



November 29, 2021

The Honorable Ralph S. Northam
Governor of Virginia
Patrick Henry Building, Third Floor
1111 East Broad Street
Richmond, Virginia 23219

The Honorable Janet D. Howell
Chair, Senate Finance and Appropriations
Committee
Pocahontas Building
P.O. Box 396
Richmond, Virginia 23218

The Honorable Luke Torian
Chair, House Appropriations Committee
Pocahontas Building
900 East Main Street
Richmond, Virginia 23219

Dear Governor Northam, Senator Howell, and Delegate Torian:

We are pleased to submit the enclosed Annual Update on the Plan to Implement Comprehensive early Childhood Reporting. The Annual Update is in response to the following language in Chapter 522 of the 2021 Acts of Assembly, Item 145 C.14.1.6.

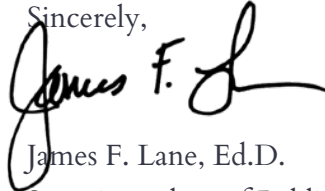
6.) The Department shall develop a plan for comprehensive public reporting on early childhood expenditures, outcomes, and program quality to replace this reporting requirement. Such plan and subsequent reports shall consider the components included in this reporting requirement, and include all publicly-funded providers as defined in Chapter 860 and 861, 2020 Acts of Assembly. The plan shall identify any fiscal, legislative, or regulatory barriers to implementing such public reporting, and shall consider integration with the Department's School Quality Profiles. Such plan shall be submitted to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by December 1, 2020. In subsequent years, the Department of Education shall update and submit the report by December 1 of each year.

The Annual Update provides a summary of the progress that has been made in developing and implementing an approach for comprehensive early childhood reporting in 2021, as well as the barriers that remain.

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The Honorable Janet D. Howell
The Honorable Luke Torian
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Please direct questions to Erin Carroll, Executive Director of Early Childhood Care and Education by email at Erin.Carroll@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink that reads "James F. Lane". The signature is written in a cursive style with a large, stylized initial "J".

James F. Lane, Ed.D.
Superintendent of Public Instruction

JFL/EC/lh/jgh

Enclosure

Annual Update on the Plan to Implement Comprehensive Early Childhood Reporting

Virginia Department of Education

December 1, 2021

Introduction and Background

In December 2020, the Virginia Department of Education submitted “A Plan to Implement Comprehensive Early Childhood Reporting” to the Chairs of the House Appropriations and Senate Finance and Appropriation Committees. Following this report, the 2021 Appropriations Act language was revised to include the request that an annual progress update be provided to the Chairs of the House Appropriations and Senate Finance and Appropriation Committees by the Virginia Department of Education (VDOE). Chapter 522 of the 2021 Acts of Assembly, Item 145.C.14.1.6 includes the following language:

6.) The Department shall develop a plan for comprehensive public reporting on early childhood expenditures, outcomes, and program quality to replace this reporting requirement. Such plan and subsequent reports shall consider the components included in this reporting requirement, and include all publicly-funded providers as defined in ~~House Bill 1012 Chapter 860 and Senate Bill 578 Chapter 861, 2020 Acts of Assembly~~. The plan shall identify any fiscal, legislative, or regulatory barriers to implementing such public reporting, and shall consider integration with the Department's School Quality Profiles. Such plan shall be submitted to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by December 1, 2020. In subsequent years, the Department of Education shall update and submit the report by December 1 of each year.

The following Annual Update will provide a summary of the progress that has been made in developing and implementing an approach for comprehensive early childhood reporting in 2021, as well as the barriers that remain.

