

# Guide for Voluntary Prekindergarten Providers with Incomplete Status and Providers on Probation



April 2026

Questions?  
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## Version Notes

The April 2026 version reflects an updated Appendix B.

## **Overview**

Voluntary Prekindergarten (VPK) Provider Accountability creates a set of policies and practices to measure and hold providers accountable for quality instruction that leads to child learning growth and kindergarten readiness, and to prompt and support improvement where necessary.

In accordance with Rule 6M- 8.622, Florida Administrative Code (F.A.C.), providers that do not have sufficient data to earn a performance metric designation are assigned the status of incomplete provider and providers that earn a performance metric designation of below expectations or unsatisfactory are placed on probation.

In accordance with Rule 6M-8.700, Voluntary Prekindergarten Education Program Provider with Incomplete Status, Provider on Probation and Good Cause Exemption, F.A.C., incomplete providers are required to complete a technical assistance plan and a provider on probation (POP) is required to complete an improvement plan.

The purpose of this guide is to describe the requirements for technical assistance and improvement plans. This guide does not replace or supersede rule or statute.

## **Notification**

The Division of Early Learning (DEL) will assign a performance metric designation or incomplete status to each VPK provider within 45 days of the conclusion of the school-year (June 30<sup>th</sup>) and summer (August 9<sup>th</sup>) VPK programs, respectively.

The date DEL publishes this information on the VPK Education Program Accountability webpage (<https://www.fldoe.org/schools/early-learning/vpk-accountability>) is referred to as the **release date**.

Coalitions must provide written notification of incomplete or probationary status, the submission method(s) and the submission deadline to their incomplete providers and POPs no later than seven (7) calendar days after the release date.

## **Forms**

Incomplete providers must document their technical assistance plan on Form DEL VPK 32, Voluntary Prekindergarten (VPK) Education Program Technical Assistance Plan for Incomplete Providers, incorporated in Rule 6M-8.700, F.A.C.

POPs must document their improvement plan on the forms incorporated in Rule 6M-8.700, F.A.C.

- Form DEL VPK 31A, Voluntary Prekindergarten (VPK) Education Program Improvement Plan: Curriculum
- Form DEL VPK 31B, Voluntary Prekindergarten (VPK) Education Program Improvement Plan: Staff Development Plan
- Form DEL VPK 31C, Voluntary Prekindergarten (VPK) Education Program Improvement Plan: Communication Plan

The forms are available on the VPK Education Program Accountability webpage (<https://www.fldoe.org/schools/early-learning/vpk-accountability>). A coalition may digitize these forms to incorporate them into existing business tools (e.g., Webauthor), as long as text remains identical.

### **Technical Assistance Plan Submission**

Incomplete providers must complete fields 1 – 8 and Provider Certification fields on Form DEL VPK 32 and submit the form to the coalition no later than thirty (30) calendar days after the release date.

An incomplete provider is encouraged to work closely with their coalition to develop and execute a technical assistance plan that will support greater success in the coming program year.

### **Improvement Plan Submission**

Providers on probation must complete the following fields on the improvement plan forms for their initial submission and submit the forms to the coalition no later than thirty (30) calendar days after the release date.

- Form DEL VPK 31A: fields 1 – 7 and Provider Certification fields
- Form DEL VPK 31B: fields 1 – 8 and Provider Certification fields
- Form DEL VPK 31C: fields 1 – 6 and Provider Attestation fields

It is not required to submit a separate Form DEL VPK 31B for each VPK staff member, though a provider may choose to do so. For providers that complete a single Form DEL VPK 31B for all VPK staff, the provider may include the VPK staff member's name in field 7.

A provider on probation is encouraged to work closely with their coalition to develop and execute an improvement plan that will support greater success in the coming program year.

### **Submission Timeframe**

Coalitions must receive technical assistance and improvement plans via their designated method(s) no later than thirty (30) calendar days after the release date.

