods, clustered mostly in their older "inner ring" districts that are home to thousands of low-income, at-risk young children, and are more populous than many urban jurisdictions and certainly more so than any rural locales.

The "number of low-income 4-year-olds" column of Table D3 illustrates this paradox. For example, relatively prosperous Henrico County has nearly as many low-income four-year-olds as the entire city of Richmond, while the prosperous suburbs of Fairfax and Prince William have more low-income four-year-olds than any division in the state; in total, (6) of the 13,825 low-income four-year-olds in the Subgrantee divisions reside in the four suburbs which have more pronounced unmet need for preschool.

The reasons for this unmet need were carefully dissected through the development of Virginia's Preschool Expansion Grant application, and the policy barriers that are preventing meeting a greater percentage of unmet need will be addressed as a key part of our sustainability strategy (see (G)(2)). As a result of two key barriers, high local matching fund requirements for VPI and lack of school space, the suburban divisions generally are not able to serve the number of four-year-olds that are eligible by state estimates. VPI classrooms are funded using the same local ability-to-pay formula that determines K-12 funding, and the formula adjusts for poverty rate and other measures of community risk. Therefore, the more prosperous and less at-risk suburban divisions must pay a higher local share. Local funding is under great pressure in these growing locales, as increasing school enrollment requires expensive new construction and everrising costs to staff these additional buildings. Overcrowding is typical in these divisions; hence they also struggle with lack of classroom space to house Preschool classrooms. With one exception (Fairfax at $\frac{(b)}{(4)}$ %), these relatively prosperous divisions are able to serve less than half of their potentially eligible four-year-olds. Conversely, the "needier" divisions in total also have many children going unserved, yet for the most part are serving much higher percentages of their potentially eligible four-year-olds. One additional burden typifies suburban difficulties in funding Preschool. Actual costs for Preschool classrooms in these locales exceed the State's perpupil estimation of $S^{(b)(4)}$ per slot. Even after accessing the state share for a slot, then, they are left with a high local cost obligation to fully fund the remaining cost of each slot.

Virginia's VPI+ program, associated state-level infrastructure, and sustainability plans were intentionally designed to systematically discern and address these persistent policy and practice

barriers to enable communities to more fully leverage the State Preschool Program to increase access to High Quality Preschool Programs in High-Need Communities.

(D)(3) The grant team leaders conducted extensive strategic outreach to identify potential Subgrantees. An announcement of the grant opportunity was broadly distributed to all school divisions; all local and regional Smart Beginnings initiatives, which in turn distributed to their many community partners; and many other state and regional stakeholder groups. An initial request for show of interest was sent to all 132 school divisions by VDOE's State Superintendent of Public Instruction. After receiving a detailed overview of VPI+ requirements, 70 of the state's 132 divisions expressed interest in participating.

From these divisions, the grant team identified those that ranked in the top five statewide on any one of four High-Need selection criteria outlined in Section (D)(1): percentage of students qualifying for free and reduced lunch; number of Title I elementary schools; percentage of kindergarteners who failed to meet the benchmark on the PALS-K literacy screening assessment; and the number of unserved four-year-olds that the state estimates as eligible (or "unused VPI slots"). This methodology factored in both intensity of community need and volume of unmet need outlined in (D)(2). The "top five" rankings yielded a list of the 17 highest-need divisions. Subsequently, the grant team began in-depth outreach and engagement consultations with the 17 respective school division superintendents, VPI directors, Smart Beginnings partners, Head Start leaders and other stakeholders. All were thoroughly briefed on requirements for participation through on-site meetings (when feasible) or by interactive video conferences.

This intensive outreach/engagement helped the grant team confirm genuine readiness and capacity to fulfill the project's unique requirements; this process also helped a number of divisions acknowledge that their readiness or capacity was not yet sufficient to meet the requirements. As a result, six divisions voluntarily declined to participate, yielding a final pool of eleven communities. Further exploration of capacity then took place through in-person or phone conferences with each division, during which they were able to probe more deeply into requirements and constraints. All-participant phone conferences offered detailed information (e.g., budgeting and fiscal requirements) and individual calls addressed specific questions.

(*D*)(4) Of the total \$\(\begin{align*} \begin{ali

Table D4. Number of Children Served and Projected Budget Amounts b	by Subgrantee –
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	Number of Students Served and Budgeted Amount for Subgrantees							
	through the Preschool Expansion Grant							
Divi-	20	15-2016	20	16-2017	20	17-2018	20	18-2019
sion		Division		Division		Division	 	Division
		Budget	.	Budget		Budget	Slots	Budget
	Slots	(in \$)	Slots	(in \$)	Slots	(in \$)		(in \$)
Bruns	(b)(4)							
Ch'fld								
Frfax								
Giles								
Hen								
N'folk								
P'burg								
Pr W								
Rehd								
Sussex								
Win								
Total								

The grant team worked closely with Subgrantees to envision and develop detailed work plans and budgets that will support each Subgrantee's ambitious goals. Subgrantee representatives showed impressive determination and enthusiasm for maximizing the opportunity to provide greater access to High Quality Preschool Programs for their divisions' at-risk four-year-olds, developing innovative strategies to layer funds from diverse federal, state and local funding sources to meet the needs of High-Need Children who will be served through VPI+. Signed preliminary Memoranda of Understanding (MOU) between each Subgrantee and the VDOE

(see Appendix D1) demonstrate their high level of commitment and preparation for this project.

(D)(4)(a) VDOE, in consultation with the Subgrantees, has completed a detailed analysis of the needs and capacity of each division. Table D5 details the number and percentage of High Quality Preschool slots that Subgrantees will create and the number and percentage of slots that Subgrantees will improve each year of the grant. The Subgrantees consulted with community partners and other stakeholders to develop realistic projections and confirm the willingness and capacity of partners to participate.

Given these projections, grant implementation will result in a 17 percent increase in the number of Preschool slots for at-risk four-year-olds in Virginia and a total of 3,139 slots that qualify as High Quality Preschool Program slots. Table A (Appendix A1) provides additional detail regarding Virginia's plans for expansion and improvement.

Table D5. Number and Percentage of Children Served

	Number of and Percentage of Children Served through					
	the Preschool Expansion Grant					
	2015-2016	2016-2017	2017-2018	2018-2019		
Total Slots	2,683	2,985	3,107	3,139		
Percentage						
of Eligible						
Children	7%	8%	8%	9%		

(D)(4)(b) Table D6 details the number of High Quality Preschool slots each division will create improve each year of the grant. The Subgrantees consulted with community partners and other stakeholders to develop realistic projections and confirm the willingness and capacity of partners to participate and meet the targets for both new and improved slots.

Table D6: Number of New and Improved High Quality Preschool Slots Annually

	Number of New and Improved Slots Created through the Preschool							
	Expansion Grant							
	2015-2016		2016-2017		2017-2018		2018-2019	
	New	Imp.	New	Imp.	New	Imp.	New	Imp.
Brunswick	18	48	36	48	36	48	36	48
Chesterfield	144	-	288	-	288	-	288	-
Fairfax Co.	72	_	162	-	252	-	252	-

Giles	36	36	36	36	36	36	36	36
Henrico	180	90	180	90	180	90	180	90
Norfolk	207	342	207	342	207	342	207	342
Petersburg	90	-	90	-	90	-	90	-
Pr. William	144	-	144	-	144	-	144	-
Richmond	160	918	192	918	224	918	256	918
Sussex	18	-	18	-	18	-	18	-
Winchester	144	36	162	36	162	36	162	36
Total Slots	1,213	1,470	1,515	1,470	1,637	1,470	1,669	1,470

During the grant term, the eleven divisions will establish 88 new VPI+ classrooms (serving up to 1,669 children per year) and improve 94 existing classrooms (serving 1,470 children annually). Subgrantees are well positioned to meet the ambitious goals for both new and improved classrooms. Each Subgrantee is a current participant in VPI and already hires teachers, provides professional development and supervision, implements a developmentally appropriate and evidence-based early education curriculum, participates in existing VDOE-mandated and locally-selected assessment and data collection procedures, engages families, provides comprehensive services, and provides activities to help transition students to their receiving kindergarten classrooms. The Preschool Expansion Grant provides a strategic opportunity for communities to overcome persistent barriers to preschool access such as true per-pupil cost, match challenges, and lack of classroom space through VPI+'s strong model of technical assistance and evaluation. Subgrantees will be able to add VPI+ classrooms to their existing complement of VPI classrooms without having to create from scratch all the systems and supports needed to run a Preschool Program.

(D)(4)(b)(i) As part of the planning for this grant application that has already taken place, divisions have identified all of the proposed new school classroom spaces and have completed or begun exploration of partnerships for community-based sites, which will be available by June, 2015 for preparation and set-up for the school year that will start in August or September, 2015, depending upon each division's academic year start date.

VDOE and the VPI+ Implementation Team will work closely with each division to ensure full preparation to start implementation of VPI+ by the fall of 2015. VDOE will provide briefings for superintendents, VPI+ Coordinators, VPI+ Family Engagement Coordinators, and

other relevant staff starting in the spring of 2015. These sessions will be designed to ensure a high level of understanding of the goals of the Preschool Expansion Grant, the requirements, supports available, and the timeline for implementation. The VPI+ Grant Coordinator will provide regular guidance and communicate with divisions to ensure the completion of key milestones, such as confirmation of new classroom space, hiring staff, provisioning classrooms, planning for and delivering training, recruitment of families, reporting, and fiscal requirements.

As outlined in (E)(2), VPI+ will follow a uniform annual implementation schedule.

- Divisions will purchase classroom materials and provisions in the spring and summer and
 identify needs for other improvements to the classrooms. The TQRIS mentors and coaches
 will provide guidance for arranging and provisioning the learning environments as aligned to
 the specifications in the Early Childhood Environment Rating Scale-Revised (ECERS-R).
- The Subgrantee divisions will advertise the VPI+ positions and hire qualified staff by July 1.
 The VPI+ Quality Coordinator will provide orientation to new VPI+ staff on TQRIS, which will include an overview of the standards, the assessment process, and the tools used.
- Each Smart Beginnings partnership will work with the division's VPI+ Family Engagement
 Coordinator to establish a Family Access Consortium that will assist with outreach to recruit
 and enroll families, support regular engagement opportunities, provide feedback and support,
 and serve as partners in designing and implementing resources to engage families as
 decisions makers, build family protective factors, and build family skills as advocates.
- All VPI+ classrooms will receive a baseline TQRIS assessment in the fall of 2015 and a follow-up TQRIS assessment in spring of 2018. A baseline TQRIS assessment will be completed in the fall for any new classrooms added in years 2-4 with a follow-up TQRIS assessment completed in the spring of the following year. This TQRIS assessment, including onsite observations utilizing ECERS-R and CLASS, will provide detailed information on the TQRIS standards and serve as a foundation for the development of individualized quality improvement plans that will be implemented with the support of VPI+ Regional Coaches.
- With the information gleaned from the TQRIS observations, CASTL will guide divisions in
 developing individualized professional development plans. The co-construction of these
 plans will emphasize support that is practice-focused, data-driven, intense, individualized,
 and aligned with standards of practice. The professional development options will include: 1)
 engaging online modules on a variety of topics (e.g., teacher-child interactions, literacy

development and instruction; math development and instruction, child assessment, working with children with disabilities, dual language learners, supporting positive classroom behavior); and 2) evidence-based coaching by highly qualified and trained VPI+ Regional Coaches who will support the transfer of new knowledge into improved practice. The VPI+ Regional Coaches will also support deepening the understanding of principals and school administrators of the importance of developmentally-appropriate practices through quarterly face-to-face meetings and other capacity-building opportunities.

- Over the course of the grant period, and building from existing TQRIS coaches, a cadre of VPI+ Regional Coaches will be intensively trained in a coaching model focused on teacher-child interactions, and receive ongoing support and training from CASTL in evidence-based models for coaching and professional development delivery in VPI+ classrooms. Fourteen VPI+ Coaches, regionally located, will be trained as the first cohort to serve the VPI+ participating divisions. In years 3 and 4, CASTL will consult with these coaches as they train and support a new cohort of coaches through peer mentoring to sustain and broaden the impact of these efforts throughout Virginia's State Preschool Program.
- Each VPI+ program will receive support on the selection and effective application of evidence-based curricula, which will be guided by the application of a rubric developed at CASTL for the Office of Head Start; this rubric uses a rigorous set of criteria (e.g., comprehensive, specific learning goals, research evidence, culturally and linguistically responsive) to identify evidence-based curricula practices. VPI+ classrooms will also receive up to 40 hours of enhanced on-site coaching supports annually through the TQRIS depending upon the level of need identified in the TQRIS assessment; this coaching will be from VPI+ Coaches who will receive training from CASTL in evidence-based practices and receive ongoing support to ensure that standardization and rigor are sustained.
- All VPI+ teachers will complete formative observations on every child in their classrooms on an ongoing basis and summative assessments, as outlined in Section (C)(1)(h). Teachers will receive support from Coaches who will help teachers understand alignment between curricula and GOLD learning objectives, and support teacher's successful use of GOLD data to guide day-to-day instruction. Teachers, administrators, and VPI+ Coaches will use the aggregated data to understand student progress toward meeting or exceeding early learning standards, and to inform program-wide and individual teachers' professional development

plans. CASTL will also review GOLD results to help tailor professional development activities.

(*D*)(4)(b)(ii) Based on current community capacity, local divisions will improve 94 existing VPI, Head Start, or community-based Preschool classrooms by providing high quality professional development, reducing class size or improving the staff-to-child ratio, providing for a bachelor-degreed teacher paid at a comparable level to instructional staff in the K-12 system, and/or providing additional comprehensive services to meet the federal definition of High Quality Preschool Programs. Numbers of these improved slots are outlined in Table D6 and additional data regarding strategies used, slots impacted, and costs for improvement strategies for each Subgrantee may be found in Table (D)(4) (Appendix D2).

Subgrantees have developed innovative strategies and shown extraordinary tenacity to plan for their local expansion and improvement efforts. Especially in divisions with chronic challenges, this grant opportunity brings tremendous incentive to think creatively about the types of supports that make it possible for families to succeed. A small selection of these innovative practices is outlined below.

In Richmond City, in addition to adding eight classrooms in school settings, leaders have developed an ambitious plan to add or improve eight classrooms over the grant term in private settings, working with trusted providers in the highest risk neighborhoods to better serve hard-to-reach families. In addition, teachers in 51 VPI classrooms will be provided with coaching supports to improve these classrooms and enhance teachers' ability to serve these high-risk Preschoolers and their families. In Norfolk, leaders have ambitious plans to extend the VPI+ opportunity to 21 existing classrooms beyond the 10 new classrooms that will be added, through innovative partnerships working with two local universities. Henrico County plans to ensure that parents of VPI+ Preschoolers have access to GED coursework; and Winchester will ensure that Head Start classrooms in their region receive important professional development supports in partnership with their VPI classrooms to support consistency and increased access to High Quality Preschool Programs. Their spirit of extending and deepening the opportunity demonstrates their commitment to the at-risk children and families in these High-Need Communities.

The Subgrantees have clear strengths that position them to achieve the ambitious improvement efforts, including:

Virginia's Pathway to Preschool Success

Partnerships with Head Start: All cleven grantees have strong collaborative relationships with their local Head Start grantee. Four divisions are in fact the Head Start grantee for their community, and three others partially fund Head Start classrooms and/or house Head Start classrooms in the public school. Many have developed joint single-point-of entry recruitment and enrollment processes, blend classrooms, and share professional development. These relationships are particularly powerful in promoting quality in existing classrooms: Head Start teachers can be enrolled in grant-sponsored professional development activities and Head Start programs can assist school divisions in adding more comprehensive services to existing classrooms. Enhanced parent engagement is a priority for Virginia's Preschool Expansion Grant, and Head Start parent engagement activities can be opened to VPI+ parents as well. Head Start expertise in providing culturally appropriate parent engagement will be shared with school division partners. In addition to these ongoing collaborative commitments, four Subgrantees will partner with Head Start to improve 15 existing classrooms to meet the federal definition of High Quality Preschool Programs, adding 284 High Quality State Preschool slots in local Head Start programs.

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Partnerships with community-based early learning programs: Especially with the presence of longstanding Smart Beginnings networks and TQRIS efforts, Subgrantee communities are well connected with networks of early childhood organizations and providers. In addition to the partnerships with Head Start noted above, another six Subgrantees will partner with 23 community-based or private early learning programs and provide 414 improved Preschool Program slots. Smart Beginnings partnerships will help local divisions identify, select and build the capacity of early learning programs to become VPI+ sites. The Subgrantees will leverage existing relationships to foster further improvement in the community-based programs, particularly in the areas of adult-child interactions, effective curriculum implementation, and providing comprehensive services to children and families. Through the TQRIS, the VPI+ Quality Coordinator will coordinate the ratings and quality improvement work in early learning programs. Lastly, these Smart Beginnings initiatives have fostered connections between Preschool programs and various birth-to-three entities (e.g. early childhood home visiting programs, Infant/Toddler Early Intervention programs) to improve linkages and continuity in the Birth through Third Grade Continuum.

The improvement of Preschool Programs will also be supported by both VPI+ funding and effective layering of funding and support from diverse resources. Together, these strategies will create a seamless web of comprehensive services and high quality early learning programs that meet the needs of children from High Risk Communities.

- Provision of comprehensive services: As public school divisions, Subgrantees already have collaborative and in some cases contractual relationships with local government agencies (e.g., health departments) and community-based organizations to ensure provision of comprehensive services in existing VPI classrooms; the VPI enabling statute mandates such services in all VPI classrooms. All Subgrantees will provide comprehensive services to VPI+ participants, with local needs and assets determining the strategies that will best meet the needs of low-income families in High-Need Communities. Most Subgrantees have already made arrangements to extend current collaborations to VPI+ classrooms and expand them to meet additional needs. These arrangements are particularly critical in the provision of health screenings (usually in collaboration with local public health departments, which in many communities also provide the school nurses); coordination with infant/toddler programs which are often run by the local public mental health/developmental services entity; and coordination with social service agencies that offer services to meet the needs of families.
- Innovative strategies to layer other funding sources: Divisions will build on successful work and layer, but not supplant, funding from sources. For example, Title I-funded family advocates will assess family needs and connect families with Comprehensive Services, focusing on indigenous natural leaders in High-Needs Communities. Part B will help support classrooms to provide children with disabilities fully-inclusive learning opportunities that include VPI+-eligible children and children of higher incomes as peer models. One Subgrantee will partner with two local higher education institutions that have High Quality Programs to expand access to low-income children from High Need Communities.
- Responsive family engagement strategies: In other strategies to layer funding, divisions will
 provide classes designed to build protective factors through Healthy Families and other
 proven local models, as well as strategically build family skills as advocates. To engage
 culturally and linguistically diverse families divisions will leverage local assets such as
 Neighborhood School Readiness teams and Family Engagement Specialists to provide
 special focus on homeless, refugee, foster care, and English Learner populations, providing

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- access to community health and social service resources through multi-lingual staff, translation services, and materials in family's preferred languages.
- Creative use of community volunteers: To provide additional one-on-one support to children, divisions are engaging volunteers creatively. While all divisions are actively engaging family volunteers (with commitments of parent volunteer time in VPI+ classrooms totaling nearly 250,000 hours over the four year term), some are also engaging foster grandparents to provide multi-generational relationships, and one is engaging retired teacher volunteers.

These diverse strategies will be carefully documented and shared across divisions through the VPI+ Family Engagement Coordinator peer group, as well as the VPI+ Implementation Team, seeding new innovations to meet local needs.

Section E: Collaborating with Each Subgrantee and Ensuring Strong Partnerships

(E)(1) Virginia has defined clear roles and responsibilities for the State and Subgrantees (Table E1). These expectations are outlined in preliminary MOU (see Appendix D1) and will be codified in formal MOU within 90 days of the grant award. The VPI+ Implementation Team, described in Section (C)(1), will meet at least quarterly to ensure coordination and effective implementation. Options for members to attend remotely will be provided to reduce travel expenses. The team will meet face to face at least twice a year for planning sessions.

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Table E1: Roles a	nd Responsibilities for the State and Subgrantees
STATE ROLES	RESPONSIBILITIES
Virginia	Lead the VPI+ Implementation Team and ensure that VPI+ maintains
Department of	executive level attention and strategic planning throughout the grant.
Education	Oversee daily grant management; ensure successful operations and
(VDOE):	implementation of monitoring plan; serve as key point of contact.
primary	Ensure Subgrantee activities meet or exceed the plans outlined in proposal.
responsibility for	Review data and results with the VPI+ Implementation Team at least
the VPI+ grant,	quarterly and develop strategies for areas for improvement.
including	Ensure PK-12 alignment.
serving as the	Provide oversight, approval of financial matters (Division of Finance).
fiscal agent	Provide technical support for data collection, use, reporting, and
	integration into VLDS (Office of Education Information Management).
	Ensure centralized data collection, aggregation, reporting in support of
	monitoring and evaluation (Office of Research & Development).
Virginia Early	Serve as a bridge between and among agencies, between state and local
Childhood	level activities, and between the public and private sectors.
Foundation	Ensure grant is implemented in ways that maximize system integration,
(VECF): lead	quality coordination, honors state/local contributions and commitments.
policy strategy;	Work closely with local Smart Beginnings partnerships to ensure quality
coordinate	improvement support and comprehensive services are provided to VPI+
quality imp.;	programs effectively, efficiently and strategically.
serve on VPI+	Bring targeted focus to ensure sustainability and policy improvement to

families; serve

on

Imp. Team	extend the benefits of the grant beyond the four-year funding term.
Center for	Bring expertise on early learning practice and professional development.
Advanced	Work with divisions on selection and implementation of curricula and
Study of	professional development to ensure impact on practice, child outcomes.
Teaching and	Ensure divisions use program/child data for ongoing improvement.
Learning	Support cohort of coaches throughout project, training them in evidence-
(CASTL) UVA:	based coaching and providing professional development modules.
provide	Conduct two in-person workshops each year for coaches and travel to each
training/TA;	division to provide individualized support.
serve on VPI+	Consult with divisions to select and access evidence-based professional
Imp. Team	development.
Department of	Monitor safety and quality in VPI+ licensed community-based programs.
Social Services	Co-administer the State's TQRIS with partner VECF; ensure VPI+ sites
(VDSS):	receive the supports needed to meet grant requirements.
Support mixed	Facilitate collaboration efforts with Virginia's Head Start programs.
delivery system;	Integrate VPI+ into efforts on child care subsidy management, the Head
serve on VPI+	Start Collaboration Office, TQRIS, and quality-improvement activities.
Imp. Team	Develop strategies to maximize funding through layering.
SUBGRANTEE	RESPONSIBILITIES
ROLES	
Local School	Implement a High-Quality Preschool Program that meets the VPI+
Divisions: 11	standards in both school and community-based early learning programs.
school divisions	Ensure effective development and implementation of <u>new</u> High-Quality
will oversee all	Preschool classrooms.
aspects of	Work closely with local Smart Beginnings partners to <u>improve</u> programs
implementation	to deliver VPI+ services.
of VPI+ for	Work closely with Smart Beginnings partners to provide comprehensive
children and	services that address the health, dental, mental health, nutrition, family

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support, child welfare and adult education/training needs of families.

• Provide a VPI+ Family Engagement Coordinator to: work with VPI+

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teachers to identify family needs and help build protective factors; engage families in the program; build family skills as decision makers, advocates.

- Develop and implement culturally and linguistically responsive outreach, recruitment and engagement efforts.
- Work closely with local early learning programs to plan and carry out activities to support effective transitions for children and their families.
- Provide professional development to VPI+ teachers and staff in school and community-based programs and broader community when possible.
- Collect data and document results as part of statewide evaluation.
- · Minimize administrative costs.

(E)(2) Through the rigorous outreach and selection process outlined in (D)(3), VDOE and the grant team are confident that each selected division has the organizational capacity and existing infrastructure to successfully implement VPI+. Each division has strong fiscal controls, with unqualified audits over many successive years; has successfully implemented other federal grants; and has strong commitment from the Superintendent, staff, School Boards and community partners. Through implementing VPI, each Subgrantee already hires qualified Preschool teachers, provides professional development and Preschool supervision, implements a developmentally-appropriate and evidence-based curriculum with high-need four-year-olds, completes VDOE-mandated and locally-selected assessment and data collection procedures, engages families, provides comprehensive services, partners with Smart Beginnings, and supports transitions of students from Part C to Part B and from Preschool into kindergarten.

Each division is further committed to the rigorous implementation, evaluation and sustainability plans outlined in this application. By working through challenges that may arise in the diversity of High-Need Communities implementing VPI+, Virginia will create operating procedures, reporting requirements, technical assistance and other supports that meet the needs of all divisions, which will set the stage for successful statewide expansion and long-term sustainability.

VDOE, its partners, and the Subgrantees have clear strategies to implement High Quality Preschool Programs. As part of their annual implementation plan, the divisions will start implementing VPI+ in the fall of 2015; the number of children served by each division annually

is provided in Section (D)(4)(b)(i). The implementation plan shown in Table E2 will be replicated annually. Through partnering with local Smart Beginnings partnerships, divisions will build partnerships to provide comprehensive services and strengthen the local Birth through Third Grade Continuum. CASTL will provide targeted quality supports and training to facilitate program improvement.

Table E2: Implementation Plan

Goals	Key Activities	Timeline	Milestones	Resp.
Complete	Order classroom materials, supplies	March-	Supplies	Sub-
initial steps	Complete selection of community-	May	ordered.	grantees
for	based programs; develop	2015	Community-	
implementa-	individualized quality improvement		based programs	
tion in fall	plans to meet VPI+ requirements.		selected.	
	Recruit and select participants for		Families	
	VPI+, particularly children with		recruited.	
	disabilities and culturally and			
	linguistically diverse and hard to			
	reach/hard to serve families.			
	Participate in VPI+ Implementation		Participate on	
	Team meetings as scheduled.		Team.	
Improve	Implement targeted quality	March-	Quality	Sub-
quality of	improvement efforts in community-	July 2015	improvements	grantees
Improvement	based early learning programs that		in community-	
slots	will start VPI+ in the fall of 2015.		based programs.	
Complete	Set up high quality learning	Junc-July	Quality learning	Sub-
preparation	environments in school and	2015	environments	grantees
for VPI+	community-based classrooms.		established.	
implementati	Confirm family participation in		Participation	
on in fall	VPI+, ensure paperwork in place.		confirmed.	
	Participate in VPI+ Implementation		Participate on	
	Team meetings as scheduled.		Team.	
Provide	Provide professional development to	August	Orientation	Sub-

orientation	VPI+ teachers and staff appropriate	annually	training	grantees
training	to their role.		completed.	
Launch VPI+	Welcome children/families to VPI+.	August/	Children	Sub-
annually	Use data formatively to develop	Sept.	enrolled.	grantees
	service plans for each child and	annually	Initial baseline	
	family, plans for individualized		data gathered.	
	instruction, and for the evaluation.			
	Participate in VPI+ Implementation		Participate on	
	Team meetings as scheduled.		Team	
Complete	Complete fall data gathering; submit	Fall	Baseline data	Sub-
initial	to VDOE per guidance.		collected.	grantees
implementa-	Review data and adjust		Individualized	
tion activities	individualized instruction to meet		instruction	
	each child's needs.		implemented.	
	VPI+ Family Engagement		Family needs	
	Coordinator to meet each child and		identified and	
	family's needs.		acted upon.	
	Conduct initial family home visit		Home visits	
	and conference.		conducted.	
	Complete baseline TQRIS program		TQRIS	
	assessment; access coaching,		assessment	
	professional development, supports.		conducted.	
	Participate in VPI+ Implementation		Participate on	
	Team meetings as scheduled.		Team.	
Implement	Complete formative observation at	Nov	Formative	Sub-
High-Quality	least every 90 days, document	April	assessment	grantees
Preschool	appropriately to inform instruction	annually	completed.	
Programs	and family conferences.			
	Provide individualized instruction to		Ind. instruction	
	meet the needs of each child.		implemented.	
			1	

	VPI+ Family Engagement		Child/family	
	Coordinator works with teachers to		needs acted	
	identify/meet child/family's needs.		upon.	
	Participate in VPI+ Implementation		Participate on	
	Team meetings as scheduled.		Team.	
Access data-	• Implement quality improvement plan	Nov	Quality plan	SB
driven	based on TQRIS rating; access	April	implemented.	CASTL
quality	support, access coaching,	annually	Training,	
improvement	professional development and other		coaching and	
plans	supports as needed to improve		other support	
	program quality.		provided.	
Complete	Complete summative data	May	Summative data	Sub-
final data	gathering; document results as	annually	completed.	grantees
gathering,	outlined by VDOE.		Conferences	
family	Complete final family conferences.		completed.	
conferences	Participate in VPI+ Implementation		Participate on	
	Team meetings as scheduled.		Team.	
Hold K	Hold conferences with kindergarten	June	Conferences	Sub-
conferences,	teachers.	annually	held.	grantees
submit final	Ensure all appropriate data		Confirm all data	
	Ensure an appropriate data			

(E)(3) VDOE will ensure each Subgrantee minimizes local administrative costs in the implementation of the grant. Low administrative costs are evident in the Subgrantee budgets that have been carefully prepared. The VDOE Division of Finance will monitor Subgrantee expenditures to help minimize local administrative costs in the grant implementation. VDOE has provided the following further guidance to Subgrantees to limit administrative costs in the grant:

- Use of In-kind Staff: Subgrantees should deploy existing district- and school- staff to perform administrative functions related to VPI+ to minimize direct costs to the grant.
- Use of Existing Transportation Resources: Subgrantees should deploy existing transportation resources and routes to serve VPI+ students.

- Use of Existing Facility Resources: Subgrantees should utilize existing facility resources or partner with community-based early learning programs to the greatest extent possible.
- Use of Existing Health, Social Services, and Private Partner Resources: Divisions should
 utilize local health and social services and resources facilitated by local agencies and Smart
 Beginnings partnerships.

(E)(4) As described in detail in Section (C)(2), VPI+ programs will be supported by a thoughtfully planned monitoring system. The monitoring strategies, frequency and responsibility for each element are outlined in Table C3. While each entity will document their data in existing data systems, all data will also be integrated into a joint monitoring system through a shared web-based portal managed by VECF. Through this shared portal VDOE, VDSS, and VECF data will be available through data sharing agreements that facilitate unified data reporting. The VPI+ Quality Coordinator at VECF will be responsible for synthesizing the data and sharing it with the VPI+ Implementation Team to ensure all reporting benchmarks are met and the results are used for continuous quality improvement. The VPI+ Quality Coordinator will coordinate the monitoring functions in collaboration with the VDOE VPI+ Grant Coordinator and tap into the quality assurance expertise and assets across VDOE, VDSS, and VECF.

To ensure all Subgrantees are delivering High Quality Preschool Programs, all monitoring data will inform a process of continuous improvement. Monitoring data will be used by each stakeholder at least quarterly to inform coaching and professional development designed to improve the implementation of individualized instruction based on each child's needs, research-based curriculum, assessment practices, and other elements of a High Quality Preschool Program. CASTL-trained and supported VPI+ Coaches will review data and use it to inform individualized coaching in each VPI+ classroom. CASTL will use monitoring data to inform planning and implementation of professional development both statewide and within individual divisions. The VPI+ Implementation Team will use monitoring data to ensure adequate progress on grant goals, the development of tools and resources to meet Subgrantee needs, and to inform development of sustainability strategies and statewide expansion. Subgrantees will benefit from participating in the peer-learning network formalized by the VPI+ Implementation Team and Centers of Preschool Excellence.

(E)(5) Virginia will strategically coordinate assessments, data, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and

workforce and leadership development. The coordinated approach leverages assets of each partner, with results shared with the VPI+ Implementation Team at least quarterly to document strengths, trends, and areas for improvement (see more detail in Sections (C)(3) and (E)(2)).

All program assessments and formative and summative data will be available to the members of the VPI+ Implementation Team to track overall trends, identify areas for targeted professional development, and to inform the development of resources for divisions. Each VPI+ program will have TQRIS program assessments in year 1 and 3 (and year 4 if insufficient progress documented) coordinated by the VPI+ Quality Coordinator at VECF. Data will include PreK CLASS and ECERS-R assessments. The VPI+ Quality Coordinator will identify highly reliable observers to administer the assessments who will schedule observations within a 3-week window and document the scores in the TQRIS database within 10 days of assessment; these protocols will be ensured through the VPI+ Quality Coordinator. The program assessment results will be available to programs, local division VPI+ administrators, the VPI+ Quality Coordinator, CASTL and partners coordinating the TQRIS quality improvement response.

The use of the **formative assessment** tool of Teaching Strategies GOLD will be coordinated by Subgrantees' VPI+ Coordinators to complete at least two observations a year on each child. Each teacher will receive 2 days of training from Teaching Strategies annually and will have access to Teaching Strategies support throughout the grant. In addition, VPI+ coaches will provide teachers with on-site mentoring and technical assistance to ensure appropriate observations, documentation, and use of the results to inform planning and individualized instruction. The results will be documented in the GOLD database by VPI+ teachers. The **summative assessment** results will be documented in vendor-provided databases. Both formative and summative data will be coordinated through division leadership with VDOE support. VDOE will ensure all assessment data is collected and integrated with VLDS.

As described in Section (C)(1)(g), VLDS provides preschool, K-12, and workforce data, which enables extensive **data sharing and analysis** across departments and among stakeholders. VLDS already has extensive processes to ensure privacy and data sharing which will include access to new data in VLDS made available through this grant. VDOE coordinates the VLDS and will ensure effective integration of VPI+ data. VDOE will review the data from VPI+ and analyze the impact of preschool on kindergarten entry and later success, and report results

publicly (see (C)(2)(b)). Results will be used by the VPI+ Implementation Team to strengthen VPI+ and to more broadly inform improvements to Virginia's early learning system.

VPI+ will provide significant new opportunities for family engagement to support children's early learning and development, both at home and in classrooms. Each Subgrantee will develop a comprehensive plan for family engagement, and each classroom will maintain a log of activities. The plans will include the following annually: coordination at each local division by the VPI+ Family Engagement Coordinator; the development of a VPI+ Family Access Consortium; a family orientation meeting to explain the program, curriculum, activities, rights and involvement opportunities; at least one home visit; formal and informal parent/teacher conferences; family education plan and activities; family involvement in decision-making about their child's education; opportunities to engage families outside of the regular school day; and administration of an annual family survey. These plans will be shared by the VPI+ Implementation Team across divisions, and quarterly VPI+ Subgrantee calls will highlight promising practices, particularly related to engaging culturally and linguistically diverse and hard to reach families. The VPI+ Implementation Team, in partnership with VPI+ Family Engagement Coordinators, will develop a consistent assessment to measure the needs of VPI+ families in partnership with the local divisions. The divisions will complete this documentation annually and work with Smart Beginnings networks to respond to family needs with community resources.

Based on family needs, **cross-sector and comprehensive services** efforts will be jointly coordinated by each division's VPI+ Coordinator Smart Beginnings. Local Family Access Consortia, designed to develop cross-sector family engagement and access strategies and to expand promising strategies beyond VPI+, will be convened with assistance from Smart Beginnings leaders. Innovative partnerships and promising practices will be summarized at least annually and shared statewide to improve local work.

CASTL will guide Subgrantees in their development of comprehensive **professional development** plans for each VPI+ Teacher, Teacher Assistant, and Administrator. The plan will include goals and strategies for individual training based on the individual's professional development profile, the program's needs, and the results of the program assessment and site monitoring tool. These plans will utilize local professional development opportunities, accessed in partnership with Smart Beginnings, as well as the ongoing support of VPI+ Coaches and CASTL-provided resources. Training and education activities will be documented in the early

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childhood professional development registry. Results will be aggregated by the VDOE VPI+ Coordinator and shared with CASTL at least quarterly to inform professional development opportunities and the implementation of the coaching.

(E)(6) Careful implementation planning and budget development with each Subgrantee has already occurred to ensure that Virginia will not supplant any existing funding with this the Preschool Expansion Grant. Virginia has a solid track record of successfully layering public and private funding. VECF completed a detailed analysis of community practices and promising models, and published a report called Virginia's Preschool Puzzle: A Guide for Smart Beginnings, which outlines how local school divisions and organizations can layer funding to provide High Quality Preschool Programs through coordinating funding and eligibility. Specific guidance is provided on community planning, needs assessments, and strategies for layering Title I, Part B, Head Start, CCDBG-funded child care subsidies, and VPI funding.