Virginia's Birth to Five Landscape

According to Virginia's Birth - 5 Needs Assessment¹ conducted as part of the Preschool Development Grant Birth - 5 (PDG B5), approximately 510,000 children under the age of five live in Virginia. Of these children, 182,325 (36%) live in low-income households and 33,699 (7%) have been identified as eligible for support through Early Intervention or Early Childhood Special Education. Additionally, approximately 24% come from an immigrant family². Virginia has made a commitment to support its most vulnerable children through a variety of state- and federally-funded programs. Ultimately, Virginia's

¹ Commonwealth of Virginia. (2019). *Preschool Development Grant Birth through Five Needs Assessment*. https://www.vecf.org/wp-content/uploads/2019/09/Needs_Assessment_with_Appendicesv10.pdf?_ga=2.225037594.1247438984.1605810559-897076843.1605810559

² Migration Policy Institute (2018). *State Immigration Data Profiles*. <https://www.migrationpolicy.org/data/state-profiles/state/demographics/VA>

goal is to provide high-quality educational experiences to its youngest learners -- regardless of what type of program they attend -- and to fully serve those eligible for public supports, resulting in improved school readiness and longer-term trajectories for Virginia's children. In pursuit of this goal, Virginia has taken several key steps in the recent years, including passing legislation to unify early childhood care and education (ECCE) oversight under the Board of Education, expanding state funding dedicated to ECCE programs, and winning a multi-year PDG B5 grant to further support systemic early childhood improvements.

The following key developments have impacted Virginia's early childhood landscape during 2021:

- *Unification of the Early Childhood System:* In 2020, the Virginia General Assembly codified [Chapter 14.1](#) in Title 22.1 of the *Code of Virginia*, directing the Board of Education (the Board) to establish a unified public-private system for early care and education to increase school readiness in the Commonwealth. On July 1, 2021, the Board became responsible for all publicly-funded early childhood care and education, to be carried out by the VDOE. This included:
 - Establishing a new [Early Childhood Advisory Committee](#), which is responsible for advising the BOE on all programs, systems, and regulations related to Virginia's unified early childhood system.
 - Transferring the authority to license and regulate child day programs from the Virginia Department of Social Services (VDSS) to VDOE.
 - Transferring Lead Agency authority over the Child Care and Development Block Grant (CCDBG) and oversight of the Child Care Subsidy Program.
 - Establishing a uniform measurement and improvement system, called VQB5, for all publicly-funded early childhood programs by July 1, 2021, with official ratings to be published by fall 2024 (see VQB5 below).
- *Launch of VQB5 and Expansion of LinkB5 - [Chapter 14.1](#)* in Title 22.1 of the *Code of Virginia* further directed the Board to establish a Unified Measurement and Improvement System (referred to as "VQB5"). Participation in this system will be required for all publicly-funded birth-to-five programs as of July 2023. July 2021 marked the beginning of Practice Year 1 of the VQB5 system, with over 1,500 sites and 5,000 classrooms participating in the 2021-2022 school year. These sites will be the first to receive a practice rating based on the measured teacher-child interactions and quality curriculum use within their classrooms. VQB5 is supported by the ongoing development of the LinkB5 data system. The LinkB5 data system is currently supported by the VDOE's federal Preschool Development Grant (PDG). LinkB5 collects information on the characteristics of communities, sites, and classrooms, and is the collection point of information for VQB5.
- *Expansion of Virginia's Kindergarten Readiness Program (VKRP):* The 2021 General Assembly called for the expansion of the VKRP to be used in the fall and spring for pre-K classrooms, as well as its continued use twice a year in kindergarten. This expansion will provide insight into four critical areas of school readiness for both public school pre-K students and kindergarteners in the area of literacy, mathematics, self-regulation and social skills. The expanded use of VKRP will provide critical insights into child growth and learning in future years. The pre-K expansion

of VKRP is particularly timely as it will allow for a further understanding of the effects of COVID 19 on young learners at discrete points in their early education.

