

About the ECEW and this Report

In 2013, ACT for Alexandria convened the first meeting of the Early Care and Education Workgroup (ECEW), including leaders from Alexandria City Public Schools (ACPS), City agencies, early care and education (ECE) providers, the Health Department, local foundations, and non-profit organizations.

As outlined in the City's Children and Youth Master Plan the workgroup has been tasked with the challenge of creating an "early care and education system that prepares children to succeed in life and in school", that is accessible to all who need it and is navigable by parents. Members of the community know of and understand that the Alexandria school system offers a clear path and support for k-12 education. However, there is no existing comprehensive service coordination for very young children and their families. They may leave families feeling isolated, leaving them to chase services around town, and missing opportunities for their children. To prepare children for success in school and life it is essential to join with parents in providing young children and families needed support services that are accessible, coordinated and high quality. The ECEW has been working together toward creating that system, guided by our Common Agenda, a framework that lays out our priority activities (see graphic on page 2).

The purpose of this annual report is to provide details on the workgroup's progress over the last year as we continue to work towards establishing and sustaining an early care and education system in Alexandria. It also aims to provide a look at the broader context in which the group works, help us assess what is working well and what is not, and respond to that learning by looking for ways to improve and work together more effectively.

In 2018, the Early Care and Education Workgroup (ECEW) voted to join Smart Beginnings, a statewide network of local partners that work to support local communities in delivering on and ensuring conditions for a strong, healthy start for young children and their families. With that transition and rebranding effort, the ECEW will be officially re-launching as Smart Beginnings Alexandria in early 2020, complete with a new website and other collateral materials. As the ECEW has promised to report out on their progress each December 1st, we stand by this commitment. However, our report on December 1 this year will be in memo format. We will publish a formally designed report to the public when this rebranding effort is complete and the report can reflect our new look. This draft memo documents our progress this year but will be updated as part of the broader rebranding effort in 2020.

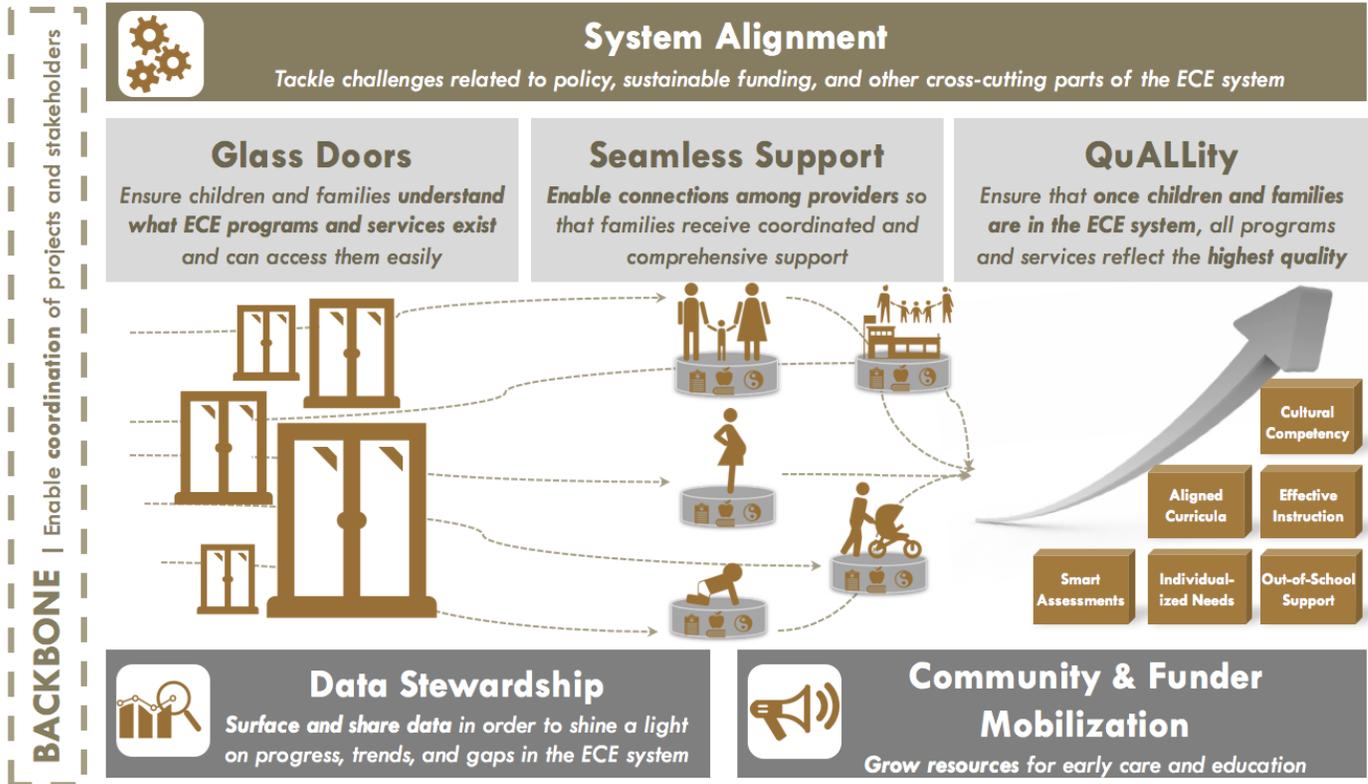
In this report, we will discuss:

- What we've accomplished this past year
- How we are doing
- Where we're headed next

We hope this report provides a window into our collective efforts to meet the early care and education needs of our community, and look forward to the work we have planned for the coming year.