If the provider is required to revise its technical assistance or improvement plan, the coalition must receive the revised plan via its designated method(s) no later than fourteen (14) calendar days after the date the coalition returned the plan to the provider for revision.

If, after a plan is approved by the coalition, the provider wants to update the approved plan, the coalition must receive the updated plan via its designated method(s) within fourteen (14) calendar days of the change in information. As a best practice, providers are encouraged to submit updated improvement plans to the coalition for review as soon as the provider anticipates a change to ensure the provider does not expend resources on non-approved curriculum or staff development activities.

### **Coalition Review Timeframe**

Coalitions must review a provider's technical assistance or improvement plan (original or revised submission) no later than thirty (30) calendar days after the coalition's receipt of the plan.

If the technical assistance plan correctly identifies the causes leading to a provider's incomplete status and identifies strategies that could reasonably prevent a recurrence of those causes, the coalition must approve the plan and email notification of the approval to the provider.

If the improvement plan meets all requirements in rule, the coalition must approve the plan and email notification of the approval to the provider.

If the technical assistance or improvement plan **does not** meet the above requirements for approval, the coalition must email notification of the pending status to the provider. The notification must identify which parts of the plan require revision to meet the requirements and outline what assistance the coalition offers to aid providers with the revision process.

Coalition assistance to a provider needing to revise its technical assistance or improvement plan can take many forms, based both on the coalition's resources and the provider's needs.

### **Improvement Plan: Curriculum**

Form DEL VPK 31A, Voluntary Prekindergarten (VPK) Education Program Improvement Plan: Curriculum, requires a POP to select and implement a curriculum from the list of approved curricula for POP in accordance with s. 1002.68(5)(b)3., F.S., and to provide information about training VPK staff on the curriculum.

There are four deliverables associated with Curriculum as reflected on Form DEL VPK 31A.

<b>Deliverable</b>	<b>Implementation Deadline</b>
Obtain Curriculum, and Schedule and Complete Initial Training	No later than 90 days after the release date or the first date of provider’s VPK instruction, whichever date comes later.
Implement Curriculum	No later than 120 days after the release date or the first date of provider’s VPK instruction, whichever date comes later.

If a POP’s VPK instruction ends **before** the implementation deadlines above, the provider must complete the deliverables by its last day of VPK instruction.

For each deliverable, coalitions must receive an updated Form DEL VPK31A (deliverable fields 8 and 9 completed) and evidence of completion via the coalition’s designated method(s) by the implementation deadline.

**Obtain Curriculum**

POPs must obtain, via purchase or donation, a DEL-approved curriculum for use in their VPK classes no later than ninety (90) calendar days after the release date.

The current list of DEL approved curricula for POPs, including the specific edition that is approved, is available at <https://www.fldoe.org/schools/early-learning/providers/vpk-curriculum.stml>.

Evidence of completion is documented by one of the following:

- Receipt or invoice of purchased DEL-approved curriculum.
  - If the receipt or invoice does not reflect the edition of the DEL approved curriculum, the receipt or invoice must be accompanied by additional documentation that reflects the edition (e.g., an order confirmation or email from the publisher).
- Written and dated observation by coalition staff or VPK Regional Facilitator that the POP has the required curriculum in their possession.

**Curriculum Training**

Curriculum publishers must indicate the required amount and type of **initial** and **ongoing** professional learning necessary to implement and support the curriculum. Professional learning must be delivered by the curriculum publisher or a publisher-approved trainer.

POPs must schedule **initial** professional learning for each VPK staff member no later than ninety (90) calendar days after the release date. Evidence of completion is documented by one of the following: receipt, invoice or executed contract for purchased professional learning or publisher confirmation of professional learning.

All VPK staff at POPs must complete **initial** professional learning no later than ninety (90) calendar days after the release date. Evidence of completion is documented by a certificate of completion, issued by the curriculum publisher or publisher approved trainer.