- *Expansion of a Mixed Delivery System:* Virginia has taken several steps towards an expanded mixed-delivery, public-private operating system in 2021. Through restored state funding and direction of COVID relief funding, the Mixed Delivery Grant, which funds year-round high-quality care and education for three and four-year-olds in private child care settings, expanded from 250 children in 2020-2021 to over 1,200 in 2021-2022. The Virginia Preschool Initiative (VPI) has similarly expanded the utilization of the community-provider add-on, which supports the offering of VPI in community settings. The expansion of mixed-delivery approaches to preschool education is a key strategy for supporting parent choice, increasing access to quality care, and presents unique challenges and opportunities for comprehensive and coordinated data reporting. These numbers represent significant increases from those reflected in Table 1 below, representing increased participation in the 2021-2022 school year.
- *Ongoing Response to COVID 19:* Throughout 2021, Virginia’s diverse landscape of birth-to-five providers have continued to feel the effects of COVID 19. While few industries escaped the impacts of the COVID-19 pandemic, the child care sector was uniquely impacted, experiencing both initial dramatic drops in enrollment, and later on, extreme challenges in staffing. School-based preschools also experienced dramatic drops in enrollment in the 2020-2021 school year as they navigated a mix of virtual and in-person learning experiences. While enrollment across birth-to-five programs is now returning to more typical levels in 2021-2022, programs continue to navigate the unique challenges of supporting both children and staff through the COVID 19 pandemic. Parents and children suffered as there were fewer options for families and many children missed out on key early childhood experiences.

Participation in Publicly-Funded Early Childhood Programs - Fiscal Year 2021

Virginia serves at-risk birth-5 children across the Commonwealth through a variety of out-of-the-home ECCE programs. These programs differ in many respects, including their target populations, how they are funded, and how they collect/report data, among others.

Table 1 summarizes the key choices available to birth-to-five children and their families, and includes the participation and enrollment reported for FY2021, noting that enrollment in many programs was impacted by COVID 19 for the 2020-2021 school year reflected.

Table 1. Out-of-the-home ECCE Program Summaries for Fiscal Year 2021 (School Year 2020-2021)

Program Choice	Target Population	Number of Children Served (SFY21)	State & Federal Expenditures (FY21)*	Typically has Waitlist?
Virginia Preschool Initiative (VPI) (2020-2021)	At-risk 4 year olds unserved by other programs (piloting 3 year olds in SFY21)	18,056	\$72,405,681 (state funds)	Yes (some localities)
Child Care Subsidy Program (CCSP)	Children under age 13 with low household incomes whose parents are working	26,238 total; 14,416 ages 5 and younger	\$129,518,715 (state and federal funds)	Yes
Early Childhood Special Education (ECSE) (2020-2021)	Children age 2-5 identified as having a disability	11,056	\$6,939,845 (federal IDEA Part B 619 funds only)	No (any child identified is legally entitled to services)
Head Start/Early Head Start (HS/EHS)*** (2019-2020)	Children under age 5 from low-income families	16,591 (12,863 3- and 4-year-olds; 3,728 infants and toddlers)	\$141,690,923 (federal funds)	Yes
Mixed Delivery Program (2020-2021)	At-risk 4-year-old children in selected pilot communities	244	\$1,160,000 (SGF) \$840,000 (COVID Relief)	Yes
<p>*CCSP and HS/EHS reported on federal fiscal year; other programs reported on state fiscal year. **Includes children funded through IDEA Part B, Section 619 funds who attend at least half-day programs. ***Data from FY19. Data from FY20 was not collected due to COVID-19 & FY21 is pending.</p>				

Variation Across Programs and Impact on Data Reporting

The variety of choices in public ECCE programs in Virginia allows programs to develop specialized profiles of services and importantly, allows families to choose a program that best meets their needs and preferences. For instance, families participating in the Child Care Subsidy Program can choose to enroll children in any site participating in the program, allowing them the option of selecting programs that are geographically convenient, provide full-day, full-year care that matches the family’s work schedule, or are more aligned with the family’s culture. Similarly, families choosing to enroll children in VPI receive many of the benefits of the K-12 system, including transportation, nutrition, and health services.

