In 2015, the Early Care and Education Workgroup (ECEW), a cross-sector workgroup made up of leaders from across ACPS, City agencies, funders and the non-profit community, and convened by ACT for Alexandria, was asked to take on the challenge of developing an “early care and education system that prepares children to succeed in life and in school” as part of the City’s Children and Youth Master Plan. Later that year, as part of a “collective impact” approach, the ECEW organized itself around a common agenda, a framework and set of strategies for ensuring that every child in Alexandria has a strong start in life and in school.

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.

In December 2016, the ECEW released its first baseline annual report which illustrates the group’s commitment to the collective impact approach and reported on the Year One progress from the early care and education initiative.

There are four key areas in which the ECEW is evaluating progress over time:

1. Understanding our community context...
   - Demographics in Alexandria today and trends over time
   - Socio-economic conditions and other economic factors
   - Magnitude of needs among the ECE population

2. How we’ll work together differently...
   - Alexandria’s ECE system has a shared vision for change and is working toward 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 & 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...
   - Families
     - Better knowledge of ECE resources available
     - Better access and ability to navigate ECE resources
   - Providers
     - More connections and referrals among providers
     - Stronger competencies to serve diverse needs
   - System Capacity
     - 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.
   - Health
     - More prenatal care
     - Healthier birth weights
     - Access to primary healthcare providers
     - Age-appropriate fine motor skills
     - Healthy BMI range
   - Academic
     - More Pre-K experience
     - More kindergarten readiness in reading and math
     - More 3rd grade proficiency in reading and math
   - Socio-emotional
     - More diagnosed developmental delays
     - More kindergarten readiness in socio-emotional domains
     - Better self-regulation
     - Better knowledge of self

This second annual report aims to capture the ways in which the ECEW is working to collectively understand the broader context in which the group works, reflect on what is working well and what is not, and respond to that learning by looking for ways to improve and work together more effectively. This report shares progress from the group’s second year and reflects on challenges. The information gathered from and with our partners and the reflections on progress will ultimately help inform a deeper examination of the ECEW’s Common Agenda in early 2018 to ensure the work remains relevant and is continuing in the direction that makes the most sense for our community.

THE EARLY CARE AND EDUCATION WORKGROUP

ABOUT THE COMMON AGENDA

Achieving the outcomes for children that the ECEW is working towards will require action on several fronts simultaneously, in alignment with the implementation of the broader Children & Youth Master Plan. Below is an illustration of the various priorities outlined in the Early Care and Education Common Agenda.
PROGRESS IN YEAR TWO
Priority Projects of the Common Agenda

• **BACKBONE:** The structure of and collaboration within the ECEW has been gaining strength over time, with several additional members added to the group in 2017 to enhance the representation from the health sector and organizations serving children ages 0-3. ECEW meetings are held monthly and are well attended and feature robust discussion. A permanent Project Director has been in place since early 2016 to coordinate priority projects of the Common Agenda. Additionally, this year marked a number of additional highlights for the group:

  * ECEW members from a variety of organizations have worked together to ensure that there is cross-sector representation from initiative partners participating in interview panels for key hires related to CYMP and Early Care & Education work.

  * The ECEW was asked to provide representation on the joint city-ACPS Long Range Educational Facilities Planning Workgroup which has provided input on future potential facilities needs in the city for early childhood programming, with both the Project Director and a Steering Committee member participating throughout the year.

  * The ECEW has been working on sustainability structures as the initial private funding investments will inevitably wind down over time. ACT for Alexandria has made a funding commitment to the ECEW for 2018, and the group has secured additional commitments from both ACPS and the City to sustain the joint effort.

• **GLASS DOORS:** Programs that provide publicly funded preschool have been working together to develop a single, streamlined process that will help families determine what programs they are eligible for and learn how to enroll. For the last year, ECEW consultants and program partners have been working to develop a common screening script/process and shared back-end information to ensure all programs have accurate eligibility information and parents have positive and equitable experiences. While working to standardize the screening tools and processes, the team realized there was a need for a back-end technological system that could

---

**Spotlight on QUALITY:**
THE QUALITY COLLABORATIVE

The Quality Collaborative is a shared professional development pilot involving all of the publicly funded early childhood programs in the City. Now in year three of a three-year pilot, the Quality Collaborative is primarily centered around the research-based University of Virginia (UVA) CLASS model focused on improving the quality of teacher-child interactions. Over the three years, the project has featured multiple levels of professional development activities including teachers at all of the City’s publicly funded preschool classrooms working collaboratively. These have included one-on-one “My Teaching Partner” Coaching, the ‘Making the Most of Classroom Interactions’ (MMCI) course, and Professional Learning Communities (PLCs) were piloted in FY17 with small groups of teachers from across programs. The PLCs were designed to also meet requirements of the state’s Quality and Improvement Initiative (Virginia Quality) in which all QC programs participate.

