Alexandria, Virginia is a beautiful, prosperous city with tree-lined neighborhoods, historic cobblestone streets, and upscale, waterfront homes. But its prosperity doesn’t extend equally to all residents. In pockets throughout this small city, families are living in poverty and face challenges such as food insecurity and finding affordable housing and childcare. Young children growing up in poverty are more likely to enter kindergarten already behind, which puts them at risk of falling further behind in school—and in life.

Community leaders in Alexandria have long recognized that broad, collective action is needed to ensure that all Alexandria children have an equal chance to learn and thrive. Toward this goal, 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.

The workgroup has since been tasked with the challenge of creating an “early care and education system that prepares children to succeed in life and in school” as outlined in the City’s Children and Youth Master Plan. Since that time, we have been working together toward that goal, guided by our Common Agenda, a framework that lays out our priority activities (see graphic on page 3).

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. 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.
ABOUT THE COMMON AGENDA

Achieving an early care and education system for families requires action in several key focus areas, illustrated in the graphic below. This Common Agenda provides a framework of specific goals to guide our progress towards ensuring that every child in Alexandria has a strong start in life and school. Specific projects are delineated within each focus area, to ensure progress across the entire framework.

System Alignment
Tackle challenges related to policy, sustainable funding, and other cross-cutting parts of the ECE system

Glass Doors
Ensure children and families understand what ECE programs and services exist and can access them easily

Seamless Support
Enable connections among providers so that families receive coordinated and comprehensive support

QuALLity
Ensure that once children and families are in the ECE system, all programs and services reflect highest quality

Data Stewardship
Surface and share data in order to shine a light on progress, trends, and gaps in the ECE system

Community & Funder Mobilization
Grow resources for early care and education
OUR WORK
Progress and Impact in 2018

Packed workshops on trauma-informed care to better support teachers’ abilities to meet students’ needs. A new eligibility screening tool that makes it easier for parents to understand what services they may qualify for. New funding from the City and ACPS to sustain our work. Looking back at 2018, these are just a few examples of the progress that the ECEW has achieved in our work together.

Five years after ACT for Alexandria held its first convening of ECE stakeholders in the city, the workgroup continues its steadfast focus on the priorities identified when we first began. These include expanding professional development offerings to early childhood professionals, continued collaboration with our partners, and strengthening how we’re structured, all toward our ultimate goal: establishing an early care and education system that helps prepare children to succeed in life and school.

New Screening Tool and Process Help Streamline Preschool Enrollment
Enrolling your child in preschool can be a stressful process, particularly if you aren’t sure if you qualify for financial assistance or speak a different language. 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. Piloting of the form began this spring. 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.

In the course of their work, the team identified several processes that could be revised to reduce burdens on families, and those processes are being updated. The Glass Doors 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.

The Quality Collaborative: Aligned Professional Development
The Quality Collaborative is a coalition of early education providers—including ECEW and the City’s publicly-funded early childhood program—that aims to support exemplary teaching practices in Alexandria classrooms that serve low-income families. Over the past few years, the project has used trainings, coaching and mentoring, videotaped classroom observations, and peer-teacher networks to help train and coach teachers.

The Quality Collaborative regularly offers learning opportunities to a range of early education professionals—from teachers to home daycare providers—to help ensure a system of continuous high-quality care and education for children. Quality Collaborative 4th year highlights featured:

• Organizing series of popular workshops on trauma-informed care. The Collaborative provided trainings to more than 210 teachers and other early education (continued on page 6)
HANDS-ON WORKSHOPS:
REACHING AND TEACHING CHILDREN EXPOSED TO TRAUMA

Traumatic experiences and repeated exposure to stressors—such as domestic abuse, community violence, exposure to war, or the stress of growing up in poverty—can negatively impact a child’s ability to engage and learn in the classroom. In response to a growing demand for information and resources on this important topic, the ECEW and partners organized five one-day workshops for teachers and early education providers entitled, “Reaching and Teaching Children Exposed to Trauma” in December 2017 and March 2018.

In rooms filled to capacity, 40-50 participants at each workshop learned about what trauma is, its effects on children, and how it manifests itself in the classroom. They also took part in hands-on exercises to understand specific interventions involving movement, music, books, and other approaches found to help support better learning and behavior. Participants included a range of professionals who play a key role in children’s growth and learning, including early education teachers, home visitor/family support workers, school and family support professionals, and family childcare providers. The workshops were organized by the ECEW through the Quality Collaborative, a coalition of partners, including Alexandria’s publicly-funded early childhood programs.