- The Early Care and Education Workgroup (Smart Beginnings Alexandria)

About the Common Agenda



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What we've done this past year:

Joined Virginia Smart Beginnings Network: The ECEW voted to become Smart Beginnings Alexandria and joined the Smart Beginnings Network this year. Much more than a name change, this move allows Alexandria to collaborate with a state wide network of public and private leaders on shared priorities and help ensure a strong, healthy start for young children and their families. Joining the network, convened by the Virginia Early Childhood Foundation (VECF), allowed the ECEW to tap into a range of resources to strengthen its work.

Received Mixed Delivery and Preschool Development Grant: Joining the Smart Beginnings network immediately allowed us to access over \$500,000 in new funding opportunities to expand our work and lead us in some new directions. First, Alexandria applied for and received the state-level Mixed-delivery grant (through VECF), The purpose of this grant is to fund local communities to test innovative strategies for serving PreK children in different settings. In Alexandria this grant is funding two pilot classrooms that are allowing programs to better respond to increased demand in the West End of the city and explore different ways to blend funding streams. The statewide cohort of ten mixed-delivery grantee communities was all asked to be pilot sites for Virginia's Preschool Development Grant (PDG). The purpose of the PDG funding is to help unify and raise quality in child care, Head Start, and pre-K at the local level. The PDG funding was awarded to Smart Beginnings Alexandria to do just that. In conjunction with the lump sum grant, individual leaders and teachers in the community who agreed to strengthen standards, participate in trainings, and improve quality are receiving direct financial incentives for their participation. Alexandria was well positioned to implement the key goals of the grant, given the focus on collaborative professional development efforts over the last few years through Smart Beginnings Quality Collaborative project.

Piloting Early Childhood Funding approach

In 2019, leaders from the city's Early Childhood division began meeting with leaders from community-based Virginia Preschool Initiative (VPI) partners to develop a more systematic and equitable approach for awarding local government funding to support early care and education for at-risk four year olds in Alexandria's "mixed-delivery model." The group met regularly to determine the most efficient, transparent and equitable ways to allocate available funding for VPI-eligible students. In order to do this the group looked closely at the costs of running a best practice program as well as the services families value and need. The group was able to determine an average cost per student and the cost for each element of service: school day programming, extended day programming, summer programming, and family support services. This collaborative process has led to a great deal of shared knowledge and transparency of how different funding streams, including local funding, are currently supporting early childhood services, where the gaps are in terms of additional services needed for eligible families, and what additional financial resources needed to address those gaps. The city's providers of pre-k services are now better positioned to leverage existing funding streams in a way that recognizes variations in the provider's business models, addresses sustainability, and provides a clear understanding of investment levels needed to maximize quality and equitable service delivery.

As a result of this effort, the Alexandria City Division of Early Childhood is piloting a new process for the 2019-20 school year that increases transparency in how local funding is awarded and addresses certain administrative barriers identified by providers. The process also allows local funding to be better leveraged to fill funding gaps and support all eligible children. To design the pilot, the partners committed to an innovative process of co-creation where each person at the table was instrumental in creating a shared understanding of the system as a whole. The collaboration was designed to include individuals with different backgrounds and skill sets and to ensure that each person at the table had a voice. This diversity of thought partners and commitment to a co-created approach enhanced the group's ability to design an improved process and to better understand the unique and vital role each program plays in Alexandria's mixed-delivery model. Partners have also used the information gained in this process to develop a coordinated request for increased local funding to better support provision of early childhood services across Alexandria.

[1] This means that publicly funded preschool programming takes place in a range of settings.

Improved Process to Streamline Preschool Enrollment

The Glass Doors initiative is a commitment by the public, private, and nonprofit sectors to work together to ensure children and families: 1) understand what ECE programs and services exist, and 2) can easily access them. The first phase of the initiative focuses on the Pre-K "door," with the goal of ensuring that parents looking for Pre-K education for their child are quickly and seamlessly guided to the right services, regardless of where they enter. Virginia Preschool Initiative (VPI) providers worked together to develop a common screening form to help families understand eligibility and what services they qualify for. Feedback from parents was solicited and utilized in creating an updated Pre-K flyer. These flyers are available in the four most common languages spoken in Alexandria.

Enrollment coordinators walk parents through the enrollment process and make sure they know what steps come next, including helping them set up an appointment at another ECE program, if needed. Coordinators have created a shared online drive to better coordinate materials and meetings. These staff members provide an invaluable "on-the-ground" perspective of what is working for families, what needs to be addressed, and what new trends are emerging.

Enrollment coordinators have been meeting regularly for the last x years, and one of the coordinators has recently stepped up to lead the group, transitioning from having it led by an outside consultant. The group is also expanding beyond the VPI coordinators to begin including staff from other programs in the city such as child care subsidy, to increase the reach and coordination. The initiative continues to proactively identify ways to make it easier for families to learn about ECE services and streamline the enrollment process. These changes are providing more consistent, equitable and positive experiences for families across the City.