**Initial** professional learning can be applied toward the initial training requirement if it was completed within two years of the curriculum implementation deadline.

Note that **ongoing** professional learning (delivered by the curriculum publisher or a publisher-approved trainer) may be used towards meeting staff development requirements if the training meets or exceeds all staff development requirements. **Initial** professional learning **cannot** be used towards meeting the staff development requirements.

### **Implement Curriculum**

Providers on probation must implement the curriculum as designed in each VPK class (of the program type for which the provider is on probation), no later than one hundred twenty (120) calendar days after the release date.

Evidence of completion is documented by one of the following:

- Publisher fidelity or observation checklists completed by VPK director or publisher trained instructional coach
- Agenda and notes for meeting on curriculum implementation between instructional staff and VPK director or publisher trained instructional coach
- Completed lesson plans utilizing the publisher template
- Completed self-analysis or reflections based on implementation and child data
- Professional learning logs signed by VPK director or publisher-trained instructional coach

### **Improvement Plan: Staff Development**

Form DEL VPK 31B, Voluntary Prekindergarten (VPK) Education Program Improvement Plan: Staff Development Plan requires a provider to complete staff development activities prior to the completion of the POP's VPK program.

Each VPK staff member at a POP must complete twenty (20) hours of approved staff development to strengthen instructional practices. Beginning in 2027-2028, each VPK staff member at a POP that is operating under a good cause exemption must complete an additional ten (10) hours of approved staff development to strengthen instructional practices, for a total of thirty (30) hours of approved staff development.

DEL approved staff development activities for POPs are listed in Appendix B: VPK Staff Development Activities for Providers on Probation.

All VPK staff at a POP are required to complete the minimum hours of staff development. Providers on probation are encouraged to consider each VPK staff member's experience, professional learning, and strengths and challenges before selecting approved staff development activities that will best support the program's instructional growth.

Approved staff development activities that are completed after June 30<sup>th</sup> for school year POPs and after August 9<sup>th</sup> for summer POPs can be applied toward the hours for the upcoming program year.

Providers must submit evidence of completion for each staff development activity for each VPK staff member. Evidence of completion is documented by one of the following:

- DCF training transcript
- Certificate of training completion
- Sign in sheets provided by the publisher or publisher approved trainer, which include: the name of training, training date, number of hours, trainer name and printed and signed names of all attendees
- Attendance records from online learning or meeting platform
- Coaching/technical assistance log provided by the coalition, school district or VPK Regional Facilitator, which includes: the coaching/technical assistance date, number of hours, coach name, printed and signed name of VPK staff receiving coaching/technical assistance and the topic of coaching/technical assistance

## **Communication**

Form DEL VPK 31C, Voluntary Prekindergarten (VPK) Education Program Improvement Plan: Communication Plan, requires a POP to complete a communication plan.

The communication plan must notify the families of children enrolled in the provider's VPK program of the provider's performance metric designation and that the provider is required to implement an improvement plan.

Notification must occur in writing and be provided to families no later than fourteen (14) calendar days after receipt of coalition approval of the improvement plan or child's enrollment, whichever occurs later. Posting the notification on the provider's website or social media account is not sufficient unless additional communication with a link to that notification is provided directly to the families within the required timeframe.

Rule does not require providers to submit evidence of implementation to coalitions. However, coalitions may review evidence of implementation of the approved communication plan in response to family concerns.

### **Providers with School-Year and Summer VPK Programs**

A provider that has an incomplete status for school-year VPK and summer VPK must have two separate technical assistance plans.

A provider on probation for school-year VPK and summer VPK must have two separate improvement plans.

If a provider is on probation for school-year VPK and summer VPK **and** the VPK staff member works in the provider's school-year and summer VPK programs, the following can count towards both improvement plans:

- Initial professional learning on approved curriculum that was completed within two years of the school-year program's curriculum implementation deadline
- Staff development activities completed after June 30<sup>th</sup>

### **VPK Staff**

VPK staff member means the VPK director, VPK lead instructor, and VPK aide. VPK staff members do not include individuals who are **only** registered as substitute instructors in the Provider Portal.