As a result of their historically different functions and funding streams, these ECCE programs have developed data collection practices that meet their specific program needs. This has led to a landscape where Virginia has rich data *within* any given ECCE program, but the ability to connect data *between* programs has been limited. This limited compatibility of data across programs has prevented Virginia from understanding gaps in access among eligible children and families, since programs have been unable to coordinate knowledge to sufficiently meet demand across the state. In order to address these limited capabilities, data systems must be refined to support integration between sources, a multi-year effort for which the VDOE has begun initial work. The following report highlights several strategies for achieving a more comprehensive approach for early childhood data and reporting, while also acknowledging the key limitations or barriers for achieving such a system.

Update on the Proposed Plan for Comprehensive Reporting

In December 2020, the Virginia Department of Education submitted “A Plan to Implement Comprehensive Early Childhood Reporting” to the Chairs of the House Appropriations and Senate Finance and Appropriation Committees. This report included the plan to develop an annual report to the General Assembly by December 31st of each year that includes data on early childhood expenditures, enrollment, outcomes, and program quality. The proposed report would include data from VPI, the Mixed Delivery program, CCSP, Early Childhood Special Education, and Head Start/Early Head Start, with expenditure data being reported from the previous fiscal year. The report proposed in the Plan is comprehensive and will demonstrate change across years. However, as noted in the Plan, many of the reporting elements described in the comprehensive report rely on a system that is not expected to be fully in place until 2024-2025. The following sections describe the VDOE’s progress in planning for expanded reporting as new systems come online. Most notably, the VDOE anticipates a considerable shift in its reporting when the uniform quality measurement and improvement system (VQB5) reaches statewide scale and its associated reporting platform comes online in 2024.

Expenditures

The VDOE will report on the funding allocated to and expended by each locality during the previous fiscal year in support of out-of-the-home early childhood programs. This will include:

- Funding for VPI, disaggregated to show funding allocated for and expended by the 4-year-old VPI program as well as for the 3-year-old program (where applicable),
- CCSP expenditures for children birth-5,
- Head Start/Early Head Start allocations,
- (Where applicable) funding allocated to and expended by the VECF Mixed Delivery program, disaggregated to show funding by child age, and
- ECSE funding provided through Part B, Section 619 of the Individuals with Disabilities Act (IDEA).

All expenditure reporting will also be summarized at the state level.

Key Developments in Expenditures Reporting in 2021: With the shift towards a unified system under the VDOE, the VDOE now has access to the data necessary for comprehensive reporting on expenditures. A

summary of currently available statewide data is included in Table 1 earlier in the report. In future years, the VDOE will use comprehensive data sources to include information by age group.

Enrollment

The VDOE will report on the enrollment in ECCE programs within each locality as of September 30th of the current academic year. This reporting will include, for each locality, the number of children enrolled in the following programs, disaggregated by child age:

- VPI,
- ECSE,
- VECF Mixed Delivery,
- CCSP
- Head Start/Early Head Start

Additionally, enrollment will be disaggregated by whether or not a child is experiencing economic disadvantage, which the VDOE defines as: eligible for free/reduced meals, receiving Temporary Assistance for Needy Family (TANF), or eligible for Medicaid.

One caveat of the reporting proposed above is that it is not currently possible for Virginia to obtain an unduplicated count of children served across all of these programs due to limitations in how child-level data is collected. For instance, if a child were to receive services through VPI and CCSP (e.g. for before/after school care), the child could be represented in both counts. Enrollment counts could also be affected by children transitioning between programs as well as by families moving into different localities. It should be noted, however, it is highly unlikely that the child is receiving duplicate services; rather the child is likely receiving different services from different funding sources. For example, a family may choose VPI for the school day but also need private child care for before and after school.

In the future, the VDOE will also report the number of children birth-5 served by setting type (i.e. public school, private center, family day home) as this reporting becomes feasible through LinkB5. The VDOE will also report the number of children birth-5 served who speak a language other than English at home as this reporting becomes feasible through LinkB5.