For year three, the focus has been on the MMCI course, which has emerged as an accessible and cost-effective introduction to the CLASS model for teachers from a range of settings, and coaching for a small number of teachers interested in a more intense and individualized experience. Additionally (and based on program demand), the Quality Collaborative is also hosting a series of workshops in December on “Reaching and Teaching Children Exposed to Trauma”, and will potentially expand on this introductory offering over the 2017-18 school year.

While professional development was initially focused on programs providing publically funded preschool through Head Start and the Virginia Preschool Initiative (VPI), activities have
been expanded to include other programs that typically have less access to such opportunities. This began in year two with the MMCI courses, which have included staff from daycare centers and home-based daycare providers. This year, the trauma-informed care workshops will bring together not only teachers and program directors but family support workers and other specialists, as well as City early childhood staff. In fact, two programs are using a professional development day to send their entire staff.

- **Curriculum alignment and adoption**: In fall 2017, after an intensive selection process, Alexandria City Public Schools adopted a new curriculum for its early childhood classrooms. The Creative Curriculum, which is already used by the largest community-based ECE provider in Alexandria, is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. This marks a significant investment for ACPS, which is prioritizing extensive training for all ECE teachers throughout the year to ensure teachers are equipped to implement the curriculum effectively across the division. The Child and Family Network Centers are also following suit and adopting the Creative Curriculum for the 2018 school year.

store and share information but that meets all confidentiality requirements. Significant research on potential solutions has been done, including learning how other communities have approached similar challenges, and the team is working to identify the most efficient and cost-effective option. In the meantime, the focus has been on documenting existing processes for guiding parents as they seek early childhood education and other resources. A manual screening form and process will be re-introduced to program enrollment coordinators in December and will be rolled out for the 2018 enrollment season.

While still a work in process, one highlight of the project has been that the process has unearthed a number of things that could be tweaked to make ECE funding streams more transparent and processes less burdensome on parents. As a result, many of these factors are being addressed right now, rather than waiting for the revised system to be launched.

The project also resulted in an update of a shared preschool brochure with information on all of the publically funded preschool programs in the most commonly spoken languages in the City. The brochure was vetted by a group of parents for the first time to get their input on the content.

- **SEAMLESS SUPPORT**: The ECEW is committed to efforts to connect health and early education providers to help deliver coordinated and comprehensive care to children and families. Two surveys in 2016 and 2017 of providers have helped the group to better understand the existing connections between providers as well as potential opportunities to strengthen relationships and increase coordination. One example from 2017: ACPS hosted two Preschool Information Sessions in collaboration with The Campagna Center, ALIVE!, Creative Play School, and the Child and Family Network Centers at William Ramsey and Cora Kelly Elementary Schools. Parents had an opportunity to learn about publicly-funded preschool options, eligibility, and registration requirements. Additional support was provided by George Mason University, the ACPS Family and Community Engagement Center, and the City’s Department of Community and Human Services. Free books were distributed to all families. More than one-third of families who attended reported that prior to hearing about the fair, they were not aware of low or no-cost preschool programs available in Alexandria.
The group is continuing to explore the best ways to connect providers who work with ages prenatal to three years old, and ways in which other projects like the Glass Doors effort can be broadened to include these stakeholders. The ECEW will have a continued focus on identifying needs and longer term priorities for providers working with the city’s youngest children.

• **DATA STEWARDSHIP:** The ECEW has been working to identify and share data that will help illustrate progress, trends and gaps in the system. Ongoing data collection and analysis is helping to guide project priorities and workplans. Last year’s Initial Baseline Report and this follow-up report are examples of how the ECEW is using data to understand community context and articulate expected short and long-term outcomes. This year marked ECEW’s first survey of families: Multiple program partners distributed a pilot family survey developed by the ECEW at the end of this school year to gather baseline data on awareness of and access to early care and education services in the city. Results from these surveys are available on page 9 and 10.

Fiscal Mapping The ECEW supported a study funded by the Bruhn-Morris Family Foundation to better understand the feasibility of options to grow public funding resources dedicated to early care and education given Alexandria’s political and policy context. This “fiscal mapping” project is based on work done in other Virginia communities, with the goals of both better understanding the gaps and opportunities of existing funding streams and how to better combine and optimize funding for a more equitable family and child-centric system. The fiscal mapping research found that although there are significant resources being invested in early childhood in Alexandria, there is still notable unmet need, and that the majority of the funds invested are concentrated on Pre-Kindergarten (Pre-K) with less focus on the crucial 0-3 years. For example, while 160 children aged 0-3 on average are served by Early Head Start in the City, it is estimated that there are more than 780 children who are eligible based on income. Additionally, even in programs where funding exists, there are still children who are not receiving services for which they are eligible for a variety of reasons. The study also offered a number of recommendations including advocacy at the state and local levels; expansion of outreach, education, and support necessary to fully enroll eligible participants in funded programs and other activities in line with many of the priorities of the Common Agenda.