Implemented and expanded Professional Development for ECE professionals

The Quality Collaborative: Expanding Professional Development to Reach More Providers

The Quality Collaborative (QC) advances exemplary teaching practices in Alexandria classrooms by training and coaching teachers and early care providers who work in publically funded preschool programs. Now in its 5th year, the QC is a collaboration of early education providers, including Smart Beginnings Alexandria and the City's publicly-funded early childhood programs, which uses trainings, coaching, and mentoring; videotaped classroom observations; and peer-teacher networks to support professional development. Here is a look at QC activities this year and to date:

By fall 2019, nearly 120 teachers have completed (or are currently enrolled in) the Making the Most of Classroom Interactions (MMCI) course, which is a workshop-style course that gives teachers a foundational introduction of the CLASS framework. CLASS, a research-based framework developed by UVA that helps teachers better understand how effective interactions in the classroom increase children's learning and development. During this 11-week course, teachers and teaching assistants learn about the components of CLASS including emotional support, classroom organization and instructional support, and how to implement specific strategies in the classroom. CLASS has been shown to improve student achievement and social skill development.

Sent 4 local leaders through a train-the-trainer program on the Creative Curriculum. With SBA support, 4 ECE program leaders became trainers and 17 new Alexandria teachers received instruction in the Creative Curriculum, the gold standard in research-based curricula that emphasizes exploration and discovery. By adding four new instructors, SBA multiplied opportunities for teachers across the City to receive essential training that programs could not otherwise afford on their own. The Preschool development grant also enabled the purchase of complete curriculum materials for a number of classrooms using the curriculum.

- **Expanded the number and variety of trauma-informed care workshops.** The Collaborative has provided trauma-informed care workshops to approximately 300 early education providers since Smart Beginnings began to offer them in 2017, including introductory workshops and “deeper dive” trainings in six key areas. These highly-popular workshops consistently receive high ratings from post-workshop evaluations. (see the section below for more details).
- **Secured new funding to support our trainings and expand our professional development offerings.** The collaborative offers training and PD to a broad network of educators, including family daycare providers through the state Preschool Development Grant (PDG). This expansion would not have been possible without our participation in the Smart Beginnings Network.

HIGHLIGHT ON TRAUMA-INFORMED PROFESSIONAL DEVELOPMENT

Empowering Educators: Workshops on Trauma-Informed Care

“After nearly the whole staff attended workshops on trauma-informed practices... our principal surveyed teachers to ask what they ought to continue focusing on for the following year. One hundred percent said, ‘trauma.’”

—Trauma-informed care workshop participant, 2019

One in three children have had at least one adverse childhood experience (ACE) in their lifetime and 14 percent have experienced two or more, according to the National Survey of Children's Health. ACEs are potentially traumatic events or stressors—such as repeated exposure to domestic abuse or community violence, exposure to war, or the stress of growing up in poverty—that can have last negative effects on a child's health, well-being, and their ability to learn.

Fortunately, the impact of these experiences on children can be mitigated by protective factors, such as the involvement of an attuned, nurturing adult. To help meet a growing demand for information on trauma, Smart Beginnings Alexandria and partners began conducting a series of skill-building workshops for teachers and early education providers in 2017.

More than 300 educators have since participated in these trainings, including “Reaching and Teaching Children Exposed to Trauma,” a one-day introductory workshop where educators learn about how trauma manifests itself in the classroom and participate in skill-building exercises. All workshops are designed and lead by Dr. Barbara Sorrels, executive director of The Institute for Childhood Education and a nationally-recognized expert on trauma-informed care.

Unique workshop for home daycare providers

In May, SBA organized a Trauma Informed Care introductory training for 35 home daycare providers, a diverse group of care providers who rarely have the opportunity to receive trainings due to the independent nature of their home businesses. In addition to the educational benefits, the workshop--which provided on-site interpretation in three different languages (Arabic, Spanish, and Urdu)—helped build a sense of community for these educators.

SBA staff are working to plan additional activities to continue the conversations these providers started, provide support, and increase learning opportunities. SBA also co-hosted a training of 23 City child welfare workers organized by the Department of Community and Human Services.

“Deeper Dive” Workshops

In addition to introductory workshops, Smart Beginnings has also offered six “deeper dive” workshops; half-day trainings that provide more in-depth information on subjects such as:

- Attachment theory and sensory processing
- Developmentally-appropriate practices
- Using bibliotherapy to help children learn
- The impact of technology on the growing brain
- Developing self-regulation in children

Should Be Required Training

Participants’ evaluations have been overwhelmingly positive, with more than 90 percent of each set of attendees rating the workshops a 4 or 5 (out of 5). As one attendee, an ACPS elementary school principal, remarked: “In my opinion, this should be a required training for all ACPS pre-k and kindergarten staff.”

91% percent of surveyed participants also said they either have applied or will apply what they’ve learned about these principles and practices in the classroom, reporting that they have been able to change the way they see behavior, and “trying to approach discipline situations through a child’s developmental stage based on what I know of their lives rather than their grade level expectations”.

All TIC workshops were organized through the Quality Collaborative project, a coalition of partners, including Alexandria’s publicly-funded early childhood programs, and were funded by the city’s Fund for Human Services.