All enrollment reporting will also be summarized at the state level.

Key Developments in Enrollment Reporting in 2021: The VDOE currently produces reports on enrollment with the described characteristics for VPI, Mixed Delivery and CCSP Programs. The VDOE has built capacity through the LinkB5 system to move closer towards obtaining an unduplicated count of children enrolled in publicly-funded programs, with the rollout of the “class list” feature as a pilot in 2020, and an expected expanded use by communities and sites in 2021-2022. Fully implementing this feature and ensuring high-quality data will take several more years. However, in the future, the VDOE will rely on LinkB5 and its capacity to capture child-level data to produce a count of children served across programs once this reporting becomes feasible and the VDOE is confident in the quality of the data.

Quality

As mandated by [Chapter 14.1](#) in Title 22.1 of the *Code of Virginia*, the VDOE is currently working to establish a VQB5 as the uniform measurement and improvement system for all publicly-funded ECCE providers. To fully honor this dynamic process and ensure the system realizes the state's goals, as well as to comply with the enactment established in the legislation, the VDOE will refrain from publicly sharing information related to program quality until 2024. Once the uniform measurement and improvement system is fully established in 2024, the VDOE will publicly release quality profiles associated with each participating provider. The VDOE will also produce a report aggregating profile information up to the locality and state levels.

Key Developments in Quality Reporting in 2021: The Board approved guidelines for Practice Year 1 of VQB5 in June 2021. Practice Year 1 will provide participating sites the first look into quality measurement ratings in the new VQB5 system. Using lessons learned from Practice Year 1, the VDOE will bring plans for Practice Year 2 in June 2022, which will be available to every publicly-funded program in the Commonwealth.

Outcomes

The VDOE proposes that reporting on outcomes for young children is accomplished through the Virginia Kindergarten Readiness (VKRP) report, which is submitted to the General Assembly on October 1 of each year, documenting the results of the previous year's assessments. This report disaggregates VKRP results at multiple levels that provide indications of the effect of participating in public preschool programs on children's kindergarten readiness. However, the current VKRP is limited in that it only reports information on children once they have entered kindergarten, allowing only inferences to be made about their prior experiences.

To more fully understand children's development over time, as well as to understand the influence of participating in various programs on children's development, the VDOE proposed the addition of VKRP for 4-year-olds in public-school pre-K as part of the FY22 Virginia State Budget. This expansion was adopted, with 4-year-olds being assessed for the first time in fall and spring 2021-2022. The VDOE is exploring the development of a 3-year-old tool, which would support the growing number of 3-year-old learners enrolled in publicly-funded preschool.

To investigate how children's classroom experiences in publicly-funded programs relate to student outcomes (such as VKRP scores), the VDOE needs to expand its capacity and procedures for uniformly collecting child-level data across all program types. As described previously, the VDOE is currently developing this capacity into the LinkB5 data system through the class list feature; however, fully implementing this feature and ensuring it yields high-quality data will take several years as well as dedicated funding.

Key Developments in Outcomes Reporting in 2021: The use of VKRP expanded significantly in the 2021-2022 school year, with VPI and Mixed Delivery classrooms now using the preschool VKRP twice a year. This expansion in outcome reporting (which will not be fully available until the end of 2021-2022 school year) will provide important insights into child learning and development, allowing for a full understanding children's development over time, as well as to understanding the influence of participating

in various programs on children’s development. The VDOE has also begun initial conversations with the University of Virginia on approaches for increased data integration, which would enable more sophisticated understanding of child and program outcomes across data sets.