Using the guidance in this report as a guide, each local division will develop an annual plan about how they are coordinating with but not supplanting existing public funding. Specifically, these plans must speak to how the divisions and partners will ensure families receive the services they most need, that programs benefit from the diverse expertise that exists within the different elements of Virginia's early learning system, and that children benefit from higher quality programs than any one funding stream alone can provide. Local Smart Beginnings partnerships will support this plan development. VDOE and VECF will review these plans and the VPI+ Implementation Team will develop strategies as needed to support the ability of local communities to maximize existing funding. Coordination with key funding streams will include:

- Title I of the ESEA: Each local school division's Title I plan must describe how the division
 will coordinate and integrate services it provides under Title I with other educational
 services, such as Head Start and other preschool programs; VDOE will expand the Title I
 reporting to include how divisions are coordinating with VPI+.
- Part B and Part C of IDEA: The Part B leader at each division will work closely with the VPI+ Coordinator to coordinate services for children with disabilities. Qualified families with children who would benefit from an inclusive environment will receive an orientation on VPI+ and offered the opportunity to enroll. The VPI+ Coordinator and Part B staff will ensure VPI+ teachers have appropriate training to meet each child's learning and developmental needs. For children who require therapy during the day, support of a

- paraprofessional, or additional services, Part B will cover appropriate costs consistent with IDEA. All divisions carefully coordinate the transition from Part C to Part B through meetings with the IFSP inter-disciplinary team for each child approximately 90 days before the child's third birthday. All options will be discussed at this meeting to best meet the needs of each child, including VPI+ when the child is four years old.
- McKinney-Vento Act: Pursuant with McKinney-Vento, all school divisions ensure children who are homeless have access to a free and appropriate education, can enroll and sustain enrollment, have access to transportation, and automatically enroll in the free/reduced lunch program. Divisions also develop relationships with partners to support homeless children and families, including support for temporary, transitional and permanent housing, financial assistance (TANF, social security), food assistance, medical care, domestic violence, and substance abuse. Children who are homeless will be a priority population for VPI+ and families will receive additional support to address their needs. The VPI+ Family Engagement Coordinator will be alerted of a child's homeless status upon enrollment and work with the family to understand their situation and ensure appropriate supports; resources available through McKinney-Vento will be accessed and, if other supports are needed beyond these resources, they will be provided through the comprehensive services provided through VPI+.
- Head Start: Virginia has a total of 52 Head Start grantees that serve more than 17,000 children annually; in the eleven school divisions there are 12 Head Start grantees that serve 3,038 children. Each local VPI+ Family Engagement Coordinator will work closely with the Head Start grantee to coordinate recruitment and determine how professional development, comprehensive services, family engagement, and other strategies could be maximized by working closely together. The Head Start grantees will connect families to the VPI+ office when VPI+ will best meet a family's needs; the divisions will do the same for Head Start.
- Child Care and Development Block Grant: VDSS administers child care subsidies; in FY2014 Virginia invested \$ (b)(4) In subsidies paid for by CCDF, TANF, and state matching funds, providing child care subsidies for approximately 43,400 children. Eligible children across the state and in the cleven Subgrantee divisions will receive subsidies for wrap-around services to supplement child care needed beyond the VPI+ school day hours. Local communities will also benefit from the quality set-aside invested in TQRIS supports. The plan to implement all of these strategies is shown in Section (E)(8).

(E)(7) Virginia will provide VPI+ in economically diverse, inclusive settings including programs that serve children from families with incomes over 200 percent of the Federal Poverty Level. School-based programs will provide inclusive settings with economically diverse children, providing peer models to support learning whenever possible. In their selection of community-based partners to implement VPI+, divisions will prioritize sites that are quality-rated, located in areas convenient to working parents, serve families from a range of incomes, and provide inclusive settings for children with special needs. The school divisions will submit a plan annually that describes how they will use private providers to deliver High Quality Preschool that serve children from diverse economic backgrounds and provide inclusive settings.

Among early learning programs that accept child care subsidies, more than 85% serve less than 50% children who receive subsidies. By virtue of this, most child care programs serve children from mixed incomes; Subgrantees will use these and similar data to prioritize the selection of VPI+ partnership programs to ensure they serve economically diverse families. Similarly, among community-based early learning programs that serve children with disabilities, the majority serve only a few children with disabilities, providing fully inclusive settings where children have models from typically developing peers. Local divisions will complete a careful review of the enrollment of children who receive community-based services through Part B to select VPI+ partners. Smart Beginnings partners will also suggest potential high quality sites.

(E)(8) As part of the enrollment process in VPI+, division personnel will assess each family's needs and develop individual plans to meet the needs of children and families who need additional supports. VPI+ will meet the needs of children with special needs or delays through coordinating with Part B services. The VPI+ Coordinator in each division will work closely with Part B staff to identify VPI+ eligible children with disabilities, ensure they have appropriate support during the VPI+ day (e.g., therapy, paraprofessional support), and VPI+ teachers will participate in IEP meetings as appropriate. The VPI+ Coordinator will coordinate with the VDOE's Special Education staff and the Statewide Inclusive Placement Opportunities for Preschoolers (IPOP) initiative, which specializes in increasing options for children with disabilities to be included in inclusive settings. School and division-level teams will receive detailed support for expanding or developing inclusive placements, with support from CASTL and VDOE experts. VDOE will also ensure support is available through the Early Intervention Professional Development Center on Cultural Competence, with follow up provided as needed.

VPI+ will meet the needs of children who are **English learners** through CASTL professional development and coaching. Teachers who are working with English learners will have resources and support on how to support home language as well as English acquisition. Each English learner's English skills will be assessed and individualized plans to meet their needs will be developed. Skills will be reassessed every 60 days and plans adjusted based on progress. Staff who speak the family's preferred language will communicate information verbally and in writing and connect interested families with English classes to support their English acquisition.

The VPI+ Family Engagement Coordinator will assess the needs of children who are **migrant** and identify additional support as needed. The Coordinator will work with the family to support each child's individual learning needs, coordinate with other services that provide support to migrant families to ensure health, housing, food and other basic needs are addressed, and provide student records if the child leaves the program due to family mobility.

The VPI+ Family Engagement Coordinator will work closely with each family who is **homeless** to identify their unique needs. The Coordinator will meet the needs of homeless children through working closely with the division McKinney-Vento contact to make these services available to VPI+ participants as well as recruit 4 year old siblings in families who are receiving homeless services. To meet any needs not already addressed, the VPI+ Family Engagement Coordinator will work closely with the local Smart Beginnings partnership to work with organizations that serve homeless families, and other partners as needed.

VPI+ will meet the needs of children who are in the **child welfare system** through working closely with child welfare staff who will provide input on the best VPI+ location and information on extra supports to best meet each child's unique needs, as well as changes in a child's circumstances. The VPI+ Family Engagement Coordinator will work closely with the foster parents and child welfare staff to meet individual needs and communicate closely if there are any concerns. VPI+ staff will support children through reunification with biological parents, changes in foster care homes, and adoption as appropriate. The VPI+ Family Engagement Coordinator and community experts will support staff with specialized expertise as needed.

Three of the VPI+ communities are **rural** communities. VPI+ will meet the needs of children who reside in these rural communities through ensuring families have access to transportation (a particularly large challenge in rural communities), as well as other basic needs such as health care, mental health services, safe housing, and food. Smart Beginnings partners, and resources

from Title VI Part B subpart 2 will further support rural VPI+ programs. VDOE will provide targeted resources on strengthening rural Preschool programs in year 2 or 3 of this grant.

Three of the eleven VPI+ communities have a large **military** presence: Norfolk (Navy), Petersburg, and Prince William (both Army). The VPI+ Family Engagement Coordinator will conduct outreach and recruitment through referral offices at each military facility, which evaluate family income and help families select early learning programs. Eligible families will receive information on VPI+ and be supported in registration. The VPI+ Family Engagement Coordinator will work closely with military resources designed to meet the unique needs of military families (e.g., Army Community Services, the Exceptional Family Member Program) as appropriate based on the unique needs of each VPI+ family.

Goals	Key Activities	Timeline	Milestones	Resp.
Submit	Assess existing local funding	Summer	Streams	Sub-
annual plan	streams.		assessed, plans	granteees
to coordinate	Determine how to maximize each	Fall	developed.	
with existing	funding streams.		Plan submitted.	
public	Submit plan to VDOE.	Fall	Funding	
funding	Coordinate and do not supplant other	Ongoing	coordinated.	
	public funding.			
Deliver High	Coordinate with Plan B staff to	April-	VPI+ eligible	Subgran-
Quality	identify VPI+ eligible children.	May	children	tee VPI+
Preschool to	Work with Plan B staff to ensure	Aug-June	identified.	Coordina
children with	services are in place to meet needs of		Ensure needs	tors
disabilities	children with disabilities.		met in VPI+.	
	Participate in IEP meetings to ensure		IEP meeting	
	needs are being met.	As	participation.	
	Coordinate with IPOP office and	needed	Support	
	Early Intervention PD Center on	As	accessed.	
	Cultural Competence for resources.	needed		
	Provide training and coaching of	As	Training	CASTL
	VPI+ teachers supporting children	needed	provided.	
	with disabilities.			

Deliver High	Provide training/coaching for VPI+	August	Training	CASTL
Quality	teachers supporting English learners.		provided.	
Preschool to	Assess each English learner's skills.	Sept.	Skills assessed.	VPI+
English	Develop individualized plan.	Sept.	Individual plans	teachers
learners	Implement plans; reassess every 60		developed.	
	days and adjust as needed.			
	Provide information to families in	Sept	Information	Teachers/
	their preferred language.	June.	provided.	Staff
	Connect families to English classes.	Sept	Families in	VPI+
		June.	English classes.	Coord.
Deliver High	Assess child and family needs.	Scpt.	Needs assessed.	VPI+
Quality	Develop individual plan.	Sept.	Plan developed.	Coordi-
Preschool to	Access community services and	Oct-May	Services	nator
children who	supports in partnership with family.		accessed.	
are migrant	Work with SB and other partners to	Oct-May		
	ensure access to supports.			
Deliver High	Work closely with child welfare staff	Ongoing	Best program	VPI+
Quality	to identify best VPI+ program and		option/services	Coordi-
Preschool to	other services to meet child's needs.		identified.	nator
children in	Check in with child welfare staff on	Monthly	Connection	
the child	situation, adjust plan as needed.		with staff.	
welfare	Work with Smart Beginnings and	Ongoing	SB services and	
system	other local partners to ensure child/		supports	
	family have access to supports.		accessed	
High Quality	Work with Smart Beginnings and	Ongoing	SB services and	VPI+
Preschool in	other local partners to ensure child/		supports	Coordi-
rural areas	family have access to supports.		accessed.	nator
	VDOE provides supports targeted for	Fall yrs	Supports	VDOE
	rural communities.	2, 3	provided.	
Deliver High	Conduct outreach and recruitment	April-	Coordinated	VPI+
Quality	through referral offices at each	June	recruitment	Coordi-
			L	1

Preschool to	military facility.		completed.	nator
children of	Assess each family's needs.	Sept	Needs assessed.	
military	Develop individual plan that pulls	Sept	Individual plans	
families	from military/community resources.		developed.	
	Work with families, adjust plans as	Oct-June	Serv. provided,	
	needed.		plans adjusted	

(E)(9) Each division will develop annually a culturally and linguistically responsive outreach and communication plan in partnership with community organizations that have trusted relationships with families in communities that are linguistically and culturally diverse to assist with recruitment and enrollment in VPI+. The Subgrantees will actively recruit families through partnerships with faith communities, community organizations that serve low-income and culturally and linguistically diverse families, home visiting providers, providers of services to homeless families, housing authorities, job training programs, Head Start grantees, and child welfare offices; the unique strategies each division will use based on community needs and partners will be outlined in each Subgrantee's implementation plan. Each agency will receive information on VPI+ and the eligibility requirements, enrollment process, and availability of slots published in the predominant languages of the community to facilitate recruitment.

The divisions will conduct enrollment through various means, including hosting enrollment fairs in locations at times convenient to the families served and offering enrollment opportunities at targeted community events; at all times staff who speak the predominant languages of the families served will be present. Division representatives will participate in and share information about VPI+ at community events and gatherings where there will be large numbers of potentially eligible families present. The younger siblings of K-12 students will be specifically recruited.

The VPI+ Family Engagement Coordinator will offer opportunities to help families build protective factors through individual support, home visiting services, and regularly scheduled small group sessions; the most appropriate strategies will be determined through an assessment of family needs. The Coordinator will work with families to access the resources and sustain involvement so protective factors can be built over time. These efforts will be complemented and supported through the TQRIS infrastructure, through which early learning programs receive support to engage families in decisions about children's education and development; support

building protective factors using resources from the Center for the Study of Social Policy Strengthening Families initiative, and support children's learning at home.

Engaging families as decisions makers in their children's education is a priority for VPI+, as divisions know that when families get involved early as advocates for their children's education they are more involved throughout K-12. In partnership with Smart Beginnings, each division will convene a Family Access Consortium that will plan events, engage families to participate, and solicit regular feedback on the degree to which VPI+ is meeting family needs. Strategically building family skills as decision makers with knowledge of children's learning and developmental needs will happen through frequent and sustained engagement activities, home visits, and family conferences. Divisions will outline plans developed by the Family Access Consortium in an annual plan, which will be reviewed and approved by VDOE.

For efforts outlined above, Subgrantees will develop and submit plans to VDOE; plans will be reviewed as part of the monitoring plan. Feedback from families, community partners, and other key stakeholders will be sought at least annually to ensure the plans and implementation are meeting local needs; these results will be submitted to VDOE and shared with the VPI+ Implementation Team to inform development of new resources and strategies as needed.

Goals	Key Activities	Timeline	Milestones	Resp.
Develop	Work in partnership with entities that	Feb-	Plan developed.	Sub-
responsive	serve low-income and culturally and	March		grantee;
outreach and	linguistically diverse families to			VPI+
communica-	develop communication plan.			Coordi-
tion efforts	Publish materials in preferred	April	Material	nator
	languages of target families.		published.	
	Reassess communication plan based	Nov-Dec	Plan updated.	
	on feedback; update.			
Recruit and	Engage in recruitment activities in	April-	Recruitment	VPI+
enroll	partnership with organizations that	June	activities	Coordi-
families	serve target population.		implemented.	nator
	Offer multiple enrollment	May-July	Enrollment	
	opportunities, in partnership with		opportunities	
	other organizations as appropriate.		offered.	

	Enroll families with attention to	May-July	Families	
	cultural and linguistic sensitivity.		enrolled.	
Build	Assess family needs.	Sept	Needs assessed.	VPI+
protective	Identify individual, small and large	Oct-May	Needs matched	Family
factors	group options to meet family needs.		with options.	Engage-
	Work with Smart Beginnings and	Oct-May	SB services and	ment
	other local partners to ensure child/		supports	Coord.
	family have access to supports		accessed.	
Engage	Actively engage families as members	Sept.	Advisory	VPI+
families as	of VPI+ Family Access Consortium.		Committee est.	Family
decision	With committee, plan and implement	OctMay	Create plan for	Engage-
makers	opportunities for families to build		skill-building	ment
	skills; build community of VPI+		opportunities.	Coord.
	families.			
	Consortia meet monthly	OctMay	Meetings/month	SB

(E)(10)(a) VDOE will build on its successful foundation of transition practices to ensure children transitioning from VPI+ to kindergarten do so successfully. Using the principles outlined Successful Kindergarten Transition: Your Guide to Connecting Children, Families, & Schools, written by Robert C. Pianta and Marcia Kraft-Sayre, VPI+ programs will implement all four categories of activities required for successful transitions:

- Family-school connections: In the spring, Kindergarten teachers will meet VPI+ families, share information about Kindergarten, provide tours of the Kindergarten classrooms, and get information on how to support skills needed for Kindergarten at home.
- Child-school connections: Children will have the opportunity to visit the Kindergarten
 classroom in the spring before Kindergarten starts to help children become familiar with
 different classroom environments; this will be coordinated by the VPI+ teachers.
- Peer connections: When the VPI+ children visit the Kindergarten classrooms they will
 participate in Kindergarten experiences, such as large group gatherings and small group.
 Kindergarten children will send notes to VPI+ children to sustain these connections.
- Community connections: Through organizations and the schools, families will receive transition information, skills needed for Kindergarten, and resources to support these skills.

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(E)(10)(b)(i) The VPI+ Implementation Team will coordinate professional development through CASTL and local Smart Beginnings initiatives to provide at least 20 hours of training for each VPI+ teacher and staff person annually; topics will be determined by needs based on TQRIS ratings, assessment data, and feedback from VPI+ coaches. This training will include online and face-to-face options on early learning and kindergarten standards, formative and summative assessments, and curricula. VPI+ staff will receive an additional ten hours of training annually on culturally and linguistically responsive strategies to help families build: protective factors, capacity to support children's learning and development and advocacy skills. VPI+ Coaches will facilitate successful transition of knowledge into practice. Support will be provided to staff in VPI+ community-based early learning programs as well as school-based programs; slots in training for the broader early learning community will be provided as feasible.

engagement and support through a three part approach that is consistent across school-based and community-based VPI+ programs and includes: appropriate adoption of the Head Start Parent, Child and Community Engagement Framework (PFCE) for the VPI+ context; employment of a VPI+ Family Engagement Coordinator to oversee family engagement and support; and convening of community partners through a local Family Access Consortium to ensure families have engagement opportunities and Comprehensive Supports. The Family Access Consortia will support families in volunteering and becoming more active advocates for their children's education, as well as connect them to broader comprehensive services for adults such as parenting education, adult education, and job training. These efforts will also address comprehensive health and developmental services including medical homes and developmental supports. In addition to linking families with resources, the Family Access Consortium will assist with recruiting high-need income-eligible families to participate in VPI+.

VDOE will ensure divisions support nutrition by providing daily meals for school breakfast, lunch, and snacks under the USDA regulations that are designed to meet VPI+ participant's needs. Divisions will also support children's nutritional needs by providing information on nutrition to VPI+ families through the engagement events, print and other resources.

(E)(10)(b)(iii) Local divisions will work with community-based early learning programs to provide the least restrictive and inclusive environment to VPI+ participants. For families with children with disabilities who select community-based early learning programs, VPI+ and Part B

staff will work closely with the site to ensure staff are appropriately trained to meet each child's individual needs. The VPI+ teacher will participate in IEP meetings as appropriate and work closely with each family to learn each child's needs, develop appropriate individualized learning strategies, and fully integrate the child into the VPI+ classroom. See (E)(8) for more details.

(E)(10)(b)(iv) Local divisions will prioritize the following populations for enrollment in VPI+: children who are English learners, who are migrant, who are homeless, who in the child welfare system will be prioritized for enrollment. Three of the communities that will implement VPI+ are rural communities. Three communities serve high populations of military families; children of military personnel will be prioritized for enrollment. Particular attention to create partnerships with community-based programs in rural and military communities will be a priority of the Subgrantee divisions. See (E)(8) for more details.

(E)(10)(b)(v) Through TQRIS, all VPI+ sites will have an ECERS-R conducted in years 1 and 3 as part of the monitoring/TQRIS process; this includes information on the learning environment such as indoor space, space for gross motor play, learning materials, room arrangement, and other elements. The results will be provided to the sites by the VPI+ Quality Coordinator; quality improvement plans will then be developed with support from the VPI+ Coaches with coach training and support from CASTL.

(E)(10)(b)(vi) Virginia is a nationally recognized leader for its data sharing work that complies with all Federal and State laws, particularly FERPA and HIPPA to protect privacy. As outlined in Section (C)(1(g), data are provided by multiple divisions and entities and VLDS will be expanded through this grant. VDOE will ensure divisions submit all required formative and summative data from all VPI+ school and community-based programs. As with all VLDS data, data are maintained separately by each participating agency and merged on demand with a double de-identification process to protect individual privacy.

(E)(10)(b)(vii) Through the Smart Beginnings initiative, Virginia has the benefit of eight years of systematic relationship and partnership development. Many of these local partnerships include community-based learning resources such as libraries, arts and arts education programs, family literacy programs, and children's museums. Smart Beginnings networks will review existing partnerships with community learning resources each summer and identify areas for improvement. In year 1 the Smart Beginnings partnerships will develop a plan to build or

strengthen relationships and report on this work every six months to the VPI+ Quality Coordinator; these results will be shared with the VPI+ Implementation Team for feedback.

Goals	Key Activities	Timeline	Milestones	Resp.
Support	K teachers meet with families.	Spring	K teacher visits.	Sub-
transitions	VPI+ participants visit K classrooms	Spring	Multiple visits to	grantees
from	multiple times.		K.	
Preschool to	Share information on starting K	March-	Resources	
kindergarten	community-wide.	July	published shared.	
Provide	Professional development planned	Spring,	Professional	Sub-
professional	and provided based on program and	Aug-May	development	grantees
development	community needs for		plans completed,	
	community/school programs.		PD offered.	
Provide	Develop family engagement plans to	Sept.	Plans developed.	Sub-
family	be implemented across school and			grantees
engagement,	community-based programs.			SB
support,	Create Family Access Consortium	Sept.	Consortium	SB
nutrition,	Adopt Ilead Start PFCE and	Oct-May	created.	
other	strategies to the VPI+ context		PFCE adopted.	Sub-
Comprehen-	VPI+ Engagement Coordinator	Oct-May	Coordinator	grantee
sive Services	works across school/community-		working in all	
	based sites to meet family needs.		programs.	
	Provide nutrition services.	Sept-June	Meals, info given	
Support	Ensure staff appropriately trained to	Ongoing	Staff training	Sub-
children with	meet each child's needs.			grantee
disabilities	Teachers participate in IEP		IEP participation.	
	meetings.		Families worked	
	Work with family to learn each		with, needs	
	child's needs, develop ind. learning		identified.	
	strategies, integrate child into VPI+.			
Support	Prioritize English learners, children	Summer	Most vulnerable	Sub-

children in	who are migrant, homeless, in the		populations	grantees
need of	child welfare system for enrollment.		prioritized.	
additional	Develop rural strategies (E)(8).	Ongoing	Strategies	
supports	Develop military strategies (E)(8).	Ongoing	developed.	
Ensure age-	ECERS-R assessments completed.	Fall yr 1	ECERS	SB
appropriate	Individual imp. plans developed.	Fall	completed, plans	Sub-
facilities	Environments improved as needed.	Ongoing	developed.	grantees
Implement	Integrate VPI+ data into VLDS.	Fall yr 1.	Data integrated.	VDOE
procedure for	Follow VLDS data sharing	Ongoing	Protocols used.	Division
sharing data	protocols.			Impl.
	Implementation Team review data,	Quarterly	Data reviewed.	Team
	develop imp, strategies as needed		Plans developed.	
Utilize	Review existing partnerships with	Sum yr 1	Partnerships	SB with
community-	community learning resources.		reviewed.	Sub-
based	Identify areas for improvement.	Fall	Areas identified.	grantees
learning	Develop bi-annual plan to build or	Fall/Spr.	Plan developed.	SB
resources	strengthen relationships.			
	VPI+ Implementation Team review	Quarterly	Plans reviewed,	Impl.
	and provide feedback.		feedback given.	Team
		1	1	1

Section F: Alignment within a Birth through Third Grade Continuum

Virginia has a strong foundation, long-standing partnerships, and a proven track record on which to strengthen the state's Birth through Third Grade continuum. *The Plan for Smart Beginnings* (see Appendix F1), which grew out of the state's Early Childhood Comprehensive Systems Initiative, serves as the long-standing compass for developing a seamless continuum of early learning, health, and family support services to ensure children in Virginia have a strong start in kindergarten and elementary school. Under the broad auspices of Smart Beginnings, the Virginia Early Childhood Foundation (VECF), its state agency partners, and local teams have been making steady progress on the *Plan*'s strategic objectives since 2006. VDOE and local divisions have worked diligently to create strong alignment in standards, expectations, assessment and supports to ensure continuity from Kindergarten through third grade.

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The Preschool Expansion Grant provides the opportunity to envision access to a seamless continuum of services that extends from Birth through Third Grade and is developed *from the family's perspective* and accommodates families' needs, values, and priorities. Smart Beginnings partners will work to expand comprehensive services and build stable bridges that connect families with appropriate services to support transitioning from home, to child care, to preschool, to elementary school environments, with the support of varied service sector touch points such as home visitors, early intervention services, health care, English learner supports and staff in early learning and related programs. Each family's journey will be based on personal needs and preferences, with the goal that the process is smooth and supportive whatever the needs and choices may be. See Appendix F2 for a graphic representation of Virginia's Birth through Third Grade Continuum.

Grant efforts to strengthen the Birth through Third Grade continuum will be supported by the Governor's newly established Children's Cabinet, which is charged with five priority goals: eradicating the achievement gap in schools in high poverty communities; increasing access to basic needs including housing, health care, and proper nutrition; improving outcomes for youth transitioning out of Virginia's juvenile justice, mental health and foster care systems; increasing workforce opportunities for parents and for youth as they transition out of high school; and improving early childhood care and education. As a component of the Cabinet, the Commonwealth Council on Childhood Success, chaired by Lieutenant Governor Ralph Northam, will develop and implement a health and education policy agenda that will help better serve

Virginia's children birth to age eight and foster collaboration among state and local agencies, executive and legislative branches of state government, and the public and private sectors.

(F)(1)(a) Virginia's existing birth through age five continuum is characterized by state-level leadership, local-level coordination and a systemic approach to address preventative health care, empower families and promote high-quality early learning opportunities. The above-noted *Plan for Smart Beginnings* has catalyzed several cross-agency partnerships that integrate and coordinate essential services for children's health and development prenatal through age five. These partnerships - including the Home Visiting Consortium, Early Childhood Mental Health Virginia, the Infant-Toddler Specialist Network, and the Star Quality Initiative (TQRIS) – are important assets upon which the expanded Birth through Grade Three Continuum will build. This state level coordination is complemented by local Smart Beginnings initiatives, which are charged with ensuring coordination, efficient integration, effective service delivery, quality assurance and accountability for child outcomes in communities across the state. This systemic approach focuses on fostering preventative health care, empowering families and facilitating high-quality early learning programs.

Through VPI+, Virginia will enhance coordination between early education and care programs and family service providers. In each Subgrantee community, this coordination will be deepened through a series of key alignment roles and activities:

<u>Smart Beginnings partnerships</u> will continue their role working with early learning programs funded by Federal, State and local resources to facilitate coordinated early learning systems; smooth transitions between funding streams (e.g., Part C to Part B, Early Head Start to Head Start, home visiting to child eare); develop shared eligibility determination, recruitment and/or enrollment processes; and publicize the quality of all programs in the TQRIS. Local partnerships conduct needs assessments to expand access to services and options for families.

Local Family Access Consortia will be convened in the eleven Subgrantee communities to coordinate family service providers and engage families receiving services. Each Consortium will work closely with the VPI+ Family Engagement Coordinator and Smart Beginnings partners to bring attention to the needs of families, particularly those who are hardest to reach and serve, and build systems that expand access to comprehensive services such as parenting education, adult education, and job training as well as health and developmental services to include home visiting, medical homes, clinics, developmental supports. Participants will assess gaps in these

resources, parent education and other services, based on the needs presented by VPI+ families, and systematically build local capacity to better respond to these needs. Through the Family Access Consortia, VPI+ Family Engagement Coordinators will also work with their home visiting and Head Start partners to create shared recruitment and referral processes so families can be connected with programs that will best meet their needs.

VPI+ Family Engagement Coordinators in each VPI+ division will work individually with families to ensure community partnerships meet family needs and actively promote family engagement and skill-building as advocates for their children's education. The VPI+ Family Engagement Coordinators will be trained and responsible for outreach to and recruitment of hard-to-reach families to ensure they have access to early learning and family support services that meet their needs. The Coordinators will also work closely with the Family Access Consortia and help inform improvements to community services based on VPI+ family feedback.

Centers for Preschool Excellence will be created in the third grant year to serve as exemplars for their peers and share promising practices facilitated through VPI+. These regional Centers will broaden the impact of the Preschool Expansion Grant and leverage system-wide improvements in the State Preschool Program by serving as models of innovative practices in preparing children from High-Need communities for success, with particular attention on the needs of children with disabilities and English learners. Promising practices will be compiled and shared with other divisions that will benefit from both the pragmatic and proven strategies of their peers; ongoing shared professional development and learning communities will also provide opportunities for sharing and spreading promising innovations.

Key Goals	Key Activities	Timeline	Key Milestones	Resp.
Early care	Federal, State and local funded	Fall,	Programs	SB
and	ECE programs assessed and	ongoing	documented/ plans	
education	coordinated.		developed.	
programs	Transitions facilitated between	Fall '16	Transitions	
coordinated	programs w/ diverse funding.		planned, smooth.	
	Cross-program eligibility,	Fall '17	Systems developed	
	recruitment and enrollment		to better serve	
	facilitated.		families.	
Family	Recruit/hire VPI+ Family Eng.	Spring '15	Staff hired.	Subgrantees

support and	Coordinators.		Needs assessed.	
comprehen-	Assess family needs.	Sept-Oct	Resources	
sive services	Identify best resources to meet	Sept-June	identified.	
coordinated	needs with family.		Resources	
and meeting	Ensure families access	Sept-June	accessed.	
family needs	resources.		Resources meeting	
	Seek feedback from families	Oct-June	needs.	
	on experience with supports.		Partnerships	
	Expand partnerships.	Oct-June	expanded.	
Family	Family Access Consortium	July	Consortium	Smart
Access	convened in each community.		convened.	Beginnings
Consortia	Consortia assess needs,	Sept-Nov.	Needs assessed.	(SB)
strengthen	partnerships and degree to			partnerships
Birth	which family needs met.			with
through	Identify gaps and strengths.	Oct-Dec.	Gaps/strengths	Subgrantees
Third Grade			identified.	(specifically
Continuum	Develop new partnerships.	OctJune	Partnerships	VPI+
in			developed.	Engagement
communities	Assess family feedback and	Oct-June	Partnerships	Coord.)
	improve partnerships.		increased.	
Centers of	Identify Subgrantee strengths.	Sum '18	Strengths	VPI+ Imp.
Preschool	Highlight these strengths	Fall '18-	identified.	Tcam, SB
Excellence	through Centers of Excellence.	'19		
share	Coordinate shared professional	Fall '18-	Activities to share	Subgrantees
innovations.	development and other	'19 at	strengths	
	opportunities to expand	least	implemented at	
	promising practices.	quarterly	least quarterly.	

(F)(1)(b) Virginia's current VPI program prevents diminution of other services and controls cost through its slot allocation and funding formulas and through its support for a mixed delivery system, which encourages collaboration between schools, Head Starts and private providers. As noted in the budget, there is no diminution of services and no supplanting of existing funding.

The VPI+ initiative will utilize three key strategies to ensure this commitment:

- Technical Assistance for layering funding and coordinating efficiencies: In keeping with the tradition of VPI, Subgrantees will have a policy that the improved quality of VPI+ will result in no additional costs to families. Through VPI+, local school divisions and Smart Beginnings partnerships will actively leverage higher quality services and seek efficiencies in layered funding strategies. Additionally, Smart Beginnings will provide technical assistance as needed to help them layer other public funds effectively to promote and sustain high quality services in school and community-based programs.
- Establishing integrated enrollment processes for families who qualify for multiple services: Many families with incomes below 200 percent of the federal poverty level also qualify for other services. The VPI+ Implementation team, with input from VPI+ Subgrantee Coordinators and Family Access Consortia, will work to establish integrated enrollment processes so families who qualify for multiple programs can both be enrolled in the program that will best meet their needs as well as identify opportunities for communities to more effectively layer funding. For example, working families that qualify for both VPI+ and child care subsidies would be able to access both supports and participate in a higher quality program for more hours a day than either funding stream alone could provide.
- Leveraging Comprehensive Services: Subgrantees will also work closely with local government and the Smart Beginnings partnerships to maximize community resources to support comprehensive services. Many of these services will be paid for by funding outside of this grant and provide for children's health, dental, nutrition and other needs and never at any direct cost to families. Partnerships like these already exist between VPI, local government, and/or Smart Beginnings in many parts of the state (e.g., health services provided by local health department); these will be expanded statewide through the partnerships established through this proposal.

Key Goals	Key Activities	Timeline	Key Milestones	Responsibility
No	Ensure no cost to families for	Spring	Family costs	SB, VDOE
diminution	VPI+.		monitored.	
of serves as	Provide TA to layer funding	Fall/Spr.	TA provided;	VDOE, SB
a result of	and coordinate efficiencies.		funding layered.	
VPI+	Establish shared enrolment.	Spr'15		VPI+ Imp.

	Leverage comprehensive	Ongoing	Team, SB with	
	services.		Subgrantees	

(F)(2)(a) With VPI+, Virginia is putting forward a bold new vision of High Quality Preschool - adding more rigor, increasing standards, and providing rich professional development and other supports to facilitate ongoing quality improvement—which will result in children being better prepared for Kindergarten. Through the formative and summative assessments outlined in Section (C)(1), Virginia will have access to frequently updated data points to assess children's development and gains, which will help discern whether in fact and in what ways VPI+ students are prepared for kindergarten. The data will be used to strategically bolster key elements of children's readiness through:

- Individualized, data-driven professional development and coaching for teachers with a focus
 on teacher-child interactions that are predictive of children's success in kindergarten;
- Deeper curriculum and assessment alignment;
- Support for teachers on planning individualized instruction to ensure each child's learning needs are met;
- Providing robust family engagement opportunities to support their young children's learning.
 Virginia's projected outcomes are outlined in Section (C)(2)(c).

(F)(2)(b) Our proposed activities are designed to increase and sustain the educational and developmental gains of eligible children. In general, Virginia elementary schools already do an admirable job of sustaining early learning and performance, providing strategic diagnostic assessments (e.g., PALS upon kindergarten entry) and proven, individualized supports to address any deficiencies. As a result, Virginia's third and fourth grade achievement levels are well above average among U.S. states among all demographic and income groups.

Through the Preschool Expansion grant, Virginia will build on its existing strong Continuum for K-3 and Subgrantee divisions will develop intentional strategies to promote collaboration between preschool and kindergarten teachers. These transition-specific activities will take place in a broader context of collaboration and partnership and will include *curriculum alignment*, *shared professional development*, and regular opportunities to participate in *learning communities* designed to facilitate collaboration, partnership, and sharing of expertise and resources. To support these activities, proven division practices to promote collaboration between preschool and kindergarten teachers will be codified and shared statewide. The

divisions will also develop materials for families on key skills needed for kindergarten success, which will be published in the primary languages spoken in each community.

Key Goals	Key Activities	Timeline	Key	Responsibility
(F)(2)(b)			Milestones	
Promote	Evaluate children's needs and	Sept	Child needs,	VPI+ Imp.
partnership	curriculum approaches in		curriculum	Team,
between	Preschool and K.		evaluated.	Subgrantees
preschool/K	Identify how practice aligns	Oct	Plans created	
teachers	and how to improve.		to improve	
	Plan shared Preschool and K	Oct-June	alignment, inc.	
	professional development.		shared PD and	
	Plan and implement sustained		ongoing	
	Preschool and K learning		learning	
	communities.		communities.	
Share	Document promising practices.	Spring '16	Practices	VPI+ Imp.
transition	Share with other divisions and	ongoing	documented	Team, VDOE
practices.	community partners.		and shared.	
	Support learning communities	Fall '16-	Learning	VPI+ Imp.
	to share practices and increase	Fall '18	communities	Team, VDOE
	implementation statewide.		share practices.	
Develop	Identify skills needed for K	Fall	Skills	VPI+ Imp.
materials for	success and effective formats		identified.	Team, VPI+
families.	for sharing.		Materials in	Family
	Publish and share materials in	Winter	multiple	Engagement
	families' preferred languages.		languages	Coordinators
			distributed.	

(F)(2)(c) Through the Preschool Expansion Grant, Virginia will increase the focus on sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years. New focused attention will be provided to ensure the experience of kindergarten registration is very positive and welcoming. Divisions will more broadly implement kindergarten registration days, which provide an

opportunity for regions to pool their resources and awareness efforts, publicize registration and its importance, and work collaboratively with other community organizations to make kindergarten registration a comprehensive and efficient way to bring families together and provide all the information and resources they need in one place. Across regions, families are able to take their child to their local public school, enroll their child in kindergarten, and receive information about other services available, such as early intervention and special education.

Subgrantees will also actively engage families, particularly in K-3, through division PTAs, family advisory groups, and education and engagement opportunities. VPI+ families will be specifically encouraged and recruited to participate in these activities, providing continuity from VPI+ into the early elementary years. The VPI+ leadership and the Family Access Consortia will work with the division PTAs to foster these relationships and build continuity.

Key Goals	Key Activities	Timeline	Key Milestones	Resp.
Create	Engage community partners.	Spring	Partners engaged.	Sub-
engaging K	Plan fun and educational	Spring	Activities planned.	grantees,
registration	opportunities for families.			SB
days	Host Kindergarten registration	Spring,	K Registration	
	days; share information about	Summer	Days held,	
	K to ease transition for		information shared.	
	parents and children.			
Develop	Plan K-3 engagement opp.	Summer	Experiences	Sub-
engagement	building from Family Access		planned w/	grantees
opportunities	Consortium success.		families.	
for K-3	Intentionally recruit VPI+	Sept-Oct	Families recruited,	
	families to participate in PTA	Ongoing	are involved	
	and other activities.		regularly.	
	Evaluate efforts, modify work	Quarterly	Efforts evaluated.	
	if involvement wanes.			

(F)(2)(d) Virginia's child learning standards are already aligned through the established Milestones for Child Development, Foundation Blocks for Early Learning and Kindergarten Standards of Learning. Learning from assessment of the implementation of the VPI+

developmentally-appropriate, culturally and linguistically responsive instruction and evidence-based curricula will provide further insights in how to improve these early learning standards.

As outlined in (C)(1)(f) Virginia will plan and implement a cohesive and intentional professional development system to further *align teacher preparation, credentials, and workforce competencies.* VECF will convene and facilitate a work group to study the development of a competency-based professional development framework that informs the requirements and guidance for pre- and in-service education and training for early learning practitioners across settings and funding streams. In years 2-4, the work group will make recommendations and support strategies to align and strengthen training opportunities and the credentialing and degree programs available in Virginia's community colleges and universities.