More offerings, looking ahead

This year, the project also piloted “office hours” where Dr. Sorrels met with school leadership teams to talk through case examples and offer specific guidance about challenging classroom situations or student interactions. SBA is exploring ways to expand this effort on an ongoing basis.

This year, Smart Beginnings Alexandria joined the newly established city-wide, trauma-informed care network, [RAISE: Resilience Alexandria](#). RAISE is part of a national network that brings together a range of non-profit organizations, social service agencies, school districts and other organizations to help raise awareness of trauma and share best practices. RAISE: Resilience Alexandria will meet regularly to exchange tools and resources and help identify gaps in trauma-informed care and inform policy at the local and state level.

Additionally, the Quality Collaborative has identified one program that will pilot intensive hands-on consulting to incorporate more intentional trauma-informed practices at the program level, support supervisors and help build program capacity. This work builds on an ongoing professional learning community established through the Virginia Quality initiative housed at ACPS. This was a monthly learning opportunity for program directors to focus on early childhood mental health (including trauma). That network will continue this year in partnership with the Quality Collaborative.

How we are doing

Evaluating our Progress

The ECEW has organized itself using a “collective impact” approach to developing an early care and education system. Collective impact “occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success”. Successful collective impact initiatives embrace a culture of continuous learning, develop an awareness of the context, conditions and circumstances that surround the work, strive to understand what is working and what is not, and seek opportunities for improvement. With this in mind, there are four key areas in which the ECEW evaluates its progress over time (illustrated in the graphic below). This report serves as a main tool for reflecting on and examining this progress, and the following sections represent “buckets” 1-4 as outlined in the graphic below.



1) Understanding our Community Context

The following statistics provide a snapshot of the Alexandria community from a population-level, city-wide perspective. While these are not indicators that ECEW influences directly, they provide important context for our work. In the tables below, we present data about the City's young children (age 0-8) as well as previous years' data, where these are available.

Demographics

| Indicator | Statistic |
|---|---|
| Total population | 160,035 (up 3.8% from 2016) ¹ |
| Number of children under age 5 living in Alexandria | 11,307 (2017) – a slight increase from 11,180 (2016) ** |
| Number of children receiving SNAP | 6,596 (Kids Count, 2018) 6,928 (Kids Count 2017) |
| Children under age 9 from minority racial groups | 33.5% |
| ACPS students in K-3 rd requiring special education services | 10.3% of all students K-12 Virginia Dept. of Ed., 2019-2020 |

Poverty and Income

| Indicator | Statistic |
|--|--|
| Children aged 0-17 living below 200% of the Federal Poverty Level (FPL)* | 40.0% (2013-2017) 35.7% (2012-2016) 33.4% (2011-2015) 34.4% (2010-2014) |
| <i>*At 200% of the FPL, the income for a family of 4 was \$48,600 in 2016 and \$49,200 in 2017.</i> | |
| Children ages 0-17 living at or below 100% of the FPL.* | 17.7% (2017) 16.4% (2016) 14.5% (2015) 15.8% (2014) |
| <i>*A family of 4 living at or below 100% of the FPL had an income of \$24,300/year in 2016, and \$24,600 in 2017.</i> | |
| Children ages 0-17 living in deep poverty (family income is below 50% of the FPL).* | 6.8% (2013-2017) 5.4% (2012-2016) 5.4% (2011-2015) 5.0% (2010-2014) |
| <i>*A family of 4 living below 50% of the FPL had an income of \$12,150/year in 2016 and \$12,300 in 2017.</i> | |
| Median Household Income – Alexandria | \$93,370 |
| Median Household Income – Virginia | \$68,766 |

Poverty by Race

| Race/ethnicity | Poverty rate (2017) |
|--------------------|---------------------|
| Non-Hispanic white | 14.7% |
| Black | 32% |
| Hispanic/Latino | 30.3% |
| Asian | 3.3% |
| 2 or more races | 12.5% |

Health and Education

¹ Alexandria population was 157,288 in 2016. Source for 2016 and 2017 data: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

| Indicator | Statistic |
|---|--|
| Percent of uninsured children (under age 19) | 7 % in Alexandria (2019) 5% in Alexandria (2018) 7% in Alexandria (2017) |
| Percent of uninsured children with family incomes at 100% FPL | 14.9% (2016) 11.5% (2015) |
| Babies born to mothers with less than 12 years of education | 11.2% in Alexandria 9.5% in Virginia |
| Teen births (number of births per 1,000 female population ages 15-19) | 29.1 per 1000 |
| Low birth-weight(percent babies born at low-birth weight) | 6.8% (Alexandria) 7.2% (2017) |