Summary of Proposed Reporting Plan

This comprehensive data report proposed in the initial plan will integrate data from several state systems and will report on expenditures, enrollment, quality, and outcomes for the state as well as for individual localities. Where pertinent and possible, the VDOE will disaggregate the reported data by subpopulations of children. Since Virginia is in the midst of multiple systems-level changes to its early childhood landscape, the VDOE proposes to modify how specific elements described here are reported to the public as key changes are implemented. Most notably, when the uniform measurement and improvement system reaches statewide scale and enacts its legislatively-mandated public reporting in 2024, several components described in the current plan will be reported through the measurement and improvement system’s public website.

Barriers to Implementing Comprehensive Reporting

The unification of ECCE in Virginia under the Board of Education marks further progress toward creating a system that is more navigable for families, educators, and stakeholders at all levels. However, barriers to implementing comprehensive public reporting exist.

Because many of the systems-level changes to ECCE in Virginia are ongoing and will not be fully realized for several years, the VDOE proposes that, in addition to the current plan, it will submit a brief to the General Assembly annually on December 31 until 2025. Through this brief, the VDOE will:

1. Identify any new barriers arising during the year, and
2. Describe the reconciliation or persistence of barriers identified in previous briefs.

This iterative annual process will allow the VDOE to keep the General Assembly informed of new barriers as they develop as well as of the resolution of previously identified barriers.

Potential Fiscal Barriers

The VDOE has identified the following fiscal barriers that could impede the implementation of the reporting described previously:

- *Sustained/expanded funding to develop a unified reporting system.* Currently, Virginia is using PDG B5 funding to build LinkB5, which will serve as the data system for the revised quality measurement and improvement system. This funding is time-limited to the dedicated three-year-grant, which began January 2020. As the unified system grows and sustains, Virginia will need to dedicate other funding sources to expand this system, including some state funding. This will include funding to develop and maintain the public-facing website, to maintain the implement key changes in the LinkB5 system, to provide technical assistance and support for users of the LinkB5 system, and to ensure connectivity with the Virginia Longitudinal Data System (VLDS), the child care licensing system, and other state systems.
- *Sustain expanded funding for assessments for preschool students.* In 2021, the VDOE began supporting the expansion of the VKRP assessment to 4-year-olds. Expanding the assessment of 4-

year-olds to include domains other than literacy is essential to understanding children's development in their early years and how their classroom experiences influence this development. The funding provided for 2021-2022 expansion into preschool was supplemented by short-term COVID relief funding in order to include all preschool students. To sustain the academic and social-emotional measurement and support for preschool-aged students, additional state funding will be required.

Potential Legislative Barriers

The VDOE has identified the following legislative barriers that could impede the implementation of the reporting described previously:

- *Authority for the VDOE to capture sufficient child-level data.* Currently, children served through educational programs offered through local education agencies (LEAs) are required to be assigned state testing identifiers (STIs). STIs are unique identifiers that follow students throughout their educational careers and allow for longitudinal tracking of individual students and, by extension, analyses of the efficacy of the programs they participate in. Children who participate in ECCE programs not administered by LEAs -- notably the Child Care Subsidy Program and community-based Head Start/Early Head Start programs -- will not have STIs, and the VDOE will not be able to reliably connect their early childhood experiences with later development. Providing the VDOE with the authority to assign STIs to children participating in any publicly-funded ECCE program will greatly increase the state's ability to evaluate the effectiveness of its programs as well as to provide targeted supports to its most vulnerable children.

Potential regulatory and systems barriers

The VDOE has identified the following regulatory and systemic barriers that could impede the implementation of the reporting described previously. These barriers may include explicit regulations as well as the norms and capacity of state agencies as well as of personnel in the field.

