

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150010

Grants.gov Tracking#: GRANT11758875

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

Closing Date: Oct 14, 2014

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
.. Attachment - 1 (1236-StatementonGEPASection427Requirements)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
.. Attachment - 1 (1235-VAProjectAbstract)	e13
7. Project Narrative Form	e15
.. Attachment - 1 (1244-ProjectNarrative)	e16
8. Other Narrative Form	e102
.. Attachment - 1 (1238-IndirectCostRateAgreement)	e103
.. Attachment - 2 (1239-AcctTransReportingAssurances)	e104
.. Attachment - 3 (1240-ApplAssurancesandCertifications)	e105
.. Attachment - 4 (1241-BudgetTablesFinal)	e106
.. Attachment - 5 (1242-GilesCoCashMatchCommitLetter)	e107
.. Attachment - 6 (1243-Appendix)	e108
9. Budget Narrative Form	e109
.. Attachment - 1 (1234-Part4BudgetPartIIBudgetNarrative)	e110
10. Form ED_524_Budget_1_2-V1.2.pdf	e119
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e121
.. Attachment - 1237-HumanSubjectsResearchNonExemptSummary.pdf	e122

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/13/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="546001771"/>	* c. Organizational DUNS: <input type="text" value="8097401290000"/>
---	---

d. Address:

* Street1:	<input type="text" value="101 N. 14th Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Richmond"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="VA: Virginia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="23219-3665"/>

e. Organizational Unit:

Department Name: <input type="text" value="Humanities and Early Childhood"/>	Division Name: <input type="text" value="Instruction"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Cheryl"/>
Middle Name: <input type="text" value="P."/>	
* Last Name: <input type="text" value="Strobel"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(804) 371-7578"/>	Fax Number: <input type="text" value="(804) 786-1597"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

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 S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

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

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="70,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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:

1. 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.
2. 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.
4. 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.
8. 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.

9. 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.
11. 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).
12. 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.
13. 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.
16. 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 <input type="text" value="Kent Dickey"/>	TITLE <input type="text" value="Superintendent of Public Instruction"/>
APPLICANT ORGANIZATION <input type="text" value="Virginia Department of Education"/>	DATE SUBMITTED <input type="text" value="10/13/2014"/>

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

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 \$10,000 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

* DATE: 10/15/2014

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.

* Attachment:

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)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

VIRGINIA PRESCHOOL EXPANSION GRANT APPLICATION
Table of Contents

SECTION A: EXECUTIVE SUMMARY	1
SECTION B: COMMITMENT TO STATE PRESCHOOL PROGRAMS	8
SECTION C: ENSURING QUALITY IN PRESCHOOL PROGRAMS	17
SECTION D: EXPANDING HIGH-QUALITY PRESCHOOL PROGRAMS IN EACH HIGH-NEED COMMUNITY	34
SECTION E: COLLABORATING WITH EACH SUBGRANTEE AND ENSURING STRONG PARTNERSHIPS	48
SECTION F: ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM	70
SECTION G: BUDGET AND SUSTAINABILITY	79
COMPETITIVE PREFERENCE PRIORITIES	84

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.

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

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 life-long 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 (VDH), CASTL, the Subgrantees, and the Virginia Early Childhood

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)(1) 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 (b)(4) percent of the eligible population, through an investment of \$ (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 Lieutenant 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).

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 early 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 \$ 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 \$ grant, percent, or a total of \$ will be awarded to Subgrantees to implement VPI+. All of the Subgrantees are local school divisions that are

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.

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 bi-partisan 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 (b)
(4) 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 \$(b)(4) 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 \$(b)(4) and in 2008, in recognition of the cost burden for localities, legislation was passed to raise the per-pupil rate to \$(b)(4) with a capped local match requirement at (b) percent, ensuring that the State contribution is always at least \$(b)(4) per student. It is significant that Virginia's \$(b)(4) per-pupil rate exceeds the average across all state-funded preschool programs nationally¹ 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

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 \$(b)(4) 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 \$(b)(4) 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.

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

