



Virginia Early Childhood Consultation (VECC) Executive Summary

Excerpted from the Virginia Early Childhood Consultation Summative Report 2024-2025

Acknowledgments

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VECC provides individualized coaching and training to leaders and teachers in Virginia’s highest-needs childhood programs to strengthen their teacher-child interactions and social-emotional environments.

Executive Summary

The [Virginia Early Childhood Consultation \(VECC\)](#) team at the University of Virginia’s Center for Advanced Study of Teaching and Learning (UVA-CASTL) works in partnership with the Virginia Department of Education (VDOE) to provide professional development (PD) to Virginia’s highest needs publicly-funded early childhood programs. VECC provides a hybrid coaching model, aimed at improving the quality of teacher-child interactions, especially as measured by the CLASS® observation tool, and social-emotional environments for children in birth-to-five settings, as part of Virginia’s quality measurement and improvement system, [VQB5](#).

VECC Objectives in 2024-25

In collaboration with the VDOE, VECC’s main objectives in 2024-25 were to:

1. Establish a model for emotional and behavioral support coaching and training for early childhood leaders and teachers with the greatest need, aimed at improving the quality of teacher-child interactions and social-emotional environments for children
2. Provide these VECC services to leaders and teachers in birth-to-five programs that have been identified by the VDOE as “Needs Support” in VQB5
3. Contribute to building state-wide knowledge of best practices to support social-emotional and behavioral health in early care and education settings through providing a limited set of live webinar trainings throughout the year

VECC Coaching and Training

VECC collaborated with VDOE to establish a service model that includes coaching and training for early childhood educators. The VECC model is hybrid (virtual and in-person) and includes three separate but aligned services: 1) coaching for family day home (FDH) providers, 2) coaching for center-based leaders, and 3) coaching for center-based teachers. In addition to these three main service types, VECC offers child-focused coaching when a child displays concerning behaviors or social-emotional needs. Detailed descriptions of the services can be found in the [January 2025 Mid-Year Report](#).

The VECC team also planned and hosted four live webinars in 2024-25 covering CLASS® and SEL topics, designed to support the state’s knowledge of best practices. The webinars were free to all leaders, teachers, and providers at programs participating in VQB5, and were presented in English with live Spanish interpretation. The number of registrants ranged from 146-242 VQB5 participants, and live attendance ranged from 65-133. VECC made the webinars publicly available [online](#), along with any resources (including 4 newly developed resources) shared during the webinars.

Participating Programs

Early childhood programs that were identified by VDOE as “Needs Support” based on their VQB5 Quality Rating in 2023-2024 were required to participate with VECC coaching. VDOE provided VECC with a list of 51 early childhood programs that met this criterion. Of the 51 “Needs Support” programs, 39 (76%) were family day homes and 12 (24%) were center-based programs. The majority of programs were in Ready Region Capital Area ($N = 31$, 61%). VECC provided full services to 43 VQB5 programs, including 32 family day home classrooms, 11 center-based leaders, and 36 center-based classrooms. By June 2025, 8 programs had screened out of VQB5 due to low enrollment and 1 program closed. The 8

programs that screened out of VQB5 included 7 family day home classrooms, 1 center-based leader, and 1 center-based classroom. The non-VQB5 programs received modified VECC services based on their identified needs.



My overall experience with VECC Coaching was very positive. I really appreciated how supportive and approachable my coach was. She made it easy to talk about challenges in my teaching and offered realistic strategies that I could actually use in the classroom.

- Center-based teacher



Key Insights from 2024-25

VECC provided coaching and training to 43 VQB5 programs and 8 non-VQB5 programs. VECC also hosted four live webinars, free to programs participating in VQB5.

Key takeaways from services include:

1. **Coaching centered on helping providers understand the CLASS® tool, improve teacher-child interactions aligned to specific CLASS® dimensions, and enhance their knowledge and skills to support children's social-emotional development.** Topics were determined based on the areas in which providers felt least skilled (as reported on an initial self-assessment) and their lowest scoring dimensions from the Spring 2024 and Fall 2024 CLASS® data.
2. **Although coaches were trained and prepared to provide child-focused coaching, this option was requested very infrequently by teachers.** One teacher requested child-focused

coaching, and the family provided permission and agreed to participate.