As outlined in (C)(1)(g) Virginia will further *align data systems* through the Preschool Expansion Grant. The Virginia Longitudinal Data System (VLDS) provides an innovative structure for partnership, governance, and management among the VLDS founding agencies and provides rich information about the efficacy of services and participant outcomes from Kindergarten to the workforce. There has been a critical gap in information prior to kindergarten; over the last 18 months VECF has facilitated conversations among the Virginia Department of Social Services, the Virginia Department of Health, and the founding VLDS agencies to ensure early childhood data sets including birth records, early health, social, and education services are available to VLDS. As a result, VDSS is completing steps to make data from TANF, SNAP, foster care, and child care subsidies available to VLDS. As part of this grant (described in (C)(1)(g)), VDSS will merge its TQRIS data systems and the early childhood professional development registry into VLDS as well, providing critical early learning data into VLDS. This will afford Virginia a more cohesive and aligned data system assets that will provide important capacity for making data-driven decisions to improve policy and programs.

Implementation plans for these areas of work are provided in the associated sections.

Section G: Budget and Sustainability

(G)(1) Through a combined investment of \$\frac{(D)(4)}{4}\$ including a total of \$\frac{(D)(4)}{4}\$ in matching funds \$\frac{(D)}{4}\$ percent of total grant request) over the four-year grant term, Virginia will serve up to 3,139 additional children annually with a High Quality Preschool Program. The annual investment and number of children from High-Need Communities to be served in Virginia's ambitious and achievable plan is summarized in Table D4 in Section (D)(4). A total of 95 percent of the grant funds will be invested by Subgrantees in providing High Quality Preschool programs. The average per-child cost for VPI+ is projected to decline over the four-year term from \$\frac{(D)(4)}{(D)(4)}\$ in year 1 (due to front-loaded costs of classroom set up, purchase of curricula, etc.) to \$\frac{(D)(4)}{(D)(4)}\$ by year 4 for new Preschool slots. For improved Preschool slots, we project a consistent average per-child cost of \$\frac{(D)}{(4)}\$ each year over the four-year term.

(G)(2) The eleven Subgrantees have a wealth of experience coordinating the use of existing funds from federal sources supporting early education. As local school divisions, they are particularly skilled at coordinating federal funds targeted to public education for young children (Title I, Part B and McKinney-Vento). All eleven also benefit from close ties to Head Start and Part C providers and CCDF-funded Child Care Assistance to provide wrap-around child care services for VPI+ students as needed. Effective layering of funding to provide an integrated, efficient State Preschool Program is a priority of this grant.

Each local division will develop an annual plan to demonstrate how they are coordinating with but not supplanting existing public funding. Specifically, these plans must address how Subgrantees will ensure families receive the services they most need, that programs benefit from the diverse expertise that exists within the different elements of Virginia's early learning system, and that children benefit from higher quality programs than any one funding stream alone can provide. Each local school division's Title I plan must describe how the division will coordinate and integrate services it provides under Title I with other educational services, such as Head Start and other preschool programs. The Part B leader at each division will work closely with the VPI+ Coordinator to coordinate services for children with disabilities. All divisions carefully coordinate the transition from Part C to Part B through holding meetings with the Individual Family Service Plan (IFSP) inter-disciplinary team for each child approximately 90 days before the child's third birthday. In the eleven school divisions there are 12 Head Start grantees that serve 3,038 children. The VPI+ Family Engagement Coordinator will work closely with the

Head Start grantee to coordinate recruitment and determine how professional development, comprehensive services, family engagement, and other strategies could be maximized by working closely together. CCDF subsidy-eligible children receive child care subsidies for wraparound services to supplement child care needed beyond the VPI+ school day.

As required by the McKinney-Vento Act, all local school divisions ensure that children who are homeless have access to a free and appropriate education, can enroll and sustain enrollment even without paperwork, have access to transportation, and automatically enroll in the free and reduced lunch program. School divisions also develop relationships with local partners to support homeless children and families, including support for temporary, transitional and permanent housing, financial assistance (TANF, social security), food assistance, medical care, domestic violence, and substance abuse.

The plan to implement these strategies is detailed in Section (E)(8).

(G)(3) Virginia has designed VPI+ to ensure sustainability beyond the period of this grant. The Preschool Expansion Grant was carefully designed to not only provide greater access to High-Quality Preschool but also to intentionally address persistent barriers to Preschool access in Virginia, cultivate a model for peer learning and sharing of best practices through regional Centers of Excellence that demonstrate the interest and demand for High Quality Preschool, and document improved kindergarten readiness. By piloting key improvements, evaluating the impact of these changes and engaging in a methodical policy improvement strategy, VPI+ will inform and leverage improved policies statewide. Our approach to sustainability includes:

Increased State Funding: As variable as future state budget action can be, Virginia is well-positioned to ensure sustainability. Overall, the dynamic political and fiscal circumstances that will influence sustainability are favorable - with strong gubernatorial support, growing bi-partisan commitment to school readiness, influential business leadership, demand and conviction from local divisions, and optimistically, recovery from state budget shortfalls by the end of the grant term - giving realistic confidence that Virginia will be able to sustain VPI+ beyond the grant.

To position VPI+ for sustainability, Virginia's Preschool Expansion Grant was carefully planned in partnership with diverse leaders to develop the model that will be piloted and refined through the proposed funding. Promising signs are already emerging that this design partnership is yielding possibilities to strengthen the State Preschool Program. The newly-formed

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Governor's Children's Cabinet has already prioritized Preschool expansion as a major initiative to turn around underperforming divisions and reduce economic and racial disparities in educational outcomes. The accompanying Commonwealth Council on Childhood Success, chaired by Lt. Governor Ralph Northam, is likely to propose legislation and budget amendments that align with this application; these include improved professional development, increased focus on adult-child interactions, and addressing local barriers to VPI to expand access. The Commission will fully develop expansion plans and foster increased public and political support. As the first three years of the grant are within the term of the current administration, Governor Terry McAuliffe's strong support for expanding and improving the Preschool will come at a critical time to leverage improvements to the State Preschool Program and ensure sustainability of the reforms through the Preschool Expansion Grant.

This Gubernatorial and Cabinet support is combined with an emerging bi-partisan legislative focus on early education, especially to ensuring programs are high-quality and accountable. The bi-partisan legislative Commission on Youth recently prioritized early childhood education and established an *Early Childhood Work Group on Quality* to address strategies to improve the school readiness, including improving the quality of and access to the State Preschool Program.

Shared Executive and Legislative Branch action on Preschool will likely also be driven by their concern for Virginia's underperforming school divisions. Purposefully, the three divisions (Norfolk, Petersburg, and Richmond) targeted for special efforts due to their struggles to achieve and maintain accreditation for the majority of schools are among the eleven Subgrantees that will implement VPI+. VPI+ is seen by these divisions, the administration and the legislature alike as a major component of local school reforms to improve performance. Sustaining and expanding VPI+ investments in these three struggling divisions will be a particular priority.

Evaluation data from VPI+ investment will inform Virginia's stakeholders and decision-makers about kindergarten and early elementary outcomes from participation in rigorous, high quality model. Expectations are that these data will bolster a strong return-on-investment case and growing support for the value of continued and increased investment.

Improving policy to maximize existing investments: VPI+ has been carefully designed to implement, evaluate and refine key policies that have been barriers to utilizing all available VPI funding. These findings will be used to improve VPI policy, which will result in better utilization of available funds and increased Preschool access in High-Need Communities. These reforms

alone have the capacity to increase enrollment in the State Preschool Program to fully serve the additional 7,696 at-risk four-year-olds who are eligible for but not currently served by VPI.

State Infrastructure Enhancements: Virginia is carefully building the foundation for a stronger State Preschool Program through strategically investing the 5 percent of this grant to implement a rigorous, evidence-based classroom and teacher quality model in VPI+ classrooms; introduce a professional development model focused on evidence-based coaching, mentoring and related methods proven to improve teacher effectiveness; ensure a sound state structure for continuous program quality improvement; and strengthen the Longitudinal Data System.

Rigorous evaluation to ensure improvements data driven and making a measurable improvement in children's readiness: The VPI+ Implementation Team will work closely with Subgrantees to develop a request for proposals to procure with a qualified partner for a VPI+ evaluation. The evaluation will prioritize: a) ongoing formative feedback aimed at strengthening the VPI+ support system and local implementation of a High Quality Preschool Program; b) summative results to rigorously assess the impact of VPI+ on children's kindergarten readiness and success in early elementary school; and c) cost-effectiveness of VPI+. The evaluation team will be selected by June 2015, ensuring the evaluator is available to develop a comprehensive evaluation plan from the ground up and serve as a full partner; the VPI+ Implementation Team will coordinate a state and local advisory committee to support the evaluation. The evaluator will provide biannual feedback tailored for each Subgrantee, and provide the VPI+ Implementation Team and the evaluation advisory committee with biannual progress reports. Participating school divisions have included funds for a common VPI+ evaluation equal to 10 percent of the program costs divided by the number of participating classrooms. The evaluation will be based on the most rigorous methods available within the context of VPI+ implementation.

Through extensive outreach, engagement of public and private leaders at both state and local levels, and a keen assessment of the needs of children and communities, the VPI+ model has emerged as Virginia's bold vision for its State Preschool Program. With broad and deep support demonstrated by Virginia's leaders, Virginia will harness the assets of CASTL's expertise, TQRIS's quality assurance, and Smart Beginnings' connections in communities to be a "first in class" Preschool Program that is accessible to and supportive of families, staffed by highly-effective teachers who are part of a vibrant statewide learning community. Building from Virginia's strong existing Preschool program, VPI+ will be well positioned to meet the diverse

CFDA Number: 84.419B

needs of children in High-Need Communities across the Commonwealth, leverage sustainable systemic and programmatic reforms, and create a strong pathway for Virginia's Preschool success.

annually).

Competitive Pre	ference Priority 1: Contributing Matching Funds Virginia has leveraged
a total of S ^{(b)(4)}	in non-federal match to support the Preschool Expansion Grant over the
four year term. This t	otal is (b) percent of the total federal request of \$ (b)(4) S

CFDA Number: 84.419B

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development Programs Virginia has carefully designed VPI+ as part of a strategically crafted continuum – both broad and deep - of early learning and development programs. As a large and diverse state, Virginia has developed and implemented a successful approach to supporting a continuum of early learning and development programs through both statewide systems and local leadership and crossing public and private sectors.

The statewide vision for an integrated continuum of early learning and development programs is guided by Virginia's innovative and comprehensive *Plan for Smart Beginnings*, which has yielded numerous successful strategies to build capacity and improve overall services and policies; these include the Home Visiting Consortium, Early Childhood Mental Health Virginia, the Infant-Toddler Specialist Network, and the Star Quality Initiative (TQRIS).

These state-level efforts are strengthened and informed by local Smart Beginnings initiatives across the state, which are charged with ensuring local coordination, efficient integration, effective service delivery, quality assurance and accountability for child outcomes. These local public-private partnerships establish broad and diverse teams to foster high quality early learning programs, ensure access for families in need with special emphasis on the hard-to-reach, and facilitate smooth transitions between programs to ensure healthy development and school readiness. These teams create collaborative, and in some cases, fully integrated processes to help children and families transition among the various components in the Birth through Third Grade Continuum, with special attention to transitions from child care to preschool and preschool to elementary school, and, from Part C to Part B for those with special needs. The local stakeholder teams include representatives from families, home visiting, elementary schools, Parts C and B, Early Head Start and Head Start, home visiting, child care, faith institutions, business, higher education, preschool programs, arts and cultural resources, libraries, adult education and family supports such as parent education, housing, mental health services, and health providers.

These local and state efforts will be strengthened through initiatives outlined in Section (F), to include engaging VPI+ Family Engagement Coordinators and convening Family Access

CFDA Number: 84.419B

Consortia to inform the design of continua of early learning programs with carefully supported transitions. Successful transition practice and strategies to develop a strong continuum of early learning and development programs will also be documented and shared statewide as part of the *Centers for Preschool Excellence*, regular professional development opportunities, and learning community efforts for both Subgrantees and all divisions statewide.

The creation and implementation of this work will be aligned with the priorities of, and benefit from, the full support of Virginia's newly established Children's Cabinet. A priority goal of the Cabinet is improving early childhood care and education. As a component of the Children's Cabinet, the Commonwealth Council on Childhood Success, chaired by the Lieutenant Governor, will develop and implement a health and education policy agenda that will help better serve Virginia's youngest children and foster collaboration among state agencies and between state and local agencies. The development and sustainability of a seamless continuum of early learning and development programs will be a key part of this work, with particular attention paid to strengthening family engagement practices and improving early childhood transitions.

Competitive Preference Priority 3: Creating New High-Quality State Preschool

Program Slots Virginia will use a total of ((4) percent) of its Federal grant award to create nearly 1,700 new State Preschool Program slots. These funds will enable High Quality Preschool services for 6,034 Preschoolers over the four-year term at an average per-pupil cost of approximately ((5)(4)) Given these projections, grant implementation will result in a 17 percent increase in the number of Preschool slots for low-income four year olds in Virginia.

Other Attachment File(s)

* Mandatory Other Attachment Filen	* Mandatory Other Attachment Filename: IndirectCostRateAgreement.pdf		
	Delete Mandatory Other Attachment	View Mandatory Other Attachment	
To add more "Other Attachment" attac	hments, please use the attachment b	uttons below.	
Add Optional Other Attachment			

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?		
YES • NO O		
If yes to question 1, please provide the following information:		
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):		
From: <u>07/01/2014</u> To: <u>12/31/2014</u>		
Approving Federal agency: X_EDHHSOther (Please specify agency):		

Directions for this form:

- 1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
- 2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
- (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
- (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):		
Governor, Terence R. McAuliffe		
Signature:	Date: 10/8/2014	

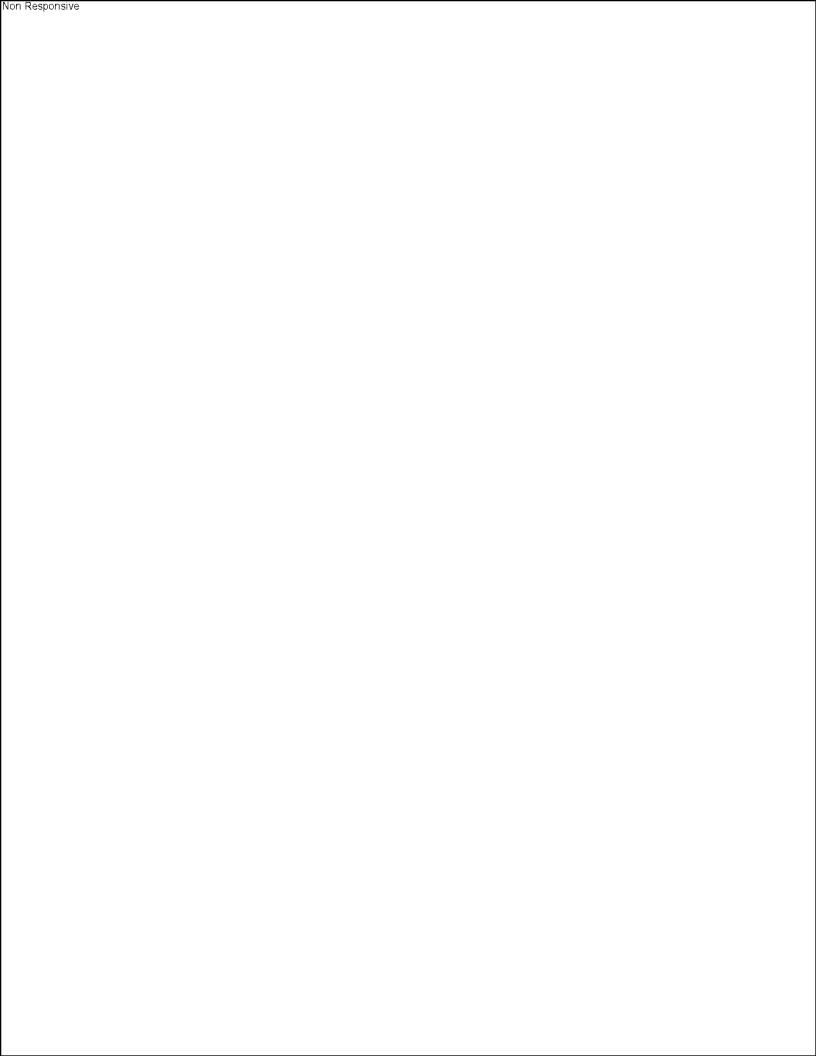
Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

APPLICATION ASSURANCES AND CERTIFICATIONS Preschool Development Grants -- Development Grants Competition

(CFDA No. 84.419B)

	· · · · · · · · · · · · · · · · · · ·	
Legal Name of Applicant	Applicant's Mailing Address:	
(Office of the Governor):	Patrick Henry Building, 3 rd floor	
Governor, Terence R. McAuliffe	1111 East Broad Street	
1	Richmond, Virginia 23219	
Employer Identification Number:	Organizational DUNS:	
546001771	8097401290000	
Lead Agency: Virginia Department of Education	Lead Agency Contact Phone:804-371-7578	
Contact Name: Cheryl Strobel	Lead Agency Contact Email Address:	
(Single point of contact for communication)	Cheryl.Strobel@doe.virginia.gov	
Required Applicant Signatures (Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):		
To the best of my knowledge and belief, all of the i	nformation and data in this application are true and correct.	
I further certify that I have read the application, am fully committed to it, and will support its implementation:		
Governor or Authorized Representative of the Gove	ernor (Printed Name): Telephone:	
Governor, Terence R. McAuliffe	804-786-2211	
Signature of Governor or Authorized Representativ		
Jen Maley	10/8/2014	
Lead Agency Authorized Representative (Printed N	fame): Agency Name:	
Steven R. Staples	804-225-2023	
Signature of Lead Agency Authorized Representation	ve: Date:	
	10/9/2014	





Office of the County Administrator

315 North Main Street Pearisburg, VA 24134 Prome 540-921-2525 Fax: 540-921-1329

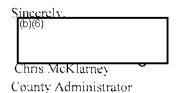
Email mbray@gilescounty.org Website: www.gilescounty.org

October 3, 2014

Ms. Kathy Glazer VECF 1703 North Parham Road, Suite 110 Richmond, Virginia 23229

Dear Ms. Glazer:

The purpose of this letter is to document our intention to continue to provide finannual funding for the VPI ÷ Initiative for the next four years. This program has greatly enhanced opportunities for children in our community, and we feel that it is a great investment in our future. Please do not hesitate to contact me if you need any additional information.



VIRGINIA PRESCHOOL EXPANSION GRANT APPLICATION.

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1B: High-Quality, Preschool Programs.	\$16,661,897	95%	516,658,648	95%	516,657,482	95%	\$16,654,932	95%	566,632,959	95%
1C; New. Preschool. Slots	\$15,326,897	88%	\$15,292,328	87%	\$15,294.462	87%	\$15,294,912	87%	\$61,208,599	87%
	\$1,335,000	8%	\$1,366,320	8%	\$1,363,020	8%	\$1,360,020	8%	\$5,424,360	8%
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	Year, 1		Year 2		Year, 3		Year, 4		Cumulative \$	%
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2B: High-Quality, Preschool Programs	1									
2C: New Preschool Slots	1									
2D; Improved Preschool Slots	1									
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2E; State Matching (b)(4) Funds (if applicable)	•									
2F; Total Funds for State-Level	(b)(4)		•				•			
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2G; Total Funds for High-Quality Preschool Programs]									
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21: Total Funds for Improved Preschool Slots										
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3D; Estimated Cost (Rounded)	4									
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3F; Eligible Children Served in Improved. Preschool Slots]									
3G; PPE/Slot										
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Preschool Slots										
3J: Total % Eligible Children Served With	(b)(4)								1	
New and Improved Slots 3K: Total Children Served	1									



109 Campus Drive Alberta, VA 23821 October 3, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

This letter supports Brunswick County Public School Division's participation in Virginia's application for the Federal Preschool Expansion Grant. Brunswick County has 121 four-year-olds eligible for publicly-supported Pre-K with 104 being served, leaving 27% who do not have the opportunity to enroll. All Virginia Preschool Initiative slots are utilized. Twenty-three percent of kindergarteners failed to reach the fall 2013 PALS-K Benchmark. The percentage of children receiving free and reduced lunch is 82% which is indicative of the poverty in the county. We are delighted at the hope of providing greater access to high-quality preschool services to the children in our community. We know that by increasing the number of children within our public preschools, we will be better able to prepare them to be successful in school and in life.

As community leaders, we want each of our children to be healthy and ready to learn when they start kindergarten. Though our roles and programs may be different, we are all committed to working together to support the Brunswick County School Division in increasing preschool access, improving teacher quality, and providing comprehensive services to at-risk children and families. We are excited to partner with the school division to make a difference for our youngest citizens.

This grant will provide an important opportunity for Brunswick County Public Schools to increase the number of classrooms and to provide additional training with mentors for current teachers. We will work with them to conduct out-reach activities and to provide needed services.

Moreover, this grant will allow Virginia to build on the hard work and innovation of localities that have been collaborating with private providers, community-based non-profits, schools, libraries, businesses, health care providers, and community colleges to create a continuum of high-quality services for children and families from birth through third grade and beyond.

We stand ready to support, collaborate, and sustain increased access to high-quality preschool including comprehensive services, for the children and families in Brunswick County, and we are pleased to support Virginia's application.



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,	Al Roberts, Ph.D.
	President
	Southside Virginia Community College
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[Deborah Burkett, Director
	Stunswick County Social Services
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ļ	Robbie Pecht
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Ē	dwina Gill, Coordinator
S	mart Beginnings Southside



Capital One Services, ELC 12077-0270 15000 Capital One Drive Richmond, VA 23238

October 6, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

It is with enthusiasm that I submit this letter of support for the state's application for the Federal Preschool Grant. As a senior executive of Capital One, I know we place a high priority on investments to improve the community, and we have long been a supporter of programs to enhance school readiness. As one of the state's largest employers, Capital One is encouraged at the prospects offered through this grant for increasing preschool access to at-risk children. This grant will capitalize on the investments our company, and many others, have made to improve access to high quality early childhood education in Virginia.

From a workforce perspective, with constantly changing technology and a fast-paced business climate, demand for highly skilled and trained employees will continue to increase. This grant will start at the very beginning of the education pipeline, as this is an opportunity for a great return on our investment, to help ensure a pool of productive future employees.

I fully support and endorse this grant collaboration. It would be my pleasure to answer any questions or provide additional information. Thank you for strongly considering the state of Virginia's grant application.

Sincerely.	
(b)(6)	
Nicholas Sladic	

Vice President • Chief Counsel Enterprise Loss Mitigation Capital One Services, LLC 804.284.2791 (TL 433) 804.380.7133 (cell) 804.284.1182 (fax) mick.sladic@capitalone.com



October 2, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear, Secretary, Burwell and Secretary, Duncan:

We whole-heartedly endorse the participation of Chesterfield County Public Schools in Virginia's application for the Federal Preschool Expansion Grant. Chesterfield County is home to the 5th largest school district in Virginia, but is only able to serve 25% of low-income four year-olds – leaving more than an estimated 1,100 children with no access to preschool each year. Public preschool is only available in 12 out of 38 elementary schools, and even those 12 sites have long wait lists.

As leaders in the Greater Richmond region, we believe this grant will provide an important opportunity for Chesterfield County. Public Schools to increase preschool access, improve teacher quality, and provide comprehensive services to children and families in need, starting with four Title 1 schools that have no preschool programs and exploring partnerships with private childcare providers. The Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours who have collaborated with private providers, non-profits, schools, libraries, businesses, health care organizations, and community colleges.

Though our roles and organizations may be different, we are all committed to working together to support the vision that all children in our region will be healthy, well-cared for, and ready to succeed in school and in life. We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including family supports, for the children and families in Chesterfield County and are pleased to support Virginia's application.

Sincerely, (b)(6)	(b)(6)	•	(b)(6)	
Dianne H. Smith, Chair Chesterfield County So		es Holland, Chairman terfield County Board of Superv	Kim Scheeler, Presiden isors Richmond Chamber of	
(b)(6)		(b)(6)	(b)(6)	
Michael Rao, Presiden Virginia Commonweal (b)(6)		Edward L. Ayers, President University of Richmond	Gary L. Rhodes, Presiden J. Sargeant Reynolds Com	
Lynn. H. Pharr, President	: &. CEO.	(b)(6) lay Swedenborg, Executive Direc	(b)(6) tor Belinda Hooper, Early (Childhood Professor
United Way of Greater I (b)(6)		Communities in Schools of Chest		College.
Marsha L. Sharpe, Dire Chesterfield County-Co of Social Services	ctor olonial Heights. Departmen	t Melissa K., Ackley, Manager Chesterfield, Mental, Health. (b)(6)		eri, Director. Health District
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L. Robert Bolling, CEO. ChildSavers.	Kelli Parmley, Executive Bridging RVA	Director Stephan F. Clemen Smart Beginnings G		rane, President/CEO. useum of Richmond
c/o United Way of Greater Ric	hmond & Petersburg	App., 5		

September 26, 2014

Secretary Sylvia Burwell
Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202



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Dear Secretary Burwell and Secretary Duncan:

On behalf of Child Care Aware of Virginia, Larr writing in support of Virginia's application for the Federal Preschool Expansion Grant. As the state network affiliate of Child Care Aware of America, our purpose is to deliver services to families, child care professionals and communities to increase the accessibility, availability, and quality of child care in Virginia. Our community based child development and care specialists work closely with parents to help them find early care cavironments to meet the needs of the family. Through our extensive training work with child care professionals, we understand the importance of a high quality early education workforce. We believe this grant provides a great opportunity to focus on key aspects of quality that really drive improved child outcomes.

Having worked on this issue in Virginia for 15 years, I truly believe our state is well-positioned and ready to fully capitalize on this opportunity. With the creation of the Commonwealth Council or Children's Success as well as the development of a aspislative workgroup on early childhood education, there is focused attention at the state level.

We look forward to bringing our expertise in the areas of child care workforce development, parent consumer education and advocacy through a state-wide and regional presence to this application, and serve as a partner and resource for communities on the implementation of this grant.

Child Care Aware of Virginia is pleased to be part of this opportunity to ensure access to additional high quality preschool experiences for at risk-4 year ords in Virginia. In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is one hope that this graint will give us the opportunity to clearly discern and address the barrier attait many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at risk children. We look forward to being pairt of the implementation of the effort. Please contact me should you have any questions or need additional information.

(b)(6)			

Sharon R. Veatch

حلم بم يوني

Excentive Director



COMMONWEALTH of VIRGINIA

Office of the Governor
P.O. Box 1475
Richmond, Virginia 23218

October 1, 2014

Secretary Sylvia M. Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

As Co-Chairs of Virginia's first-ever Children's Cabinet, an entity solely dedicated to the education, health, safety, and welfare of Virginia's children and youth, we are writing to express our resounding support for Virginia's application for the Federal Preschool Expansion Grant. Together, our departments and agencies house the majority of the programs and initiatives that support, educate, care for and engage young children and their families. And in partnership, our relevant departments and agencies will work together to support, implement and sustain this important grant to expand access to high-quality preschool for our youngest citizens.

One of the goals of the Children's Cabinet, is to foster collaboration between state and local agencies to better serve Virginia's children. This goal is also a centerpiece of Virginia's grant application, bolstered by Virginia's strong implementation team led by the Virginia Department of Education, working in close partnership with local school divisions, the Virginia Department of Social Services, the Virginia Early Childhood Foundation, and the state's local Smart Beginnings public-private partnerships, to strengthen and expand Virginia's successful public preschool program. This collaborative partnership will create a more coordinated, efficient, and strategic alignment between the departments and stakeholders and provide higher quality services to children and families.

Ensuring that our youngest citizens start school healthy and ready to learn takes the resources and commitment of multiple state agencies, private and community stakeholders. We stand ready to work side-by-side with our statewide partners to ensure that Virginia is successful in the implementation and sustainability of the preschool expansion grant.

Please accept our support for Virginia's application and our deep commitment to ensuring its success.

(b)(6)	Sincerely,	
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William A Haral Inf V/D	•	Anna U Haltan
William A. Hazel, Jr., M.D.		Anne B. Holton
Secretary of Health and Human	Secretary of Education	
~ · · · · · · · · · · · · · · · · · · ·		



COMMONWEALTH of VIRGINIA

Commission on Youth

Delegate Christopher K. Peace, *Chair.* Senator Barbara Favola, *Vice Chair.*

Executive Director. Amy M. Atkinson General Assembly Building, Suite 269, 201 N. 9th Street Richmond, Virginia 23219-0406.

> 804-371-2481 FAX 804-371-0574 http://coy.state.va.us

September 29, 2014.

The Honorable Sylvia Mathews Burwell,
Secretary of Health and Human Services
The Honorable Arne Duncan
Secretary of the Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

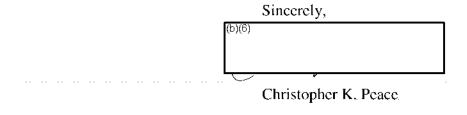
On behalf of Virginia's Commission on Youth, a bipartisan Commission of the Virginia General Assembly, I am pleased to share with you our strongest support and enthusiasm for Virginia's application for a Federal Preschool Expansion Grant. The legislative mandate of the Commission is to study and provide recommendations addressing the needs of and services to the Commonwealth's youth and families to the Governor and General Assembly. To do so, the Commission provides a bipartisan forum to explore the often complex issues and policies surrounding children and families. Over the last few years, legislative interest has been building – on both sides of the aisle – around the issue of early childhood education, driven in part by the growing body of scientific and economic research on the benefits of early learning, but also by the increasing demand and from businesses, schools, and families to better prepare and care for our youngest citizens.

Building on this momentum, in May, the Commission on Youth adopted a study plan to convene an Early Childhood Education Workgroup to assess approaches for improving quality of Virginia's early childhood education programs. A full-day meeting, including briefings from the Virginia Department of Education, the Virginia Department of Social Services, the Virginia Early Childhood Foundation, and the University of Virginia, clearly outlined the strengths of Virginia's Preschool program and Virginia's nationally-recognized quality improvement system, while also highlighting the urgent need to expand access for the most at-risk children.

Page 2
September 29, 2014
The Honorable Sylvia Mathews Burwell,
Secretary of Health and Human Services
The Honorable Arne Duncan
Secretary of the Department of Education

This federal grant opportunity to both expand and improve the quality of preschool in Virginia could not have come at a better time. This grant will allow our Commonwealth to capitalize on and sustain the momentum and support for high-quality preschool programs and will enhance our Commonwealth's preschool program infrastructure and capacity to serve Virginia's children and families.

Please accept our strongest support for Virginia's application. The Commission on Youth looks forward to continuing to serve as a partner and leader for Virginia's children and families.





October 6th, 2014

Sccretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Commonwealth Council on Childhood Success, Virginia's Early Childhood State Advisory Council, I am writing to inform you of our unwavering support for Virginia's application for a Preschool Development Expansion Grant. One of the top priorities for the Council is expanding access to high quality preschool programs, particularly for our most vulnerable children, and we are confident that the Commonwealth has crafted a strong application, both strategic and sustainable, for such an expansion.

The Commonwealth has a solid public preschool foundation, the Virginia Preschool Initiative (VPI), upon which we hope to build and improve in the coming years. VPI began serving students in 1996 and currently provides high quality preschool and comprehensive services to more than 18,000 students per year. Despite the demand and support for this program, many Virginia localities face obstacles in providing access to VPI for all eligible four-year-olds. We believe this federal grant provides a unique and much-needed opportunity to help high-need communities overcome barriers to accessing high-quality preschool as well as the ability and responsibility to share these strategies and improvements with communities across the state. In addition to expanding access to preschool for our most at-risk children, the Commonwealth Council on Childhood Success is equally committed to improving the quality of all preschool programs.

As a practicing pediatric neurologist who served in the state legislature for 5 years, and now in my role as Lieutenant Governor and Chair of the Commonwealth Council on Childhood Success, I have witnessed growing support and understanding of the critical importance of the early years and the value of high-quality preschool. Virginia is nationally recognized for its strong public-private early childhood system and long-standing and vibrant business support for school readiness. With the high-level focus of the Council, as well as the creation of a bi-partisan legislative workgroup on early childhood education, I believe Virginia is well-positioned to fully leverage and successfully implement this important grant opportunity.

Building on his belief and commitment that every young Virginian deserves access to the benefits of an early childhood education, Governor McAuliffe established the Council in August 2014 as an integral part of his historic convening of Virginia's first Children's Cabinet. Together, these entities represent the Administration's serious commitment to comprehensively and systemically addressing the health and educational needs of Virginia's children in collaborative and creative ways. The Council includes a wide variety of representatives, including those from the legislature, the business and advocacy communities, relevant program administrators and Commissioners from state agencies, institutions of higher education, and parents.

A number of these representatives have been intimately involved in the development of Virginia's grant application in recent months. Their participation in the Council will provide strong continuity for implementation, should Virginia receive a grant, and for other initiatives around the health and education of young children. The Commonwealth Council on Childhood Success is dedicated to expanding access to high quality preschool for Virginia's at-risk children and stands ready to assist in any way possible. It is our belief that Virginia is worthy of this important grant and our sincere hope that you will agree.

Sincerely,

Ralph S. Northam

Lieutenant Governor of Virginia

Als/ butter

Chair, Commonwealth Council on Childhood Success

Encl: Commonwealth Council on Childhood Success Roster

Members of the Commonwealth Council on Childhood Success

The Honorable Ralph S. Northam

Lieutenant Governor of Virginia, Chair

Toni Cacace-Beshears

CEO, Children's Harbor; Immediate Past President Virginia Association for Early Childhood Education

Karla Blasquez

Parent Liaison in Loudoun County Public Schools

William R. Ermatinger

Corporate Vice President and Chief Human Resource Officer, Hunnington Ingalls Industries; Immediate Past Chair Virginia Chamber of Commerce

Debra Ferguson, PhD

Commissioner of the Department of Behavioral Health and Developmental Services

Catherine Hancock, MS, RN

Early Intervention Coordinator, Department of Behavioral Health and Developmental Services

Christine Harris, PhD

Director, Humanities and Early Childhood Education Division of Instruction, Virginia Department of Education

The Honorable Rob Krupicka

Virginia House of Delegates

Aleta Lawson

Director, Head Start Collaboration Office, Department of Social Services

Dr. Marissa Levine, MD

Commissioner of the Virginia Department of Health

Angelica D. Light

Vice Chair, Elevate Early Education Board of Directors

Selena Childress-Mayo.

Director, TAP Headstart/Early Headstart, Total Action for Progress.

The Honorable John Miller

Virginia Senate

Phyllis Mondak

Special Education Specialist, Virginia Department of Education

Barbara Newlin

Director of the Division of Childcare and Early Childhood Development, Department of Social Services

Kurt Newman, MD

President and CEO of Children's National Health System; Co-CEO, Pediatric Specialists of Virginia

The Honorable Chris Peace

Virginia House of Delegates

Robert Pianta, PhD.

Dean, Curry School of Education at the University of Virginia

Patricia A. Popp, PhD.

State Coordinator, Education of Homeless Children and Youth

John C. Purnell, Jr.

Chairman, Voices for Virginia's Children Board of Directors

The Honorable Beth Dillow Rhinehart

Member, Virginia Early Childhood Foundation Board of Directors

The Honorable Frank Ruff

Senate of Virginia

Margaret Schultze

Commissioner, Virginia Department of Social Services

Lisa Specter-Dunaway

Chair, Virginia Home Visiting Consortium

Steve Staples, EdD

Virginia Superintendent for Public Instruction

Veronica Tate

Director of Program Administration and Accountability, Department of Education

Cheryl Thompson-Stacy

President of Lord Fairfax Community College

Anne-Marie Twohie

Director, Fairfax County Office for Children, Department of Family Services

Dora G. Wynn.

Superintendent, Brunswick County Public Schools

COMMONWEALTH OF VIRGINIA



HOUSE OF DELEGATES

RICHMOND

COMMITTEE ASSIGNMENTS:
HEALTH, WELFARE, AND INSTITUTIONS
GENERAL, LAWS,
APPROPRIATIONS

Rosalyn R. Dance. POST OFFICE BOX 2584. PETERSBURG, VIRGINIA 23804.

SIXTY-THIRD, DISTRICT,

October 3, 2014.

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

As a Member of Virginia's House of Delegates representing the 63rd district, which includes the City of Petersburg and part of Chesterfield County, Lam writing to express my strongest support and endorsement of Virginia's application for the Federal Preschool Expansion Grant.

This grant is a tremendous opportunity for our state to expand and improve public preschool services for our most at-risk children. This is desperately needed in communities like Petersburg where poverty is widespread and the comprehensive services and supports that wrap-around the preschool programs are critical for families. The need for additional preschool slots is equally important in a large community like Chesterfield, where the poverty rate may not be as high but the number of eligible children without preschool services is significant.

There is momentum and support in Virginia for expanding early learning and preschool opportunities as more policymakers, business leaders, and local elected officials make the connection between school readiness and success later in life. We believe this grant will allow our state to build on this momentum to sustain high quality preschool programs and expand their reach to serve additional eligible children. This is also a great opportunity to bolster our state's preschool program infrastructure...

As a retired nurse, I understand the science behind brain development in young children. As the former Mayor of Petersburg, I've witnessed first-hand how a community struggles to overcome poverty and unemployment. Both of these experiences, have shaped my firm belief that providing high-quality early learning experiences, combined with comprehensive services like family support, health and nutrition services, is the best investment a community or a state can make. I believe this grant is a significant opportunity for Virginia to invest in its future. Please accept my strongest support and commitment for Virginia's application for a Federal Preschool Expansion Grant.

Sincerely,

Rosalyn R. Dance Delegate 63rd District

COMMONWEALTH OF VIRGINIA



HOUSE OF DELEGATES

RICHMOND

DAUN SESSOMS HESTER.