Should Be Required Training

Participants’ evaluations of both trainings were overwhelmingly positive, with 99 percent rating the workshop a 4 or 5 (out of 5). As one attendee, an ACPS elementary school principal, remarked:

“Today’s training was truly the best I have had in this subject. The presenter did such a fantastic job consolidating the research, providing usable strategies, and intertwining real-life scenarios to show the impact… In my opinion, this should be a required training for all ACPS pre-k and kindergarten staff.”

“Deeper Dive” Workshops

ECEW also organized two “deeper dive” workshops on attachment theory and sensory processing in response to evaluation requests for more in-depth information on these related subjects. During these follow-up workshops, participants explored how to identify problems with attachment and sensory processing, how the problems manifest in the classroom setting, ways to support learning, and effective behavioral interventions. Forty-nine participants attended those trainings this past March.

Another three days of trauma-related workshops are planned for December 3-7, 2018.
provides about how to “reach and teach” children who have been exposed to trauma. Participants overwhelmingly gave high ratings on their post-workshop evaluations; several said it was the best workshop they have attended on the topic (See page 5 for more details).

- Establishing a Professional Development Council. Planning is underway for a new council of leaders from the City’s Early Childhood division, ACPS, and publicly-funded ECE programs, to contribute ideas and weigh in on decisions about professional development offerings. This input will help ensure that the needs of a broader range of early childhood professionals are considered during planning. The first meeting will be held in January 2019.

- Securing new funding. The program received a 3-year grant from the Alexandria Fund for Human Services (AFHS) to continue and expand professional development activities, including training workshops, courses and further integration of the professional development activities described above.

Aligned Curricula
Two more Alexandria ECE providers adopted the Creative Curriculum for use in their classrooms. This curriculum uses a comprehensive, research-based approach featuring exploration and discovery as a way of learning. With the majority of publicly-funded ECE providers now using this same high-quality curriculum and paired assessment, more Alexandria children will have consistent experiences in the classroom and providers will be able to evaluate children more consistently across programs.

Fortifying the Backbone of ECEW
This year, the ECEW has taken some important steps that will significantly strengthen and support our organizational structure:

- Re-signing of annual Memorandum of Understanding (MOU) to support the Early Care and Education Workgroup. As the convener of the ECEW, ACT for Alexandria had committed significant staff and
financial support to ensure a successful launch of the initiative and eventually transition to a new role once the foundation (or “backbone”) was in place. Entering year five, ACT for Alexandria has stepped out of its original role as ECEW convener and remains as the fiscal agent and a member of the workgroup. In June, a new MOU was signed between the City, ACPS, ACT, and the ECEW Steering Committee, signaling the evolution of our structure.

• Increasing investment from the City. As part of the MOU, both the City of Alexandria (Dept. of Community & Human Services) and Alexandria City Public Schools increased their investment in the ECEW backbone, recognizing the role the ECEW plays in supporting an early education system that helps children thrive. This is an important initial step towards sustainability for the ECEW, which has previously relied upon start-up funds generously donated by ACT for Alexandria and other private donors.

• Delineating new projects. In February, ECEW members gathered for a retreat to assess the key priorities outlined in our Common Agenda. We determined our framework should remain, adding certain new priority projects in key strategic areas and identifying next steps or phases in projects already underway (as detailed to the right).

• Establishing new committees. At the February retreat, each member committed to supporting a key project in 2018, commitments that were formalized into six committees to conduct key areas of our work. For example, the family engagement committee responded to an RFP, requesting funds to support research to better understand parent needs with regards to their young children and to strengthen parent participation in ECEW projects and governance. The community awareness committee researched rebranding opportunities, and in October the ECEW decided to rebrand as Smart Beginnings Alexandria. Joining the Smart Beginnings network, convened by the Virginia Early Childhood Foundation, will allow the ECEW to tap into a range of resources to strengthen its work. Regular participation of senior leadership on ECEW committees has bolstered efficient decision-making and robust investment from partnering organizations. Other committees include: equity, zero to three, governance, quality/professional development, and data. Priorities for the coming year for each of these committee can be found in the “Looking Ahead” section at the end of this report.