- *Facilitating data sharing.* As presented in Appendix B, data that will be included in this comprehensive reporting is currently housed across several different data systems. Efficiently sharing data across these systems -- and between personnel responsible for these systems -- could be hindered by multiple barriers. First, sharing data between state agencies (or between state agencies and other organizations) may require the participating agencies to establish data sharing agreements. Although these agreements play an important role in protecting data privacy, they can stall data reporting and analysis, particularly if they need to be revised as data needs evolve. Second, agency data staff may have limited capacity to create new reports that meet the necessary parameters for this reporting requirement, particularly if the parameters of these reports change over time.
- *Successfully scaling new data collections.* The VDOE estimates there are over 7,000 ECCE sites comprising over 12,000 classrooms that could participate in the uniform quality measurement and improvement system and thereby contribute data toward this reporting requirement. To fulfill this comprehensive reporting requirement, the VDOE must scale new and existing data collections to these programs, which differ in their previous experience reporting data to state agencies, their infrastructure, and their comfort using the requisite technology. Although the VDOE is confident

it can accomplish this task, implementing system protocols and providing supports to the field that results in high-quality data will take multiple years.

- *Reconciling different data collection practices.* The various data systems that will contribute data to fulfill this reporting requirement collect data for different purposes and at different frequencies. Where possible, the VDOE will need to work with owners of this data to establish business rules and agreed-upon practices that provide the best, most comparable representations of this data moving forward. Fully vetting these processes to produce reports that are most useful for the public and most accurately represent the data may take multiple iterations. To address this barrier, the VDOE proposes to establish an early childhood data governance committee to set best practices in line with this reporting requirement.

Summary of Potential Barriers

The VDOE acknowledges that it may face several barriers in implementing comprehensive reporting of early childhood care and education. Two such barriers seem particularly salient. First, the VDOE needs explicit authority to assign STIs to children participating in any publicly-funded ECCE programs, not only those administered by LEAs. This would allow the VDOE to gain a more nuanced understanding of patterns of access across the state, which will be particularly useful in targeting supports for the most vulnerable children. It would further allow the VDOE to more effectively evaluate its ECCE programs by using long-term student outcome data.

Second, the VDOE needs dedicated funding to sustain and expand the LinkB5 early childhood data system. Currently, the system is being developed using funds from the Preschool Development Grant; however, these funds will expire at the end of the PDG. Since LinkB5 is one of the central pieces that facilitates this comprehensive reporting -- as well as other critical functions for ECCE in Virginia -- sustaining funding for the system should be a priority for the state.

As Virginia continues to move towards fully implementing multiple systems-level changes to early childhood care and education, the VDOE will continue to submit an annual update such as this one to the General Assembly by December 31 each year through 2025. Through this brief, the VDOE will identify any new barriers arising during the previous year and describe the reconciliation or persistence of barriers identified in previous briefs. This process will allow the VDOE to keep the General Assembly apprised of key factors in the system's evolution.

Appendix A. Acronym Glossary

Acronym	Description
CCDBG	Child Care Development Block Grant
CCSP	Child Care Subsidy Program
ECCE	Early childhood care and education
ECSE	Early Childhood Special Education
EHS	Early Head Start
HS	Head Start
LEA	Local Education Agency
MD	Mixed Delivery Program
PALS	Phonological Awareness Literacy Screening
PDG B5	Preschool Development Grant Birth - 5
SFY	State fiscal year
SQP	School Quality Profile
STI	State Testing Identifier
TANF	Temporary Assistance for Needy Families
VDOE	Virginia Department of Education
VDSS	Virginia Department of Social Services
VKRP	Virginia Kindergarten Readiness Program
VLDS	Virginia Longitudinal Data System
VPI	Virginia Preschool Initiative

Appendix B. Data Sources for Reporting Categories

Data Source	Reporting Category
HS/EHS Program Information Reports	Enrollment
HS/EHS Summary Reports	Expenditures; Enrollment
IDEA Part B, Section 619 Budget Data	Expenditures
LinkB5	Enrollment; Quality
VDOE Student Records	Enrollment; Outcomes
VDOE Vendor Data	Outcomes
VECF MD Budgetary Data	Expenditures
Virginia Case Management System	Expenditures; Enrollment
Virginia State Budget	Expenditures
VPI Budget Table	Expenditures