1751, CHURCH, STREET, NORFOLK, VIRGINIA 23504, EIGHTY-NINTH, DISTRICT

COMMITTEE, ASSIGNMENTS: EDUCATION APPROPRIATIONS.

October 6, 2014.

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

Dann S. Hester

As a Member of Virginia's House of Delegates representing the 89th district, which includes part of the City of Norfolk, I am writing to express my strongest support and endorsement of Virginia's application for the Federal Preschool Expansion Grant.

This grant is a tremendous opportunity for our state to expand and improve public preschool services for our most at-risk children. I am very excited and supportive of this grant opportunity to expand not only the number of preschool slots for children in Norfolk, but also the quality of existing preschool slots. In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is our hope that this grant will give us the opportunity to clearly discern and address the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most atrisk children.

As an educator and as a former Norfolk Public Schools System employee of 22 years, I know how important it is that all of our children, but particularly our most at-risk children, are provided a strong, high-quality early education. Please accept my strongest support and commitment for Virginia's application for a Federal Preschool Expansion Grant.

Sincerely,

COMMONWEALTH OF VIRGINIA



HOUSE OF DELEGATES

RICHMOND

Joseph R. Yost... 519 WENONAH AVENUE. PEARISBURG, VIRGINIA 24134.

TWELFTH DISTRICT.

COMMITTEE ASSIGNMENTS: ... PRIVILEGES AND ELECTIONS. EDUCATION.

...GENERAL LAWS

... HEALTH, WELFARE, AND, INSTITUTIONS...

October 6, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW. Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

As a Member of Virginia's House of Delegates representing the 12th District, which includes Giles County, Lam writing to express my strongest support for Virginia's application for the Federal Preschool Expansion Grant.

This grant is a tremendous opportunity for our state to expand and improve public preschool services for our most at-risk children. This is desperately needed in communities like Giles County where 32% of kindergarteners do not meet school readiness benchmarks. That percentage rises to 38% for low income students. Last year 62% of kindergarteners were eligible for free/reduced lunch...

There is momentum and support in Virginia for expanding early learning and preschool opportunities as more policymakers, business leaders, and local elected officials make the connection between school readiness and success later in life. We believe this grant will allow our state to build on this momentum to sustain high quality preschool programs and expand their reach to serve additional eligible children. This is also a great opportunity to bolster our state's preschool program infrastructure.

In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is our hope that this grant will give us the opportunity to clearly discern and address the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at-risk children.

Thank you for your consideration of Virginia's application. Please contact me should you have any questions or need additional information...

Sincerely,

Delegate Joseph R. Yost Commonwealth of Virginia Paul D. Koonce Executive Vice President

Dominion Resources, Inc.

120 Tredegar Street, Richmond, VA 33219 Phone: 804-819-2390, Fax: 804-819-2742 Dominion

September 29, 2014

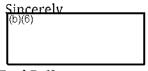
Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

It is my pleasure to submit a letter of support for the state's application for the Federal Preschool Grant. As one of the state's largest employers, Dominion Virginia Power has long recognized the direct link between school readiness and a productive and skilled workforce. We know that providing access to high quality early childhood education is not only the right thing to do; it is the smart thing to do. As the Chairman of the Virginia Chamber of Commerce's *Blueprint Virginia*, which outlines a business plan for Virginia's economic competitiveness, I was not surprised to see access to early childhood education surface as a top priority for Virginia business. Business leaders across the Commonwealth have been long-time supporters of a strong start to the workforce pipeline.

I am encouraged at the prospects offered through this grant to increase opportunities for more atrisk children in Virginia to attend a quality preschool. I believe the climate is right in Virginia for supporting this effort, as more business leaders and employers see the value of children getting a good start, and are making investments in improving school readiness. Dominion Virginia Power will continue to play a leadership role in this important effort.

Dominion Virginia Power fully encourages and endorses the state's application for this federal grant. Please do not hesitate to contact me should you have any questions or need additional information.



Paul D. Koonce

VIRGINIA COMMONWEALTH UNIVERSITY



October 2, 2014.

Secretary Sylvia Burwell.
Secretary Arne Duncan.
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202.

Dear Secretary Burwell and Secretary Duncan,

Partnership for People with Disabilities

700 Centre, Suite 140, 700 East Franklin Street P.O. Box 843020, Richmond, VA, 23284-3020,

804, 828-3876, Fax; 804, 828-0042, TDD: 1-800-828-1120,

We are pleased to write a letter of support on behalf of the Early Childhood Mental Health Virginia Initiative sponsored through Virginia Commonwealth University and the Partnership for People with Disabilities in support of Virginia's application for the Federal Preschool Expansion Grant. We believe this grant will allow our state to build on existing work to ensure access to additional high quality preschool experiences for at-risk 4-year-olds in Virginia.

As the State Early Childhood Mental Health Coordinator for Virginia, it is Bonnie's responsibility to coordinate early childhood mental health efforts in Virginia to support young children's healthy social emotional development including facilitation of our state Early Childhood Mental Health Virginia (Birth to age 8). Advisory Board (an interdisciplinary and cross-agency stakeholder group that includes early childhood and mental health experts as well as providers and parents) and implementation of Virginia's. Infant and Early Childhood Mental Health Strategic Plan. This position also partners with the Virginia Early Childhood Foundation and the local Smart Beginnings Coalitions to ensure that the activities of the early childhood mental health initiative are linked to their local and state efforts. We look forward to partnering with the Virginia Early Childhood Foundation in supporting early childhood mental health efforts as part of this grant and to serve as a partner and resource for communities in its implementation.

We are in full support of this grant opportunity to assist our state in supporting our system of school readiness in Virginia. Please contact Bonnie should you have any questions or need additional information. Bonnie's phone number is 757-410-2738 and email address is bgrifa@vcu.edu.

Sincerely,	
(b)(6)	
Bonnie Grifa, S	ate Early Childhood Mental Health Coordinator
(b)(6)	
Donna L. Gille	Ed D Executive Director



County of Fairfax, Virginia

To protect and enrich the quality of life for the people, neighborhoods and diverse communities of Fairfax County

October 03, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

I am pleased to have the opportunity to provide this letter of support of Fairfax County Public Schools participation in Virginia's application for the Federal Preschool Expansion Grant. Fairfax County Public Schools is serving an increasing number of kindergartners who are living in poverty (over 33% are eligible for free/reduced meals), who are requiring additional support to meet kindergarten benchmarks, and who may not have had a preschool experience.

Our community has long-recognized the importance of quality early childhood education. Fairfax County's Board of Supervisors and School Board have identified School Readiness as a joint priority and are focusing efforts to increase access to quality early childhood programs throughout the county. We are fortunate to have a mixed delivery system where prekindergarten experiences are available in both public school and community early childhood programs and are pleased that this grant would allow services to be enhanced in both settings. It would also support the collaborative school readiness work of Fairfax County's Office for Children, Fairfax County Public Schools, private early care and education programs and community partners, all of which have a shared commitment to ensuring we have a continuum of high-quality services to support children and their families from birth through 3rd grade and beyond.

This grant opportunity would be instrumental in enabling us to increase quality and access by providing education and comprehensive services to additional children at risk for school failure, supporting families and improving teacher capacity to provide high quality programs.

We are very pleased to support Virginia's application for the Preschool Expansion Grant and appreciate the opportunity to be a part of this important initiative.

Sincerely,			
(b)(6)			
Edward L. Long Jr.	9	4	
County Executive			



Investing in School Readiness

12011 Government Center Pkwy Suite 920 Fairfax, VA 22035

703.324.8126 Phone 703.803.0116 Fax

www.fairfax-futures.org

October 1, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Dear Secretary Burwell and Secretary Duncan:

I am writing this letter in support of Fairfax County Public School's participation in Virginia's application for the Federal Preschool Expansion Grant.

Fairfax Futures is a nonprofit organization deeply committed to supporting quality early care and education and school readiness for all young children in Fairfax County.

We stand ready to provide in-kind support as part of our county's effort to increase access to high-quality preschool, including comprehensive services for children and families in Fairfax County.

Sincerely.	
(b)(6)	
Vera Steiner Biore	
Executive Director	



County of Fairfax, Virginia

To protect and enrich the quality of life for the people, neighborhoods and diverse communities of Fairfax County

October 6, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

We are delighted to have the opportunity to write this letter of support for Fairfax County Public School's participation in Virginia's application for the Federal Preschool Expansion Grant. As a community working together to promote children's school readiness and ongoing success we recognize the potential of this grant to increase access to quality prekindergarten experiences for children at risk of school failure and their families.

Fairfax County is fortunate to have a mixed delivery system where prekindergarten experiences are available in both public and private early childhood settings. We have a shared commitment to ensuring that we have a continuum of high quality services to support children and their families from birth through third grade and beyond.

This grant will allow us to build upon and enhance our work throughout the community. We are very pleased at the opportunity to be a part of this important initiative and support Virginia's application for the Federal Preschool Expansion Grant.

Sincerely,	· · · · · · · · · · · · · · · · · · ·
(b)(6)	(b)(6)
Betsi Closter	Keesha Edwards
Fairfax County School Readiness	Fairfax County Child Abuse and Neglect Prevention Healthy Families Fairfax
(b)(6)	(b)(6)
Rosalyn Foroobar	Fahemeh Pirzadeh
Fairfax County Health Department	Northern Virginia Association For the Education of Young Children (NVAEYC)
(b)(6)	
Anne-Marie Twohie	
Fairfax County Office for Children	



October 1, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

This letter is in support of Giles County School Division's participation in Virginia's application for the Federal Preschool Expansion Grant. In Giles County, 32% of Kindergarteners do not meet school readiness benchmarks. That percentage rises to 38% for low income students. Last year 62% of kindergarteners were eligible for free/reduced lunch. We are delighted at the hope of providing greater access to high-quality preschool services to the children in our community...

As leaders in our community, we all want every child to be healthy and ready to learn when they start kindergarten. Though our roles and programs may be different, we are all committed to working together to support The Giles County School Division in increasing preschool access, improving teacher quality, and providing comprehensive services to at-risk children and families...

We believe this grant will provide an important opportunity for the Giles County School Division to make a lasting positive change in the educational trajectory for the children of families that are desperate for a high-quality preschool program—the future prosperity of our community depends upon it.

Moreover, the Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours who have been collaborating with private providers, community-based non-profits and services, schools, libraries, businesses, health care providers, and community colleges for years to create a continuum of high-quality services to support children and families from birth through 3rd grade and beyond.....

We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in Giles county and are pleased to support Virginia's application.

Sincerely,

Signature	Name/Role/Organization		
(b)(6)	Sherri Nipper, Director		
	Giles County Department of Social Services	Giles County Department of Social Services	
	Andy Morikawa, Executive Director Emeritus		
	Community Foundation of the NRV		

Smart Beginnings New River Valley 201 West Roanoke St. (0489) Blacksburg, VA 24061 (540)553-1454

www.smartbeginningsnrv.org info@smartbeginningsnrv.org





	New Miver valley	
(Line San)	Dr. Tom Brewster, Superintendent Pulaski County Schools	
	-	
(b)(6)	Ed Lawhorn, NRV Market Executive	
H —	Union First Market Bank	
	Kristi Snyder, Administrator	
	Rainbow Riders Childcare Centers	
	Jay Johnson, Board	
	Smart Beginnings NRV	
	Paula Bolte, Owner	
	Imaginations Toys and Furniture	
	Joseph Yost, Delegate	
Joseph & Yost	' '	
	VA House of Delegates	
(b)(6)	Vicky Collins, Director	
	Radford City Department of Social Services	
	Dr. Kathryn Hoover, Assoc Prof Early Childhood	
	Special Education; Radford University	
	John Neel, President	
	Gay and Neel, Inc.	
H	Beverly Walters, Executive Director	
	NRV CARES	
	Anne Goette, Executive Committee	
	Giles Early Education Project	
	Karen Myers, President	
	NRV Assoc for the Education of Young Children	
	Dr. Molly Odell, Director	
	New River Health District	
	Rene Cox, GYAP Facilitator	
	Giles Youth Adult Partnership	
	Richard O. Claus, CEO	
	NanoSonic Inc.	
H	Robing Grossman, Southwest Regional Coord	
	Virginia Star Quality Initiative	
\parallel	Terry Smusz, Executive Director.	
	New River Community Action (NRCA)	
H	Sheryl Helm, Director Early Childhood and	
	1 -	
H	Family Services (Head Start), NRCA	
	Rosemary Sullivan, Interim Executive Director	
	New River Valley Community Services	
	Bonnie Graham, Professor and Program Head	
	Early Childhood; New River Community College	
	Tacie Jones, Director of Arts & Vision	
	LoCo Arts	

Smart Beginnings New River Valley 201 West Roanoke St. (0489) Blacksburg, VA 24061 (540)553-1454 $www.smartbeginningsnrv.org\\info@smartbeginningsnrv.org$





2 October 2014

Secretary Sylvia Burwell Secretary Anne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Subject: Support for Smart Beginnings Federal Preschool Expansion Grant Request

Dear Secretary Burwell and Secretary Duncan:

NanoSonic Inc. strongly supports the Federal Preschool Expansion Grant request submitted by Smart Beginnings of the New River Valley.

NanoSonic is a small company spinoff of Virginia Tech's Colleges of Engineering and Science. After 12 years of operation in Blacksburg, Virginia, in 2010 we moved our company to a new 30,000 square foot materials manufacturing location in Giles County. A number of our current 50 full-time and part-time employees are Giles County residents, and we are intimately aware of the challenges faced by local at-risk preschool children and their families.

As one of the few high tech companies in Giles County, NanoSonic is a strong supporter of local educational programs. All of our corporate donations during this fiscal year have been earmarked for at-risk student and related school support — we support one of the local Elementary and Middle School 'backpack' programs to provide supplementary meals to at-risk students, actively participate in STEM programs by providing staff time and demonstrations to students, and donate materials to the science programs at the County's Elementary and Middle Schools and High Schools. Through a current effort, NanoSonic has also supported several Elementary and Middle School and High School teachers as part-time employees to help develop new STEM lesson plans and teaching materials. We are doing this because we believe that our students are vitally important to our local community.

The proposed Federal Preschool Expansion Grant would significantly impact Giles County's early childhood development efforts. NanoSonic looks forward to working with Smart Beginnings, and appreciates your consideration of this request.

Sincerely,	
(b)(6)	
	ļ.

Richard O. Claus, Ph.D.
CEO and Director of Advanced Development
NanoSonic Inc.
158 Wheatland Drive
Pembroke, VA 24136
540-626-6266 phone
roclaus@nanosonic.com
www.nanosonic.com



Office of the Dean

College of Education and Human Development 4400 University Drive, MS 2F1, Fairfax, Virginia 22030 Phone: 703-993-2004; Fax: 703-993-2001

September 30, 2014

The Honorable Sylvia Burwell U.S. Department of Health and Human Services 200 Independence Avenue, S.W. Washington, D.C. 20201

The Honorable Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of George Mason University's College of Education and Human Development, I am writing to support Virginia's application for the Federal Preschool Expansion Grant. An area of particular focus and scholarship in our College of Education and Human Development (CEHD) is early childhood education. In fact, faculty members from CEHD currently are participating in a project to study the impact of participation in public preschool in Virginia with the goal of discerning characteristics and sustained gains beyond third grade.

Virginia is well-positioned to successfully implement this federal grant, building on a strong public preschool program and maximizing a diverse statewide network of partners, including higher education programs. There is tremendous momentum and growing understanding in Virginia about the link between early learning and workforce success. We believe this prospective funding will allow our state to expand and sustain high quality preschool programs, reaching additional eligible children, and will enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

I am pleased to support and endorse Virginia's application for this much-needed opportunity to ensure access to additional high quality preschool experiences for at-risk four-year-olds in Virginia.

	Sincerely,	
	(b)(6)	
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	Mark R. Ginsberg, PhD	
	Dean and Professor	



October 2, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear, Secretary, Burwell and Secretary, Duncan:

We whole-heartedly endorse the participation of Henrico County Public Schools in Virginia's application for the Federal. Preschool Expansion Grant. Henrico County is home to the 6th largest school district in Virginia, but they are barely able to serve half of their low-income four year-olds – leaving an estimated 800 children with no access to preschool each year. Families in Henrico are facing increasing challenges each day - 18% of children under 5 live in extreme poverty and local refugee resettlement. efforts are rapidly affecting the demographic makeup of the county and its schools.

As leaders in the Greater Richmond region, we believe this grant will provide an important opportunity for Henrico County Public Schools to increase preschool access, improve teacher quality, and provide comprehensive services to children and families in need... The Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours who have collaborated with private providers, non-profits, schools, libraries, businesses, health care organizations, and community colleges. Henrico would like to add more preschool classrooms to schools, and partner to create early childhood learning labs with local community colleges. and other private partners.

Though our roles and organizations may be different, we are all committed to working together to support the vision that all children in our region will be healthy, well-cared for, and ready to succeed in school and in life. We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including family supports, for the children and families in Henrico County and are pleased to support Virginia's application.

Sincerely,					(b)(6)	
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Kim Scheeler, President &	CEO Greater	Michael Rao,				yers, President
Richmond Chamber of Cor (b)(6) Gary L. Rhodes, President J. Sargeant Reynolds Com	Ger	Wirginia Comi (6) rald M. McKenn nrico County Pu		(b)(6) Cynthia J.	University of Steinhauser, Dire ounty Departmen	
(b)(6)		(b)(6)		(b)(6)		
Lynn H. Pharr, President &	CEO.	Harold Fitre	er, President & CEO	O. Susar	n. Fischer. Davis,. Di	rector
United Way of Greater Rich		g Communiti	es in <u>School of Ric</u>	<u>hmo</u> nd Henri	ico. County. Health	. Department.
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Amy. L. Strite, President & Family Lifeline. (b)(6)		artrell, Presiden nty Council of P	· · · · · · · · · · · · · · · · · · ·	per, Executive D Imond SCAN	Director Smart B Richmo	Beginnings Greater. and
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L. Robert Bolling, CEO.	Kelli Parmley, Ex	ecutive Director	: L		Karen S. Coltrane	, President/CEO
ChildSavers.	Bridging RVA		St. Joseph's Villa	a .	Children's Museu	ım. of. Richmond.
c/o United Way of Greater Richmo	nd & Petersburg					
2001 Maywill Street Suite 201	P.O. Box 11807 Richm	nond, VA 23230-80	App. 25 670 804:771.5820 8	04.225.7344 fax	www.read	lychildren.net



October 2, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

It is with enthusiasm that I write in support of the State of Virginia's application for the Federal Preschool Expansion Grant. As a company which builds the most complex ships in the world, Huntington Ingalls Industries relies on an employee base that is highly skilled and educated. In this vein, we are committed to nurturing a skilled and productive workforce, recognizing that this starts with quality early childhood education. Huntington Ingalls Industries has been a long-term supporter, both in funding and employee volunteer time, of local and state efforts to promote the healthy development of children in our communities.

In Virginia, we are fortunate to have a strong public/private system of support for efforts to benefit our communities, including early childhood education. This commitment will serve as a strong base of support for the implementation and success of the proposed federal grant. This grant will allow our state to capitalize on the existing efforts to enhance high quality preschool programs and make them available to more at-risk children.

Huntington Ingalls Industries is pleased to offer its endorsement and support of this grant opportunity. Please contact me should you have additional questions.

Sincerely,



Mike Petters President and CEO Huntington Ingalls Industries



October 1, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the members of the academic community here in James Madison University's College of Education, I am writing to express my strong support of Virginia's application for the Federal Preschool Expansion Grant. James Madison University is proud to be one of the top producers of teachers in Virginia, and Early Childhood Education has long been (and continues to be) an area of particular focus of professional scholarship and educator preparation efforts in our college. Last year in fact we completed a comprehensive needs assessment and mapping project for the state that detailed the high need for greater access to high-quality preschool and early learning opportunities.

We believe this grant will allow our state to capitalize on the existing momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

The College of Education at James Madison University is pleased to support this much-needed opportunity to ensure access to additional high quality preschool experiences for at-risk 4-year-olds in Virginia. We hope it will also provide the opportunity to further refine and enhance our system of school readiness across the state, clearly identifying and addressing common barriers to accessing high quality preschool, especially for our most at-risk and vulnerable children and families.

Sincerely,	1
(b)(6)	
Phillip Wishon, Dean	

Angela Ciolfi, Legal Director, JustChildren Nicole Dooley, Attorney, JustChildren



October 1, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

We are writing to express the strong support of the JustChildren program of the Legal Aid Justice Center for Virginia's application for the Federal Preschool Expansion Grant. As Virginia's largest children's law program, JustChildren recognizes that high-quality early childhood education is the best K-12 education reform that exists. Children who attend high-quality programs "are less likely to be held back a grade, less likely to need special education, and more likely to graduate from high school." They earn more as adults and are less likely to become involved in the criminal justice system.

Virginia's current public preschool program, the Virginia Pre-School Initiative or VPI, provides high-quality services to at-risk children who do not qualify for Head Start. Unfortunately, not all at-risk children are able to take advantage of the VPI program. Some localities are unable to draw down all of the proffered funds, largely due to a lack of local funds or classroom space. The Federal Preschool Expansion Grant would allow Virginia to build on the strength of its existing program and expand access to high-quality programs for at-risk children, ultimately building a sustainable system fully equipped to prepare our children for kindergarten and beyond.

JustChildren has participated in the application process, sharing our experiences in advocating state-wide for the expansion of high-quality preschool services for at-risk children. We look forward to continuing to work in partnership with the coalition of government, public, and private groups dedicated to the implementation of this grant and the expansion and improvement of early childhood education across the Commonwealth.

We look forward to participating in the continuation of this effort. Please contact us should you have any questions or need additional information.

Sincerely, (b)(6)

Angela Ciolfi, Legal Director

Nicole Dooley, Attorney

JustChildren Program, Legal Aid Justice Center

¹ Why All Children Benefit from Pre-K, http://www.pewtrusts.org/news_room_detail.aspx?id=19434.

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Sandra Gioia Treadway Librarian of Virginia

September 30, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Library of Virginia, I am writing to support Virginia's application for the Federal Preschool Expansion Grant. The Federal Preschool Expansion Grant allows the Commonwealth of Virginia to expand and sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

The Library of Virginia works closely with the 91 public library systems in Virginia to enhance and expand our services to families and young children. It is the community public libraries – with the funds from the Institute for Museums and Library Services, the Commonwealth of Virginia and local support – who provide direct services and resources to daycare professional and families, host play and learning centers, present STEM resources and preschool programs, encourage school readiness through the winter reading program for young children, and sponsor the highly successful summer reading program as well as a wide array of family programs. Our goal is to ensure that every child is ready to read by the time they enter school.

We look forward to bringing our expertise in early literacy and aligning our existing services and resources of the community public libraries to support this grant.

In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is our hope that this grant will give us the opportunity to clearly discern and address the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at-risk children. We look forward to being part of the effort. Please contact me should you have any questions or need additional information.

Sincerely,	
(b)(6)	
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Sandra Gioia Treadway	
Librarian of Virginia	

800 Fast Broad Street Richmond, Virginia 23219

804.692.3500 804.692.3976



October 10, 2014

The Honorable Sylvia M. Burwell Secretary of Health & Human Services 400 Maryland Avenue, SW Washington, DC 20202

The Honorable Arne Duncan Secretary of Education 400 Maryland Avenue, SW Washington, DC 20202

Dear Madam Secretary and Mr. Secretary:

We write in support of the participation of Norfolk Public Schools in the Commonwealth of Virginia's application for the Federal Preschool Expansion Grant.

The facts behind our support are as follows: The City of Norfolk has a high concentration of poverty, with 67 percent of the students at Norfolk Public Schools currently cligible for the National School Lunch Program. Further, many of these students fall alarmingly short with the most basic student achievement indicators. And while the division makes full use of its allotted slots through the Virginia Preschool Initiative and has seen promising results from that program, it has had no choice but to waitlist too many families who would like to participate in the initiative for the simple reason that the division does not have enough slots to go around.

As community leaders, we share the City's commitment to building a continuum of first-rate services to support children and their families from birth through third grade and beyond. We find the evidence for a high-quality educational experience at the pre-K level for *all* children compelling. And we want *every* child to be healthy and ready to learn when he or she takes that magically exciting first step into kindergarten. It is a fundamental building block to fashioning a more economically competitive and thriving community here in the City of Norfolk. Indeed, such a start for these youngsters constitutes our collective best hope for the Nation's and our Commonwealth's long-term economic prosperity.

In short, representing a diversity of roles and programs in the Greater Norfolk community, we stand ready to leverage our individual strengths and assets to help build and sustain the highest quality of increased preschool access especially for at-risk children and their families. Don't hesitate to ask if we might provide additional evidence of our support for the Commonwealth of Virginia's application for the Federal Preschool Expansion Grant.

Sincerely,

The Honorable Sylvia M. Burwell The Honorable Arne Duncan October 10, 2014 Page 2 of 2



Deborah M. DiCroce President & CEO Hampton Roads Community Foundation

(b)(6)		
Patricia O'Brien	_	

Patricia O'Brien
Executive Director
Children's Health Investment Program

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Michele Tryon
Community Outreach Coordinator
Children's Hospital of the King's Daughters

(b)(6)			

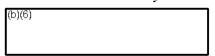
Carole Whitener Professor of Early Childhood Development Tidewater Community College



Paul D. Fraim Mayor City of Norfolk

(b)(6)		

Terri M. Raymond Youth Services Coordinator Norfolk Public Library



Nancy M. Waters Chairperson, Children's Services Lions District 24D



Norfolk Southern Foundation Post Office Box 3040 Norfolk, Virginia 23514-3040 757/629-2881 Katheryn Fletcher
Executive Director

September 30, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

Thank you for considering the state's application for the Federal Preschool Expansion Grant. Norfolk Southern has long been a supporter of efforts to increase school readiness, both at the local and state level. We consider our investments in fostering access to high quality early childhood education paramount to our efforts to support and build a competitive and productive future workforce. This grant opportunity will build on the growing commitment in Virginia to quality early childhood education.

In Virginia, more business leaders and employers are recognizing the value of our youngest citizens getting a good start, and are making investments in improving school readiness. I believe that this joining of forces, from the public and private sectors, will provide a successful backdrop for the implementation of this grant. Norfolk Southern is one of many partners that will continue to play a leading role in supporting this effort to expand and enhance the healthy development of our children.

Norfolk Southern fully endorses the state's application for this federal grant. Please do not hesitate to contact me should you have any questions or need additional information.

Sincerely,		
(b)(6)		

Katheryn N. Fletcher Executive Director, Norfolk Southern Foundation Norfolk Southern Corporation

October 6, 2014

Ms. Sylvia Burwell Mr. Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

Dear Secretary Burwell and Secretary Duncan:

We wanted to share with you our experience with the VA Preschool Initiative Program (VPI) in the City of Richmond, VA in the hopes that the program will continue to be expanded. Both of our daughters, now 11 and 9, attended a VPI preschool at our local elementary school. We had hopes that it would help ease them into kindergarten by getting them used to being in a school building and following routines. We were amazed at how much they grew emotionally and educationally. By the end of the year, not only did they have almost all of their kindergarten skills down pat, but their social skills, sense of self and self-confidence had increased vastly.

We would hope that the VPI program will be expanded so that every preschool child in America might benefit from it. In my husband's and my experience in our careers, in public education, we have daily reminders of the positive impact of VPI on children.

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(b)(6)			
(b)(6)			

Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202 Dear Secretary Burwell and Secretary Duncan:] I live in Richmond Virginia. My daughter, (b)(6) attended Bellevue My name is (b)(6) Elementary School 2013/2014 VPI program. Previous to the VPI program (b)(6) attended day school, three days a week, for three hours. I have listed below the advantages of the VPI program from our experience. * Pre-K provided an easy transition from half days to full days. The program provided transition from a small class to an expected class size. * Social growth, Pre-K introduced (b)(6) to different ethnicities and encouraged her to make friends with children that were different then her. * By age 4 (6) was ready for an structured learning environment and wanted something much more that I could provide her at home. VPI offered that * In comparison to other children in (b) 's current kindergarten class I feel that because of VPI her exposure is broader and I feel her readiness is more advanced in most areas. To sum up, I feel (b) 's advantage because of the VPI program is huge. I am grateful that we had the opportunity to be part of this program. I would be happy to discuss our experience at length if more information is needed. My contact info (b)(6) Sincerely,

Secretary Sylvia Burwell

Secretary Sylvia Burwell
Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
Dear Secretary Burwell and Secretary Duncan:

My spouse and I feel it extremely important to have PreK. To me, personally, I saw a difference in my daughter skills and knowledge a few short weeks after she started PreK. To have well trained PreK teachers is a blessing in my opinion. I never got the chance to attend PreK and I seriously feel it would have made a huge impact on my learning abilities and skills if I had attended preK, I would have had a stronger foundation for learning. I strongly support preK because it gives my kids the strong base or foundation for their learning skills later on for school. PreK starts many of the needed lessons such as focusing or listening or improving my children's motor skills so that they're successful throughout their school career from kindergarten to college. I'm sad to see or hear about how some children are on waiting lists or not able to attend because there is not enough room for all the students. I hope there will be a change in that in the future. I'm a very strong supporter of PreK, especially for my kids.

Thank you,	
(b)(6)	

Jean Wight 2306 E. Grace Street Richmond, VA 23223 Jean.m.wight@gmail.com

October 3, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretaries Burwell and Duncan;

Please accept my voice in support of pre-school education in Virginia.

I am not a biological parent to any of the Virginia Pre-School Initiative students I have volunteered to work with over the last four of 14 years in our inner-city school in the City of Richmond. I am actually a retired lawyer, who represented kids in California. Just the same, please consider my observations.

Over my fourteen years of volunteer service in Virginia, the most fulfilling has been to see the how ably the Virginia Pre-School Initiative has helped so many children and parents move their children forward to value education and accomplishments.

I volunteered last week in a Kindergarten class that had a mix of kids in the same school where V.P.I. was offered. Those that had the benefit of V.P.I. last year were ready to learn, and those that did not had a much harder time. Such cost the "learners" and the "never taught" both, in time and interest in what should be an exciting educational experience.

Every child should have the benefit of Pre-K education. Minds start much earlier than an arbitrary age of 5, and I have seen it myself in V.P.I. classes, and afterwards. (The first child we mentored at age 4 is now in her 3rd year of University, on a full-ride scholarship.)

Please do support the Virginia Early Childhood Foundation in their grant application. So few kids here have advocates to speak on their behalf, and many parents in our area do not have any idea of how to track grant applications or share what it means to them for their children's education.

Most thankful for your time and Consideration;

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VIRGINIA COMMONWEALTH UNIVERSITY



October 5, 2014.
Secretary Sylvia Burwell
Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

Partnership for People with Disabilities

700 Centre, Suite 140 700 East Franklin Street P.O. Box 843020 Richmond, VA. 23284-3020

804 828-3876 Fax: 804 828-0042 TDD: 1-800-828-1120

On behalf of the Partnership for People with Disabilities at Virginia Commonwealth University (the Partnership), I am writing to support Virginia's application for the Federal Preschool Expansion Grant... We represent more than 20 federal and state programs, including a robust and active Early Intervention/Education program group.. The Partnership is Virginia's only University Center for Excellence in Developmental Disabilities (UCEDD) as designated by the US Department of Health and Human Services...

Our Early Childhood and Education program group works closely with families, health care providers, preschool teachers, child care providers and others serving infants and young children to equip them with the awareness, knowledge and skills needed for optimally working with children with special needs and developmental disabilities. The Partnership is committed to supporting quality early childhood programs that welcome children of all abilities...

We recognize this grant as a wonderful opportunity for our state to draw on well-established specialized support networks like ours to strengthen preschool program infrastructure to more fully include and support children with special needs. We look forward to the additional resources and professional development included in this grant that will ensure that preschool teachers are thoroughly prepared to support the cognitive, social and emotional development of High Need four year olds, including children with disabilities...

The faculty and staff at the Partnership believe that all children benefit from receiving appropriate early and consistent educational services and supports. The Federal Preschool Grant is a tremendous opportunity for Virginia to refine and enhance our system of school readiness across the state and ensure that children with disabilities are fully included and supported.

We look forward to bringing our expertise to this application and serving as a partner and resource for communities in the implementation of this grant...

Sincerely,	
(b)(6)	
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Donna Gilles, Ed.D.	
Executive Director	



October 2, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear, Secretary, Burwell and Secretary, Duncan:

We whole-heartedly endorse the participation of Petersburg City Public Schools in Virginia's application for the Federal Preschool Expansion Grant. Families and young children in Petersburg face overwhelming challenges on a daily basis – 38% of children 0-5 live in extreme poverty and 3 out of every 4 births are to single mothers. These indicators can adversely affect the development of our youngest citizens, and the long-term consequences can be seen in the academic success of students as they grow older. In 2013, 11% of students entering kindergarten in Petersburg did not have the basic literacy skills they needed to be ready for school...

As leaders in the greater Richmond and Petersburg region, we believe this grant will provide an important opportunity for Petersburg City Public Schools to increase preschool access, improve teacher quality, and provide comprehensive services to children and families in need. In addition, the Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours who have collaborated with private providers, non-profits, schools, libraries, businesses, health care organizations, and community colleges. Plans include adding classrooms to serve an estimated 100 low-income 4 year-olds who do. not have access to preschool and partnering with private childcare providers to serve more families...

Though our roles and organizations may be different, we are all committed to working together to support the vision that all. children in our region will be healthy, well-cared for, and ready to succeed in school and in life. We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in the City of Petersburg and are pleased to support Virginia's application.

Sincerely, (b)(6) Kenneth R. Pritchett, Chair. Brian A. Moore, Mayor Jeff Kraus, Vice President Administration Danielle MW. Fitz-Hugh, President City. of. Petersburg. Petersburg School Board Petersburg Chamber of Commerce Container First Services (b)(6) (b)(6) (b)(6)Michael Rao, President Edward L. Ayers, President Belinda, Hooper, Early, Childhood, Professor. Virginia Commonwealth University. University of Richmond. John Tyler. Community. College. (b)(6) (b)(6) (b)(6) (b)(6) Alton Hart, Jr., Director. L. Robert Bolling, CEO. Lynn H. Pharr, President & CEO. Wayne M. Crocker, Director Crater Health District Departments Petersburg Public Library System. ChildSavers. United Way of Greater Richmond & Petersburg (b)(6)(b)(6) (b)(6) (b)(6)

c/o United Way of Greater Richmond & Petersburg

Lamont A. Hobbs, Senior Pastor

Metropolitan Baptist Church

Amy L. Strite, President & CEO.

Family, Lifeline,

Stephan F. Clementi, Chair

Smart Beginnings Greater.

Communities in Schools of Virginia

C/O PRINCE WILLIAM COUNTY PUBLIC SCHOOLS **EDUCATION FOUNDATION** PO Box 389 Manassas, VA 20108 CELL: 703.909.0086

October 1, 2014



CHAIRMAN LARRY HUGHES CITY OF MANASSAS (RETIRED) Secretary Sylvia Burwell Secretary Ame Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

VICE-CHAIRMAN LUCY BEAUCHAMP

Dear Secretary Burwell and Secretary Duncan:

SECRETARY RADHIKA BAJAJ **BOOKWORM CENTRAL**

TREASURER ALISON NOURSE-MILLER PRINCE WILLIAM COUNTY PUBLIC SCHOOLS (RETIRED)

> FISCAL AGENT SHARON HENRY SPARK

BOARD OF DIRECTORS MARY AGEE NORTHERN VIRGINIA FAMILY SERVICES

> KATHY CHANNELL HEAD START

BETTY COVINGTON PRINCE WILLIAM COUNTY SCHOOL BOARD

> TIM JACKSON MDA TECHNOLOGIES, INC.

DEBRIE JONES PRINCE WILLIAM CHAMBER OF COMMERCE

> DALENA KANOUSE MECI

Ron King DSS .City of Manassas DR. KATHLEEN LUDLOW NVCC, MANASSAS CAMPUS

DR. CATHERINE MAGQUYRK CITY OF MANASSAS SCHOOLS

> DR. BRUCE Mc DADE MANASSAS PARK SCHOOLS

> > BILL MOSS COMMUNITY MEMBER

BETSY REILLY NOVANT HEALTH PRINCE WILLIAM MEDICAL CENTER

> CHRIS SCHUSTER MINNIELAND ACADEMY

DEBORAH STEPIEN CONSULTANT

This letter is in support of Prince William County Public Schools' (PWCS) participation in Virginia's application for the Federal Preschool Expansion Grant. While PWCS understands the value of high-quality preschool to improving child outcomes and school readiness. 1.564 VPI slots are unutilized due to funding constraints. Our needs are great, as last year's kindergarten PALs-K results indicate that 16% of our students do not meet readiness levels. We also have over 33,000 students eligible for free and reduced lunch. With these statistics, the prospect of providing greater access to high quality preschool services in our community is a most welcome opportunity.

As leaders in our community, we want every child to be healthy and ready to learn when they start kindergarten. We are committed to working together to support PWCS in increasing preschool access, improving teacher quality, and providing comprehensive services to at-risk children and families.

This grant will provide an important opportunity for PWCS to increase kindergarten readiness. By providing quality preschool to at-risk children, we can expect to increase their future educational success and decrease literacy recovery. special education, and retention. Additionally, these children will have improved health outcomes, be less likely to commit crimes, and will be more likely to graduate and be prepared to contribute to our community.

The Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours, who have been collaborating with private providers, non-profit organizations, schools, libraries, businesses, health care providers, and community colleges for years to create a continuum of high-quality services to support children and families from birth through third grade.