COMMON AGENDA FRAMEWORK  • SPECIFIC PROJECTS New Projects

SYSTEMS ALIGNMENT
• Apply equity lens to all work
• Implementing Common Agenda and sharing results

QUALITY
• Continue to expand professional development
• Alignment of curricula
• Establish PD Council

GLASS DOORS
• Pilot Screening tool
• Create a family engagement plan to better understand families’ lived experiences, enabling optimal service delivery.

SEAMLESS SUPPORT
• Connections among entities that serve ECE needs
• Family engagement to inform needs and priorities for 0-3

DATA
• Longitudinal data system
• ECEW Annual Report

COMMUNITY & FUNDER MOBILIZATION
• Rebranding and communications plan
• Mobilize funders / funding

GOVERNANCE
• Financial sustainability
• Pilot project-based committee structure
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.

1 UNDERSTANDING OUR COMMUNITY CONTEXT...
- Demographics in Alexandria today and trends over time
- Socio-economic conditions and other economic factors
- Magnitude of needs amongst the ECE population

2 HOW WE’LL WORK TOGETHER DIFFERENTLY...
- Alexandria’s ECE system has a shared vision for change and is working together towards that vision
- There is dedicated staff that provides leadership, support, and project management
- Alexandria’s ECE system is building off of each other’s work
- No one is afraid to speak up honestly and openly
- Alexandria’s ECE system constantly reflects on how to do things better, learning from the past
- Alexandria has dedicated resources to support its early care and education work
- Alexandria is responsive to the values and beliefs of the children and families it serves

3 SO THAT WE’LL HAVE A BETTER SYSTEM
- Better knowledge of ECE resources available
- Better access and ability to navigate ECE resources
- More connections and referrals among providers
- Stronger competencies to serve diverse needs
- Equitable access to classroom-based ECE settings
- More public funding
- Increased community support for early care and education

4 WHICH WILL LEAD TO BETTER OUTCOMES FOR OUR CHILDREN
- More prenatal care
- Healthier birth weights
- Access to primary healthcare providers
- Age-appropriate fine motor skills
- Healthy BMI range
- More Pre-K experience
- More kindergarten readiness in reading and math
- More 3rd grade proficiency in reading and math
- More diagnosed developmental delays
- More kindergarten readiness in socio-emotional domains
- Better self-regulation
- Better knowledge of self
The following statistics provide a snapshot of the Alexandria community from a population-level, citywide perspective. While these are not indicators that the 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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>160,035</td>
<td>City of Alexandria 2017</td>
</tr>
<tr>
<td>Children under age 5 living in Alexandria</td>
<td>13,137</td>
<td>VA Dept. of Health 2016</td>
</tr>
<tr>
<td>Children under age 9 from minority racial groups</td>
<td>33.5%</td>
<td>VA Dept. of Health 2016</td>
</tr>
<tr>
<td>ACPS students in K-3rd requiring special education services</td>
<td>11%</td>
<td>VA Dept. of Education 2017-2018</td>
</tr>
<tr>
<td>Children receiving SNAP</td>
<td>6,928</td>
<td>Kids Count 2017</td>
</tr>
<tr>
<td>Percent of Kindergarteners who qualify for EL Support</td>
<td>41%</td>
<td>VA Dept. of Education 2017-2018</td>
</tr>
</tbody>
</table>

**MIDYEAR SCHOOL ENROLLMENT**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

While the median household income for the City of Alexandria is high relative to the rest of the state, more than 1 in 3 children in the City live in households considered low income. (At 200% of the Federal Poverty level, the income for a family of 4 is $48,600). Whether or not a child lives in poverty also varies greatly by race and ethnicity. The rate for black children living in poverty at 100% of the federal poverty level ($24,300 or less) is three times that of non-Hispanic white children, and the rate for Hispanic children is nearly 2.5 times that of white children.
DEEPER DIVE: Language Diversity in the City

The ethnic diversity, and as a result, the language diversity of the City of Alexandria is rapidly growing, and this has significant implications for our schools and service providers across the city as they work to support family needs. Last year the ECEW conducted a survey of early care and education providers in the city, and found that many providers report that 10 or more languages outside of English were spoken in the homes of the families their organization serves.