Draft

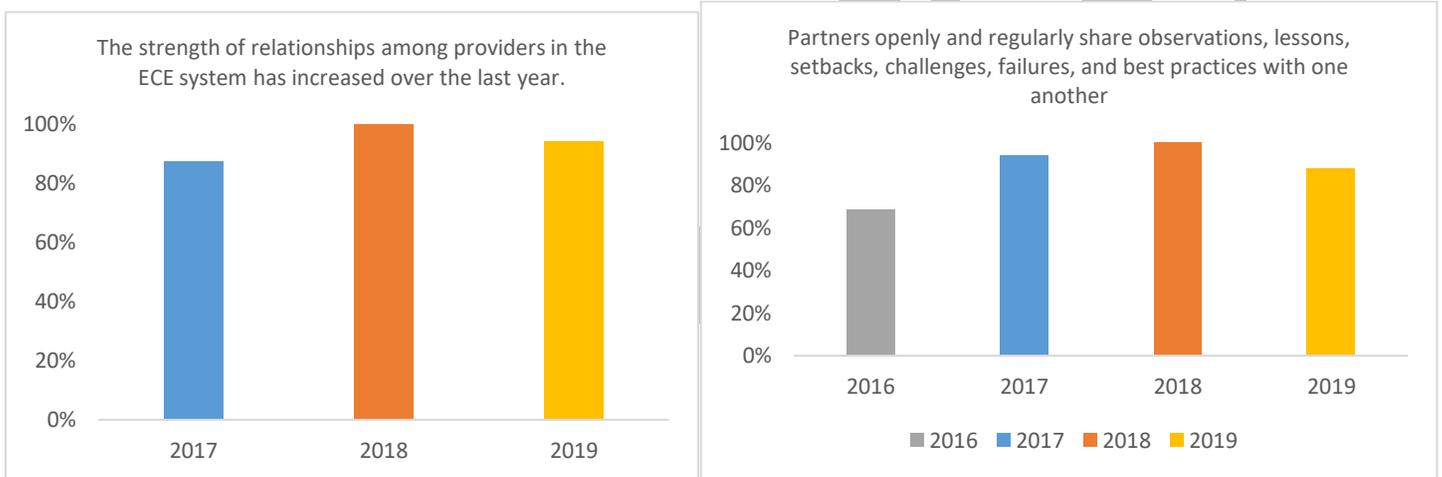
2) How we are working together differently

In the spirit of continuous learning, Smart Beginnings Alexandria asks its members annually to reflect on how the development and implementation of the early care and education collective impact initiative is progressing. Below are some of the highlights from our most recent survey this fall, particularly in the area of how partners in the initiative are working together:

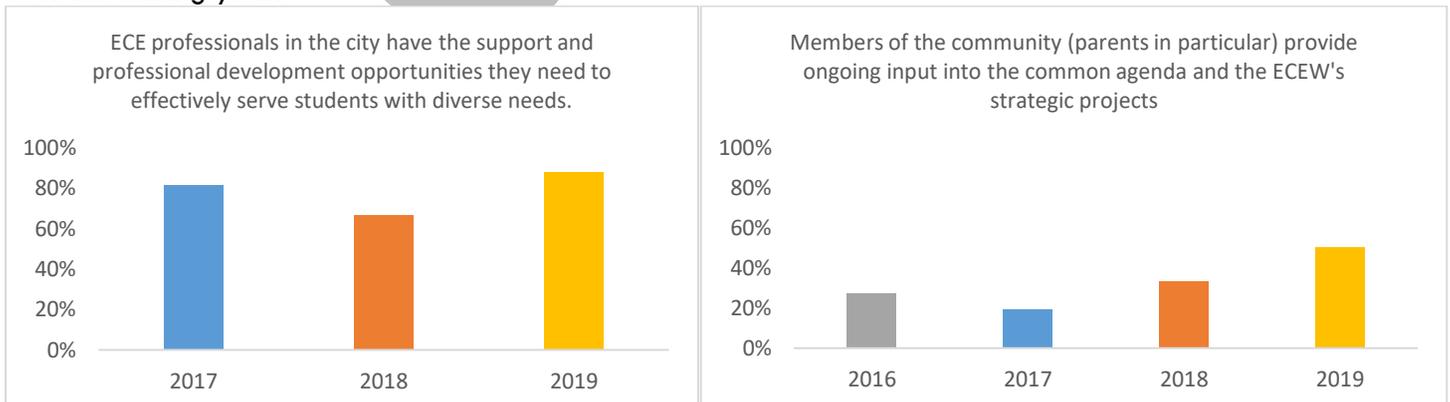
- 94% of ECEW members agree that the strength of relationships among providers in the early care and education system has increased.
- 100% agree that their voice is both heard and welcome at Smart Beginnings Alexandria, and that their time spent on SBA activities is well-spent.

Results indicate that the sense of collaboration remains strong among workgroup members.

% of members who agree or strongly agree with the statement:



The survey also highlights some areas where there is still room for progress. While we are pleased that there has been progress in how well partners believe that we are ensuring that all of our ECE professionals have the resources and professional development they need to serve increasingly diverse student needs, we know that there is still work to be done. Likewise, we believe that the focused research efforts around family engagement and voice likely led to an increase in the number of members who believe we are bringing a diverse set of voices from the community (such as parents). This is an area where we know we need to continue our efforts, and expect this will be a continued focus over the coming year.



3) Working towards a better system

There are many ways of looking at whether or not we are creating a better system for children and families. Using our graphic on page 7, we can look at:

Families:

- Do they have **better knowledge** of the ECE services available to them in Alexandria?
- Are they able to successfully navigate the various organizations/systems and pathways and **access** services?

Providers:

- Are there **strong connections and processes** for making referrals among providers?
- Do they have the skills they need to serve **diverse needs and families**?