Each VPK staff member must complete the curriculum training and staff development requirements of the improvement plan.

If a VPK staff member moves out of a VPK staff position, the POP must provide documentation of the change in that individual's employment status and the date of that change when submitting documentation of implementation.

If a new VPK staff member starts after an improvement plan is approved, the new VPK staff member must meet the curriculum training and staff development requirements by either the implementation deadline or 90 days after their start date, whichever comes later.

### **VPK Change of Ownership**

If an ownership change of a POP results in the ownership being transferred to an individual associated with the provider as described in Rule 6M-8.301, F.A.C, the provider maintains its probationary status and the new owner is required to complete the improvement plan submitted by the previous owner and approved by the coalition.

If an ownership change of a POP results in the ownership being transferred to an individual not associated with the provider as described in Rule 6M-8.301, F.A.C, the provider is removed from probationary status and the new owner is not required to complete the improvement plan submitted by the previous owner and approved by the coalition.

### **VPK Providers Assigned Incomplete Status for Subsequent Year**

Providers that receive an incomplete status for a subsequent year must submit a new technical assistance plan no later than thirty (30) calendar days after the most recent release date.

### **VPK Providers on Probation for Subsequent Year**

Providers that remain on probation for a subsequent year must submit a new improvement plan no later than thirty (30) calendar days after the most recent release of the performance metric designation. All improvement plan requirements must be met each year. A provider on probation for a subsequent year is encouraged to work closely with their coalition to develop and execute an improvement plan that will support greater success in the coming program year.

If for three (3) consecutive years a provider receives a performance metric designation of below expectations and/or unsatisfactory for the same program type, the provider must apply for and be granted a good cause exemption by FDOE before it can offer VPK instruction for the same program type.

