**Instructions**

**Virginia Preschool Initiative (VPI) Data Collection and Application Requirements for 2021-2022**

All eligible divisions must certify electronically participation or nonparticipation in the VPI program for the 2021-2022 school year by May 15, 2021.

The data and application will be collected through the Virginia Department of Education’s (VDOE) [Single Sign-On for Web Systems portal (SSWS)](https://p1pe.doe.virginia.gov/ssws/login.page.do). Access to the VPI application in SSWS must be requested through the school division’s SSWS account manager.

A division that chooses not to participate in the VPI program for the 2021-2022 school year must certify nonparticipation electronically through SSWS by May 15, 2021.

If your division is eligible and chooses to participate, additional information will be collected through SSWS. Please have the following information available before you begin entering the data into the SSWS application:

* VPI Coordinator contact information
* Lead agency contact information
* Will the school division also apply for the Pilot for 3-Year-Olds
* Projected number of full-day and/or half-day 4-year-old students to be served in 2021-2022
* Projected number of full-day and/or half-day 4-year-old students to be served in a community-provider setting in 2021-2022\*
* If applying for VPI Pilot for 3-Year-Olds: projected number of full-day and/or half-day 3s be served in 2021-2022\*
* If applying for Pilot for 3-Year-Olds: Projected number of full-day and/or half-day 3s to be served in a community-provider setting in 2021-2022\*

**\*Funds Projected but Not Allocated to Divisions:**  Community Provider Add-on funds (4s and 3s) and VPI Pilot Slots for 3s are dependent on available funds after projected, spring VPI applications are submitted by divisions on May 15. School divisions submitting projected data for Community Provider Add-on Funds (4s and 3s) and slots for VPI Pilot 3s will be notified by July 1 by the Office of Early Childhood regarding any approved funds for these initiatives.

* Projected number of VPI classrooms (any classroom with one or more VPI funded students)
* Number of eligible 4-year-olds from the division’s wait list (if projecting to serve 100% of allocated slots) does the division request to serve next school year
* Number of VPI classrooms (any classroom with one or more VPI funded student)
* Number of VPI classrooms projected to operate less than 180 instructional days or 990 hours of instruction in 2021-2022
* Number of schools or centers
* Total number of VPI teachers
* Number of VPI teachers who hold a BA degree or higher and a Virginia teaching license with an NK or PK endorsement
* Number of VPI teachers with BA degree or higher
* Number of VPI teachers with Associate degrees
* Number of VPI teachers with Child Development Associate (CDA) credentials
* Total number of paraprofessionals
* Number of paraprofessionals with BA degrees
* Number of paraprofessionals with Associate degrees
* Number of paraprofessionals with Child Development Associate (CDA) credentials
* Number of paraprofessionals with high school diplomas or GED credentials
* Complete name of the vetted evidenced-based, integrated, and comprehensive curriculum

**VPI Local Plan Questions**

1. Describe how the program ensures the *Virginia’s Birth-to-Five Early Learning and Development Standards* are followed and how the five areas are assessed (Approaches to Play & Learning; Social & Emotional Development; Communication, Language, & Literacy; Health & Physical Development; and Cognitive Development).
2. Describe the intentional plan for implementing meaningful parental involvement and family engagement strategies throughout the school year.
3. Describe how teachers and teaching assistants are provided with ongoing training and professional development to implement the vetted curriculum.
4. Each VPI program is working in collaboration with UVA/CASTL on a VPI Professional Development Plan. Please provide any significant revisions or updates to professional development for VPI teachers and assistants (at least 15 hours in early childhood topics) for the upcoming school year.
5. Provide information on who will serve as certified, local CLASS observers. Describe how teachers and teacher assistants will be supported in improving practice as a result of scores from observations completed.
6. Describe how the program will facilitate linkages to obtain comprehensive services and resources for children and families (i.e., health physical, hearing and vision screenings, and behavioral and mental health screenings).
7. Describe the VPI Steering Committee. Explain how often the team will meet and who will be recruited to participate. List organizations.
8. List all members of the VPI Steering Committee by their titles and organizations they represent. Describe how members are consulted to ensure federal funds are preserved and maximized for serving preschoolers.
9. Describe how leaders representing VPI and Early Childhood Special Education programs work together as a team to support inclusive practices of children with special needs in VPI classrooms.
10. All VPI programs are expected to be inclusive of children with disabilities and shall meet or exceed a target inclusion rate, such that 10 percent of all children participating in VPI are children with disabilities, defined as those with IEPs. Describe what steps you are taking to ensure this target is met or exceeded for next school year?
11. Describe the transportation plan that is in place to ensure eligible VPI children have access to a safe method of transportation to and from the home setting and the VPI program site. Describe how the program will ensure that transportation does not prevent a barrier for providing full services to eligible children and their families.
12. Upload a copy of the Local VPI Income Eligibility Verification Form (form showing what documents were used for proof of income).

**Competitive Application for the VPI Pilot for Serving 3-Year-Olds (2021/2022)**

The application for the VPI Pilot for 3-Year-Olds is included as a part of the spring VPI Application due on May 15. Following is the content of the application.

All requested slots for 3-year-olds will be considered but are NOT guaranteed. Final decisions about available slots for 3-year-olds will be communicated to divisions by July 1. If requests for state funds to serve at-risk 3-year-olds equal more than appropriated funds amount of state funds, VDOE staff will prioritize applications using the following priority ranking:

* Communities with limited childcare options;
* Programs serving children in private, mixed-delivery settings,
* Communities that demonstrate full support of public and private providers, or
* Communities that have successfully participated in the Pilot for Serving 3-Year-Olds during the last school year.

1. Our community (check all that apply):
   1. Serves VPI slots for 4-year-olds in community settings or is planning to do so next school year.
   2. Participates in the Virginia Early Childhood Foundation’s Mixed Delivery grant or plans to apply for a grant for next school year.
   3. Participates in the federal Preschool Development Grant or plans to apply for a grant for next school year.
   4. None of the above
2. Where will VPI pilot 3-year olds be served (check all that apply):
   1. School-based setting
   2. Community-based setting
3. Describe the availability of childcare options for 3-year-olds in your community and provide general estimates of the number available.
4. Describe the broad stakeholder support for the VPI pilot for serving at-risk 3-year-olds. Please include support from Head Start and other early care and education providers in your community.
5. How will the school division maximize federal and state funds to preserve existing birth to five slots already being implemented in the community (supplementing not supplanting existing slots)?
6. How will the school division collaborate among the local department of social services, programs accepting child subsidy payments, and providers for Head Start, private child care, and early childhood special education and early intervention programs?