- **42,076** – number of foreign-born residents.
- **119** – number of different native languages spoken by ACPS families.
- **27** – number of languages spoken by kindergartners in a single zip code (22304).
- **41%** of kindergarteners qualify for English language support.
- **32.6%**, or nearly 1/3 of residents speak a language other than English at home.
- Only **13%** of ACPS VPI families report that English is their native language.

A VPI analysis of families served in ACPS VPI programs this year found that only 13% of families speak English as their native language. They also found a 300% increase in the number of families reporting Amharic as their preferred language, and a significant increase (20%) in the number of families reporting that their native language is one other than the four languages most widely translated by ACPS and city services (English, Spanish, Amharic and Arabic).

Anecdotally, service providers report an increasing number of families speaking languages such as Dari and Pashto. This suggests that there is an increasing need for evolving language supports across the city. Language diversity also highlights the related importance of deepening our work in family engagement to understand cultural norms and question assumptions around what families need.
In the spirit of continuous learning, the ECEW asks its members to reflect on its progress on at least an annual basis. Below are some of the highlights from our most recent survey this fall.

- **100%** of ECEW members agree that the group’s members are actively involved in executing the agreed-upon priorities of the Common Agenda, and that their time spent on ECEW activities is well-spent.
- **100%** of ECEW members agree that the new ECEW committee structure (put in place in 2018) is likely to be an effective way to organize and move workgroup projects forward.

There has been an increasing sense of collective accountability for the success of the ECEW and its work, and a strengthening of relationships among providers in the city:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners feel collectively accountable for the results of the initiative</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Partners openly and regularly share observations, lessons, setbacks,</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>challenges, failures and best practices with one another</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Members of the community (parents in particular) provide ongoing input</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>into the Common Agenda and the ECEW’s strategic projects</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The survey also highlights some areas where there is still room for progress, such as ensuring that all of our ECE professionals have the resources and professional development they need to serve increasingly diverse student needs, and ensuring that a diverse set of voices from the community (such as parents) provides inputs on our work and priorities.

Later in this report you will see these challenge areas reflected as priorities in the work that our committees are prioritizing for the coming year.
WORKING TOWARDS A BETTER SYSTEM

What we know: Alexandria has a significant number of providers serving families with children prenatal to eight years old. Nearly 100 providers, including individual licensed and/or regulated family day care providers, are serving subsidy eligible families who have children prenatal through age 8. The number of children served remains relatively stable primarily due to relatively flat levels of federal, state and local funding. 80% of Alexandria’s ECE funding comes from government sources. Without more investment, we are unlikely to see significant changes in the number of children served.

In FY18, Alexandria provided publicly funded early education to children from low-income families in a number of ways:

- 623 Virginia Preschool Initiative (VPI) slots allocated by the state, 385 filled.* (593 and 398 in FY17)
- 35 Scholarships for VPI eligible four-year-olds plus scholarships for 10 students to attend summer extension programs. (63 in FY17)**
- 17 children received local child care subsidies. (This number is lower than the previous year (55) as a result of the City maximizing the use of state subsidy funding).
- 540 children received state child care subsidies (674 in FY17)
- 309 children were served by Alexandria Head Start***
- 108 children aged 0-3 were served by Early Head Start***
- 52 children were served by the Family Child Care Partnership by the Campagna Center (Head Start partner)***

*For VPI, the full amount of funds allocated to the program by the state is not utilized because due to lack of matching funds and physical space constraints. In FY 2016, for example, Alexandria had an allocation of $1,381,000 from the state and was able to utilize $1,186,000. Here, Alexandria is not alone—across Virginia only 70% of the allocated slots are used by participating VPI jurisdictions. Of the 121 participating divisions, nearly 50% are unable to fully maximize their VPI enrollment both because of lack of matching funds and space constraints. Other jurisdictions choose not to participate at all because of the economics of the program.

**This is lower than the 63 children who were able to receive scholarships for 4’s in FY17. However, the City was able to serve an unusually high number of children that year due to a one-time redistribution of funding. Additionally, while the base funding amount remained steady, the City adjusted the reimbursement rate for providers to better reflect market rates for providing care, resulting in fewer total scholarships.

***This number reflected funded enrollment slots. The number of students served over the course of the full year was higher (351) because not all students were eligible for services for the entire year.