### **Providers on Probation Operating Under a Good Cause Exemption**

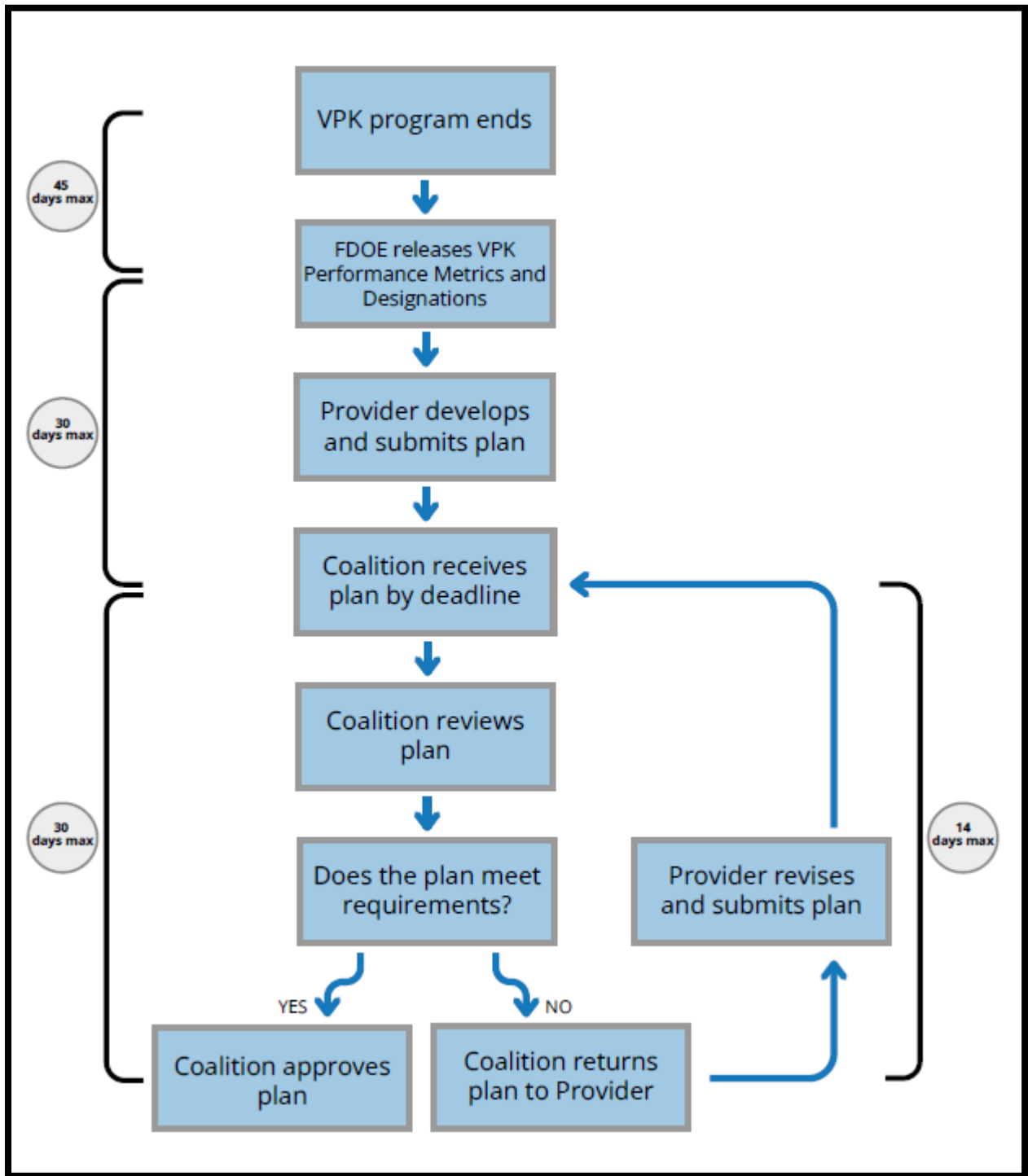
VPK providers' probationary status will be reset upon transition to the new VPK Accountability System (with the publication of the 2024-2025 Metrics and Designations). As a result, 2027-2028 will be the earliest VPK program year in which a provider may require a good cause exemption to operate VPK.

Good Cause Exemption (GCE) requires evidence of meeting health and safety standards, VPK contract deliverables and improvements in quality, achievement, and learning gains. Providers requesting a good cause exemption must complete the Form DEL VPK 33, Voluntary Prekindergarten (VPK) Education Program Application for Good Cause Exemption and submit it to the Division of Early Learning in accordance with Rule 6M-8.700, F.A.C.

## **Providers That Fail to Meet Technical Assistance and Improvement Plan Requirements**

If the coalition does not receive a technical assistance plan, an improvement plan, revised plans, or evidence of improvement plan implementation by the timelines established by the department, the coalition must implement the noncompliance determination and corrective action notice requirements described in Form DEL-VPK 20, Statewide Voluntary Prekindergarten Provider Contract, Paragraph XI. A provider's failure to implement corrective action is grounds for termination for cause of the provider's contract.

## Appendix A: Plan Submission and Approval Timeframe



## Appendix B: Approved Staff Development Activities for Providers on Probation

### Coaching and Technical Assistance

To qualify as an approved staff development activity, coaching and technical assistance must be provided by the Early Learning Coalition, school district or VPK Regional Facilitator and must include specific goals to strengthen instructional practices in emotional support, classroom organization, instructional support, language development, phonological awareness, alphabet knowledge and mathematical thinking as required by Section 1002.68 (5)(b)3, Florida Statutes. Coaching and technical assistance must be thoroughly documented so a provider can submit evidence of staff development activity to the coalition. Contact the coalition or VPK Regional Facilitator for more information.