• **COMMUNITY & FUNDRAISER MOBILIZATION:** The ECEW has continuously pursued opportunities to identify resources and mobilize the community in support of a strong early care and education system. For example, the Quality Collaborative sought and received funding from the Washington Area Women’s Foundation to support the cost of substitute coverage to allow teachers to participate in the shared professional development activities.

Other ways our work was shared:
• Professionals from the Quality Collaborative project presented lessons learned from the Professional Learning Communities (PLC) project in June at the NAEYC Professional Learning institute in San Francisco, California.
• Secured external donations to support the fiscal mapping study detailed above.

For the first time ever, ACPS is able to report on a range of school readiness indicators for kindergarten students, thanks to participation in the Virginia Kindergarten Readiness Program (VKRP) Performance led by the UVA Curry School of Education. The VKRP expands the assessment of children at kindergarten entry to include not only reading, which has long been tracked through the Phonological Awareness Literacy Screening (PALS), but also adds the school readiness domains of math, social skills, and self-regulation. Page 5 of this report shares baseline data from the VKRP pilot year at ACPS.
The following data points describe Alexandria from a population-level, city-wide perspective. These provide important context for the work, but are not indicators the Common Agenda seeks to influence directly. Whenever available, the ECEW will report data specifically for the City’s young children (ie, those 0-8) and note any changes over time as data is updated.

### Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population of Alexandria and percentage growth rate from previous year</td>
<td>159,571 (3% growth from 2015) [Copper Center, UVA, 2013]</td>
</tr>
<tr>
<td>Number of children ages 0-5 living in Alexandria and percentage</td>
<td>13,137 Age 5 or under [VA Department of Health, 2015] 12.97% (2015)</td>
</tr>
<tr>
<td>Percent of children under 9 from a minority racial population</td>
<td>34% [VA Department of Health, 2015]</td>
</tr>
<tr>
<td>Percent of ACPS students K-3 requiring special education services</td>
<td>11.3% Of all students K-12 [VA Department of Education, 2016] 10.7% (2014)</td>
</tr>
<tr>
<td>Percent of Kindergarteners who qualify for EL support in Alexandria</td>
<td>40% [VA Department of Health, 2016] 34.8%, (2014)</td>
</tr>
<tr>
<td>Percentage of births to mothers with less than 12 years of formal education</td>
<td>10.3% [KIDS COUNT, 2014]</td>
</tr>
<tr>
<td>Percent of births to teenage mothers</td>
<td>9.7 per 1000 [VA Biennial report card, 2013]</td>
</tr>
</tbody>
</table>

### Poverty, Health and Socioeconomics

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENT OF UNINSURED CHILDREN IN ALEXANDRIA</td>
<td>7% Of all children [County Health Rankings, 2017] 6% Of all children [County Health Rankings, 2016]</td>
</tr>
<tr>
<td>11.5% Low income children without health insurance [KIDS COUNT, 2015] 13.9% Low income children without health insurance [KIDS COUNT, 2014]</td>
<td></td>
</tr>
<tr>
<td>Children living below 200% of the poverty line</td>
<td>34.4% 33.4%</td>
</tr>
<tr>
<td>Children living below the poverty line</td>
<td>15.8% 14.5%</td>
</tr>
<tr>
<td><strong>2014</strong></td>
<td><strong>2015</strong></td>
</tr>
</tbody>
</table>

### Median Household Income in City of Alexandria vs. Statewide Family Income for VA

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Alexandria</td>
<td>$87,319</td>
</tr>
<tr>
<td>State of Virginia</td>
<td>$64,792</td>
</tr>
<tr>
<td>Poverty Line, family of four</td>
<td>$23,850</td>
</tr>
<tr>
<td>200% Federal Poverty Level, Family of four</td>
<td>$47,700</td>
</tr>
</tbody>
</table>

*Source: US Census Bureau, 2014*  
*Source: US County and State Quick Facts, 2014*

### Implications

While the median household income for the City of Alexandria is high relative to the rest of the state, the number of children living in poverty in the city is sizable and has been growing. The number of ACPS students eligible for free and reduced meals, a common indicator of economic disadvantage, is nearly 60%. Families in Alexandria are also linguistically and culturally diverse: 31% of residents speak a language other than English at home and students enrolled in Alexandria City Public Schools represent 134 countries of birth and 113 native languages. These data suggest the need in the city is significant and varied, but also that there are significant resources to build upon.
In the spirit of continuous learning, twice a year, the ECEW asks its members 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 over the last two years, particularly in the area of how partners in the initiative are working together.