System Capacity:

- Is access to classroom-based ECE settings **equitable**?
- Is there **increasing public funding** to support ECE in the city?
- Is there **increasing support** for early care and education in our community?

FAMILIES

Through this report, we will focus on the first category, and share some of the baseline research we have done this year around families. While most ECE programs survey parents annually and have shared information in prior reports, accessing parent input from those not already in programs has been an ongoing challenge. This year, with the help of two grants and external expertise SBA was able to hear directly from parents who both access and don't currently access programs for themselves and their families. The information is critical to understanding the parent perspective and provides SBA with tangible pathways to improving the parent experience.

Giving Parents a Voice: Highlights from Research to Better Serve Families

"What does 'parent engagement' mean to you?"

"What advice would you give the City of Alexandria about improving where and how we provide information about early education and other services?"

Alexandria parents and other key stakeholders provided answers to these and other questions as part of an in-depth research effort to better understand families' experiences with the City's developing early childhood education system. Smart Beginnings Alexandria, with the help of several research partners, gathered input on families' unique perspectives through a series of focus groups, interviews, and surveys last spring. Our goal? Stronger relationships between parents and providers, better services and programs, and greater likelihood of success in school for Alexandria preschoolers. The research was supported by funding from the Northern Virginia Health Foundation and the Bruhn-Morris Family Foundation.

What we learned and next steps from the research are highlighted below.

Defining parent engagement

Our research showed that parents and service providers don't always define parent engagement in the same way. Most parents described the concept in terms of parent-child relationships, e.g., knowing what your child feels and participating in activities together. Other parents defined it in terms of parent-provider interactions: *"[Parent engagement is] being welcomed and also, purposeful. Not just coming in and watching and just kind of being a fly on the wall. Having the opportunity to learn from something or to watch the kids. To interact with the kids while they're [receiving services]."*

Stakeholders - who included a range of early care and education organizations -characterized parent engagement as:

- Two-way and consistent communication between parent and provider that's effective in supporting families
- Having parent voices represented in decision-making and directly influencing what we're doing

- More than having parents physically present; parents should also feel empowered and comfortable participating.

SBA and partners agree that a shared definition of family engagement is needed, and that it should be shared and integrated into programs widely so that both parents and providers understand what it means and why it's so important. Parent engagement not only makes parents feel supported, but empowers educators with information they need to teach and is shown to improve educational outcomes for children. We look forward to developing that shared definition and focusing efforts parent engagement in the most meaningful way possible.

Communicating with families

SBA partners also asked families how they heard about early education services and their communication preferences. We learned that:

- Families most often learned about services through word of mouth (a friend, neighbor, former student or family)
- Parents use phones more regularly than computers to find information
- Most families are using social media on a regular basis
- Parents desire face-to-face interaction and hearing from someone directly via phone or text

Research findings also pointed to the need for a central website where parents can receive clear information, a breakdown of their eligibility options, and other resources. But it also was clear that just posting information isn't enough – families may need more hands on help navigating the various systems and resources, and SBA is exploring what this could look like down the road.

SBA is in the process of developing a robust communications strategy that will incorporate these and other recommendations as part of a rebranding effort and website revision underway.

Including families in decision-making

Parents and stakeholders had these helpful ideas to share about ways to better engage and communicate with parents:

- Include parent input in major decisions and communicate these decisions in a timely fashion
- Allow parents to ask questions, share suggestions, troubleshoot concerns, develop meaningful relationships, and stay informed
- Overlap and echo messages in a variety of channels, e.g., face-to-face, phone, text, social media

SBA is currently synthesizing all research results and assessing how to incorporate parent and stakeholder recommendations into our next steps in the most strategic and thoughtful ways. Please visit our website for more updates about research findings and next steps in early 2020.

PROVIDERS

As illustrated on page 8 above, we continue to survey our providers to determine whether they see themselves as having strong working relationships with each other and whether they feel they have been provided the professional development needed to serve our diverse population. In conjunction with this survey we are excited to share some tangible ways providers are working together towards a better system:

1. All of the city's larger publically funded preschool programs are now using the same curriculum enabling them to share ideas, resources and trainings.
2. Cross-agency trainings on other topics such as CLASS and Trauma-informed care have been well attended and enabled providers to support each other and to share a mutual understanding of the importance of each topic.
3. Executive directors have worked together to develop a model of transparency and consensus around funding of all pre-k programs (see page 3).
4. Family home day centers are now receiving professional development and an increasing recognition of their critical asset in the early care and education system.

5. Enrollment coordinators from all programs work together to recruit and place children in programs that best fit the families needs.

SYSTEM CAPACITY

Below we share some data around system capacity in terms of how many children are currently being served with public funding for early care and education. This list is not comprehensive, and doesn't represent all of the settings in which children receive services, but represents the largest allocations of city and state funding for early care and education:

What we know: Alexandria has a significant number of providers serving families with young children. 113 providers alone, including licensed and/or regulated family day care providers, are serving subsidy eligible families who have children prenatal through age eight.

In FY19, Alexandria provided publicly funded early education to children from low-income families in a number of ways.