3. **Most participants engaged as expected in VECC services, with FDH providers showing very high engagement.** Engagement among FDH providers was highest, with 97% reaching the target number of coaching sessions. Participation in coaching was lower in center-based programs, with 64% of leaders and 50% of teachers reaching the target number of sessions. Center-based teachers started coaching later in the fall, once coaches had completed initial activities with the center's leader, which likely contributed to their lower dosage of services.
4. **Participants reported that they were satisfied with their coach and VECC coaching,** with a majority noting that they felt coaching had positive benefits on teacher-child interactions, the children in their classroom and program, and was worth the time it had taken. Satisfaction was lowest around scheduling with their coach, and some participants (12% overall) found coaching to be stressful and hard to fit into their schedule.
5. **VECC hosted four webinars, which were well-attended and helpful to participants.** Exit surveys after each webinar indicated that about 90% of participants were satisfied with the session.
6. **On average, overall CLASS® scores from local VQB5 observations improved by 0.13 points (effect size = .17) from Fall 2024 to Spring 2025 but there was wide variability, with scores in some classrooms improving a lot, some staying fairly stable, and others declining over time.** Effect sizes (ES) were calculated to help interpret the magnitude of change. Providers in infant classrooms showed the most

improvement (ES = 0.40), followed by providers in toddler classrooms (ES = 0.14), with providers in preK classrooms showing the least growth (ES = 0.12). Overall CLASS® score gains were slightly higher for providers in centers (ES = 0.20) compared to FDH providers (ES = 0.15), despite FDH providers showing greater engagement in services.

7. **Factors associated with lower gains in the overall CLASS® score from Fall 2024 to Spring 2025 include teacher turnover, use of interpretation services in coaching, and the timing of CLASS observations.** The average change in the overall CLASS® score among the six classrooms where turnover occurred is -0.29 points, compared to 0.17 points in classrooms without turnover. Similarly, the average change in the overall CLASS® score among the six classrooms where interpretation services were used is -0.16 points, compared to 0.16 points in classrooms without interpretation services. Finally, providers in classrooms with more time between their fall and spring VQB5 CLASS® observations tended to have greater improvement in their overall CLASS® score compared to providers in classrooms where CLASS® observations occurred closer together.



I truly enjoyed working with my coach—she was wonderful! Kind, knowledgeable, understanding, patient and easy to work with. I appreciated her support throughout the process.

- Family Day Home provider



Looking Ahead to 2025-26

VECC will continue its collaboration with the VDOE to provide professional development to Virginia's highest-needs ECE leaders and educators, as indicated by VQB5 quality ratings.

To this end, VECC will:

1. **Continue providing services to “Needs Support” programs in 2025-26**, based on VQB5 quality ratings. In addition, programs served by VECC in 2024-25 that are no longer identified as "Needs Support" may opt to receive continued support in 2025-26.
2. **Begin coaching services earlier** to provide more support to programs before their Fall CLASS® observations and increase uptake of services.
3. **Put greater coaching focus on Emotional Support and Classroom Organization CLASS® Domains (or equivalents in alternate CLASS® tools)** to better support foundational practices.
4. **Reinforce program-wide practices and, in the event of teacher turnover, begin promptly with new staff to prevent disruption and to support continuity and quality of interactions.**
5. **Increase support for programs with a preferred language other than English.** A full-time Spanish-speaking coach will be able to serve more Spanish-speaking programs, and for those requiring use of interpretation services, VECC will explore methods and resources to bridge gaps in access and comprehension.
6. **Provide another quarterly webinar series for all VQB5 programs** focused on increasing knowledge of best practices in relationship-building, responsive interactions, and behavioral intervention.
7. **Revise survey administration processes and shorten surveys** to increase completion rates.