We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in Prince William County and are pleased to support Virginia's application.

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Respectfully (b)(6)
Kendra Kielbasa, Director
(b)(6)
Dr. Alison Ansher, MD, Director <u>Director, Prince William Health District</u>
(b)(6)
Sam Hill, Ed. D., NVCC Campus Provos

Sam Hill, Ed. D., NVCC Campus Provo (NOVA) Woodbridge Campus	st,

(0)(0)	
Radhika Bajaj	•
Bookworm Central	
(b)(6)	
Betty Covington Prince William School Board	
(b)(6)	

Lucy Beauchamp Chairman, Prince William County/Manassas Convention & Visitors Bureau

C/O PRINCE WILLIAM COUNTY PUBLIC SCHOOLS EDUCATION FOUNDATION PO Box 389

Manassas, VA 20108 Cell: 703.909.0086



b)(6)
Charlynn Hasson-Brown Executive Director, CASA Prince William
(b)(6)
Mary Agee President & CEO, Northern Virginia Family Services
(b)(6)
Dr. Roger Ramsammy
Campus Provost Northern Virginia Community College Nova Manassas Campus
(b)(6)
Annie Hunt Burriss, Ed.D CEO, Prince William Campus George Mason University
(b)(6)

Courtney Tierney

Acting Director, DSS, Prince William County

Smort Beginnings Greater Prince William's fiscal agent is the PWCS Education Foundation. SPARK is the operating name of the PWCS Education Foundation, a 501(c)(3) nonprofit charitable organization. Your contribution is tox-deductible to the full extent allowed by law. Please retain this letter with your year-end tox provided to the substantiate your deduction. This receipt hereby certifies that no good or services were provided by the donor in exchange for contributions.

C/O PRINCE WILLIAM COUNTY PUBLIC SCHOOLS EDUCATION FOUNDATION PO Box 389 MANASSAS, VA 20108

Manassas, VA 2010 Cell: 703.909.0086



(b)(6)	
Frank Principi, Executive Director Greater Prince William Health Centers	
(b)(6)	

Infant & Toddler Connection of Prince William County



www.readychildren.net

October 2, 2014

Secretary Sylvia Burwell U.S. Department of Education 400 Maryland Avenue, SW. Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

We whole-heartedly endorse the participation of Richmond Public Schools in Virginia's application for the Federal Preschool Expansion Grant. Families and young children in Richmond face insurmountable challenges on a daily basis – 41% of children 0.–5 live in extreme poverty, and 64% of births are to single mothers. These indicators can adversely affect the development of our youngest citizens, and the long-term consequences can be seen in the readiness of our kindergarten students. In 2013, 22% of students entering kindergarten in Richmond did not have the basic literacy skills they needed to be ready for school.

As leaders in the Richmond region, we believe this grant will provide an important opportunity for Richmond Public Schools to increase preschool access, improve teacher quality, and provide comprehensive services to children and families in need. In addition, the Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours who have collaborated with private providers, non-profits, schools, libraries, businesses, health care organizations, and community colleges.

Though our roles and organizations may be different, we are all committed to working together to support the vision that all children in our region will be healthy, well-cared for, and ready to succeed in school and in life. We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including family supports, for the children and families in the City of Richmond and are pleased to support Virginia's application.

Sincerely, Singlet Comes	(b)(6)	(b)(6)
Dwight C. Jones, Mayor City of Richmond	Donald L. Coleman, Chair. School Board of the City of Richmond.	Deborah D. Gardner, DCAO Human Services City of Richmond (b)(6)
b)(6) (im Scheeler, President & CEO Greater.	(b)(6) Michael Rao, President	,
Richmond Chamber, of Commerce.	Virginia Commonwealth University.	. Edward. L., Ayers, President. University. of, Richmond.
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Lynn H. Pharr, President & CEO. United Way of Greater Richmond & P	Stephan F. Clementi, Chair etersburg Smart Beginnings Greater Richmo	Karen S. Coltrane, President/CEO nd. Children's Museum of Richmond
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Amy, L. Strite, President & CEO L. Robert I Family Lifeline. ChildSave	Bolling, CEO Stan Southworth, Executive rs. Director Partnership for Families	Kelli Parmley, Executive Director . Bridging RVA
c/o United Way of Greater Richmond & Peters	Sburg App. 42	

2001 Maywill Street Suite 201 P.O. Box 11807 Richmond, VA 23230-8007 804.771.5820 804.225.7344 fax



Peter Blake Director

COMMONWEALTH of VIRGINIA STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

(804) 225-2600 FAX (804) 225-2604 www.schev.edu

October 3, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

As director of the State Council of Higher Education for Virginia (SCHEV), I am pleased to support the Commonwealth's application for a Federal Preschool Expansion Grant. Cross-sector collaboration in education has a long history and strong tradition in Virginia, and the Council and its staff are proud to be active, ongoing partners in the state's school readiness efforts.

SCHEV is a founding member of the shared governance team for the Virginia Longitudinal Data System; thus, we appreciate the importance of connecting workforce and higher education data to information from the state's preschool and early childhood programs. This cradle-to-career model will make it possible for agencies and researchers to gain a clearer sense of education's impacts on the long term health and achievement of Virginians, from their earliest years.

Our Council is currently developing the next statewide strategic plan for higher education. The plan's goals will include "providing affordable access for all", "optimizing student success for work and life" and "advancing the economic and cultural prosperity of the Commonwealth and its regions". Our affordable-access goal will include strategies to expand outreach to K-12 and to improve college readiness. Clearly, we recognize that a strong educational start for children today, including access to high-quality preschool programs, is a fundamental, but vital, means to ensure that Virginia has a competitive, educated workforce tomorrow.

The Commonwealth of Virginia is well-positioned to successfully implement this federal grant, building on a strong public preschool program and maximizing a diverse statewide network of partners that includes higher education programs and institutions. I concur fully with the applicants' belief that this grant will allow our state to sustain high quality preschool programs, to expand these programs to reach additional eligible children, and to enhance Virginia's preschool program infrastructure and capacity to deliver high-quality preschool programs.

Please accept my strong support for this application. On behalf of the Council and its staff, we look forward to serving as a partner for these important efforts.

Sincerely,

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SENATE OF VIRGINIA

FRANK M. RUFF, JR.

FRANK M. RUFF, JR.

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October 8, 2014

Secretary, Sylvia, Burwell. Secretary, Arne, Duncan, U.S. Department of Education. 400 Maryland Avenue, SW. Washington, D.C., 20202.

Dear, Secretary, Burwell, and Secretary, Duncant.

As a member of the Senate of Virginia representing the 15th District, which includes Brunswick County, as well as a member of the Commonwealth Council on Childhood Success, I am writing to express my strongest support for Virginia's application for the Federal Preschool Expansion Grant.

This grant is a tremendous opportunity for our state to expand and improve public preschool services for our most at-risk children. This is desperately needed in communities like Brunswick County where nearly one-third of children live in poverty and the comprehensive services and supports that wrap around the preschool programs are critical for families.

There is momentum and support in Virginia for expanding early learning and preschool opportunities as more policymakers, business leaders, and local elected officials make the connection between school readiness and success later in life. We believe this grant will allow our state to build on this momentum to sustain high quality. preschool programs and expand their reach to serve additional eligible children. This is also a great opportunity to bolster our state's preschool program infrastructure.

In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is our hope that this grant will give us the opportunity to clearly, discern, and address, the barriers that many communities, in Virginia, currently, face, with increasing access to high quality preschool, especially for our most at-risk children.

Thank you for your consideration of Virginia's application. Please contact me should you have any. questions or need additional information.

> Sincerely, Frak MAM Frank M. Ruff, Jr. 15th District Senate of Virginia

COMMONWEALTH of VIRGINIA

Crater Health District

In cooperation with the State Department of Health Petersburg Health Department 301 Halifax Street Petersburg, Virginia 23803 October 1, 2014

TTY 7-1-1 Or 1-800-828-1120

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

This letter is in support of Sussex County School Division's participation in Virginia's application for the Federal Preschool Expansion Grant. Sussex county is in need of preschool services with nearly 1 out of 4 children (23.2%) failing to meet PALS K benchmarks and 27% of children in Sussex County living under the poverty line. Currently, all seven VPI slots are being utilized. We are delighted at the hope of providing greater access to high-quality preschool services to the children in our community.

As leaders in our community, we all want every child to be healthy and ready to learn when they start kindergarten. Though our roles and programs may be different, we are all committed to working together to support Sussex School Division in increasing preschool access, improving teacher quality, and providing comprehensive services to at-risk children and families.

We believe this grant will provide an important opportunity for Sussex School Division to reach a larger number of underserved children. In a rural area like Sussex County there are few preschool programs available.

Moreover, the Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours who have been collaborating with private providers, community-based non-profits and services, schools, libraries, businesses, health care providers, and community colleges for years to create a continuum of high-quality services to support children and families from birth through 3rd grade and beyond.

We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in Sussex County and are pleased to support Virginia's application.

Sincerely,	G		
(b)(6)			
Alton Hart Jr., N	ИD, MPH		
Director, Crater	r District Heal	lth Departments	s





Date: 9/26/14

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

This letter is in support of Sussex County School Division's participation in Virginia's application for the Federal Preschool Expansion Grant. Sussex county is in need of preschool services with nearly 1 out of 4 children (23.2%) failing to meet PALS K benchmarks and 27% of children in Sussex County living under the poverty line. Currently, all seven VPI slots are being utilized. We are delighted at the hope of providing greater access to high-quality preschool services to the children in our community.

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We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in Sussex County and are pleased to support Virginia's application.

Sincerely,
(b)(6)
Deporan A. Davis
Sussex County Administrator



Date: 9/26/14

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

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We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in Sussex County and are pleased to support Virginia's application.

Sincerely, (b)(6)		
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Date: 9/26/14

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

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We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in Sussex County and are pleased to support Virginia's application.

Sincerely,

Joseph E. Hubbard
Executive Director
District 19 Community Services Board

VIREGINIA ASSOCIATION FOR EALY CHILDHOOD EDUCATION

702 London Street, Portsmouth, VA 23704-2413 1.888.228.2323 • vaecehotline@aol.com

Debra DeLoose President

September 27, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

The Virginia Association for Early Childhood Education is an organization of people interested in the education and welfare of young children and their families. We represent members in eleven affiliated chapters across Virginia on whose behalf I am pleased to submit this letter in support of Virginia's application for the Federal Preschool Grant.

VAECE has long-advocated for greater access to high-quality preschool programs for children in Virginia. We have worked with parents and teachers across the state to ensure that children have access to quality early learning and that early education teachers are able to access training and professional development to improve their skills. We believe that the federal preschool grant will provide a long-awaited opportunity for Virginia to build upon the successful Virginia Preschool Initiative program while reaching additional children in several high-needs communities. We are excited to support this expansion and leverage the opportunity to build a more robust mixed-delivery preschool system in Virginia. As an early supporter of the Virginia Star Quality Initiative, VAECE is also pleased with the opportunity provided by the grant to bolster the state's preschool program monitoring and quality improvement capacity. Part of VAECE's mission is to provide opportunities for professional development and to broaden the public's awareness of quality child care along with issues affecting children, families and professionals.

We hope that this grant will give us the opportunity to better understand and overcome the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at-risk children.

We at VAECE stand ready to help Virginia make the most of this opportunity and will proudly serve as a partner and resource for communities in the implementation of this grant.

Sincerel (b)(6)	
L Debra DeLoose	/
President	



COMMONWEALTH of VIRGINIA

BOARD OF EDUCATION

7011 Dreams Way Court
Alexandria, Virginia 22315
Office: (703) 922-6768
Mobile: (571) 212-0058
Christian.braunlich@doe.virginia.gov

Christian N. Braunlich President

October 2, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Board of Education, I am writing to express my enthusiastic vote of support and confidence for Virginia's application for the Federal Preschool Expansion Grant. We are convinced that this grant is a timely and strategic opportunity for Virginia to capitalize on the momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

The Board supports the Virginia Department of Education (VDOE), as the implementation lead and fiscal agent, and its pledge for the full commitment of the capable professionals working in the agency to ensure early education quality and the promotion of student success and family engagement. Together with the VDOE, it is our mission to help each student to succeed to become capable, responsible, and self-reliant citizens, and participation in high quality preschool for our atrisk 4-year-olds is a critical element contributing to that success.

The Board of Education and the VDOE look forward to bringing our expertise, experience, and collaborative partnerships across agencies and sectors to this application and to successful implementation and sustainability of the grant activities and outcomes. Ultimately, it is our hope that this grant will give us the opportunity to clearly discern and address the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at-risk children. We look forward to working with the Virginia Department of Education to serve a leadership role in the implementation of the effort. Please contact me with any questions or to request additional information.



THE CHILD SIMESS

September 29, 2014

Secretary Sylvia Burwell
Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

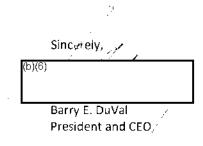
On behalf of the Virginia Chamber of Commerce, it is with pleasure that I submit this letter of support for the Commonwealth of Virginia's application for the Federal Preschool Expansion Grant. The Virginia Chamber is the state's largest business advocacy organization with more than 17,400 members. As the voice for business, the Chamber works in the legislative, regulatory and political arenas to act as a catalyst for enhancing Virginia's economic competitiveness and pro-business climate. During the past eighteen months, the Chamber engaged over 7,000 business and community leaders from around the state to develop *Blueprint Virginia*, a comprehensive initiative to provide business leadership, direction and long-range economic development planning for Virginia.

In Virginia, we are grateful for our strong economic environment and recognition as one of the best states for business. Our tradition of business leadership has been important to our efforts to foster economic development across the state. However, as we continue to compete in an increasingly global economy, there are still issues that need further consideration, and access to early childhood education has been identified by *Blueprint Virginia* as one of the key issues.

Blueprint Virginia highlights the direct link between a strong start in the early years and a vibrant and productive workforce for the Commonwealth. This grant opportunity will directly link with the Chamber's goal of developing a skilled and productive workforce by allowing our state to capitalize on the existing momentum for sustaining high quality preschool programs to reach and serve additional eligible children.

The Virginia Chamber of Commerce strongly endorses the state's application for this federal grant, and its leadership and membership base will fully support the grant's implementation. This important opportunity directly complements the Chamber's focus on early childhood education as outlined in *Blueprint Virginia*, and we are gratified to have the opportunity to promote and serve as a partner.

Please do not hesitate to contact me should you have any questions or need additional information.



Virginia Chapter

Virginia Chapter

2201 West Broad Street Suite 205 Richmond, VA 23220 Phone: 804/643-6631 Fax: 804/788-9987 jdavis@ramdocs.org

Virginia Chapter Executive Committee

President

Barbara L. Kahler, MD, FAAP.

Vice President

Samuel T. Bartle, MD, FAAP.

Secretary-Treasurer. Sandy L. Chung, MD, FAAP.

Immediate Past President, William C., Rees, MD., MBA, FAAP.

Executive Director Jane B. Chappell

Chapter Web site www.virginiapediatrics.org

October 1, 2014.

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW. Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Chapter of the American Academy of Pediatrics, Lam writing in support of Virginia's application for the Federal Preschool Expansion Grant. We believe this grant will allow our state to capitalize on the existing momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

The Virginia Chapter of the American Academy of Pediatrics / Virginia Pediatric Society is the professional specialty organization for pediatricians and pediatric associates in the Commonwealth of Virginia. With over 1,200 members, including community and academic pediatricians, resident pediatricians in the major teaching hospitals, retired pediatricians, associate Pediatric Nurse Practitioners, and pediatric practice managers, the Chapter has represented Virginia's pediatricians and advocated for Virginia's children since 1934...

Virginia's pediatric community looks forward to being part of the Federal Preschool Grant, in communities across Virginia, serving as partners with parents, schools, and child care providers to ensure a healthy start for young children.

Sincerely. (b)(6)	
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	L

Barbara L. Kahler, MD, FAAP. President, Virginia Chapter. American Academy of Pediatrics.

AAP, Headquarters

141 Northwest Point Blvd. Elk, Grove, Village, IL 60007-1098 Phone: 847/434-4000. Fax: 847/434-8000 E-mail: kidsdocs@aap.org. www.aap.org Virginia Commonwealth University

School of Education

Dear's Office

Cliver Ho 1015 West Main Street F. O. Reckel/2000 Richmond, Virginia, 2025/12020

804 00/6/0607 Tricil 204 006 1008 TDD: 1 500 828 1120

October 1, 2014

Secretary Sylvia Burwell
Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

Dear Secretary, Burwell and Secretary, Duncan:

On behalf of the Virginia Commonwealth University School of Education (VCU), I am writing in strong support of Virginia's application for the *Federal Preschool Expansion*. *Grant*... VCU is proud to be one of the top producers of teachers in Virginia and home to a full-accredited graduate-level early childhood education licensure program. Increasing access to effective and ongoing professional development for early childhood teachers is a key component of our work...

We are confident that this grant will facilitate Virginia's efforts to build on current quality programming, expand high-quality preschool programs that can reach and serve more eligible children, and enhance the Commonwealth's capacity and preschool program to effective and evidence-based programs.

The VCU School of Education is pleased to support this worth proposal; we will support this important initiative once funded to ensure increased access to high quality preschool programs for at-risk 4-year-olds and reduction of common barriers these young students and their families face, especially for our most at-risk children...

Best,

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Christine S. Walther-Thomas

Dean, VCU School of Education



September 30, 2014

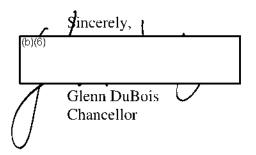
Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

Virginia's Community College System (VCCS), representing 23 colleges on 40 campuses across the Commonwealth is pleased to support Virginia's application for the Federal Preschool Expansion Grant. VCCS was established more than 45 years ago to address Virginia's unmet needs in higher education and workforce training. We serve as a key partner, at both the state and local levels, in the efforts to ensure that Virginia's early childhood workforce has the skills, training and competencies needed to ensure that Virginia's youngest citizens start school healthy and ready to learn.

As a key workforce entry-point for early childhood professionals, we have aligned our early childhood education coursework across all Virginia community colleges, and developed an Early Childhood Peer Group that meets annually to ensure our coursework reflects the latest national standards. In addition, VCCS is proud that many of our local community college presidents and faculty are key partners and participants in local Smart Beginnings efforts across the state. We look forward to bringing our early childhood resources, expertise and state-wide network to this important effort.

As a key player in building Virginia's future workforce, the Virginia Community College System recognizes the critical importance of this opportunity to expand access and improve the quality of Virginia's preschool program, ultimately strengthening the beginning of Virginia's workforce pipeline.



GD/ph



October 1, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Cross-Sector Professional Development Team (VCPD), I am writing in support of Virginia's application for the Federal Preschool Expansion Grant. We believe this grant will allow Virginia to capitalize on the existing momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

The VCPD (<u>www.vcpd.net</u>) promotes planning, implementation and evaluation of professional development with the intent to ensure coordination of all early childhood professional development in Virginia. VCPD team members are working together to build a unified system to support all families and their children (prenatal to age 5) in Virginia. This includes but is not limited to infants, toddlers, and preschoolers who may experience risk factors for school readiness, English language learners, economic disadvantages, cultural and linguistic differences, and young children with disabilities and special health needs. Our state-level membership includes the Virginia Department of Education staffers leading the Virginia Preschool Initiative and IDEA Part B Section 619 Early Childhood Special Education programs. Additional members include professionals serving through the Virginia Early Childhood Foundation/Smart Beginnings, Department of Social Services, Department of Health, IDEA Part C early intervention, child care resource and referral, Home Visiting Consortium, Cooperative Extension, higher education, and Head Start. The activities of five VCPD regional consortia support a state-wide impact.

We look forward to bringing our state and regional expertise in the areas of cross-sector coordination and collaboration, as well as early childhood professional development to this application. We would be honored to serve as a partner and resource for communities in the implementation of the grant.

VCPD is pleased to be part of this opportunity to ensure access to additional high quality preschool experiences for four-year-olds experiencing risk factors. In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is our hope that this grant will provide the opportunity to clearly discern and address the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at-risk children. We look forward to being part of the implementation of the effort. Please contact me (jhwellons@vcu.edu or 540.588.7358) should you have questions or need additional information.

Sincerely.	
Sincerely. (b)(6)	
Jaye Harvey, Ed.D.	
Jaye Harvey, Lu.D.	

VCPD State Coordinator



COMMONWEALTH of VIRGINIA

Steven R. Staples, Ed.D. Superintendent of Public Instruction

DEPARTMENT OF EDUCATION P.O. BOX 2120 Richmond, Virginia 23218-2120

Office: (804) 225-2023

Fax: (804) 371-2099

October 1, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

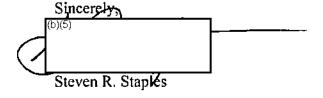
Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Department of Education (VDOE), I am writing to express my enthusiastic vote of support and confidence for Virginia's application for the Federal Preschool Expansion Grant. We are convinced that this grant is a timely and strategic opportunity for Virginia to capitalize on the momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

As the implementation lead and fiscal agent, VDOE pledges its full commitment of the capable professionals working in our agency to ensure early education quality and the promotion of student success and family engagement. It is our mission to help each student to succeed to become capable, responsible, and self-reliant citizens, and participation in high quality preschool for our at-risk four-year-olds is a critical element contributing to that success.

We look forward to bringing our expertise, experience, and collaborative partnerships across agencies and sectors to this application and to successful implementation and sustainability of the grant activities and outcomes. Ultimately, it is our hope that this grant will give us the opportunity to clearly discern and address the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at-risk children.

We look forward to serving a leadership role in the implementation of the effort. Please contact me with any questions or to request additional information.



SRS/jm



October 9, 2014.

Secretary, Sylvia, Burwell, Secretary, Arne, Duncan, U.S. Department of Education, 400, Maryland, Avenue, SW, Washington, D.C., 20202

Dear Secretary, Burwell, and Secretary, Duncant.

On behalf of the business-led board of the Virginia Early Childhood Foundation (VECF), it is my pleasure to offer our enthusiastic and resolute support for Virginia's application for the Federal Preschool Grant. With an ambitious mission to serve as the non-partisan steward and capacity—builder for advancing school readiness in the Commonwealth, VECF considers this grant an unparalleled opportunity for Virginia to ensure that more of our at-risk children are able to benefit from high-quality preschool services. Moreover, VECF is pleased that this grant will leverage improvements to the state's preschool program infrastructure and capacity — an important step to maximizing accountability and sustainability of expanded preschool services.

As the public-private partner for the state's early childhood efforts, VECE is prepared to provide substantive leadership as part of Virginia's implementation team led by the Virginia Department of Education, working in close partnership with local school divisions, the Virginia Department of Social Services, as well as our own local Smart Beginnings partnerships. Having pioneered and nurtured the state-to-local Smart Beginnings network, we are proud that Smart Beginnings partners are playing a key role in the coordination of comprehensive services as well as the alignment and integration of the state's Quality Rating and Improvement System with the VPI+ model.

Thanks to the efforts of Virginia's business community as well as higher education leaders, the medical community, faith and education leaders, there is wide-spread support and understanding of the importance of high quality early education to a strong and economically-competitive Virginia. Virginia is well-positioned and ready to successfully implement the Federal Preschool Grant. The Virginia Early Childhood Foundation wholeheartedly endorses the state's application and encourages your full consideration.

Sincerely,		
(b)(6)		

Ben, J., Davenport, Jr., Chairman, VECE Officers

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Sancte (161), Basse | Vice Chairman | Viguid 3, Eldon's Hospita (VI) nee

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VECF Board of Directors

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President Kirls Class



Teaching. Learning. Leading.

September 30, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Education Association (VEA), I am writing in support of Virginia's application for the Federal Preschool Expansion Grant. VEA represents teachers and support personnel. Our mission is to promote excellence in public education through advocacy, training and services. We represent more than 50,000 members, from Pre-K teachers to Grade 12. One of our primary goals is to understand and promote issues that are important to Virginia teachers and staff. Early childhood education is an issue that has been of interest to our members for many years but has increased in importance recently. More than anyone, teachers understand how important it is for young children to have access to high-quality preschool.

VEA recognizes the value of the Virginia Preschool Initiative annually in its legislative agenda and has worked for many years to support its growth and improvement. VEA is particularly concerned that students at risk are availed of a quality Pre-K opportunity.

The Virginia Education Association strongly supports Virginia's application for the Federal Preschool Expansion Grant and are optimistic that this additional funding will allow Virginia's highneeds schools the chance to serve more children, improve the quality of the programming, and even more importantly serve as models for other school divisions as they grapple with improving access to preschool.

If Virginia's schools are to fully meet their goals of delivering a strong, educated future workforce for the Commonwealth, all children must be healthy and ready to learn on Day One. We believe this grant will help make this happen.

Please know that the Virginia Education Association, on behalf of dedicated teachers and school staff across the state, support Virginia's application for this grant and will continue to work to ensure that all children have the opportunity to succeed.

Sincerely,	_
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L	J
Meg Gruber, President	
Virginia Education Asso	ciation



October 3, 2014
Secretary Sylvia Burwell
Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

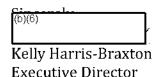
I write on behalf of Virginia First Cities Coalition in support of Virginia's application for the Federal Preschool Expansion Grant. We believe this grant will allow our state to capitalize on the existing momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool infrastructure and capacity to deliver high quality preschool programs.

Virginia First Cities' mission is to advocate on behalf of cities in the Commonwealth. Our membership has put great attention into advocating quality education for atrisk students, pre-k through 12. We represent the central cities that have greater levels of poverty and a palpable achievement gap. Our board consists of city managers and city council members from each of our members including: Richmond, Hopewell, Petersburg, Portsmouth, Hampton, Norfolk, Newport News, Winchester, Lynchburg, Roanoke, Martinsville and Staunton.

We look forward to bringing our expertise in local government and advocacy for atrisk education to this application, and serve as a partner and resource for communities in the implementation of this grant.

Virginia First Cities is pleased to be part of this opportunity to ensure access to additional high quality preschool experiences for at-risk 4-year-olds in Virginia. In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is our hope that this grant will give us the opportunity to clearly discern and address the barriers that many communities in Virginia currently face increasing access to high quality preschool for our most at-risk children.

We look forward to being part of the implementation of the effort. Please contact me should you have any questions or need additional information.



October 1, 2014

Virginia Head Start Association

P. O. Box 4, Ashland, VA 23005 www.headstartva.org

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of Virginia's Head Start programs, I am writing in support of Virginia's application for the Federal Preschool Expansion Grant. The Virginia Head Start Association dedicates itself to training and advocacy which enhances and fosters growth of individual members, member agencies, partners and others who impact the lives of children and families. One hundred percent of our 69 grantees/delegates are members, and have been for several consecutive years. With over 17,000 Head Start and Early Head Start children in Virginia, we deliver ongoing professional development that will expand the knowledge, skill set, and performance of Head Start staff in each of the service areas. We offer opportunities for member agencies, parents, and partners to advocate on behalf of Head Start and other quality early childhood programs. We also strive to engage other early childhood programs to develop and maintain quality, as well as comprehensive services for all children and families in Virginia.

Virginia's Head Start programs are an integral part of Virginia's early childhood system and have been at the table from the beginning with the development and implementation of Virginia's "Plan for Smart Beginnings" which helps guide and shape our early childhood work. We view this federal expansion grant as the perfect opportunity to help at-risk and hard-to-reach families access high quality services, support and information and believe it will build on Virginia's already good work with cross-agency, cross-sector partnerships that support a continuum of learning for children birth through five...

The Virginia Head Start Association looks forward to being a strong partner with the VPI+ program, bringing our expertise for delivering comprehensive services by supporting the physical, social, and emotional development of children from birth to age 5. As a partner, we are eager to collaborate with our state partners in our efforts not only for preschool education services, but also for providing children and their families with health, nutrition, social, financial literacy, and other services. Head Start is also responsive to each child and family's ethnic, cultural, and linguistic heritage and we are excited that VPI+ may bring the opportunity to serve even more diverse children and families in the Commonwealth. The Virginia Head Start Association is honored to help support this application and the implementation of this grant...

Sincerely,	
- (b)(6)	

Dawn P. Ault VAHSA Executive Director dault@headstartva.org 804-347-6706

Virginia Head Start State Collaboration Office

801 E. Main Street Richmond, VA 23219-2901

October 7, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Head Start State Collaboration Office, I am writing in support of Virginia's application for the Federal Preschool Expansion Grant. The Head Start State Collaboration Office's mission is to facilitate collaboration among Head Start agencies and entities that carry out activities designed to benefit low income children from birth to school entry, and their families. Since it began in 1965, Head Start has been and continues to be a strong and enduring presence in Virginia. In 2013, Virginia's Early Head Start and Head Start programs served more than 17,000 children and 16,000 families. We have partnered for many years with the Virginia Preschool Initiative (VPI) throughout the state to combine our efforts to facilitate services to our needlest children and families. We are eager to expand upon these partnerships for the VPI+ program planned through this grant.

The Virginia Head Start State Collaboration Office looks forward to being a strong partner in this initiative, facilitating partnerships with local Head Start programs and communities, knowing that collectively, we can maximize our resources to serve more of our most vulnerable citizens, working together to address the barriers many communities face in providing access to high quality preschool for our most at-risk children. Additionally, we are very excited to share our expertise and resources in delivering a comprehensive array of child development services to disadvantaged children and families, which will be an integral component of the VPI+ program.

The Virginia Head Start State Collaboration Office is eager to be a part of this opportunity to ensure the highest quality preschool for Virginia's children, refining and enhancing our system of school readiness across the state. We are happy to support this application and the implementation of this exciting new initiative in Virginia.

Sincerely,

(b)(6)

Aleta M. Lawson

Director

aleta.lawson@dss.virginia.gov

804-726-7468



Virginia Home Visiting Consortium

September 29, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of Virginia's Home Visiting Consortium, I am writing to support Virginia's application for the Federal Preschool Expansion Grant. Virginia's Home Visiting Consortium is a collaboration of statewide early childhood home visiting programs that serve families of children from pregnancy through age 5. State Coordinators of each home visiting program are the Consortium membership.

Since 2006, the Consortium has been improving the quality, efficiency and effectiveness of early childhood home visiting services in Virginia through interagency collaboration and by focusing on five areas:

- State policies and procedures;
- Technical assistance to local coalitions and communities;
- Core training for all early childhood home visitors;
- Interagency efforts to improve screening, data collection and evaluation processes;
- Collaborative programs with medical providers and child care providers.

Virginia was in the first cohort of states selected to receive federal MIECHV funding, currently providing funding for home visiting programs in 25 targeted, high risk communities across Virginia. This successful project is evidence of Virginia's ability to convene diverse partners—at both state and local levels—in the kind of strong collaboration needed to implement and sustain this Federal Preschool Grant. CHIP of Virginia, Parents as Teachers, Healthy Families, Resource Mothers, Healthy Start, Project Link, Babycare, Early Head Start and Head Start, and Nurse Family Partnership, as well as our strong state-to-local network of Smart Beginnings pulled together to collaborate in management of the planning, implementation, and evaluation efforts for this project.

In Virginia, home visiting has successfully sustained programming that requires extensive outreach and engagement of families, schools, hospitals, and child care providers. This includes the cultivation of supportive relationships with families, across early care and education systems in overlap with all of the following sub grantees (with the exception of Brunswick): Norfolk, Winchester, Richmond, Petersburg, Chesterfield, Henrico, Fairfax, Prince William, Sussex, Brunswick, and Giles. The risk factors that we look at for home visiting services are the same as those found in communities identified as high need for preschool services.

Virginia's entire home visiting community looks forward to being part of the Federal Preschool Grant, in communities across Virginia, serving as partners with schools and child care providers to engage parents and families. I am confident that Virginia has the infrastructure, partnerships, at both the state and local levels – to successfully implement this important Federal Preschool Expansion Grant.

I wholeheartedly endorse and support their application.

Sincer	eıy,		
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Officials October 3, 2014 Presiment Dwo P. Hiras Masson Mason Secretary Sylvia Burwell President Errer Secretary Arne Duncan U.S. Department of Education Will and D. Linning 400 Maryland Avenue, SW Au System Miwde Washington, D.C. 20202 Vici. Prasidina Dear Secretary Burwell and Secretary Duncan: Rot. Rospan-Bracksings Mayor On behalf of the Virginia Municipal League, I am writing in support of Virginia's application for the Federal Preschool Expansion Grant. Our IMMEDIAGE PAST PRESIDENT organization represents all of Virginia's 39 cities, 150 towns and 12 counties. Enwire C. Darra Investing in early education will save money down the road on remediation, Honweit retention, criminal justice. Our local governments and school divisions want to be able to access publicly funded preschool for the children in their communities but EXECUTIVE DIRECTOR too often they struggle to make the local match or find space in their schools. Kisasasiy A, Wiles. VML supports Virginia's application for federal funds to expand high-quality MAGAZINI. preschool because we believe this grant will provide the opportunity to better Vitolizia Town & City understand and address the barriers that too many of our communities currently face with increasing access to high quality preschool, especially for our most atrisk children. A number of schools in Virginia are facing the loss of accreditation status. Our cities, towns and counties, and indeed the Commonwealth, will not be able to attract business and economic development if we are unable to address the problems faced by low-performing schools. Broader access to pre-kindergarten is a tried and trusted approach to improving the academic outcomes for students РО, Вох 12164 who are educationally at risk. Вісльюбо, Уновіча 23 буг Sincerely, (b)(6) 13 Fast Favsuur Samin

Віселоно, Унантіх 23219.

80.1 649 8474 Fix 80.4 343-3758 e-mail@vml.org www.vml.org Kimberly A. Winn
Executive Director



October 6, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia PTA, I am writing to support Virginia's application for the Federal Preschool Expansion Grant. We believe this grant will allow our state the important opportunity to expand high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

VA PTA's mission is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. We have nearly 300,000 across the Commonwealth and are committed to building engaged and educated parents - eager to contribute to the success of their children, our students.

We look forward to bringing our advocacy expertise and state-wide presence to this application and serve as a partner and resource for communities in the implementation of this grant. Every year, the Virginia PTA seeks member input on a wide variety of legislative positions and mandatory Pre-K programs is always high on the list. Our official positions reads: Virginia PTA supports requiring school divisions to offer state funded pre-K programs that would be available but not mandatory for children.

You may also be aware that National PTA supports the Strong Start For America's Children Act and released this statement, in part: "National PTA supports federal and state incentives for high-quality child care and preschool programs for children from birth to age five."

VA PTA is pleased to be part of this opportunity to ensure access to additional high quality preschool experiences for at-risk 4-year-olds in Virginia. Parents across Virginia understand the importance of providing all children the chance to start school healthy and ready to learn. Our parent volunteers see first-hand the difference it makes when a child has had a strong preschool start and access to supportive services in the early years. VA PTA knows that to make our schools stronger, we need to ensure children have access to high-quality preschool.

We look forward to the opportunity to support this grant opportunity for Virginia – both at the statewide systems level and at the local level, supporting Virginia's high-needs communities with VA PTA's strong tradition of hands-on volunteer work in schools.

Sincerely,	
(b)(6)	
Brenda Sheridan	

President, Virginia PTA

October 6, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Retired Teachers Association (VRTA), I am writing to you in support of Virginia's application for the Federal Preschool Expansion Grant. We believe this grant will allow our state to capitalize on the existing momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs. An important part of VRTA's mission is to improve and support public education.

We look forward to bringing our expertise and state-wide presence to this application and serving as a partner and resource for communities in the implementation of this grant.

VRTA is pleased to be part of this opportunity to ensure access to additional high quality preschool experiences for at-risk 4-year-olds in Virginia. In addition to new resources, this initiative will provide an opportunity for further refining and enhancing our system of school readiness across the state. Ultimately, it is our hope that this grant will give us the opportunity to clearly discern and address the barriers that many communities in Virginia currently face with increasing access to high quality preschool, especially for our most at-risk children. We look forward to being part of the implementation of the effort. Please contact me should you have any questions or need additional information.

Sincerely,

Beatrice Morris Legislative Chair (540) 867-5109 Beam1340@verizon.net



2211 Dickens Road, Suite 204 Richmond, Virginia 23230 (804) 359-6166 • Fax (804) 359-5065

September 29, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

On behalf of the Virginia Statewide Parent Education Coalition (VSPEC), I am writing in support of Virginia's application for the Federal Preschool Expansion Grant. We believe this grant will allow our state to capitalize on the existing momentum for sustaining high quality preschool programs to reach and serve additional eligible children, and to enhance our state's preschool program infrastructure and capacity to deliver high quality preschool programs.

Created as a public/private partnership between Prevent Child Abuse Virginia (PCAV) and the Virginia Department of Health, VSPEC's mission is to ensure that all caregivers have access to quality parent education, information, services and support necessary to raise happy, healthy families. The membership consists of more than 60 parent educators who represent a host of organizations/agencies from across Virginia. Examples include: Children's Hospital of the Kings Daughters in Norfolk; the Virginia Extension Service with members from Blacksburg, Eastern Virginia, and Petersburg; Fairfax County Human Services; the Community Services Board in Lynchburg; and Greater Richmond SCAN. Many members are partners in Smart Beginnings Coalitions at the local level and will support the activities described in this proposal.

We look forward to bringing our expertise as parent educators and state-wide presence to this application and serve as partners and resources for communities in the implementation of this grant.

VSPEC is pleased to be part of this opportunity to ensure access to additional high quality preschool experiences for at-risk 4-year-olds in Virginia. In addition to new resources, this initiative will provide an opportunity for further enhancing our system of school readiness across the state.