- **628** Virginia Preschool Initiative (VPI) slots allocated by the state, **374*** filled. (623 and 385 in FY18)
- 40 Scholarships for VPI eligible four-year-olds plus scholarships for 15 students to attend summer extension programs. (35 in FY18)
- 5 children received local child care subsidies, a decrease from 17 the prior year.
- 433 children received state child care subsidies, down from 540 the prior year.
- 309 children were served by Head Start*
- 108 children, birth – three, were served by Early Head Start*
- 52 children were served by the Family Child Care Partnership, led by The Campagna Center
- **195** children, ages birth – five, and **188** adults (i.e. parents, grandparents, and other caregivers), were served by the Center for Alexandria's Children Learn and Playgroups.

[Note: Some children participating in VPI community-based programs also receive scholarships or child care subsidies to offset tuition or wrap-around service costs.]

*Due to student mobility, the number of students served is actually much higher, but the number provided reflects funded enrollment slots.

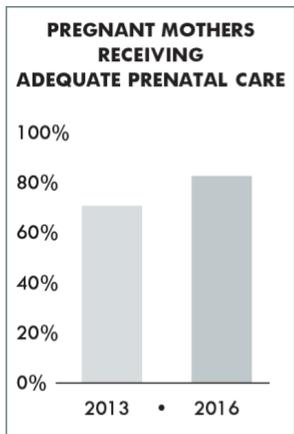
VPI Note:

The full amount of funds allocated to the program by the state is not utilized due to a lack of matching funds and physical space constraints. For FY19, Alexandria had an allocation of \$1,986,364 from the state and was able to utilize \$1,182,962.

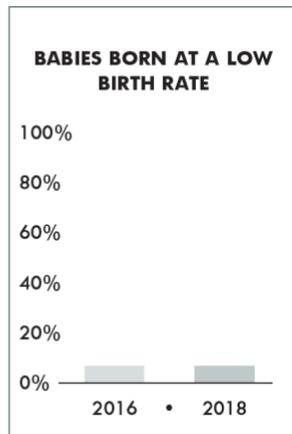
4) WORKING TOWARDS BETTER OUTCOMES FOR CHILDREN

We are committed to examining the progress we are making towards our ultimate outcomes for children. Below are data for indicators commonly used to measure child wellbeing.

Ages 0-3



*Kids Count



*County Health Ratings

Ages 4-5

| % of Children | 2016 | 2017 | 2018 | 2019 | Trend/change |
|---|--|--|---|--|---------------|
| That have a pre-K experience before entering Kindergarten | 76% | 77% | 81% | 76% | ↓ |
| Meeting reading expectations according to Fall PALS literacy assessment (VKRP) | 82% of all students Asian: 87% Black: 86% Hispanic: 64% White: 96% EL: 62% SPED: 76% | 78% of all students Asian: 82% Black: 85% Hispanic: 58% White: 92% EL: 52% SPED: 72% | 78% of all students Asian: 64% Black: 85% Hispanic: 58% White: 90% EL: 52% SPED: 77% | 80% of all students Asian: 82% Black: 84% Hispanic: 63% White: 92% EL: 62% SPED: 71% | Mixed results |
| Meeting math expectations according to the Virginia Kindergarten Readiness Program (VKRP) | N/A | 76% | 71% | 73% meeting expectations on the "Birthday Party" math assessment tool. | ↑ |
| Meeting social-emotional expectations | N/A | 79% | 83% | 78% meeting expectations on Child Behavior Rating Scale of the VKRP | ↓ |
| Who self-regulate their emotions, behavior, manage feelings, and follow limits and expectations | N/A | 84% | 86% | 83% meeting expectations on Child Behavior Rating Scale of the VKRP | ↓ |
| With age-appropriate fine motor skills | | No data source is available although this area is of interest to SBA | | | |