### Curriculum Training

To qualify as an approved staff development activity, training on the approved curriculum must be delivered by the curriculum publisher or publisher approved trainer. **Initial** professional learning **cannot** be used towards meeting the staff development requirements, but **ongoing** curriculum training (training completed after initial curriculum training) may qualify as an approved staff development activity. Curriculum training must be thoroughly documented so a provider can submit evidence of implementation to the coalition. Contact the curriculum publisher for more information.

### Educator Academy Courses

Educator Academy is the home of professional learning to support FAST Star Early Literacy. Review the *FAST Star Early Literacy Educator Academy Enrollment Guidance* available at <https://www.fldoe.org/schools/early-learning/providers/fast-star-earlit.stml> for more information.

Course	Hours
VPK FAST Star Early Literacy Test Administrators (Spanish)	1 hour
VPK FAST Star Early Literacy Test Administrators (English)	1 hour
VPK FAST Star Early Literacy Screening Data and Reports	.50 hour
VPK FAST Star Early Literacy Planning Targeted Instruction	.50 hour

### Teachstone Courses

Teachstone is the provider of professional learning to support the CLASS program assessment. Contact the coalition for more information.

Course	Hours
CLASS Overview for Leaders (self-paced with a product key from the coalition)	2 hours
Intro to Interactions for Educators (trainer-facilitated cohort)	6 hours
Instructional Support Essentials for Teachers (trainer-facilitated cohort)	6.5 hours
Interactions Essentials for Educators (trainer-facilitated cohort)	24 hours
Interactions Essentials for Educators (self-paced with a product key from the coalition)	25 hours
Pre-K CLASS Primer for Teachers (self-paced with a product key from the coalition)	3 hours

## Florida Early Childhood Professional Development Registry Courses

The Florida Early Childhood Professional Development Registry hosts courses created by the Department of Children and Families (DCF) and Division of Early Learning (DEL) to strengthen instructional practices. Visit the Florida Early Childhood Professional Development Registry at <https://childcaretraining.myflfamilies.com/studentsite/admin/signin> for more information.

Course	Hours
Basic Guidance and Discipline (BGD)	5 hours
Book Embedded Vocabulary Instruction: Language and Vocabulary Development for Preschoolers (BEP)	5 hours
Building a Strong Foundation for Emergent Literacy (BSFEL or VIEL21)	5 hours
Challenging Behaviors Awareness and Prevention (CBAP)	5 hours
Developing the Socially and Emotionally Competent Child (VSE2)	4 hours
Developmentally Appropriate Classroom Management (DACM)	3 hours
Dialogic Reading: Language and Vocabulary Development for Preschoolers (DRP)	5 hours
Early Mathematics for Early Learners: Making Sense of Sets and Numbers (MATH1)	3 hours
Early Mathematics for Early Learners: Counting and Operating with Numbers (MATH2)	3 hours
Early Mathematics for Early Learners: Patterns, Measurement and Data (MATH3)	3 hours
Early Mathematics for Early Learners: Shapes and Spatial Relationships (MATH4)	3 hours
Emergent Literacy for VPK Instructors 2021 (VPK21)	5 hours
English Language Learners in the VPK Classroom (VELL)	5 hours
Implementing the Approaches to Learning Domain in Early Childhood Classrooms (IALD)	5 hours
Implementing the Creative Expression Through the Arts Domain in Early Childhood Classrooms (ICEA)	5 hours
Implementing the Florida Standards in Preschool Classroom: 3 Years Old to Kindergarten (SPC3TK)	3 hours
Implementing the Florida Standards in Preschool Classroom: 3 Years Old to Kindergarten (VFSP)	5 hours
Implementing the Physical Development Domain in Early Childhood Classrooms (IPPD)	5 hours
Implementing the Scientific Inquiry Domain in Early Childhood Classrooms (ISID)	5 hours
Implementing the Social Studies Domain in Early Childhood Classrooms (ISSD)	5 hours
Language and Vocabulary in the VPK Classroom 2021 (LVPK21)	5 hours
Mathematical Thinking for Early Learners (MATH25)	5 hours
Phonological Awareness Development for Preschoolers 2021 (PAP21, VIPA21)	5 hours
Preschool Appropriate Practices (PSPR)	5 hours
Scaffolding and Think, Show, Tell, Talk: Language and Vocabulary Development for Preschoolers (STSTTP)	5 hours
Special Needs Appropriate Practices (SNP)	10 hours
Supporting Children with Developmental Disabilities (SCDD)	5 hours
Understanding Attention Deficit Hyperactivity Disorder and Sensory Processing Disorder (UAS)	3 hours
Understanding Developmentally Appropriate Practices (UDAP)	5 hours
VPK Director Credential 2025 (DVPK25)	5 hours
Working to Create Positive Learning Environments: Preventive Strategies (VSE1)	4 hours