We look forward to being part of the implementation of the effort and ensuring that Virginia's parents of preschoolers have tools as their children's first teachers to succeed in preschool programs. Please contact me should you have any questions or need additional information.

Sincerely,	
(b)(6)	
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Johanna W. Schuchert	
Executive Director	



701, East Franklin Street, Suite, 807, Richmond, Virginia, 23219, 804-649-0184.

www.vakids.org

Board of Directors

Chairman. John, C., Purnell, Jr.,

Vice Chairman. Charlotte McNulty Kagey.

<u>Treasurer,</u> James, W., Wilson,

<u>Secretary</u>. Leslie Kaplan, Ed.D.

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Huey. J., Battle.

The Honorable Sandra D. Bowen

Jamie Dyke Clancey.

The Hon. Katherine Hanley,

Keith Hare

Margaret Keightley.

Rebecca, Kneedler,, Ed.D.

Barry, D., Koval

The Rev. J., Fletcher, Lowe, Jr.,

Julie, D., McClellan,, Esq.,

The Honorable William Mims.

The Honorable Carolyn J., Moss.

Executive Director

Margaret Nimmo Crowe

October 2, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

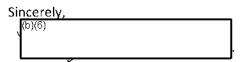
Dear Secretary Burwell and Secretary Duncan:

On behalf of Voices for Virginia's Children, I am writing in support of Virginia's application for the Federal Preschool Expansion Grant. In our advocacy work, we hear from elected officials, community leaders, educators and parents from across the state about the popularity of the Virginia Preschool Initiative (VPI) and the benefits it brings to their communities. We are pleased to support this effort that will enable more children and families the chance to attend preschool and one that will boost the impact and profile of this valuable community resource.

In our role as a statewide advocacy organization, we bring together other organizations with an interest in policy decisions impacting young children and their families through the Early Childhood Policy Network. For the past five years we have led this Network in creating a Unified Policy Agenda shared by the 20+ organizations. In each year that we have put out the Unified Policy Agenda, expanding access to our statewide preschool program has risen to the top as a shared priority.

During the 2014 General Assembly session our Early Childhood Policy Network sought a fix to VPI formula allocation and won support from the Governor's office and the House and Senate. The final compromise between the House and Senate included an additional $\S^{(b)(4)}$ on top of the initial funding for VPI, to fix issues with the allocation of preschool slots to communities. Support for early childhood initiatives was also evident in the formation of the legislative work group on early childhood and the reception for legislators and business leaders hosted by Delegates Chris Peace and Rob Krupicka in February 2014. We hope that the Preschool Expansion Grant will strengthen support for future legislative victories.

Voices is pleased that this request will not only provide access to additional high quality preschool experiences for at-risk 4-year-olds in Virginia, but also the opportunity to support the quality and system-level improvements that will boost the impact of this popular program. We look forward to being part of the implementation of the effort.



Margaret Nimmo Crowe Executive Director



MARK Y. LINEBURG, Ed.D. SUPERINTENDENT 12 NORTH WASHINGTON STREET WINCHESTER, VA 22601

September 29, 2014

Secretary Sylvia Burwell Secretary Arne Duncan U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

Dear Secretary Burwell and Secretary Duncan:

This letter is in support of the Winchester Public School's participation in Virginia's application for the Federal Preschool Expansion Grant. The Winchester Community has a great need for this initiative with an average elementary school free and reduced lunch rate of 68%, the highest per capita growth rate of ELL students in Virginia, and unused Virginia Preschool Initiative slots. We are delighted at the hope of providing greater access to high-quality preschool services to the children in our community.

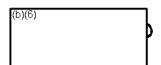
As leaders in our community, we all want every child to be healthy and ready to learn when they start kindergarten. Though our roles and programs may be different, we are all committed to working together to support Winchester Public Schools in increasing preschool access, improving teacher quality, and providing comprehensive services to at-risk children and families.

We believe this grant will provide an important opportunity for Winchester Public Schools to work with a broad coalition of longstanding community partnerships to design, develop, and implement extensive research based learning opportunities both inside and outside the four walls of a classroom. This proposal builds upon the strength of these successes, expands current partnerships, builds new relationships, and creates exciting new initiatives.

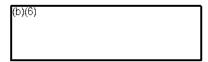
Moreover, the Federal Preschool grant will allow Virginia to build on the hard work and innovation of localities like ours who have been collaborating with private providers, community-based non-profits and services, schools, libraries, businesses, health care providers, and community colleges for years to create a continuum of high-quality services to support children and families from birth through 3nd grade and beyond.

We stand ready to support, collaborate, and sustain increased access to high-quality preschool, including comprehensive services, for the children and families in Winchester and are pleased to support Virginia's application.

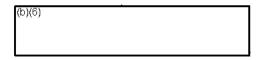
Sincerely,	
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Erica Truban, Chairman	
Winchester Public Schools	



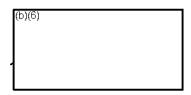
Charles J. Devine, III, M.D. Health Director Lord Fairfax Health District 107 N. Kent St., Suite 201 Winchester, VA 22601



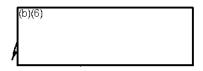
Mary E. Bowser, Ed. D. Professor of Education, Director of Professional Licensure Shenandoah University School of Education and Human Development



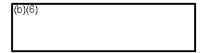
Karen K. Schultz, Ed. D.
Director & Professor, Center for Public Service & Scholarship
Shenandoah University
School of Education and Human Development



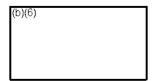
Kim Herbstritt Executive Director Literacy Volunteers Winchester Area



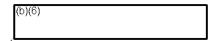
Mary Braun Executive Director Shenandoah Valley Discovery Museum



W. Thea Thomas Executive Director Tri-County Virginia O.I.C. Apple Valley Head Start



John Huddy Director Handley Regional Library



Sara Schoonover-Martin Executive Director Healthy Families Northern Shenandoah Valley

EO-22: Establishing the Commonwealth Council on Childhood Success

8/11/2014

NUMBER TWENTY TWO (2014).

Initiative

The optimal development of Virginia's infants, toddlers, and young children is linked to our success as a Commonwealth, Children's earliest experiences have a significant impact on their health, growth, and readiness to succeed.

We must address the basic health, education, and child care needs of young children, including the early identification of intellectual and developmental delays, access to stable housing and nutritious foods, and high quality child care and early education programs. Public and other resources need to be used efficiently and effectively by local, state, and federal agencies, nonprofit organizations, and providers of health care, child care, and education through early intervention and case management...

Establishment of the Council

Accordingly, by virtue of the authority vested in me as Governor under Article V of the Constitution of Virginia and under the laws of the Commonwealth, including, but not limited to §§ 2.2-134 and 2.2-135 of the Code of Virginia, and subject to my continuing and ultimate authority and responsibility to act in such matters. I hereby establish the Commonwealth Council on Childhood Success.

Commonwealth Council on Childhood Success ("CCCS").

The Commonwealth Council on Childhood Success shall regularly report to the Governor and the Children's Cabinet. It will conduct a comprehensive, statewide assessment of current programs, services, and local, state, and federal public resources that serve Virginia's children ages 0-8. In coordination with the Children's Cabinet and relevant state agencies, it will serve as a central coordinating entity to identify opportunities and develop recommendations for improvement including, but not limited to: 1) funding for preschool, 2) kindergarten readiness, 3) strategies to close the achievement gap in early elementary years, 4) the quality and accountability of child care programs and providers, and 5) coordination of services for at-risk families. The CCCS will also collaborate with other entities as appropriate. It will seek participation from relevant stakeholders, including the business community, private and nonprofit providers, and advocacy organizations...

Composition of the CCCS

The CCCS shall be chaired by the Lieutenant Governor and consist of representatives of the following: Department of Education; Department of Social Services; Department of Behavioral Health and Developmental Services; Department of Health; programs under part B, Section 619, and part C of the Individuals with Disabilities Education Act; Child Care Development Fund; Virginia's Head Start Collaboration; the Virginia Early Childhood Foundation; local educational agencies; institutions of higher education; local providers of education and child care; local Head Start programs; the business community; the legislature; and others with appropriate expertise, as appointed by the Governor.

Staffing

Staff, support for the CCCS will be furnished by the Office of the Lieutenant Governor, and such other agencies and offices as designated by the Governor. The CCCS will serve in an advisory role to the Governor, in accordance with § 2.2-2100 of the *Code of Virginia*, and will meet upon the call of the Chair at least four times per year. The CCCS will issue an annual report by no later than June 1, and any additional reports as necessary.

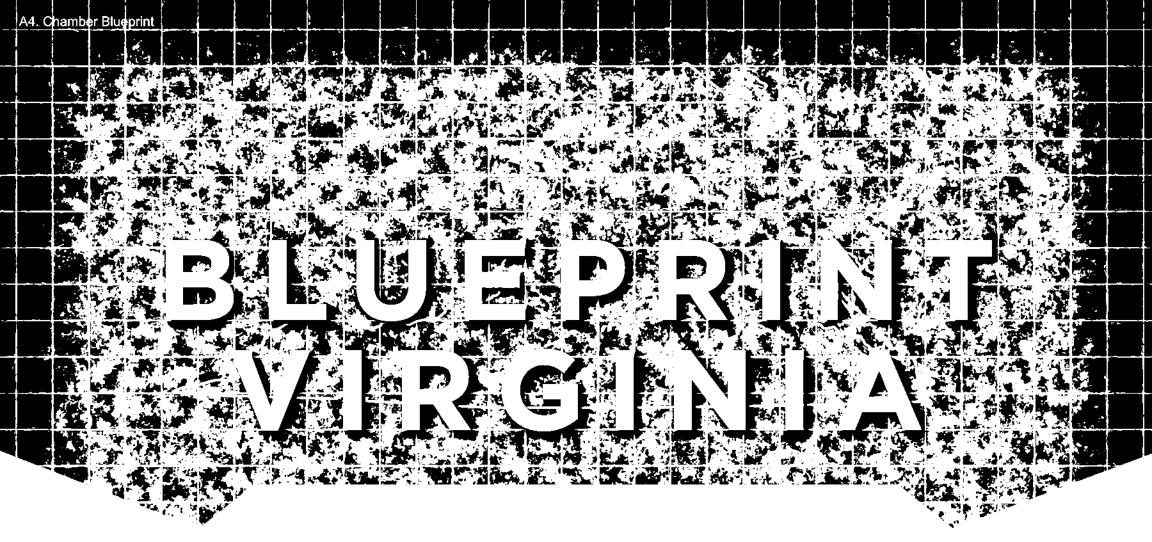
Effective Date

This Executive Order shall be effective upon its signing and, pursuant to §§ 2.2-134 and 2.2-135 of the *Code of Virginia*, shall remain in full force and effect for a year from its signing or until superseded or rescinded.

Given under my hand and under the Seal of the Commonwealth of Virginia this 11th day of August, 2014.

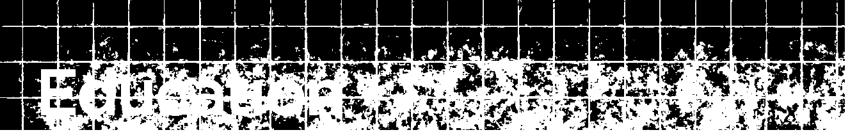
Terence R. McAuliffe, Governor

Attest: Levar M. Stoney, Secretary of the Commonwealth



VIRGINI

THE VOICE of BUSINESS



INDUSTRY COUNCIL CHAIR: MIKE DANIELS

- Invest in STEM-H education as an important issue to the business community at all levels of education (at least half of well paying "STEM jobs" do not require a four year degree) while providing well-rounded education including needed "soft skills."
- Establish a goal of developing a globally best-in-class system, not just a nationally competitive one.
- Question basic assumptions about our education system, from calendars to compensation, to determine if they still make sense in the 21st century.
- Strengthen the linkages between the classroom and the workplace at all levels, with efforts by both the public and private sectors.
- Reinvent our linear model of education to recognize that in the 21st century economy workers will need to re-enter our education system throughout their career.

- Improve access to high quality early childhood education—a key determinant of both school readiness and third grade reading attainment.
- Address the fragmentation and gaps that exist in our current public policy approach to early learning.
- Improve the flexibility of existing state funding for at-risk preschoolers (the Virginia Preschool Initiative) to allow it to be more fully used at the local level.
- Identify opportunities for public/private partnerships to promote community-wide access to high quality early learning.
- Implement appropriate models from the private sector, such as pay for performance, in publicly funded child care and early learning.

- Celebrate our current success in K-12 reform and accountability while recognizing the imperative for further improvement to maintain our competitive advantage nationally and improve our standing globally.
- Develop additional linkages between K-12 accountability measures and long-term postsecondary and workplace success.
- Build on our best in the nation STEM-II.
 education program (as recognized by the U.S.
 Chamber of Commerce) to achieve global.
 best-in-class status.
- Forge partnership between the business community and K-12 schools. STEM-H education, career readiness, reimagining middle school, and mentoring students are key opportunities for the business community.
- Promote financial education so all students obtain basic economic and financial skills and support initiatives for teacher training in this area.

GOAL:

Build on our nationally ranked education system to develop the world's best workforce for the 21st century

- Build on one of state government's core assets--the Virginia Community College System— as a critical gateway to both postsecondary education and the workforce for high school graduates and mid-career adults.
- Acknowledge funding and affordability challenges as well as the need to adapt to potential technological innovations in the higher education instructional and business model.
- Support the Virginia Business Higher
 Education Council's Grow By Degrees
 coalition's objectives, including its "College,
 Knowledge and Jobs" policy agenda and
 sustained implementation of the "Top Jobs"
 Act of 2011.
- Prioritize the "Top Jobs" components with the most business salience — increased STEM-H education and career readiness, including industry certification and licensure for highdemand, high-skilled jobs,

(b)(6)

Virginia's Definition of School Readiness

"School readiness" describes the capabilities of **children**, their **families**, **schools**, and **communities** that will best promote student success in kindergarten and beyond. Each component - children, families, schools and communities - plays an essential role in the development of school readiness. No one component can stand on its own.

- **Ready Children.** A ready child is prepared socially, personally, physically, and intellectually within the developmental domains addressed in Virginia's six *Foundation Blocks for Early Learning*: literacy, mathematics, science, history and social science, physical and motor development, and personal and social development. Children develop holistically; growth and development in one area depends upon development in other areas.
- **Ready Families.** A ready family has adults who understand they are the most important people in the child's life and take responsibility for the child's school readiness through direct, frequent, and positive involvement and interest in the child. Adults recognize their role as the child's first and most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning, determination, and self-control.
- **Ready Schools.** A ready school accepts all children and provides a seamless transition to a high-quality learning environment by engaging the whole community. A ready school welcomes all children with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by skilled teachers, who recognize, reinforce, and extend children's strengths and who are sensitive to cultural values and individual differences.
- Ready Communities. A ready community plays a crucial part in supporting families in their role as primary stewards of children's readiness. Ready communities, including businesses, faith-based organizations, early childhood service providers, community groups and local governments, work together to support children's school and long term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities.

Indicators of School Readiness

In order to define, assess, and track school readiness, we must set objectives, research-based benchmarks for each component of school readiness and develop clear strategies for measuring progress towards these benchmarks.

- . Ready children....
 - o. communicate effectively with adults and children by:
 - · labeling objects and feelings;
 - providing simple descriptions for events;
 - effectively conveying information, desires, and needs; and
 - using simple language and grammar to solve problems and to negotiate social interactions with adults and peers.
 - o, display emerging literacy skills by:
 - showing interest in and interacting with books as they are read by adults;
 - answering questions;
 - learning to use new words and tell stories;
 - recognizing and producing speech sounds, such as rhymes, beginning sounds, and letter sounds;
 - identifying the letters of the alphabet;
 - learning about print concepts from books, signs, and household objects; and
 - engaging in drawing and pretend writing and writing their name, letters, and other printed symbols.

- o show an interest and skill in mathematics by:
 - counting and using numbers to describe and compare;
 - recognizing and sorting simple shapes and describing their position;
 - identifying simple patterns;
 - making comparisons based on length, weight, time, temperature, and size; and
 - using objects in play, experimenting with materials, building blocks and puzzles.
- build early science skills by:
 - exploring and showing curiosity;
 - asking and answering questions about nature, why things happen and how things work;....
 - identifying patterns and changes in daily life; and
 - making observations based on the five senses...
- learn about history and social studies by:
 - interacting with their family, peers, religious, and social communities;
 - recognizing ways in which people are alike and different; and
 - recognizing the relationships between people, places and time.
- enhance physical and motor development by:
 - learning to control their bodies;.
 - strengthening their muscles;
 - practicing different movements;
 - participating in regular physical activity; and
 - practicing healthy living and appropriate daily care routines.
- exhibit personal and social skills and a sense of self-worth by:
 - feeling secure and valued in their relationships;
 - expressing their emotions and taking pride in their accomplishments;
 - recognizing the consequences of their actions;
 - showing self-control; and
 - cooperating with others, using nonphysical ways to resolve conflicts...

· Ready families...

- interact with their children, helping them to develop listening and communication skills and to express their feelings, needs, and wants... Adults:
 - read to and speak with children regularly and respectfully;
 - appreciate the child's view of the world;
 - encourage exploration of the world in which they live;
 - are trustworthy and dependable; and
 - engage with children with joy, warmth, and comfort.
- encourage and act as the bridge to positive social relationships. Adults:
 - help children learn to cooperate with others;
 - help children follow simple directions and complete basic tasks;
 - foster friendships with other children;
 - teach children routines and how to respond to rules and structure;
 - help children learn how to handle disappointments; and
 - expose children to and help them describe different people, places, and things.
- ensure, their, children, are, healthy, by:.
 - completing all appropriate eye, ear, dental and other medical screenings as well as immunizations.

Ready schools...

- smooth the transition between home and school by:
 - communicating kindergarten standards and other school information to families through activities such as home visits, telephone calls, questionnaires, and kindergarten visitation days; and
 - forming effective relationships with parents and early childhood programs to share children's prekindergarten experiences and to assess their development.

- support instruction and staff development by:
 - employing highly qualified teachers;
 - maintaining appropriate class sizes;
 - encouraging professional development; and
 - using best practices in the classroom.
- o. support teachers as they assess the individual needs of children, design instruction based on these needs, and regularly monitor students' progress.
- o partner with communities by participating in activities such as:
 - recreational and enrichment programs;
 - family literacy activities:
 - before and after school care:
 - open houses; and
 - communication with other early childhood education programs in the community.
- provide resources and services to address the diverse and individual needs of students including:
 - educational services;
 - health and mental health services; and
 - social services.
- emphasize the importance of early childhood education by:
 - regularly reviewing the quality, appropriateness, and alignment of the curriculum across all grades and phases of development; and
 - regularly focusing on and supporting the quality of teachers' interactions with children at all grade levels.

Ready communities...

- promote collaboration to reach the most vulnerable children and families through diverse channels of communication by:
 - supporting effective, innovative strategies; and
 - building a sustainable, comprehensive system that maximizes resources....
- ensure, all children, have, access, to, high-quality, early, care, and, education, programs...
- o. provide accessible and affordable family services related to physical health, mental health, and lifelong learning. These services include:
 - literacy, English language learning, parenting skills, and adult education;
 - home visiting programs;
 - basic health care and nutrition services, including prenatal care;
 - mental health counseling;
 - early identification and treatment for children with disabilities and other special needs;
 - drug and alcohol counseling;
 - family court services; and
 - child abuse prevention.
- o. promote public assets such as parks, libraries, recreational facilities, civic and cultural venues and other opportunities to provide a better quality of life for families, encourage early learning opportunities, and foster community participation.
- o. regularly, assess, the status of children, families, schools, and community, resources with regard to their role in school readiness, and use these assessments in program planning and resource allocation.

Milestones of Child Development

A Guide to Young Children's Learning and Development from Birth to Kindergarten





Milestones of Child Development Learning and Development from Birth to Kindergarten

Virginia's Early Childhood Development Alignment Project

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Office of Early Childhood Development Virginia Department of Social Services 801 E. Main Street Richmond, Virginia 23219-2901

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The Milestones of Child Development were developed for young children, ages birth to kindergarten. To inform one's use of the Milestones, it is essential to understand their intended purpose and features.

Virginia's Milestones of Child Development are:

- Research-based, with emphasis on requirements to use positive, responsive adult-child relationships as the key ingredient for creating a learning environment for young children;
- Built upon, but not duplicating, licensing standards;
- Aligned with Virginia's Pre-K-12 system, Virginia's Foundation. Blocks for Early Learning, and the Head Start Child Outcomes. Framework;
- Written to be readily understandable for users;
- Focused on providing age- and stage-appropriate, multidimensional opportunities for promoting and enhancing child development;
- Developed with consideration to children's individual rates at which they progress through common developmental milestones, as well as the different patterns exhibited in children's strengths across the learning domains. The goal must be to fit enriched learning opportunities to the child rather than to fit the child into preconceived, "one-size-fits-all" paths.

As important as it is to understand what the *Milestones* are, it is equally important to state what they are <u>not</u>.

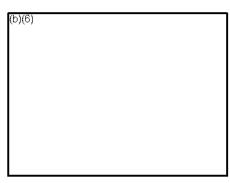
Virginia's Milestones of Child Development are not:

- A developmental checklist or an exact sequence of developmental indicators;
- A curriculum, although they can be adapted by caregivers and educators to supplement many different curricula;
- An assessment tool to determine children's eligibility for various programs or services; to gauge children's functioning or skills for an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP); or to collect statewide information on the overall status of children in the Commonwealth of Virginia;
- A resource meant to limit the creativity of families, child care providers, or teachers.

Structure and Content of the Milestones:

Because children learn and develop by experiencing the world as a whole, the Virginia *Milestones of Child Development* cover six major domains – or areas – of development. These six domains represent a commonly held, and research-based, organization of the dimensions of children's overall development.

Though presented separately, the six domains of children's development are inextricably interrelated. Children develop holistically; growth and development in one area often influences and/or depends upon development in other areas. It is, therefore, imperative to recognize the interconnectedness of children's early development in other areas. For that reason, no single domain is more important than another.



The domains used to organize Virginia's Milestones of Child Development are:

- Social and Emotional Development;
- · Approaches to Learning;
- Language and Literacy;
- Cognition and General Knowledge;
- Fine Arts; and
- Physical Development and Health.

Each of the six domains begins with an introduction that defines the definitions and rationale for each domain. Within each domain are strands or components of a domain area that, when combined, represent the comprehensive elements of the domain.

Each individual strand is broken down by **indicator**, **example**, and **strategy**:

Indicator. – A general statement that indicates the knowledge, skills, and/or attitudes toward learning that a child may exhibit during a given developmental stage.

Example – Defines what a child is doing to demonstrate he is acquiring the knowledge, skills, and/or attitudes toward learning addressed in the specific indicator.

Strategy – A suggested learning activity or interactive approach for adults to help children develop toward desired indicators and goals.

Importantly, the Milestones of Child Development are arranged along a continuum of development, a predictable but not rigid progression of accomplishments that are sequenced in the order in which they emerge in most children according to current research. We know, however, that children are unique individuals who develop at different rates—and, therefore, the age ranges are intentionally broad and overlap. The suggested developmental continuum serves as a general guide to help adults identify a progressive set of knowledge, skills, and dispositions that are likely to occur as a child matures. Color shading is used along each strand to denote the approximate age range during which a child may exhibit a given indicator. Additionally, caregivers and early childhood professionals should be aware that the development of skills in one area is related to and influences development in other areas—consequently, daily routines and planned learning experiences should integrate skill-building across domains and related strands.

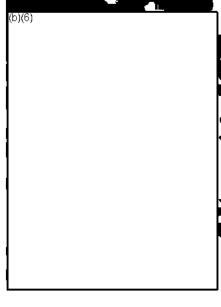
To help acquaint you with the *Milestones of Child Development*, an overview section is included beginning on Page 1—detailing the comprehensive list of indicators for each domain plus related "Strands-at-a-Glance," one-page guides for each strand that offer a sample of the indicators, examples, and strategies included within the comprehensive set of *Milestones*.

The Atlestones of Child Development project was supported by the Virginia Department of Social Services with the tedebil Child Care Development Fund provided through the Administration for Children and Fundles, U.S. Department of Health and Human Services, Points of view contained in this document do not necessarily represent the official position or policies of the U.S. Department of Fealth and Human Services.

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An electronic version of this document is available at http://www.dss.virginia.gov/family/cc/professionals_resources.eg.

For more information on the *Mikistenes of Chiki Development*, contact the Office of Early Childhood Development, Virgin a Department of Social Services, 801 E. Main Street, Richmond, VA 23219-2901.



Birth to Kindergarten

Developmental Continuum

Strand 1: Persistence

A1, Observe objects and people for a brief period of time.

- A2. Seek attention of adult.
- A3. Pay attention, briefly, and try to reproduce interesting and pleasurable effects and events.
- A4. Increase the amount of time they can persist in repetitive tasks or preferred activities.
- A5. Increase persistence in trying to complete a task after previous attempts have failed, sometimes seeking the help of others.
- A6. Grow in ability to persist in and complete tasks, activities, projects, and experiences.
- A7. Increase persistence in activities despite frustration or disappointment.
- A8. Recognize and solve problems independently through trial and error and by interacting with peers and adults.
- A9. Set goals, develop plans, and complete, tasks.

Strand 2: Curiosity and Initiative

Overview of Indicators Approaches to Learning

- B1. Show awareness of and interest in the environment
- **B2.** Engage in and actively explore self, objects, and surroundings.
- B3. Show eagerness and curiosity as a learner.
- **B4.** Demonstrate ability to initiative activities.
- B5. Participate in an increasing variety of tasks and activities.
 B6. Develop increased ability to make
- independent choices.

 B7. Find and use materials to follow
- Find and use materials to follow through on an idea or plan.
- B8. Initiate play with others.
- B9. Offer to, help, with, chores, or, task,
- B10. Invent projects and work on them with little assistance.
- **B11.** Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Strand 3: Creativity & Inventiveness

- C1. Notice and show interest in and excitement with familiar objects, people, and events.
- Approach and explore new experiences in familiar, settings.
- C3. Delight in finding new properties and uses for familiar objects and experiences.
- Pretend and use imagination during play.
- Imitate action observed in another situation.
- C6. Approach tasks experimentally , adapting as the activity evolves.
- C7. Use imagination to create original thoughts, ideas, or products.
- C8. Approach tasks and activities with increased flexibility imagination, and inventiveness.
- C9. Use creativity and inventiveness to complete projects or tasks.
- C10. Make changes to a familiar story by adding actions or characters.
- C11. Represent reality in a variety of ways (e.g., pretend play, drawing, making up stories).

Strand 4: Reasoning & Problem Solving

- D1. Explore object characteristics (e.g., size, shape, texture) in many different ways.
- D2. Behave in consistent ways to elicit desired response.
- D3. Use sounds, gestures, and movements to impact the environment and interactions.
- D4. Realize that people or things even when out of view (object permanence).
- D5. Use objects as intended.
- D6. Demonstrate beginning understanding of cause and effect, especially of own actions.
- D7. Seek assistance from an adult or another, child to solve problems.
- **D8.** Explain reasons why simple events occur.
- D9. Develop increasing abilities to classify compare and contrast objects, events and experiences.
- D10. Recognize and solve problems through active exploration, and interactions and discussions with others.
- D11. Create a strategy based on one learning event and extend it to a new learning opportunity.
- **D12.** Demonstrate understanding of others' intentions or motivations.
- D13. Talk about recent experiences, meaningful events and interesting ideas.
- D14. Work with others to find a solution, using problem solving strategies.

Here, the comprehensive set of indicators is included for each strand.

Note: While the indicators are placed in sequence along the vertical column, children may, accomplish them in any order. The indicators are numbered only for the convenience of instructional planning and not for formal assessment purposes.

7

"Strands-At-A-Glance"

Approaches to Learning—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning

Strand 1: Persistence—Continued attentiveness that indicates the ability to retain meaningful information and ideas and to use best practices in future activities and situations.

For the purposes of this overview guide, each indicator is paired with one example and one related

strategy.

Birth to 18 months

Indicators Children Are Learning To ...

- Observe objects and people for a brief period. of time. (A1)
- Hold attention of adult (A2).
- · Pay attention briefly and try to reproduce. interesting and pleasurable effects and events (A3)

Examples You May Observe The Child ...

- · Examine a toy, rattle, or face for a brief period
- · Sinde, babble, and sustain eye-contact with
- · Use certain behaviors to get adults' attention.
- Grasp, release, re-grasp, and re-release an
- Lift aims up while crying to be picked up and

Strategies You Can Help/Support By...

- Providing child with opportunities to explore characteristics of safe objects
- Providing child with consistent responses, environments, and roatines
- ... Providing child with a safe environment in which to explore a variety of age-appropriate materials.
- Observing child to understand and support. temperament, learning styles, and interests

18 months to 36 months

Indicators Children Are Learning To ...

activities. (A4)

. Increase the amount of time they can persist in repetitive tasks or preferred

· Increase persistence in trying to complete. a task after previous attempts have failed

Examples You May Observe The Child...

- Work at building a block structure for a short period of time
- · Filt a container with small objects and dump them out repeatedly
- . Try various shapes in a shape-sorting toy until the shape finally fits.
- . Try to start the zipper on coat repeatedly until able to do the task without help

Strategies You Can Help/Support By...

- Providing several stacking type toys that encourage a child to use a variety of
- Demonstrating confidence in child by not interrupting or redirecting when child is focused on an activity.
- Noticing and making specific comments. about a child's efforts and accomplishments.
- · Being available and responding when child encounters problems, without being uttrusive

36 months to 48 months

Indicators Children Are Learning To ...

- Grow in ability to persist in and complete tasks, activities, projects, and experiences.
- · Increase persistence in activities despite frustration or disappointment (A7)

You May Observe The Child ...

- Use materials to create a collage, working on it in a focused manner Persist in attempt to find missing pieces of a
- toy or to try something new with the playdough
- Successfully complete a challenging puzzle.
- Spill a cup of juice on the floor, clean it up. and ask for more juice

Strategies You Can Help/Support By...

- Designing projects that take more than one day to complete.
- Offering suggestions for overcoming. challenges only after he asks for assistance.
- Providing adequate time and support for child to complete increasingly complex games or tasks.
- Commending child for handling frustration or disappointment in socially appropriate ways.

- · Recognize and solve problems independently. (A8)
- concentration over time. (A10)

Examples

- After approach to tasks when initial approach does not work.
- . Work on building a specific item, though the design may change during the process.
- · Disregard activities nearby while
- · Facilitating play and activities between child
- · Encouraging child to try new approaches
- Talking with child about her activities and
- activities, games, or tasks,

48 months and older

Indicators Children Are Learning To ...

- Set goals, develop plans, and complete tasks. (A9)

Here, the

definitions

domain and

strand serve

as a quick

reference.

of the

· Show growing capacity to maintain

You May Observe The Child...

- Focus on an activity.

- maintaining focus and concentration on the task at hand
- Remember on a day-to-day basis to maintain long-term projects.

Strategies You Can Help/Support By...

- and others.
- without intervening.
- · Creating projects for child to work on over
- · Providing adequate time and support for child to complete increasingly complex

Sample Indicators, Examples, and Strategies are organized along a developmental continuum by age ranges: birth to 18 months: 18 to 36 months: 36 months to 48 months: and 48 months and older.

Note: Because young children develop at unique rates, a child may exhibit a particular indicator in a different sequence, or at a later date. These intend to serve as guides, and are not for formal assessment purposes.

Following this overview section begins the comprehensive set of *Milestones*. Each domain includes an introductory page, providing a rationale and definition for each strand. The domain sections are color-coded to promote user-friendliness. Here is an example:

The Comprehensive Set of Virginia's Milestones of Child Development

Indicators:

A general statement that defines the knowledge, skills, and/or attitudes that a child may exhibit during a developmental stage from birth to kindergarten.

Strand 1: Persistence Indicators Examples Strategies You May Observe the Child.... You Can Help/Support By..... Children Are Learning To A1. Observe objects and people for a bit of period of ... Examine latoy, rattle, or face for a brief period of time Providing it hild with apportunities to explore a flerent characteristics of safe objects by looking, mouthing, grasping, etc Responding appropriately to interactions with of Idithrough lacial expressions and language, using exaggeration. A2. Hold attention of apult. Smile, babble, and sustain eye-contact with adult Use certain, behaviors, (e.g., crymg), to get acults) attent un havious of little thours stent responses, environments, and colline AB, Payartection, briefly and tryito reproduce interesting and pleasurable effects and events Brasp, release, re-grasp, and re-release an object Providing lonilo with a sale environment in which to explore a variety of age. Lift arms up while crymy to be proked up and comic ted Coserving of little understand, and support temperament, learning styles, and A4, Increase,the, amount jof time, they, can persist in repetitive, tasks, or, preferred, activities. Providing is exertal stacking type toys that encourage is child to use a variety of motions such as dumping, and stacking. Work at building, a block structure for a short period of time Fill a container, with, small objects, and, dump, their cout repeated ly Demonstrating confidence in entit by, not interrupting valued neeting when chieflic locus advanced near thy A5. Increase persistence in trying to complete a task after previous attempts, have failed, sometimes seeking the help of others. Try various shapes in a shape-sorting toy until the shape finally lits. Noticing and making specific comments, about a child's ellorts and accomplishments The to start the zigpor, on cost repeatedly, until able to on the task without help Being available, and responding, when child encounters, problems, without bein

Examples in the Context of Daily Routines, Activities, and Play:

Here are samples of a child's behaviors, skills, or dispositions that you may observe in the context of daily routines, activities, and play that demonstrate his learning of a particular skill or knowledge and his understanding of a particular concept.

Strategies:

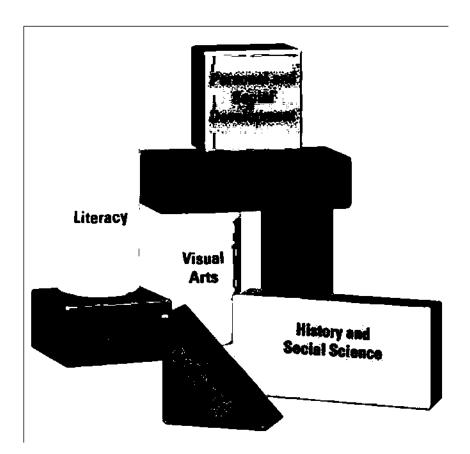
Suggested activities or behaviors for adults to support a child's acquisition of a specific indicator, or desired outcome.

It is recommended that adults incorporate many and varied strategies to support young children's healthy growth and development and to tailor them to the individual needs of each child.

Note: While the indicators are placed in sequence (as signified by color shading along the vertical column), children may accomplish them in any order. The indicators are numbered only for the convenience of instructional planning and not for formal assessment purposes.

Virginia's Foundation Blocks for Early Learning:

Comprehensive
Standards
for
Four-Year-Olds



Prepared by
Office of Humanities and Early Childhood
Virginia Department of Education

2013

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Overview of Virginia's Foundation Blocks for Early Learning

The value of early education is imperative to the future academic success and the growth of children's intellectual development. *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* provides a measurable range of skills and knowledge essential for four-year-olds to be successful in kindergarten.

The purpose of this document is to provide early childhood educators a set of minimum standards in literacy, mathematics, science. history and social science, health and physical development, personal and social development, music, and the visual arts, with indicators of success for entering kindergarten that are derived from scientifically-based research. The standards reflect a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences. The standards are aligned with Virginia's Kindergarten Standards of Learning (SOL) and Virginia's Phonological Awareness Literacy Screening (PALS).

The material is organized for use as a tool for early. childhood educators in developing curriculum and meaningful classroom activities for every child. Observant and responsive teachers adapt the curriculum, learning environment, and materials and equipment to meet the needs of children with disabilities and developmental delays, with special health care needs, children who are homeless, children who are English Language Learners, and children who are gifted. The type of instructional activities typically present in early childhood programs facilitate this. development. Some examples of such activities are: using real-life, hands-on activities, repetition, visual representation, and experiential activities. All of these activities provide a context for meaningful learning necessary for all children, but especially critical for English Language Learners and children with special needs.

Each Foundation Block is in box format and is organized to build towards the Virginia Kindergarten. Standards of Learning. Following the boxes are expectation indicators for the Foundation Blocks. Sample teaching activities are included to assist teachers in the planning of meaningful classroom activities. Helpful definitions and references to national consensus documents and resources are. listed in the back of this document.

Although subject area blocks are presented. separately, teachers should emphasize integration. of learning across subjects. Many of the sample activities show how teachers can integrate experiences for young children across subject areas effectively. For example, supporting enriched language experiences within science and social studies can provide children with the opportunity to increase vocabulary development through meaningful conversation. Curriculum integration enables preschool teachers to identify the connections within and among the content areas, and to provide a relevant context for children's engagement in learning.

Self-regulation is emerging as a strong predictor of school achievement and is a priority focus area along with literacy and mathematics. Social development is supported when children participate in small and large group learning activities and engage in positive interactions with teachers and peers. The priority is to encourage growing independence through a broad range of activities and experiences that promote children's developing competence. The Foundation Blocks provide practical application within and across content areas to promote quality teaching and learning.

1

Virginia Literacy Foundation Block 1

Oral Language

The child will develop listening and speaking skills by communicating experiences and ideas orally.

Oral Language

Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as listen to, adults and peers. These opportunities must occur frequently throughout the day as children begin to read and write.