[Note: Some children participating in VPI community-based programs also receive scholarships or child care subsidies to offset tuition or wrap-around service costs.]
For the past two years, the ECEW has distributed surveys to families through several program partners to better understand the family perspective with regards to accessibility of early care and education services within the city. This year, surveys were received from approximately 250 families participating in the City’s Virginia Preschool Initiative (VPI), Head Start/Early Head Start (up from 170 in 2017). While this is not a full representation of all of the families participating in VPI or Head Start, it helps provide a snapshot of some of the experiences families in the City are having in terms of their interactions and experiences with the City’s Early Care and Education services and system. The ECEW intends to continually expand and diversify the distribution of the survey through a variety of avenues to collect a more robust set of data.

This year, we found that the majority of families are still finding out about programs via word of mouth and other less formal avenues (i.e. other programs or their own research). The “other” category in the graph includes 5% of families reporting that they found out from another program, which might be an indication that the "glass doors" effort discussed earlier in this report is having an impact. Programs will use this data to inform their 2019 outreach strategies.
Awareness of Early Care and Education Services in the City

The chart below illustrates the percentage of responding families that reported that they know where to go to find quality early care and education programs and services in the City. The results indicate that most of the responding families feel like they know where to find quality programs and services in Alexandria, with the highest ratings related to Pre-K/kindergarten and health care. However, these results are strictly a sample of families who are already connected to an ECE program. Many of the publically funded preschool programs serve as a resource to families regarding other needs they may have (outside of education). We do not know if these results would be similar for families who are less connected to programs in the City, and remain committed to piloting more diverse surveying strategies in 2019.

This year’s survey asked about a number of other services families might need:

82% reported they knew where to go for food needs for their family
80% reported they knew where to go for help learning English
74% reported they knew where to go for transportation needs getting to services
69% reported they knew where to go for legal help.

Results for this year both in terms of parent knowledge and ease of access are even higher than last year. However, we are limited in the conclusions we can draw about improvement in the experiences that parents are having, as the parents responding are different each year. Given that the sample size is much larger this year, it is promising that a significant number of families are reporting that they know about a range of services and are increasingly finding those services easy to access.
### 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.

#### Age 0-3

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2013</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnant mothers receiving adequate prenatal care</td>
<td>0%</td>
<td>0%</td>
<td>78%</td>
<td>81%</td>
<td>↑</td>
</tr>
<tr>
<td>Babies born at a low birth rate</td>
<td>0%</td>
<td>0%</td>
<td>78%</td>
<td>81%</td>
<td>↑</td>
</tr>
</tbody>
</table>

*Kids Count*  
*County Health Ratings*

#### Age 4-5

<table>
<thead>
<tr>
<th>PERCENT OF CHILDREN</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>That have a pre-K experience before entering kindergarten</td>
<td>76%</td>
<td>77%</td>
<td>81%</td>
<td>↑</td>
</tr>
<tr>
<td>Meeting reading expectations according to the Fall PALS Literacy Assessment</td>
<td>82%</td>
<td>78%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Asian: 87%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black: 86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic: 64%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White: 96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El: 62%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED: 76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting math expectations according to the Virginia Kindergarten Readiness Assessment (VKRA)</td>
<td>76% in 2016-2017</td>
<td>71% meeting expectations on the “Birthday Party” math assessment tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting social-emotional expectations</td>
<td>79% in 2016-2017</td>
<td>83% meeting expectations on Child Behavior Rating Scale of the VKRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who self-regulate their emotions, behavior, manage feelings, and follow limits and expectations</td>
<td>84% in 2016-2017</td>
<td>86% meeting expectations on Child Behavior Rating Scale of the VKRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With age-appropriate fine motor skills</td>
<td>No data source is available although this is of interest to the ECEW</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

*ACPS does not report PALS data broken out for Economically disadvantaged students*
### PERCENT OF CHILDREN

<table>
<thead>
<tr>
<th>Age 6-8</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above proficiency in 3rd grade reading</td>
<td>75%</td>
<td>76%</td>
<td>70%</td>
</tr>
<tr>
<td>City Data</td>
<td>State Data</td>
<td>City Data</td>
<td>State Data</td>
</tr>
<tr>
<td>At or above proficiency in 3rd grade math</td>
<td>69%</td>
<td>77%</td>
<td>67%</td>
</tr>
<tr>
<td>City Data</td>
<td>State Data</td>
<td>City Data</td>
<td>State Data</td>
</tr>
<tr>
<td>Black: 64%</td>
<td>Hispanic: 54%</td>
<td>White: 89%</td>
<td>Asian: 76%</td>
</tr>
</tbody>
</table>

Who self-regulate their emotions, behavior, manage feelings, and follow limits and expectations

ACPS does not currently measure/collection this data, although it is included in the ACPS 2020 Strategic Plan, so may be collected in the future.