### VPK Regional Facilitator Network Courses

The VPK Regional Facilitator Network is a system designed to provide multiple types of support to VPK providers and stakeholders, including the below courses to strengthen instructional practices. Contact the [VPK Regional Facilitator](#) for more information.

Course	Hours
All She “Rote”(ASRPK)	2 hours
Building Resiliency in Young Children (BRVPK)	2 hours
From Sounds to Sentences (FSTS)	2 hours
Growing Florida Strong: Exploring the Florida Early Learning and Developmental Standards Through State-Related Activities (GFSPK)	2 hours
It’s Okay to Play in VPK! For Educators (IOKTPE)	5 hours
Let’s Give Them Something to Talk About (LGSTA)	2 hours
Let’s Take it Outside: Overview of Learning Through Nature and Outdoor Play (Module 1) (LTIO1)	2 hours
Let’s Take it Outside: Promoting Learning During Outdoor Play (Module 2) (LTIO2)	2 hours
Reaching for the Stars: Using FAST Star Early Literacy Data (RFS)	2 hours
Scribbles Matter (SMPK)	2 hours
The Language of CLASS PreK Tool (LCTK)	2 hours
The Language of CLASS Promoting Instructional Support in the Preschool Classroom (LCIS)	2 hours
VPK Accountability: VPK Provider Performance Metric and Designations (VPKPMD)	2 hours
What’s Your Point: Navigating Your Way Within a Group (WYPNG)	2 hours

### University of Florida Lastinger Learning Courses (Formerly Flamingo Learning)

The University of Florida Lastinger Learning platform offers a variety of courses to strengthen instructional practices in emergent literacy. Visit UF’s Lastinger Center at <https://lastinger.center.ufl.edu/work/literacy/> for more information.

Course	Hours
Act 1: Getting Organized for Learning in Preschool (ACT 1)	20 hours
Alphabet Knowledge and Print Awareness (EMAKPRA) <sup>2</sup>	5 hours
Emergent Literacy Micro-Credential Job-Embedded Practicum (EMPart3) <sup>2</sup>	20 hours
Emergent Reading and Writing (EMRW) <sup>2</sup>	5 hours
Guiding Preschool Behavior and Building Classroom Community (PGB) <sup>1</sup>	20 hours
Instructional Support in Preschool: Quality of Feedback (PQF) <sup>1</sup>	20 hours
Oral Language and Shared Storybook Reading (EMOLSSR) <sup>2</sup>	5 hours
Phonological Awareness (EMPA) <sup>2</sup>	5 hours
Preschool Language Development (PLD) <sup>1,2</sup>	20 hours
Strategies to Support Young Dual Language Learners in Preschool (DLL3)	20 hours
Supporting Learning in Preschool Classrooms (SLP)	10 hours
The Building Blocks of Preschool Literacy (PLIT) <sup>2</sup>	20 hours
Why Ask Why: STEAM in Preschool Learning Environments (STEAM)	20 hours

<sup>1</sup> Course is offered in English and Spanish. <sup>2</sup> Course is offered as part of the [Emergent Literacy Micro-Credential](#) and cannot be taken as a standalone course.