- a). Listen with increasing attention to spoken language, conversations, and texts read aloud.
- b). Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.
- Make predictions about what might happen in a story.
- d) Use complete sentences to ask and answer, questions about experiences or about what has been read.
- e). Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.
- f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.
- g). Listen attentively to stories in a whole class setting.
- h). Follow simple one- and two-step oral directions.

Sample Activities

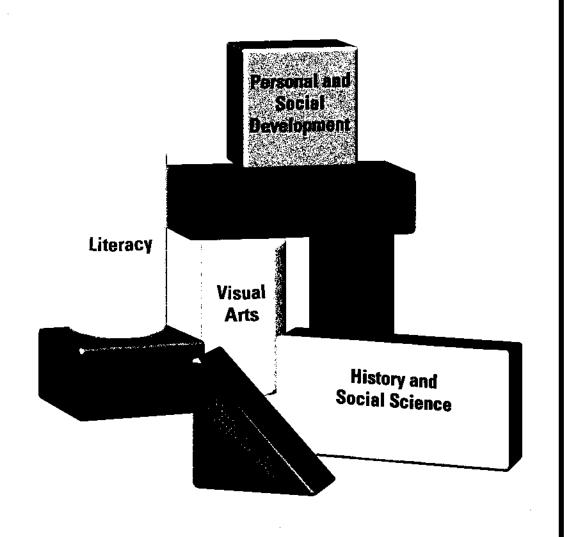
- Engage children in conversation frequently throughout the day. Model the etiquette of conversation by using complete sentences, correct grammar, and responding accordingly in both the speaker and listener roles.
- Respond to children's communication and allow them to take the conversational lead while encouraging them to speak audibly in complete sentences, expressing thoughts, feelings, and ideas clearly.
- Model asking who. what. where, when, why, and how questions to obtain information, seek help, or clarify something not understood.
- Engage in interactive activities or games with children to focus on listening comprehension, e.g., "Simon Says."
- Consistently support rules of good listening and speaking on a daily basis.
- When reading aloud, provide opportunities for children to predict what will happen next. to comment on the story, and to connect the story to personal experiences. Model questioning and visualizations for students.

VIRGINIA'S PRESCHOOL CURRICULUM REVIEW RUBRIC AND PLANNING TOOL

In Support of. Virginia's Foundation Blocks for Early Learning.

June 2013

Virginia Department of Education Office of Humanities and Early Childhood



"According to major reports by the National Research Council and the Institute of Medicine, children who attend well-planned high-quality early childhood programs in which curriculum aims are specified and integrated across the domains tend to learn more and are better prepared to master the complex demands of formal schooling. While no single curriculum has been found to be superior, the reports' recommendations call for addressing cognitive, social-emotional, and physical development as mutually supportive areas that require active attention in the preschool years."

From Fulfilling the Promise of Preschool (2009), National Association of State Boards of Education

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<u>Virginia's Preschool Curriculum Review Rubric and Planning Tool</u> can be found in PDF file format on the Virginia Department of Education's Web

found in PDF. file format on the Virginia Department of Education's We site

http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/preschool_rubric.pdf

INTRODUCTION

This rubric has been developed for programs in Virginia that provide preschool services to children who are four-years-old. While it is intended for the Virginia Preschool Initiative, Title I Preschools, and Early Childhood Special Education, private and parochial providers may also use this rubric. The purpose of the Preschool Curriculum Review Rubric is to help early childhood educators identify and choose curricula that are based on scientific research and that align with *Virginia's Foundation Blocks for Early Learning*. The *Foundation Blocks* are intended to help early childhood educators develop a comprehensive curriculum and effective classroom activities. A program's curriculum may include one or more commercial curricula, locally-developed curriculum, and other instructional materials. Therefore, this rubric is meant to complement the *Foundation Blocks* by helping early childhood educators review their existing curricula and products they are considering using to determine whether they will fulfill the standards and learning expectations set forth in the *Foundation Blocks*.

As a first step in reviewing curricula, staff should determine if the following basic criteria apply:

- The age group for which the curriculum is appropriate and intended is stated.
- The curriculum goals are clear both the knowledge to be attained and the skills to be learned.
- The curriculum is comprehensive and addresses all developmental domains (cognitive, physical, personal, and social).
- The curriculum has a detailed scope and sequence of instruction.
- The curriculum content is learned through focused intentional teaching, investigation, and play.
- The curriculum includes adaptations for children with special needs or disabilities, children of varying abilities, and English language learners.
- There is proof of the research upon which the curriculum is based.

Staff members who use the **Preschool Curriculum Review Rubric** should be knowledgeable about young children's development and about curriculum and instructional design. In addition, a publisher's claim that a product meets federal requirements or **Foundation Blocks** requirements is not sufficient proof that the product will align with the Virginia Department of Education's preschool standards. Staff members should work through the entire rubric and conduct a thorough analysis of whether their curricula have sufficient breadth and depth to encompass all the standards and skills outlined in the **Foundation Blocks**.

PRESCHOOL CURRICULUM REVIEW RUBRIC AND PLANNING TOOL

If you are reviewing more than one curriculum, you may want to use one rubric form for all notations and create a summary, or you may want to use a separate rubric form for each curriculum and compare the notations across them when done.. This form has been designed to accommodate either method.

	Name of Publisher and Curriculum or Name of Locally-Developed Curriculum	Focus Age(s) of Children
1		
2.		
3.		

I. Theoretical Foundation

- Curriculum models are typically based on specific developmental on learning theories. Knowing the theoretical orientation of a curriculum model allows you to determine if the instructional methods and content are aligned with your program's philosophy on how children develop and learn. There are three broad approaches that form the foundation of most curriculum models. These can be categorized as follows:
 - o. *Direct instruction or didactic curriculum*: Based on behavioral and social learning theories in which children learn by observing and imitating others.
 - o. **Constructivist or interactive curriculum:** Based on constructivist theories in which children learn by interacting with people and objects within their natural environment and environments created for them.
 - o. **Socialization or open curriculum:** Based on a maturationist theory in which children learn when they are developmentally ready. with the support of nurturing adults and stimulating experiences.
- While a curriculum may not strictly follow one theoretical approach or may combine aspects of one or more approaches, the following
 questions are designed to help you determine the general theoretical foundation of the curriculum you are reviewing. Place checkmarks in
 the boxes that most closely describe the curriculum being reviewed. If needed, use the "Comments" box to describe some features of the
 curriculum that exemplify the approach or approaches it uses.

	Table B								
State Fiscal Year	1:State Funding	2: Local Funding	3: Philanthropic /Private Funding (if: applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 200% FPL	State Preschool Program		7: Four-Year Ol 200% FPL Serv Preschool Progr	ed in the State.
						#	%	#	%
201 ()	b)(4)								
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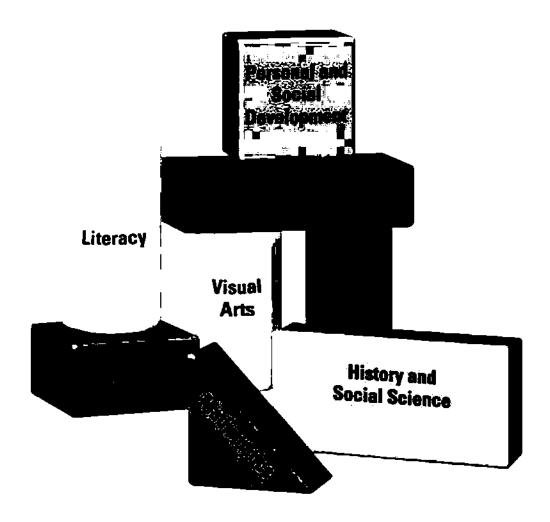
Education: Elementary &	Item 136 #6s			
Secondary Direct Aid To Public Education	FY 14 15 \$(b)(4)	FY 15-16 GF		
Language: Page 107, line 50, strike "\$ Page 107, line 50, strike "\$ Page 129, line 23, after "budget." insert " eligible for fewer slots than they actually to Department shall adjust the additional slot of slots actually used in FY 2014 on a pro-	used for this program in ots calculated to fun <u>d su</u> c	FY 2014. In the first year only, the ch school divisions at the same number		

Explanation:

(This amendment funds for FY 2016 Virginia Preschool Initiative for At-Risk Four-Year-Olds (VPI) slots at the greater of the values in the budget as introduced or FY 2014 actual slots used, and on a prorated based in FY 2015, and continues to allow expansion grants if any balances remain, per existing language. For FY 2015, the funds allow for approximately one-third of the hold harmless slots to be restored. In addition, the Department may allocate to such divisions additional funds if balances are available.)

Virginia's Quality Indicators For Responsive Teaching: Creating A High Quality Preschool Learning Environment

In Support of Virginia's Foundation Blocks For Early Learning



June 2013

Virginia Department of Education
Office of Humanities and Early Childhood

Virginia's Foundation Blocks for Early Learning

provide comprehensive standards for four-year-olds in the areas of literacy, mathematics, science, history and social science, health and physical development, personal and social development, music, and the visual arts. A checklist that aligns with *Virginia's Foundation Blocks for Early Learning* can help teachers and parents focus on creating shared, active, and hands-on opportunities for young children to develop their full potential. The indicators included in this document are aligned with the skills, knowledge, and competencies that are essential to prepare children for kindergarten, and to build a strong foundation for children's ongoing success in school.

Elements of a quality preschool classroom include responsive teaching that engages children through enriched learning experiences. Meaningful and relevant activities boost children's natural curiosity about mathematics, science, history and social science. Early literacy and enriched language experiences provide essential skills for communication and learning. Responsive teacher-child interactions foster children's personal and social development and help them develop to their fullest potential. A high-quality classroom meets the needs of diverse learners through flexible and individualized support so that all can achieve.

The purpose of the following checklist is to help teachers and parents design environments, materials, and interactions that will promote optimal motivation and engagement in learning. Each section correlates with *Virginia's Foundation Blocks for Early Learning* and provides strategies for adults to use that will create the highest quality preschool experiences for each child.

Literacy

- Activates engagement through book reading that is expressive, frequent, interactive, and which represents a variety of cultures and perspectives.
 Uses poems, chants, rhymes, and repetition books that feature both fact and fiction to enhance children's imagination and engagement.
- Promotes.concept.development.through enriched language and activates meaningful conversation through. "when, where, how, and why" questions.

 Extends understanding by encouraging children to. describe feelings, explain ideas, compare events, and apply.new.vocabulary/knowledge.to.past.and.present. experiences. Uses props (scarves, hats, puppets) to enhance. characters and situations during book reading. Encourages children to use these props to recreate storyrelated dramatic play scenarios. Provides, ample supplies, at. centers, to, encourage, reading. and writing in "real-life" scenarios through imaginative play, such as playing store, going to a restaurant, creating mail for the post office, and making grocery. Organizes book collections within easy reach by topic. theme, and author. Selections represent multiple abilities, cultures, ethnicities, and geographic locations. Labels items in both home language and English. Encourages, writing with purpose, for example, tell. stories, create poems, write letters, keep a journal, record events, and share experiences using a variety of materials and technology... Creates, listening, centers, with, prerecorded narration, of. high-interest books. Displays the alphabet at eye level.

Mathematics

- Promotes concept development through hands-on experiences such as board games, cards, counting cubes, and matching/sorting activities.
- Creates, simple, word, problems, that, relate to, experiences, children understand.
- Provides puzzles and manipulatives that encourage comparisons of shapes and an understanding of numbers/counting/patterns.
- Includes utensils and objects at sand and water tables for measuring and comparing.
- Supports construction activities using floor and table top materials (blocks, building materials) that reinforce position, such as above, beside, below, under, over, top, and bottom.
- Prompts interest and curiosity about numbers through picture books.
- Boosts mathematics engagement at learning centers. Provides rulers/objects for measuring, items for sorting/counting, and "money" for purchases. Models the use of these objects to answer questions of interest.

S	cience	٦	Encourages growing personal responsibility and citizenship in the classroom and community.
	Provides a variety of picture books and materials (charts, posters, technology) to expose children to the natural world (seasons. growing cycles, plants. weather. habitats, animals, food systems).		Uses curriculum that supports children's growing understanding of themselves in relationship to others.
	Includes writing materials, natural collections, magnifying glasses. magnets, and scales for weighing and sorting	H	ealth and Physical Development Encourages the selection of healthy foods.
	objects in science center/areas.		Balances quiet, learning times with physical activity.
	Promotes table-top activities, such as sink and float experiments, prisms, magnifying glasses, seriation tasks (sorting objects by color), etc.	u	Includes children as active participants in lessons and creative play.
	Encourages natural curiosity about domesticated and wild animals through stories, videos, and quality		Ensures that recess and a variety of active games are available daily for all children.
	curriculum. Asks questions and encourages inquiry and investigation.		Supports development through music and movement that involves all children and promotes aerobic exercise.
L	about areas of interest. Supports active engagement in problem solving through building and ramp activities.		Creates positive experiences for children to develop fine- motor skills, through use of age-appropriate materials and activities.
	Utilizes community resources, such as natural wildlife/ conservation experts, librarians. farmers, etc., who can		Fosters optimal development by providing individual support for each child
	visit the classroom. When possible, takes field trips to local zoos. aquariums, museums, or libraries.		Encourages group activities that focus on cooperation rather than competition.
	Reads stories about inventors, scientists, explorers, and others who are involved in the field of science.	Pe	ersonal and Social Development
	Boosts learning opportunities through the use of age- appropriate technology applications.		Provides warm interaction and shared "back and forth"
	Encourages recycling and conserving energy within the		conversation.
	classroom.		Nurtures relationships between peers that are positive and caring.
H	istory and Social Science	L	Uses classroom guidance that is proactive and respectful.
	Organizes books and materials by themes and categories (transportation, community helpers, farming, places		Encourages self-regulation and supports children's developing independence.
	around the world) to encourage exploration.		Shows high expectations for all children.
_	Highlights books that expose children to others like themselves in the community, around the country, and in different parts of the world.		Provides clear directions and uses prompts, cues, questions, and positive feedback to support success for each child.
L	Responds with sensitivity to children's questions about		Reinforces and highlights social skill competence.
	the world around them, while exploring similarities and differences.	L	Assures a safe and child-centered environment.
١	Creates activities, conversations, materials, and themes that are age-appropriate and build on children's personal		Responds with sensitivity to children's questions, contributions, and physical needs.
	experiences and knowledge.	L	Makes routines consistent and age-appropriate.
	Develops themes that are inclusive of culture, language, and diversity.		Gives responsibility and supports mastery of classroom "jobs."
L	Provides dramatic play experiences and multicultural		Creates eating times that are pleasant and calm.
	accessories, to, extend learning and enhance, cooperation.	Ĺ	Reads social stories that promote respect, caring

Encourages each child's active engagement and personal expression through the visual arts and music.

Makes available a wide assortment of crayons, clay, markers, tempera and finger paints, scissors, various papers, and assorted letter stamps, resources for collages, and other textured materials and tools.

Displays children's current artwork, writing, and other projects at their eye-level.

Reads stories and provides books about artists and musicians that represent a variety of cultures and styles.

Utilizes many music styles and cultures through music, singing, and dance.

Provides instruments and resources such as ribbons, scarves, shakers, and drums for children to create and express music, motion, song, and dance.

Introduces a wide range of instruments and composers through books, recordings, videos, and other technology.

Uses music (recorded and vocal) to enhance transitions, routines, and celebrations.

Enriches academic learning through chants, rhymes, and songs.

Resources:

Virginia's Foundation Blocks for Early Learning

http://www.doe.virginia.gov/instruction/early_childhocd/ preschool_initiative/foundationblocks.pdf

Virginia's Preschool Curriculum Review Rubric and Planning Tool

http://www.doe.virginia.gov/instruction/early_childhood/ preschool_initiative/preschool_rubric.pdf



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Notice to the Reader

The information contained herein is provided only as a resource that educators may find helpful and use at their discretion.

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Virginia's Quality Indicators for Responsive
Teaching: Creating a High Quality Preschool Learning
Environment_can be found in PDF file format on the
Virginia Department of Education's Web site:
http://www.doe.virginia.gov/instruction/early_
childhood/preschool_initiative/preschool_quality_
indicators.pdf

Superintendent of Public Instruction

Patricia I. Wright

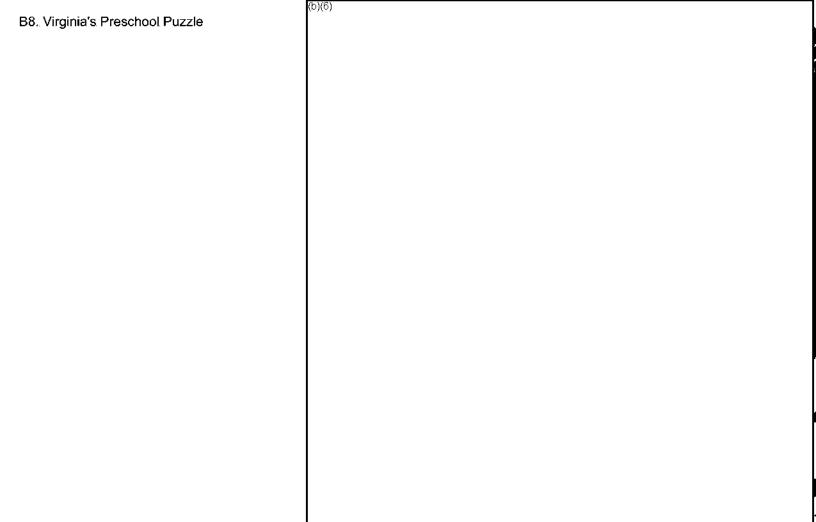
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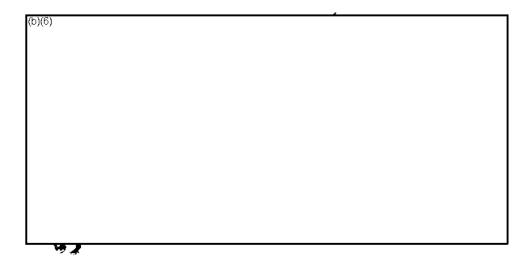




Virginia's Preschool Puzzle

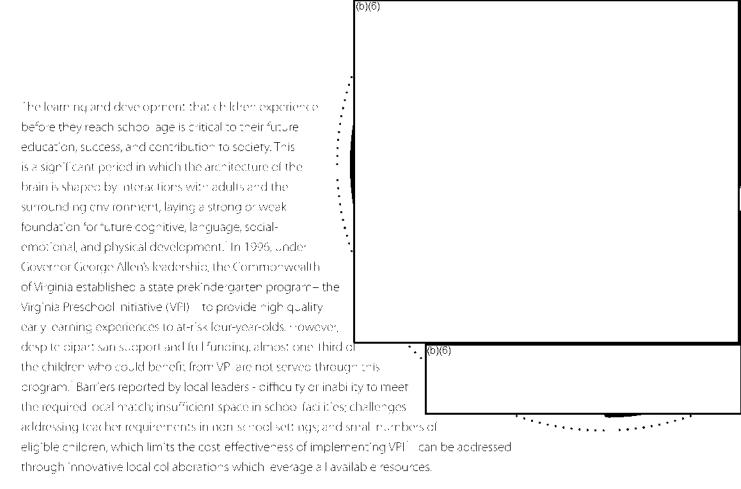
A COMMUNITY GUIDE FOR SMART BEGINNINGS





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The full guide – Virginia's Preschool Puzzle I provides a framework for navigating this process, using the experiences of existing local programs to illustrate some challenges and opportunities that come with collaboration.

Collaborative planning to establish or expand high quality preschool services using VPI funding may seem claunting, but local leaders say it is worth the effort to serve more children at risk of school failure in the community. There are three essential steps:

Bringing Diverse Stakeholders Together

The importance of bringing together diverse stakeholders to best utilize local resources is a fundamental principle of VPI. According to the authorizing language in the 2012-2014 Biennial Budget as adopted by the 2013 General Assembly: "The proposal must demonstrate coordination with all parties necessary for the successful delivery of comprehensive services, including the schools, child care providers, local social services agency. Head Start, local health department, and other groups identified by the lead agency."

Public private partnerships like Smart Beginnings can play an important role in providing a table for discussions about promoting school readiness. The Virginia Early Childhood Foundation has supported the start of Smart Beginnings initiatives of local leaders across the state covering a footprint of 100 communities. Smart Beginnings teams are diverse, including (but not limited to) senior representatives from business, the school system, local government, the faith community, mead Start, child care, higher education institutions, health and mental health, family support, and learly intervention.

Developing a Plan to Integrate and Leverage Local Programs to Provide High Quality, Comprehensive Preschool

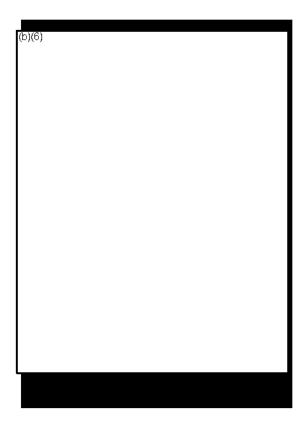
According to the authorizing language in the 2012-2014 Biennial Budget as adopted by the 2013 General Assembly. The lead agency shall be responsible for developing a local plan for the delivery of quality preschool services to at risk children which demonstrates the coordination of resources and the combination of funding streams in an effort to serve the greatest number of at-risk four-year old children. Hocal planners will need to consider areas in which they have significant discretion, such as how to define fat risk and eligibility for preschool services, ensure that teachers are qualified, and determine the length of day and year of services. Other considerations include:

- Identifying local stakeholders that have the expertise, capacity, and/or space to provide required program components of VPI including health and social services.
- Creating mode's that deliver high quality preschool with community child card partners that can also meet families' needs for full day, full year care.
- Integrating with existing early childhood systems to enhance.
 VP delivery.
- · Making the system concrent and accessible for families.

Financing: Models and Strategies

The VPI program is financed by a state to local match formula using a composite index that estimates local ability to pay The estimated total cost per child used for state calculations is \$6,000, set in FY 2008-2009 and not increased since then. Localities are expected to appropriate or designate public funding for the local cash match (75 percent). In kind expenditures may make up the other 25 percent of the match requirement. Localities may not supplant current expenditures. According to the authorizing language in the 2012-2014 Biennia Budget as adopted by the 2013 General Assembly: "Local plans must provide clear methods of service coordination for the purpose of reducing the perichild cost for the service, increasing the number of at-risk children served and/or extending services for the entire year."

Developing these collaborative funding strategies - commonly known as braiding - takes time and dedication. Local planners will want to consider: What is the true cost of providing high quality preschool that meets VP requirements and local goals for children and families? What are the prosland considerusing specific funding sources to day for VPI?



Virginia children who participate in high quality preschool are more likely to be prepared for school, meet kindergarten literacy benchmarks, and have more success in later school years.

Families who utilize high quality preschool programs can grow in their own capacity to support their children's learning and development, as well as access screenings, referrals, and services to benefit their children.

Schools can be more effective and efficient when children are better prepared. Participants in high quality preschool are less likely to need reading intervention services or to repeat grades in K-3rd.

Communities and the state can benefit from the long-term effects of high quality preschool, including higher rates of employment and earnings.

Children, families, schools, and the Commonwealth will benefit when leaders come together at the community and state levels to ensure that all children at risk of school failure have the opportunity to participate in high quality preschool. The following are some strategies that might address the common barriers localities may face:

Securing Local Match: Local match dollars can be raised through private donations to the county or city government and then appropriated as match for VPI. Another approach is to examine how locally appropriated dollars for a service that would benefit VPI children could be used. For example, Alexandria counts local funding for support services such as family support workers (social workers) on site at participating centers and has counted Alis Pals training for VPI preschool teachers regarding social emotional development of youngich ldren toward local match requirements.

Identifying Additional Space: Even if public schools lack the space, existing centers or Head Start providers may be able to serve at risk four year olds or have empty spots in their programs, that VPL funding could be used to purchase. Depending on the number of children to be served, VPL funds could be used to establish a whole classroom or a smaller number of spots within an existing classroom. Multiple funding sources may be needed to ensure that the services, meet or exceed VPL standards.

Finding High Quality Child Care Providers with which to Partner: In order to consider partnering with child care providers to serve children though VPI, it is essential that providers meet VPI requirements. Several initiatives in the state provide information on quality indicators that can be used to help make these decisions. National data indicate that 12 percent of child care centers are NALYC accredited in Virginia. The Virginia Star Quality Initiative (VSQI) has rated over 370 programs across the state, including 112 with 4 or 5 stars

(b)(6)

Currently, Star Ratings give information about the quality of teacher-child interactions, and learning environment as well as teacher dual fications. Programs recognized by VSQI with a rating have access to mentorship, professional development, and other quality improvement activities, and are eligible to beine evaluated every two years to assess, program improvement.

Supporting Professional Development: Virginia's leaders have the opportunity to thoughtfully consider and support professional competencies that best promote school readiness in young children. Ultimately, leaders must agree on the goal of increasing access to high quality preschool for young children, and work together to ensure that services are provided by adults with the specialized training needed to support at risk children's learning and development.

Considering Policy Change: VP is a proven program improving outcomes for at risk children. For years running, more resources have been allocated than are utilized because of barriers at the local level. Many communities and school divisions would benefit from refined legislative and state agency policies, that achieve a balance between maintaining program excellence and easing access for children in communities across the Commonwealth.

Code of Virginia

§ 22.1-199.1. Programs designed to promote educational opportunities.

C. The General Assembly finds that effective prevention programs designed to assist children at risk of school failure and dropout are practical mechanisms for reducing violent and criminal activity and for ensuring that Virginia's children will reach adulthood with the skills necessary to succeed in the twenty-first century; to this end, the following program is hereby established. With such funds as are appropriated for this purpose, the General Assembly hereby establishes 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 four-year-olds who are unserved by Head Start programs and for at-risk five-year-olds who are not eligible to attend kindergarten.

The grants shall be used to provide at least half-day services for the length of the school year for at-risk four-year-old children who are unserved by Head Start programs and for at-risk five-year-olds who are not eligible to attend kindergarten. The services shall include quality preschool education, health services, social services, parental involvement including activities to promote family literacy, and transportation.

The Department of Education, in cooperation with such other state agencies that may coordinate child day care and early childhood programs, shall establish guidelines for quality preschool education and criteria for the service components, consistent with the findings of the November 1993 study by the Board of Education, the Department of Education, and the Council on Child Day Care and Early Childhood Programs.

The guidelines for quality preschool education and criteria for preschool education services may be differentiated according to the agency providing the services in order to comply with various relevant federal or state requirements. However, the guidelines for quality preschool education and the criteria for preschool education services shall require when such services are being provided by the public schools of the Commonwealth, and may require for other service providers, that (i) one teacher shall be employed for any class of nine students or less, (ii) if the average daily membership in any class exceeds nine students but does not exceed 18, a full-time teacher's aide shall be assigned to the class, and (iii) the maximum class size shall be 18 students.

School divisions may apply for and be granted waivers from these guidelines by the Department of Education.

During the 1995-1996 fiscal year, the Board of Education shall, with such funds as are appropriated for this purpose, distribute grants, based on an allocation formula providing the state share of the grant per

child, as specified in the appropriation act, for 30 percent of the unserved at-risk four-year-olds in the Commonwealth pursuant to the funding provided in the appropriation act.

During the 1996-1997 fiscal year and thereafter, grants shall be distributed, with such funds as are appropriated for this purpose, based on an allocation formula providing the state share of the grant per child, as specified in the appropriation act, for at least 60 percent of the unserved at-risk four-year-olds and five-year-olds who are not eligible to attend kindergarten in the Commonwealth, such 60 percent to be calculated by adding services for 30 percent more of the unserved at-risk children to the 30 percent of unserved at-risk children in each locality provided funding in the appropriation act.

Local school boards may elect to serve more than 60 percent of the at-risk four-year-olds and may use federal funds or local funds for this expansion or may seek funding through this grant program for such purposes. Grants may be awarded, if funds are available in excess of the funding for the 60 percent allocation, to expand services to at-risk four-year-olds beyond the 60 percent goal.

In order for a locality to qualify for these grants, the local governing body shall commit to providing the required matching funds, based on the composite index of local ability to pay. Localities may use, for the purposes of meeting the local match, local or other nonstate expenditures for existing qualifying programs and shall also continue to pursue and coordinate other funding sources, including child care subsidies. Funds received through this program shall be used to supplement, not supplant, any local funds currently provided for preschool programs within the locality.



October 10, 2014

To Whom It May Concern:

On behalf of the Virginia Early Childhood Foundation (VECF), I am pleased to offer this letter of support and commitment to the Virginia Department of Education's application, in response to the Preschool Development Grants (Expansion) competition. To support this work, VECF will serve as the chief early childhood policy and cross-sector system leader. Founded in 2005 as a public-private partnership for the state's early childhood efforts, VECF will serve as a bridge between and among partner agencies, between state and local level activities, and between the public and private sectors. VECF will ensure the grant is implemented in ways that maximize system integration, quality coordination, and honors state/local contributions and commitments.

VECF supports a statewide network of Smart Beginnings collaborative partnerships that convene leaders from K-12 education, the child care community, health, local government, family support agencies, social services, higher education, faith leaders, and the business community to build the capacity of local communities to create optimal environments for children's growth and development. VECF will leverage these Smart Beginnings partnerships to ensure quality improvement support and comprehensive services are provided to VPI+ programs effectively, efficiently, and strategically. Local Smart Beginnings partners will work closely with the VPI+ Family and Community Engagement Coordinators to maximize existing community partnerships, expand family choices for early learning and other services, and bridge transitions from home to child care to elementary school.

VECF is also responsible for jointly administering Virginia's Tiered Quality Rating and Improvement System (TQRIS) with the Virginia Department of Social Services (VDSS) to publish quality ratings of early childhood programs for families and provide support so that programs can voluntarily improve the quality of the services they provide. The VPI+ Quality Coordinator housed at VECF will be responsible for facilitating the participation of VPI+ programs in the TQRIS and for synthesizing all quality monitoring data to ensure benchmarks are met and the results are used for continuous quality improvement. The VPI+ Quality Coordinator and I will serve on the VPI+ Implementation Team.

VECF will bring targeted focus to ensure sustainability and policy improvement to extend the benefits of the grant beyond the four-year funding term. With this commitment to improving the quality of early care and education accessible for young children in Virginia, we are pleased to support this important work.

Sincerely,		
(b)(6)		

Kathy Glazer President VECF Officers

Ben J. Davenport, Jr. - Chairman First Piedmont Corporation

Katherine F. Busser - Vice Chairman Virginia Children's Hospital Alliance

Reginald N. Jones - Secretary Williams Mullen

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Beth D. Rhinehart Wellmont Health System

Gary L. Rhodes j. Sargeant Reynolds Community College

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John A. Weinberg, Ph.D. Federal Reserve Bank of Richmond

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Dominion Resources, Inc., (retired)

VECF Advisors Council Robert D. Holsworth, Ph.D. Colleen A. Kraft, M.D. Robert C. Pianta, Ph.D. Craig T. Ramey, Ph.D. Sharon L. Ramey, Ph.D. Karl N. Stauber, Ph.D. Helene Stebbirs, MPP John P. Thomas, Ph.D.

President Katlry Glazer CENTER for ADVANCED STUDY.

of TEACHING and LEARNING.

405. Emmet Street South . Charlottesville, VA 22904 . 434-243-5481.

October 10, 2014

To Whom It May Concern:

On behalf of the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL), I am pleased to offer this letter of support and commitment to the Virginia Department of Education's application, in response to the Preschool Development Grants (Expansion) competition. I was pleased to see that the application places a priority on partnerships with higher education to develop and meet rigorous, high quality standards for preschool classroom environments and to support a highly-qualified statewide pre-k workforce, both within the proposed VPI+ pilot classrooms and ultimately across the state. To support this work, CASTL will bring its expertise on high quality early care and education programs and effective teacher preparation and interactions to ensure optimal VPI+ program implementation and impacts on children's development and learning.

As a part of a partnership with all involved the state agencies and the Virginia Early Childhood Foundation (VECF), I and Bridget Hamre, Associate Director of CASTL, will serve on the VPI+ Implementation Team. CASTL will also consult with participating divisions in their selection and implementation of curricula and professional development to ensure they are having the intended impact on teacher practice and child outcomes. We will ensure that divisions are using classroom and child data to drive an ongoing process of quality improvement and will meet with each division at least twice a year to provide ongoing technical assistance in these areas. CASTL staff will also conduct a mid-year assessment of fidelity of curriculum implementation and coaching in order to provide data-driven feedback into the quality improvement process.

Another key role of CASTL in this endeavor will be to support a cohort of coaches throughout the project, training them in evidence-based coaching practices and ensuring that the coaches have access to and implement high-quality professional development modules on topics such as supporting children with special needs, working with dual language learners, and using formative assessments to drive practice. CASTL will conduct two in-person workshops each year for coaches and travel once to each division to provide individualized support around coaching. In addition, CASTL will provide extra training and support throughout the year by hosting monthly coaching webinars, having monthly individual calls with each coach, and providing ongoing technical assistance as needed. CASTL staff will also provide summative assessment trainings for independent assessors and Pre-K/K teachers across the four years. Finally, CASTL has developed and implemented a series of online courses on effective-teacher-student interaction, working closely with Head Start, VECF, and teachers in Virginia, which will be made available to local divisions.

CASTL has a long history of working with the VDOE and VECF to improve the early childhood workforce in Virginia, and I look forward to supporting this important work as well.

Sincerely,



Jason Downer, Ph.D. Research Associate Professor

Director, Center for Advanced Study of Teaching and Learning

CASTL

Assessment			Internal			
Measure	Area	Age	Consistency	Stability	Inter-rater Reliability	Predictive Validity
PALS-PK	literacy	PreK	Cronbach's α = .83; Guttman split-half .71- .94	Fall to Spring .62	r = .99	Fall PALS-PK to: PALS-K Fall .57, Spring .39. PALS 1-3 Fall .49; Spring PALS-PK to PALS-K Fall .74, Spring .53, PALS 1-3 Fall .56
PALS-K	literacy	К	Cronbach's α avg = .86, range .7888	test-retest .78-95, Fall to Spring .56	.9699	fall PALS-K and Spring Stanford-9 = .70; Fall PALS-K to fall PALS 1-3 .67 and Spring .53
GOLD	Multi- dimensional formative assessment	PreK	Cronbach's α ≥ 0.957 for each domain		$\alpha \geq 0.859$ for each domain	

Assessment			
Measure	Construct Validity	Concurrent Validity	Source
PALS-PK	eigenvalue of 2.9	TALS (r = .41, p <.01; n = 87); COR (language and literacy componenets) (r = .71, p <.01; n = 70); TERA-3 (r = .67, p <.01; n = 73)	Invernizzi, Sullivan, Meier, & Swank (2004). PALS PreK Teacher's Manual.
PALS-K	eigenvalue of 5.20, in Spring 2011 3.80	Stanford-972, p. < .001	Invernizzi, Juel, Swank, & Meier (2004). PALS Kindergarten Technical Reference.
GOLD		PKBS with GOLD SE scale, r. = 0.428-0.523; PKBS most strongly associated with GOLD Cognitive scaled score, r = 0.541; all GOLD scale scores were moderately coorelated with Preschool Learning Behaviors Scale (PLBS) (= 0.426-0.507); direct assessments showed low-to-moderate correlations in expected areas. Direct tests were most strongly associated with GOLD literacy subscale, accounting for 10%-40% of the variance in different measures, including PPVT, WJIII, Pencil Tapping, HTKS.	Lambert, R.G., Kim, D., Taylor, H., & McGee, J.R. (2010). Technical manual for the Teaching Strategies GOLD & Assessment System. Charlotte, NC: Center for Educational MEasurement and Evaluation, UNC Charlotte.

Criteria for Selection of Early Learning Assessments

Given Virginia's required competitive procurement process, only pre-existing measures can be referenced directly in the application (i.e., PALS, TS GOLD). However, VDOE will work with CASTL to select additional assessment tools to address cognitive/general knowledge, approaches to learning, and social-emotional development in Preschool and Kindergarten. In order to be considered for inclusion in the VPI+ Early Learning Assessment system, new measures must meet a high standard of psychometric rigor, as outline further below. Psychometric evidence established across multiple samples and by researchers independent of a measure's development is strongly preferred.

First and foremost, measures will be expected to have evidence of reliability and validity from studies of diverse students that reflect the same populations found in Virginia (e.g., race/ethnicity, rural/urban, SES). Reliability refers to consistency, or the extent to which a measure produces similar findings across multiple conditions. In particular, the subscales for any measure must demonstrate strong internal consistency, or a Cronbach's alpha of .80 or greater. In addition, if applicable, interrater reliability will be expected to meet a high standard of Kappa/ICC > .70.

Validity is defined as the degree to which an assessment measures what it intends to measure. In particular, construct validity will need to be established for measures under consideration, including confirmatory factor analyses that indicate the presence of hypothesized constructs (and meet acceptable fit criteria, such as RMSEA \leq .05, CFI \geq .90, SRMR \leq .08). In addition, measures must be related to other measures of similar constructs in expected directions at a magnitude of $r \geq$.30, as a means of demonstrating concurrent (convergent and discriminant) and predictive validity.



In the 21st century, and beyond, Virginia must refine its education and training programs to support an improved quality of life and economic stability for its citizens. To accomplish this, it is critical that policymakers, program directors, educators, researchers, and citizens have access to high-quality information to make informed decisions as they direct and navigate the education and workforce-training systems. Such information can only come from state-of-the-art data and reporting systems, VLDS provides secure access to education and workforce data, while maintaining privacy, and confidentiality, that will help reach these goals.