Grades K-3 with BMI in the healthy range

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Data</td>
<td>67.5%</td>
<td>70.5% of Kindergarten students (Alexandria School Health Advisory Board/ACPS)</td>
<td></td>
</tr>
</tbody>
</table>

Please note that ACPS reports that this year’s federal pass rate calculation differed in important ways under the Every Student Succeeds Act (ESSA). As a result, there is not a direct comparison between pass rates across the two years. ACPS recommends considering the 2018 results as a new baseline year as these data will continue to be calculated in the same manner for the foreseeable future. Virginia state-level data is added as a reference.
LOOKING FORWARD: WHAT WE PLAN TO DO IN THE COMING YEAR

Our committees have begun laying a strong foundation for their work. Here are some of the priorities that each committee will be working on in the coming year:

Equity: Building on our vision-setting work of the fall, we will:
• Coordinate our early childhood equity work with city-wide equity initiative
• Design an implementation plan that is based on the understanding that families have their own solutions to many of the challenges they face, and it is our role to systemically channel those solutions by:
  • Building clear feedback mechanisms with the community, especially families with young children
  • Service integration informed by family voice
  • Attention to the “internal” and “external” factors impacting equity
  • Using trauma-informed approaches
• Focus on building our implementation plan around four identified pillars: education/schools, health, human services/CYMP and Community-wide efforts

Family Engagement:
• Secure planning grant to support aspiration to move from parent engagement to parent participation in governance
• Host an event that highlights progress being made in other communities
• Seek funding to expand work identified during planning grant phase

QuALLity/Professional Development:
• Establish an ECE professional development council for the city. The council will provide feedback loops for different groups of ECE professionals to have input on the design and implementation of collaborative PD and give feedback on how well such activities are meeting the needs of programs and participants.
• Expand on the work of the Quality Collaborative project to include a broader range of early childhood professionals, such as family daycare providers.
• Design high quality professional development for the 2019-20 school year based on the feedback received through the council.

Data:
• Explore data related to kindergarten readiness for deeper understanding of students and families who may need more supports.

Zero to Three:
• Identify priorities for the short and long-term that address health and social-emotional needs of young children and pregnant women. This work will be informed by the work of the Local Interagency Coordinating Council (LICC).

Governance:
• Continue to strengthen backbone structure and ensure projects have adequate support to achieve their goals.
In the coming year, the ECEW will continue to monitor and evaluate progress in the four areas discussed in this report:

1. Understanding our community context
2. How we are working together differently,
3. Working towards a better system, and ultimately

Members of the Early Care & Education Work Group (ECEW)

Deborah Bowers, Public Health Nurse Manager, Alexandria Health Department
Cidney Brunson, Senior Director, Early Childhood Programs, The Campagna Center
Lisa Carter, Executive Director, Child and Family Network Centers
Poornima Chandra, Pediatrician, Neighborhood Health
Diane Charles, Executive Director, ALIVE!
Debra Collins, Deputy City Manager, City of Alexandria
Robin Crawley, Chief of Early Childhood, City of Alexandria
Ellen Kennedy 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 McEnearney, Past Chair, Children, Youth & Families Collaborative Commission
Lori Morris, President, Bruhn-Morris Family Foundation
Terri Mozingo, 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, Project Director, Early Care and Education Workgroup
Diane Smalley, Director, Creative Playschool
Michelle Smith-Howard, Citywide Early Childhood Programs Coordinator, ACPS
Brandi Yee, Chief Program Officer, ACT for Alexandria

Roles & Responsibilities

• Actively participate and prepare for monthly meetings
• Co-create the ECEW’s Common Agenda
• Help determine strategic priorities
• Help design, implement, or oversee specific projects
• Disseminate information and share perspectives from the member’s organization
• Be a champion of early care & education in the community
Cynthia Skinner, Project Director, cynthiabskinner@gmail.com

www.actforalexandria.org/early-care-education