Age 6-8

| Indicator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------|-------------|-------------|-------------|-------------|-------|-----|-----|-----|-----|----------|-----|-----|-----|-----|-------|-----|-----|-----|-----|-------|-----|-----|-----|-----|----|-----|-----|-----|-----|------|---|-----|-----|-----|----------|-----|-----|-----|-----|--------------|-----|-----|-----|-----|
| <p>% of children at or above proficiency in 3rd grade reading</p> | <p>This bar chart displays the percentage of children at or above proficiency in 3rd grade reading across eight demographic groups: Black, Hispanic, White, Asian, EL, SPED, Econ Dis, and All students. The data is presented for four time points: Spring 2016 (blue), Spring 2017 (orange), Spring 2018 (grey), and Spring 2019 (yellow). The y-axis represents the percentage from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Spring 2016</th> <th>Spring 2017</th> <th>Spring 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>66%</td> <td>60%</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>Hispanic</td> <td>65%</td> <td>62%</td> <td>43%</td> <td>45%</td> </tr> <tr> <td>White</td> <td>91%</td> <td>88%</td> <td>85%</td> <td>83%</td> </tr> <tr> <td>Asian</td> <td>85%</td> <td>71%</td> <td>62%</td> <td>71%</td> </tr> <tr> <td>EL</td> <td>67%</td> <td>65%</td> <td>35%</td> <td>37%</td> </tr> <tr> <td>SPED</td> <td>-</td> <td>43%</td> <td>29%</td> <td>27%</td> </tr> <tr> <td>Econ Dis</td> <td>65%</td> <td>61%</td> <td>45%</td> <td>47%</td> </tr> <tr> <td>All students</td> <td>75%</td> <td>70%</td> <td>61%</td> <td>62%</td> </tr> </tbody> </table> | Group | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | Black | 66% | 60% | 55% | 55% | Hispanic | 65% | 62% | 43% | 45% | White | 91% | 88% | 85% | 83% | Asian | 85% | 71% | 62% | 71% | EL | 67% | 65% | 35% | 37% | SPED | - | 43% | 29% | 27% | Econ Dis | 65% | 61% | 45% | 47% | All students | 75% | 70% | 61% | 62% |
| Group | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 66% | 60% | 55% | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 65% | 62% | 43% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 91% | 88% | 85% | 83% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 85% | 71% | 62% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 67% | 65% | 35% | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | - | 43% | 29% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Econ Dis | 65% | 61% | 45% | 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All students | 75% | 70% | 61% | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>% of children at or above proficiency in 3rd grade math</p> | <p>This bar chart displays the percentage of children at or above proficiency in 3rd grade math across the same eight demographic groups and time points as the reading chart. The y-axis represents the percentage from 0% to 100%.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Spring 2016</th> <th>Spring 2017</th> <th>Spring 2018</th> <th>Spring 2019</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>69%</td> <td>62%</td> <td>54%</td> <td>61%</td> </tr> <tr> <td>Hispanic</td> <td>54%</td> <td>52%</td> <td>43%</td> <td>60%</td> </tr> <tr> <td>White</td> <td>88%</td> <td>86%</td> <td>82%</td> <td>87%</td> </tr> <tr> <td>Asian</td> <td>77%</td> <td>70%</td> <td>63%</td> <td>85%</td> </tr> <tr> <td>EL</td> <td>57%</td> <td>55%</td> <td>47%</td> <td>58%</td> </tr> <tr> <td>SPED</td> <td>-</td> <td>30%</td> <td>26%</td> <td>31%</td> </tr> <tr> <td>Econ Dis</td> <td>56%</td> <td>55%</td> <td>45%</td> <td>60%</td> </tr> <tr> <td>All students</td> <td>69%</td> <td>67%</td> <td>60%</td> <td>71%</td> </tr> </tbody> </table> | Group | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | Black | 69% | 62% | 54% | 61% | Hispanic | 54% | 52% | 43% | 60% | White | 88% | 86% | 82% | 87% | Asian | 77% | 70% | 63% | 85% | EL | 57% | 55% | 47% | 58% | SPED | - | 30% | 26% | 31% | Econ Dis | 56% | 55% | 45% | 60% | All students | 69% | 67% | 60% | 71% |
| Group | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 69% | 62% | 54% | 61% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 54% | 52% | 43% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 88% | 86% | 82% | 87% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 77% | 70% | 63% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EL | 57% | 55% | 47% | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | - | 30% | 26% | 31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Econ Dis | 56% | 55% | 45% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All students | 69% | 67% | 60% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|
| <p>Number of % of children who self-regulate their emotions, behavior, manage feelings, and follow limits and expectations.</p> | <p>ACPS tracks this information for incoming Kindergarten students as part of the VKRP (as reported in the previous table). However, ACPS does not currently have a measure for elementary level students more broadly, although it is included in the ACPS 2020 Strategic Plan, so may be collected in the future.</p> |
|---|---|

ABOUT SMART BEGINNINGS ALEXANDRIA: THE EARLY CARE AND EDUCATION WORKGROUP

Members (2019)

Kathy Boling, Director, ALIVE! Child Development Center
 Deborah Bowers, Public Health Nurse Manager, Alexandria Health Department
 Lisa Carter, Executive Director, Child and Family Network Centers
 Dr. Poornima Chandra, Pediatrician, Neighborhood Health
 Debra Collins, Deputy City Manager, City of Alexandria
 Robin Crawley, Chief of Early Childhood, City of Alexandria
 Ellen Folts, Executive Director, Bruhn-Morris Family Foundation
 Kate Garvey, Director, Department of Community and Human Services, City of Alexandria
 Stephen Haering, Director, Alexandria Health Department
 Stacy Hardy-Chandler, Director, Center for Children and Families, City of Alexandria
 Glenn Hopkins, President & CEO, Hopkins House
 Greg Hutchings, Superintendent, ACPS
 Tammy Mann, CEO, The Campagna Center
 Sean McEneaney, Past Chair, Children, Youth & Families Collaborative Commission
 Lori Morris, President, Bruhn-Morris Family Foundation
 Terri Mazingo, Chief Academic Officer, ACPS
 Clint Page, Chief Accountability Officer, ACPS
 Nancy Pedulla, Director, Healthy Families Program, Northern Virginia Family Services
 Giselle Pelaez, Executive Director, Center for Alexandria's Children
 Jane Richardson, Early Childhood Special Education Coordinator, ACPS
 Cynthia Skinner, Executive Director, Early Care and Education Workgroup
 Diane Smalley, Director Creative Play School
 Michelle Smith-Howard, Director of Strategic Initiatives, Early Care and Education Workgroup
 Brandi Yee, Chief Program Officer, ACT for Alexandria