THE PARTICIPATING AGENCIES

VLDS participating state agencies include the Virginia Department of Education (VDOE), the State Council of Higher Education for Virginia (SCHEV), the Virginia Employment Commission (VEC) and the Virginia Community College System (VCCS). VLDS has been designed for onboarding other state agencies in the future.

VLDS provides the ability to securely access, merge, and analyze deidentified data from numerous agency data sources in order to ensure continuous improvement in Virginia's education system and other state services. The system will enable Virginia to answer questions regarding program participation, outcomes, effectiveness, alignment with employer needs, and return on investment.



- Provide input on the VLDS mission
- Join their data with the data from VLDS participating agencies
- Maintain, security, and, privacy, of their, data,
- Generate reports to meet state and federal reporting requirements
- Utilize VLDS to identify potentially low quality data within their system

To learn more about VLDS, visit www.vlds.virginia.gov, or contact one of the listed agency representatives.

VLDS PRIVACY PROMISE

We, the members of VLDS, promise to protect the privacy and confidentiality of data entrusted to us. The VLDS system is designed to meet or exceed all state and federal privacy laws and requirements.



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DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Brunswick County Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. <u>ASSURANCES</u>

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantce will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws;
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Sto R. Style	September 30, 2014
Signature	Date
Dr. Steven R. Staples, Superintendent of	
Print Name	Title
Authorized Representative of Subgrantee	2 :
Dona G. Wyw. Signature	October 6, 2014 Date
Print Name G. WYNN	Superintendent Title



DEPARTMENT OF NOT UNITED A Brother, for BOTHERS AND TANKS OF

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award. This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Chesterfield County Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU:
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement:

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws;
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives:
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Print Name	Title		
Dr. Marcus J. Newsome, Superi	ntendent		
Signature	Date		
Marcus y. Newsome	October 2, 2014		
Authorized Representative of Subgrantee:			
Print Name	Title		
Dr. Steven R. Staples, Superintendent of Pr			
Signature	Date		
Star R. Star	September 30, 2014		



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Fairfax County Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Stor R. Aff	September 30, 2014
Signature	Date
Dr. Steven R. Staples, Superintendent of Publ Print Name	ie Instruction Title
Authorized Representative of Subgrantee: Authorized Representative of Subgrantee: Signature	1012 2014 Date
Karen K. Garza Print Name	Division Superintendent



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award. This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Giles County Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing:
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Star R. Star	<u>September 30, 2014</u>
Signature	Date
Dr. Steven R. Staples, Superintendent of Pul	olic Instruction
Print Name	Title
Authorized Representative of Subgrantee:	
De Cubayanta	10/2/14
Signature /	∕ ∕Date
Or, Terry E. Arbogast, II Print Name	Superintendent
Print Name	Title



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award. This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Henrico County Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or IHIS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS:
- 7) Be responsive to State, ED, or IIIIS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives:
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Sto Q. Stop	September 30, 2014
Signature	Date
Dr. Steven R. Staples, Superintendent of I	Public Instruction
Print Name	Title
(b)(6) e:	/0/3/14 Date
Signature PATRICK C. KINLAW Print Name	

(b)(5)		



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Norfolk City Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as Identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

DECK /STA	September 30, 2014
Signature	Date
Dr. Steven R. Staples, Superinter	ident of Public Instruction
Print Name	Title
(b)(6)	ee:
элилине /	Date
Print Name	Title



DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Petersburg City Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Dan (R. Alfred	September 30, 2014
Signature	Date
Dr. Steven R. Staples, Superintendent of P	
Print Name	Title
Authorized Representative of Subgrantee:	
X gerfel	10/6/2014
Signature	Date
De Joseph C Me hin	Speintendent
Print Name	Title



DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Prince William County Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. <u>ASSURANCES</u>

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I, subject to the appropriation of funds and school board approval of the "final MOU";
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan), subject to the appropriation of funds and school board approval of the "final MOU":
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as well as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement, subject to the appropriation of funds and school board approval of the "final MOU":
- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS:
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws;
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.
- 12) Subgrantees responsibilities are contingent upon school board approval of the "final MOU" and the availability and appropriation of sufficient funds.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants-Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;

- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will work to devise non-binding plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action per EDGAR regulating requirements, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. <u>DURATION</u>

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants-Expansion Grant project period.

V. <u>SIGNATURES</u>	
Authorized Representative of Lead Agency:	:
ALQ BA	10-10-14
Signature	Date
Steven R. Staples	Superintendent of Public Instruction
Print Name	Title
Authorized Representative of Subgrantee:	
The Island	10-10-14
Signature	Date
Steven L. Walts	Superintendent, Prince William Counter
Print Name	Superintendent, Prince William County, Title Public Shoots



DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Richmond City Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantce shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants-Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantec's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantces necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. <u>MODIFICATIONS</u>

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants-Expansion Grant project period.

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Star R. Stylen	<u>September 30, 2014</u>
Signature	Date
Dr. Steven R. Staples. Superintendent of Pu	
Print Name	Title
Authorized Representative of Subgrantee:	
Signature	Date
Dana Bedden	Superintendent
Print Name	Title



DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Sussex County Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan:
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement:

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants-Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants-Expansion Grant project period.

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

Stor R. Stall	<u>September 30, 2014</u>
Signature	Date
Dr. Steven R. Staples, Superintendent of P	
Print Name	Title
Authorized Representative of Subgrantee:	
Signature Jasine 3.5.	<i>Sept. 30, 2014</i> Date
	Oivisian Superintendent
Print Name	′ Title



DEPARTMENT OF EDUCATION

P. O. BOX 2120 RICHMOND, VIRGINIA 23218-2120

PRELIMINARY MEMORANDUM OF UNDERSTANDING FOR IMPLEMENTATION OF VPI+

These MOUs will be finalized within 90 days of grant award.

This Memorandum of Understanding ("MOU") is entered into by and between the Virginia Department of Education (VDOE) ("Lead Agency") and Winchester City Public Schools ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants-Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Is familiar with the State's Preschool Development Grants-Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);
- 5) Will comply with all of the terms of the Preschool Expansion Grants-Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485; and
- 6) Will comply with the provisions and ethics requirements of the Virginia Public Procurement Act, the State and Local Government Conflict of Interests Act, as all local procurement regulations and policies.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants-Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;

- 2) Provide High-Quality Preschool programs and as relevant, work with other Early Learning Providers to provide such programs, appropriately monitoring such entities;
- 3) Abide by the State's Budget included in Section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants-Expansion Grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS request for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with State, and Federal privacy and student record disclosure laws:
- 8) Provide researchers with access, consistent with the requirements and limitations of all applicable Federal, State and local privacy and student records disclosure laws, to available aggregate data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs. The Subgrantee shall also ensure that there is a federal requirement prior to releasing personally identifiable student information to federal agencies or their representatives;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 10) Minimize local administrative costs; and
- 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants-Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants-Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants-Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants-Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. <u>MODIFICATIONS</u>

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants-Expansion Grant project period.

V. <u>SIGNATURES</u>

Authorized Representative of Lead Agency:

DE R. STA	September 30, 2014
Signature	Date
Dr. Steven R. Staples, Superintendent of	Public Instruction
Print Name	Title
Authorized Representative of Subgrantee:	\neg
(0)(0)	10-1-14
Signature Mark Y. Lineburg	Date 10-1-2014
Print Name	Title

	Table (D)(4)					
Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year.4	
		Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	✓ Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	
		☐ Full Day	Full Day	Full Day	Full Day	
	Methods for Improving Slots (Select as many as apply)	Class Size/Ratio	Class Size/Ratio	Class Size/Ratio	Class Size/Ratio	
Brunswick County.	(Secret as many as apply)	Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	
Public Schools		Comprehensive Services	Comprehensive Services	Comprehensive Services	Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	48	72	72	72	
	Total Estimated Cost	(b)(4)				
		-				
Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4	
	Methods for Improving Slots (Select as many as apply)	Teacher Qualifications/ Compensation	✓ Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	
		☐ Full Day	☐ Full Day	Full Day	☐ Full Day	
		✓ Class Size/Ratio	Class Size/Ratio	✓ Class Size/Ratio	✓ Class Size/Ratio	
Giles, County, Public		Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	
Schools		✓ Comprehensive Services	✓ Comprehensive Services	✓ Comprehensive Services	✓ Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	36	36	36	36	
	Total Estimated Cost	(b)(4)				
Subgrantee 3	Breakdown	Year 1	Year 2	Year. 3	Year. 4	
		Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	
		Full Day	☐ Full Day	Full Day	Full Day	
	Methods for Improving Slots (Select as many as apply)	Class Size/Ratio	Class Size/Ratio	Class Size/Ratio	Class Size/Ratio	
Henrico, County, Public,		Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	
Schools		✓ Comprehensive Services	Comprehensive Services	✓ Comprehensive Services	✓ Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	90	90	90	90	
	Total Estimated Cost	(b)(4)				

Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
		Teacher. Qualifications/. Compensation	Teacher Qualifications/. Compensation	Teacher, Qualifications/, Compensation,	Teacher. Qualifications/ Compensation
	M. () 6 () ()	Full Day.	Full, Day,	Full Day	Full Day.
	Methods for Improving Slots (Select as many as apply)	Class Size/Ratio	Class Size/Ratio	Class, Size/Ratio	Class Size/Ratio
Norfolk Public Schools	(General many as apply)	Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional. Development	Evidence-Based Professional Development
		Comprehensive Services	✓ Comprehensive Services	Comprehensive Services	✓ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	342	342	342	342
	Total Estimated Cost	(b)(4)			
Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	Teacher. Qualifications/. Compensation
		☐ Full Day	Full Day	Full Day	Full Day
		Class Size/Ratio	Class Size/Ratio	Class Size/Ratio	Class. Size/Ratio.
Richmond City Public		Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development
Schools		Comprehensive Services	✓ Comprehensive Services.	Comprehensive. Services.	Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	918	918	918	918
	Total Estimated Cost	(b)(4)			
Subgrantee 6	Breakdown	Year 1	Year 2	Year 3	Year 4
		Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	Teacher Qualifications/ Compensation	Teacher Qualifications/. Compensation
	Methods for Improving Slots	Full Day	Full Day.	☐ Full Day	Full Day.
	(Select as many as apply)	Class. Size/Ratio	Class. Size/Ratio.	Class. Size/Ratio	Class Size/Ratio
Winchester Public		Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development	Evidence-Based Professional Development
Schools		Comprehensive. Services	Comprehensive Services	Comprehensive Services.	Comprehensive Services.
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	36	36	36	36
	Total Estimated Cost	(b)(4)			

VIRGINIA'S PLAN FOR SMART BEGINNINGS

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GOVERNANCE AND FINANCING:

All sectors will be engaged in creating & sustaining collaborative structures to ensure an effective early childhood system.

A) Establish & sustain a structure within the executive branch to effectively coordinate the planning, financing, delivery and evaluation of early childhood programs.

- B) Create and sustain a statewide publicprivate entity to consistently guide early childhood initiatives and provide resources, technical assistance, and accountability to local coalitions.
- C) Increase the capacity of local partnerships working to coordinate, improve, & expand celivery of early childhood programs & services.
- Increase public-private investments and braid funding streams for maximum impact.
- E) Ensure accountability with program standards & measurement mechanisms to track identified outcome indicators.
- F) Promote a high quality workforce providing services for young children and families.

System Outcomes—

 Increased and more diverse public private resources are available for the early childhood system

- A strong workforce of professionals serving children and families sustained by an effective professional development system
- State budget and policies reflect and support key system goals
- Increased data linkages & information sharing among partners and agencies
- Local plans are aligned to state-level priorities & coordinated among programs
- A strong, effective governance structure at both the state & local levels
- 7 An effective system of evaluation for program improvement & accountability

PARENT SUPPORT AND EDUCATION

All families of children prenatal to five, will have the information & support they, need to promote their child's optimal, development & school readiness.



- A) Increase access for all families to quality information and supportive services.
- B) Increase the quality of parenting support programs.



System Outcomes-

- Increased capacity of home visiting and parent education programs
- Increased use of strategies to promote and sustain parental involvement
- Increased child care and health professional awareness of family support best practices
- Increased inter-agency coordination and improved distribution mechanisms for parent information about state and local services
- Increased uniformity of agency and provider messages to parents

Child/Family Outcomes-

- Increased family awareness of available services and supports
- Increased number of eligible families enrolled in evidence based or evidence informed home visitation programs
- Increased number of parents enrolled in evidenced based parent education and support programs
- Increased family participation in early childhood programs through parent leadership opportunities
- Increased number of families providing a safe home environment.

EARLY CARE AND EDUCATION

.... All families will have access to high quality early care and education.

- A) Improve the quality of early care and education programs.
- Expand availability and access to high quality early care and education programs.

System Outcomes-

- Increased quality of early care and education programs
- Increased coordination of funding and service delivery among ECE programs and between ECE programs and public schools
- Early care and education programs have increased and more sustainable funding sources, including increases in subsidy reimbursement rates to support quality
- Increased use of appropriate, consistent, and comprehensive assessments by public and private ECE programs

Child/Family Outcomes-

- Increased number of children enrolled in the Virginia Preschool Initiative. Head Start and Early Head Start, and high quality early care and education programs
- Increased number of children scoring in the appropriate development range or meeting the appropriate benchmark on the PALS preK and PALS K
- Increased number of children with special needs receiving consistent ECE services and supports
- Increased number of 3rd grade students passing standards of learning assessments
- Decreased retention rates for children in grades K-3

HEALTH

... All families of children prenatal to. ... age five will have access to a full range... ... of prevention & treatment services to... ... ensure their children are healthy.



- A) Foster public and private sector initiatives to improve the affordability of health services.
- B) Increase access to health services through expansion, increased coordination, and effective practices and policies.



System Outcomes-

- Increased resources available for Early Intervention services (mental health, mental retardation, and developmental delay)
- Increased access to quality healthcare (physical, behavioral, dental) for at-risk populations
- 3. Increased use of a medical & dental home

Child/Family Outcomes-

- Increased number of children enrolled in public (Medicaid and FAMIS) and private insurance
- Increased number of pregnant women receiving prenatal care within first 13 weeks
- 3. Increased number of EPSDT screenings and services provided
- Increased number of 0-1 and 0-3 year olds in Early Intervention programs
- Increased number of children receiving mental health services paid for by public & private insurance

PUBLIC. ENGAGEMENT

All Virginians, will recognize the importance of early childhood and act to support policies, and investments promoting a Smart Beginning for all children.

- A) Persuade the public and key leaders and decision makers of the importance of early chilchood and the benefits of early chilchood initiatives (i.e., Make the Case).
- B) Increase participation and engagement of leacers to support state and local early chilchood initiatives.
- C) Promote collective action to alter key early chilchood systems and policies at local and state levels, in both public and private entities.
- D) Regularly inform the public and all stakeholders of progress on Virginia's Plan for Smart Beginnings.

System Outcomes-

- Strong, organized community networks for advocacy and building public will
- Consistent and effective advocacy messages for various audiences
- A strong, growing, and mobilized pool of early childhood champions in all sectors
- Increased awareness of the importance of early childhood development and its role in improving Virginia's economy and quality of life
- 5. Stakeholder commitment to a unified policy agenda



Existing Birth through Third Grade Continuum

Alignment of New Preschool Expansion Activities with Existing Continuum

Coordination (F)(1)(a):

- State-level leadership.
 - Plan for Smart Beginnings
 - · Cross-agency partnerships
 - Commonwealth Council on Childhood Success
- Local-level coordination
 - Smart Beginnings Coalitions
- · Systemic approach

Non-Diminution (F)(1)(b):

- VPI slot formula
- · VPI funding formula
- · Mixed delivery system

Prepare (F)(2)(a):

- · Milestones of Child Development
- Foundation Blocks for Early Learning
- · Kindergarten Standards of Learning
- PALS-K
- · Kindergarten Readiness Assessment

Sustain (F)(2)(b):

- Grade-level reading and math
- Full-day kindergarten

Engage (F)(2)(c):

- Kindergarten registration
- Parent and Family Involvement Tool Kit for Virginia Schools

Align (F)(2)(d):

- Competencies for Early Childhood Professionals
- · Virginia Longitudinal Data System

Coordination (F)(1)(a):

- VPI+ Family Engagement Coordinators
- Smart Beginnings Family Access Consortia
- VPI+ Implementation Team Learning Communities
- · Centers for Preschool Excellence

Non-Diminution (F)(1)(b):

- Technical assistance for layering funding and coordinating efficiencies.
- Integrated enrollment
- Leveraging comprehensive services

Prepare (F)(2)(a):

- · Formative and summative assessment
- Individualized instruction
- Focus on teacher-child interactions
- Increased expectations

Sustain (F)(2)(b):

- Transition specific activities
- · Curriculum alignment
- · Shared professional development
- · Learning communities

Engage (F)(2)(c):

- VPI+ Family Engagement Coordinators
- · Local Family Access Consortia
- Centers for Preschool Excellence

Align (F)(2)(d):

- Child learning standards and expectations
- Teacher preparation, credentials and competencies
- Data systems enhancements

Budget Narrative File(s)

		Delete Mandatory Budget Narrative	View, Mandatory, Budget Narrative
To add	more Budget Narrative attach	nments, please use the attachment butto	ons, below.

PR/Award # S419B150010 Page.e109

Part 4: Budget Part II – Budget Narrative

1) Personnel

The Virginia Department of Education (VDOE) proposes funding two full-time and three part-time positions in the State Infrastructure budget for a total of 4.10 FTEs. Budgeted salaries are based on standard Virginia state government salary ranges for the positions.

Preschool Program Coordinator — One FTE (2,080 hours); \$85,000. This full-time position will coordinate all grant activities and serve as the primary liaison to Subgrantees. This position will be the primary VDOE contact to ensure information is disseminated in a consistent manner among Subgrantees.

Virginia Longitudinal Data System (VLDS) Analyst – One FTE (2,080 hours); \$80,885. Virginia has one of the most comprehensive longitudinal data systems in the country. The VLDS Analyst will determine the requirements for additional data to be added to VLDS, including PreK and KRA assessment results, teacher and leader professional development, program implementation variables, teacher license information, and parent demographics. The analyst will also be responsible for mining data and developing reports to provide stakeholders information on the children's progress and outcomes through third grade.

Grant Reporting Manager – .70 FTE (1,500 hours); \$69,263. The part-time grants reporting manager will review, approve, and monitor the budgets and financial reporting requirements for this grant. This includes local, state, and federal reporting and compliance requirements. This person will work collaboratively with the Preschool Program Specialists and the Budget and Fiscal offices in VDOE.

Preschool Program Specialist – .70 FTE (1,500 hours); \$64,645. The specialist will work with school divisions, private providers, and the applicable local, state, and public agencies to provide high quality preschool programs. Duties will include at a minimum creating and monitoring the components of the required Memorandums of Understanding (MOU) with localities, collaborating with the VDOE Office of School Improvement, and supporting curricula adoption and professional development activities delivered to the Subgrantees. Professional development topics include inclusive practices, curricula use, teaching strategies, coaching, and mentoring. The specialist will organize site visits and

other professional development opportunities as required by the grant. The specialist will work collaboratively with the Grant Reporting Manager.

<u>Administrative Assistant</u> – .70 FTE (1,500 hours); \$32,323. A part-time administrative assistant is needed to support the team working on this grant, providing day-to-day administrative and clerical support tasks.

2) Fringe Benefits

Fringe benefits for full-time positions are calculated at 24 percent of the budgeted salary. This percentage is based on the average cost of benefits for other VDOE employees and would include retirement, Social Security, Medicare, life insurance, retiree health care insurance, disability insurance, and health insurance. The benefit rate for part-time employees is 7.65 percent, which is the amount for Social Security and Medicare only.

3) Travel

VDOE will work with school divisions as a resource throughout the grant period. Although VDOE will work to reduce travel expenses by providing technical assistance to school divisions remotely via conference calls and webinars as much as possible, occasional trips to school divisions will be necessary. The \$5,000 budgeted for travel is sufficient for one trip to school divisions each month (combination of day and overnight trips) at an average cost of \$250 per trip.

VDOE will also attend two meetings per year with VDOE's grant partners. These meetings will be necessary to ensure coordination and effective implementation of the grant. The budget also contains \$250 per trip for these meetings.

Finally, the budget contains \$1,500 for conferences. Conferences add an important training component for VDOE staff allowing them to share successes of the grant with other grantees to improve program delivery. All travel costs for VDOE employees will meet state government travel regulations.

4) Equipment

No funds are budgeted for equipment expenses.

5) Supplies.

Funds are budgeted to create new offices for grant personnel, including the leasing of computers, printers, telecommunications, postage, printing, and routine office supplies based on standard state government rates or prices of approved vendors.

6) Contractual

Three professional services scopes of work are proposed. One will be with the Center for Advanced Study of Teaching and Learning (CASTL), a public body at the University of Virginia. A second will be with the Virginia Department of Social Services (VDSS), a state agency. A third professional services scope of work is proposed to be provided by the public-private Virginia Early Childhood Foundation (VECF), in compliance with state procurement requirements. The goal of these professional services is to utilize existing and proven expertise to enhance the quality and impact of the grant.

CASTL

CASTL will provide its expertise in high quality programs and effective teacher preparation and interactions to ensure optimal program implementation and impacts on children's development and learning. As a part of a partnership with the state agencies, the Director and Associate Director of CASTL will serve on the VPI+ Implementation Team. In particular, CASTL will consult with participating divisions in their selection and implementation of curricula and professional development to ensure they are having the intended impact on teacher practice and child outcomes. CASTL will ensure that divisions are using classroom and child data to drive an ongoing process of quality improvement. CASTL staff will meet with each division at least twice a year and will provide ongoing technical assistance in these areas. CASTL staff will also conduct a mid-year assessment of fidelity of curriculum implementation and coaching in order to provide data-driven feedback into the quality improvement process.

CASTL will support a cohort of coaches throughout the project, training them in evidence-based coaching practices and ensuring that the coaches have access to and implement high-quality professional development modules on topics such as supporting children with special needs, working with dual language learners, and using formative assessments to drive practice. CASTL will conduct two in-person workshops each year for coaches and travel once to each Subgrantee division to provide individualized support around coaching. In addition, CASTL will provide extra training and support throughout the year by hosting monthly coaching webinars, having monthly individual calls with each coach, and providing ongoing technical assistance as needed.

Finally, CASTL staff will provide summative assessment trainings for independent assessors and Pre-K/K teachers across the four grant years.

The funding budgeted for these professional services is:

Year 1 = \$177,286

Year 2 = \$186.264

Year 3 = \$187,589

Year 4 = \$190,247

Each year, approximately 85 percent of the budgeted funds would support 1.75 FTEs; 8 percent would support for travel for observation, planning, assessment, and conferences; and 7 percent would support administrative costs.

VDSS.

VDSS will upgrade and provide support for data in the Virginia Longitudinal Data System (VLDS). Through the course of the grant, VDSS can develop databases that allow the comparison of VPI+ children to children that receive child care subsidies, building linkages that improve the delivery of services to these children. Other databases can be developed containing data that can be used to integrate the VPI+ program to other quality improvement activities. The projected annual cost of this scope of work is \$40,500 for each of the four grant years.

VECF

In compliance with state procurement requirements, VECF would serve as the early childhood policy chief and cross-sector leader and coordinator. It would provide quality assurance services to ensure the grant is implemented in a manner that maximizes system integration and honors state and local contributions and commitments. The primary outcome of this organization's expertise would be to ensure sustainability and policy improvement that extends beyond the term of the four-year grant.

The anticipated cost of this scope of work is:

Year 1 = \$124.671

Year 2 = \$125,714

Year 3 = \$126,762

Year 4 = \$127,820

4.

Each year, approximately 93 percent of the budgeted funds would support staffing; 2 percent would support travel for observation, planning, assessment, and conferences; and 5 percent would support administrative costs.

The Virginia Department of Education has followed the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

7) Training Stipends

No funds are budgeted for this category.

8) Other

No funds are budgeted for this category.

9) Total Direct Costs.

Year 1 = \$764,057.

Year 2 = \$767,944

Year 3 = \$769,223

Year 4 = \$771,883

10) Indirect Costs

VDOE's indirect cost rate currently approved by ED is 10.4 percent. The total budgeted indirect costs over the four-year grant term is \$193,934.

11) Funds to be distributed to Subgrantees by MOUs/subgrants

For the total of \$66,632,959 to be distributed to Subgrantees, 11 Subgrantee budgets have been carefully developed for this initiative. Costs have been projected in each of the following categories:

Personnel

Subgrantees propose funding for VPI+ Coordinators, VPI+ Parent Engagement Coordinators, and other administrative and support positions including, for example, translators, substitute teachers, bus drivers, and other support staff. A total of 38 full- or part-time administrative and support positions are proposed across all Subgrantees. For VPI+ instruction, Subgrantees propose funding for lead and assistant teachers as needed to implement High Quality Preschool Programs. Each of the instructional staff has the required credentials; salaries are based on each Subgrantee's division compensation rates.

A total of 164 full- or part-time instructional positions are proposed across all Subgrantees.

Total Personnel Costs (approximately \$28 million) are expected to represent approximately 40 percent of the total funds (\$66,632,959) to Subgrantees.

Fringe Benefits

Fringe benefits for administrative, support, and instructional positions are calculated at each division's set percentage of the budgeted salary. Across Subgrantees, benefits typically include retirement, Social Security, Medicare, life insurance, retiree health care insurance, disability insurance, and health insurance.

Total Benefits Costs (approximately S9 million) are expected to represent approximately 13 percent of the total funds distributed to Subgrantees.

Travel.

Subgrantee activities will require travel including: personnel making home visits for every VPI+ student, as prescribed by the grant requirements, and personnel travelling to homes and meetings related to family engagement and recruitment activities. The number of trips and distances vary across the Subgrantee budgets; costs for mileage have been estimated based on the federal rate. Although VDOE and Subgrantees will work to reduce travel expenses by participating in regular planning and coordination meetings remotely via conference calls and webinars as much as possible, central in-person meetings will be necessary on a biannual basis. Subgrantees have budgeted for needed personnel attendance at training conferences to ensure the necessary skills and knowledge to implement the grant activities. Subgrantees have budgeted for travel and lodging as needed for necessary personnel to attend meetings with VPI+ grant partners to ensure coordination and effective implementation of the grant.

Total Travel Costs (approximately \$183,000) are expected to represent less than one percent of the total funds distributed to Subgrantees.

<u>Equipment</u>

Subgrantee plans and budget projections for purchase of equipment including copiers, printers, computers and technological devices include justification for purpose of the equipment related to their capacity to implement High Quality Preschool Programs.

Total Equipment Costs (approximately \$444,915) are expected to represent less than one percent of the total funds distributed to Subgrantees.

Supplies

Purchase of supplies needed to implement High Quality Preschool Programs include classroom furniture, provisions, and books and materials (with an average per classroom cost of \$25,000), curricula and instructional tools, and supplies needed for field trips, enrichment, and parent engagement activities.

Total Supplies Costs (approximately \$14,021,700) are expected to represent approximately 20 percent of the total funds distributed to Subgrantees.

Contractual

Contractual costs for Subgrantees will include provision of comprehensive services such as vision screening or dental services, as well as the services of trained assessors, subscriptions for assessment systems, data system upgrades, professional development and transportation services, and contractors providing expertise and technical assistance on strategies including layered funding. Subgrantees will also incur expenses for their share of evaluation costs of the VPI+ initiative.

Total Contractual Costs (approximately \$12 million) are expected to represent approximately 18 percent of the total funds distributed to Subgrantees.

Training Stipends.

Only two Subgrantees plan to incur costs for credit-bearing coursework for VPI+. One Subgrantee will provide credited coursework for their instructional staff, while another Subgrantee will provide GED and other adult education coursework for parents of VPI+ participants.

Total Training Stipend Costs (approximately \$504,000) are expected to represent less than one percent of the total funds distributed to Subgrantees.

Other.

Subgrantees will incur minor costs including postage, copying, admissions fees, and other miscellaneous items, related to the provision of High Quality Preschool Programs.

Total Other Costs (approximately \$100,000) are expected to represent less than one percent of the total funds distributed to Subgrantees.

Indirect Costs.

At least five of the Subgrantees intend to apply an indirect rate to the total direct cost budgets, utilizing their approved indirect cost rate.

Total Indirect Costs (of at least \$2.7 million) are expected to represent 4 percent of the total funds distributed to Subgrantees.

12) Funds set aside for participation in grantee technical assistance

\$25,000 is set aside each year in Grant Years. 1 through 4 for participation in grantee technical assistance.

13) Total Funds Requested

Year 1 = \$17.5 million

Year 2 = \$17.5 million

Year 3 = \$17.5 million

Year 4 = \$17.5 million

14) Other Funds Allocated to the State's plan

Matching funds allocated to Virginia's plan include in-kind and cash contributions documented at the Subgrantee level. Across the 11 Subgrantees, matching funds were itemized in three categories: Local, Philanthropic, and Other.

Examples of Local match contributions from Subgrantees are in-kind janitorial, maintenance, nutrition, or transportation services provided by the school division or school for VPI+ classrooms and students for activities or services related to the provision of High Quality Preschool Programs. Local match contributions accounted for approximately. percent of the total Subgrantee match, or approximately.

Examples of Philanthropic match contributions from Subgrantees are programs underwritten by a United Way or community foundation that benefit VPI+ Preschoolers, or hearing screenings sponsored by a civic organization.

Examples of match contributions in the Other category include parent volunteer hours, in-kind space or services provided by a library or museum, or in-kind use of meeting space from a community college for professional development activities for VPI+ teachers. Taken together, match contributions in the Philanthropic and Other categories

accounted for approximately (b) percent of the total Subgrantee match, or approximately across the four-year term. The total value of Subgrantee matching funds is $\$^{(b)(4)}$ over the four-year term. Approximately bercent of this funding will be allocated to New High-Quality Preschool Slots and percent to Improved High-Quality Preschool Slots. Other funds allocated to the State's plan also include state funds appropriated to continue a "hold harmless" provision preserving student slots generated under the original methodology for estimating at-risk four-year-olds in the state VPI formula. The legislative appropriation fully funds the hold harmless provision in Grant Year 2 by funding VPI slots based on fiscal year 2014 actual slots used, if greater than the revised methodology for estimating at-risk four-year-olds, and on a prorated basis in Grant Year 1. In Grant Year 1, the funding allows for approximately one-third of the hold harmless slots to be restored. VDOE may allocate additional hold harmless funds in Grant Year I to affected school divisions if a balance of funds is available in the state VPI program. The value of this state funding is \$\(^{\text{(b)(4)}}\) in Grant Year 1 and \$\frac{(b)(4)}{} in Grant Year 2. Approximately (4) percent of this funding will be allocated to New High-Quality. Preschool Slots and (4) percent to Improved High-Quality Preschool Slots.

15) Total Budget

Year 1 =
$$\$^{(b)(4)}$$

Year 2 = $\$$
Year 3 = $\$$
Year 4 = $\$$

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008 Expiration Date: 04/30/2014

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under				
Virginia Department of Educat		"Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
		SECTION A - U.S. DEPARTMEN	BUDGET SUMM IT OF EDUCATIO			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.60	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	C.00	0.00	0.00
7. Construction	0.00	0.00	0.00	00.00	0.00	00.0
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	00.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	C.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00
*Indirect Cost Information (To Be Collifyou are requesting reimbursement for (1) Do you have an Indirect Cost R (2) If yes, please provide the follow Period Covered by the Indirect Approving Federal agency: The Indirect Cost Rate is	or indirect costs on line 10, p tate Agreement approved by ving information:	olease answer the following y the Federal government? From:	questions: Yes No	(mm/dd/yyyy)		
(3) For Restricted Rate Programs ((check one) Are you using oved Indirect Cost Rate Agi		ate that: olies with 34 CFR 76.564((c)(2)? The Restricted I	Indirect Cost Rate is	%.

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Name of Institution/Organization	Applicants requesting funding for only one year	
Virginia Department of Education	should complete the column under "Project Year 1." Applicants requesting funding for multi-year	
	grants should complete all applicable columns.	
	Please read all instructions before completing	
	form.	

SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS

Budget Categories	Project Year 1	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	c.30	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	5.00	0.00	c.30	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	C.00	9.00	9.00	0.00
7. Construction	0.00	0.00	C.00	9.00	9.00	0.00
8. Other	0.00	0.00	C.00	9.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	C.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	9.00	9.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	9.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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OMB Number: 1894-0007 Expiration Date: 07/31/2014

U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Cheryl	₽.	Strobel	
Address:				
Street1:	101 N. 14th Street			
.Street2:				
City: [Richmond			
County: (
State:	VA: Virginia			
Zip Code:	23219-3665			
Country:	USA: UNITED STATES			
Phone Number	r (give area code) Fax I	Number (give area code)		
(804) 371		804) 786 1597		
Email Address:	:			
cheryl.st:	robel@doe.virginia.gov			
. Novice Applic	rant·			
			5 (and included in the definitions p	age in the attached instructions)?
Yes	No Not applicable to	this program		
. Human Subje	cts Research:			
a. Are any res	earch activities involving huma	in subjects planned at any tii	me during the proposed project Pe	riod?
Yes [No			
b. Are ALL the	e research activities proposed (designated to be exempt from	m the regulations?	
	ovide Exemption(s) #:			
	. , ,			
No Pro	ovide Assurance #, if available:	None.		
		XOIIE.		
	e, please attach your "Exempt l the definitions page in the atta		esearch" narrative to this form as	

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Non-Exempt Human Subjects Research Narrative

Virginia is requesting funds to implement a comprehensive, high quality preschool program aimed at increasing at-risk students' access to high quality preschool and improve the quality of existing programs. The program is expanding on Virginia's existing public preschool program, and will be implemented in established educational settings, including public schools and eligible private preschool providers. Within the application, Virginia has proposed to conduct a locally-driven formative assessment process that will provide ongoing, objective feedback about program strengths and opportunities for improvement to school division leaders, and also conduct a summative evaluation of the VPI+ program. Virginia's proposal allows time for Virginia's competitive procurement process to choose an evaluator. The VPI+ implementation team and leadership from local VPI+ communities will prepare the request for proposals and assist in selecting the evaluator. The evaluation team will design the specific research methods, sample selection, and instruments to be used in the evaluation. The evaluator will be required to submit an application to an approved institutional review board (IRB), and receive approval from the IRB before engaging in the research process. The information below is provided based on expectations that the proposed evaluation could include the collection of existing child-level data collected in a regular classroom environment and provided to the evaluator after de-identification; data from classroom observations conducted in a normal educational setting as part of the regular classroom setting; results of parent surveys as part of the educational program; and teacher and administrator interviews conducted directly by the evaluation team. The selected evaluator may propose and receive IRB approval for other data collection approaches, if approved by the project sponsor.

(1) Human Subjects Involvement and Characteristics

The human subjects population includes children, families, teachers and leaders in public and private preschool and kindergarten settings in Virginia. All participants will be voluntarily participating in a publicly-funded preschool program aimed at strengthening outcomes for children at risk of struggling in school. The population is diverse, and will include English learners, children with disabilities, and children living in poverty, as well as their parents, families and teachers. Because this is a program evaluation, the rationale for the study population is based on program eligibility requirements, and outside the control of the evaluation team.

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Human Subjects Research Narrative

(2) Sources of Materials

To the extent possible, the research team will collect data from existing records, which includes data from child formative and summative assessments, structured classroom observation protocols, and parent satisfaction surveys, all of which are part of the publicly funded program. The research team may also collect data directly from teachers, teacher-coaches and professional development providers, and school and program administrators, using survey and interview protocols that will be developed during the project.

(3) Recruitment and Informed Consent

Individuals who are asked to provide data directly to the evaluation team (teachers, administrators) for research purposes will be invited to participate in surveys or interviews after receiving permission from their supervisor, and overall school division permission to conduct the study, consistent with local requirements. The evaluator selected during the procurement process will determine whether participants will receive a stipend for their time. The evaluator will also ensure participants have the opportunity to provide informed consent, using an IRB-approved informed consent form and process. Schools will notify parents of the potential for authorized use data for purposes of program evaluation. Schools are not planning to obtain informed consent directly for use of child-level data or other data they collect as part of the school experience.

(4) Potential Risks

There are limited risks to subjects. Teachers and administrators who provide data directly to the evaluation team are providing information that relates to their professional capabilities (e.g., comfort with a new preschool curriculum, assessments, and expectations), and will provide data based on their experience with a new program. If their individual responses were to become public, it could result in a different (lower or higher) professional impression of participants. Data from children's assessments, classroom observations, and other data the school collects as part of the program administration process will be provided to the evaluator without names and other personal information such as social security numbers, which could identify individuals. Due to the de-identified nature of the data, there is minimal risk in providing these data to the evaluation team — no more so than already exists based on the school-authorized collection.

(5) Protection Against Risk

All individuals who provide data directly to the evaluation team (teachers, administrators) will provide informed consent before participating. The informed consent form will include information about potential risks of participation. The evaluator will use secure, authorized-use only methods for data collection, transfer, and storage, including the use of numeric identifiers in all analytic data sets.

(6) Importance of the Knowledge to be Gained

The evaluation will provide ongoing formative feedback to program administrators that will guide and support local program improvement activities, with the goal of strengthening teaching practice to improve student outcomes. The evaluation will also provide summative results that help system-level policy makers determine next steps in strengthening Virginia's preschool services.

(7) Collaborating Site(s)

The research will include participants from 11 school divisions named in Virginia's grant proposal. In addition to participating in the research, these local communities are the funders (as subgrantees of the federal grant). They will work closely with the VPI+ implementation team to guide the selection of research questions and the evaluator. It is possible that the evaluation team will also be collaborating from different sites, although this cannot be determined until the competitive procurement process is completed.