• **100%** of ECEW members agree that Alexandria's ECE system has a shared vision for change and is working together towards that vision.

• **94%** of ECEW members agree that partners in the ECEW understand each other’s work and how it supports the common agenda

• **100%** of ECEW members agree that the ECEW has a common set of outcomes and indicators that can provide evidence of progress in alignment with the common agenda

% of members who agree or strongly agree with the statement

While the above indicators have been highly rated throughout the two years, we also want to highlight some areas where the group has made progress over time:
In June 2017, the ECEW distributed a survey to families through several program partners. Surveys were received from 170 families participating in the City's Virginia Preschool Initiative (VPI), which provides preschool to lower-income families just above the income eligibility level for Head Start. While this is not a full representation of all of the families participating in VPI, it provides a snapshot of some of the experiences families are having in terms of their interactions and experiences with the City's Early Care and Education services and system. However, the sample represents families who have already successfully navigated the system and does not include families not connected to any ECE program. The ECEW intends to expand the distribution of the survey this coming year through a variety of avenues to collect a more robust set of data, as well as explore ways to learn about the experiences of families not connected to the system.

Ultimately, the outcomes that the ECEW is working towards as it relates to families include:

- Families will have increased knowledge of what early care and education (ECE) resources are available
- Families will be better able to access and navigate ECE resources

In June 2017, the ECEW distributed a survey to families through several program partners. Surveys were received from 170 families participating in the City’s Virginia Preschool Initiative (VPI), which provides preschool to lower-income families (families at 185% of the Federal Poverty Level which is just above the eligibility level for Head Start). While this is not a full representation of all of the families participating in VPI, it provides 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 expand the distribution of the survey this coming year through a variety of avenues to collect a more robust set of data.

How are families learning about programs?

More than half of the responding families found out about the VPI program their child attends through a friend or neighbor.
The chart to the left illustrates the percentage of responding families reporting 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 programs/services Kindergarten and health care.

When asked about the ease of signing up for services, a slightly lower percentage reported that it was easy to sign up for services. However, overall, the percentage of families responding who reported that it was relatively easy to register for services was fairly high for many types of services, in particular preschool and kindergarten programs.

**EXPLORING CONNECTIONS BETWEEN ECE PROVIDERS**

The ECEW conducted a survey of early care and education service providers in the City this fall to explore the existing connections between providers and the ways in which they are serving families with diverse needs. The survey was intended to gather initial data as a springboard for understanding some of the existing landscape and to help inform future priorities.

This initial data exploration found that overall, most providers (77% of respondents) believe that the strength of relationships among providers in the ECE system has increased over the last year. The survey also suggests that while there have been major improvements, there is still work to be done in insuring that all ECE professionals are equipped to meet diverse needs of students: Just over half of respondents think that “ECE professionals in the city have the support and professional development opportunities they need to effectively serve students with diverse needs”.

For the purpose of this survey, we explored the diversity of language within the community. We found that many providers report that **10 or more languages outside of English are spoken in the homes of the**
providers their organization serves.

Providers rely on a range of methods for verbal and written communication with families who speak languages other than English, including certified interpreters, language lines, and family-provided interpreters, but rely most frequently on staff members who may speak the language.

Most providers (77%) also report that they have someone on staff or a volunteer that helps families “navigate” the system/program/city services beyond just interpretation. Many reported that this service was critical to the families they serve.

What we know: Alexandria has a significant number of providers serving families with children prenatal to eight years old. 86 providers alone including licensed and/or regulated family day care providers, are serving subsidy eligible families who have children prenatal to 8 years old.

In FY17, Alexandria provided publicly funded early education to children from low-income families in a number of ways.

• 593 Virginia Preschool Initiative (VPI) slots allocated, 398 filled
• 63 Scholarships for VPI eligible four-year-olds plus scholarships for 12 students to attend summer extension programs. [This is nearly twice the number of full-year scholarships offered the prior year.]

Recent changes in local program processes for applying for child care subsidies have had a huge impact on how long families typically remain on the waitlist for subsidies. Now, families typically spend an average of 30 days on the waitlist as opposed to previous wait times as long as 10 months. Families also receive eligibility determinations more quickly, which means the City can apply for funding more quickly, and as a result has been able to increase the amount of state funding the City can drawn down.

• 55 children received local child care subsidies, an increase from 41 the prior year.
• 674 children received state child care subsidies, up from 482 the prior year

During the 2017 budget process, City Council approved the allocation of $309,969 to provide child care services to children whose families are on the child care subsidy waiting list and meet VPI eligibility criteria. As a result, the City was able to significantly increase the number of children served through the scholarships for 4s program as well as child care subsidy supports, and to supplement the scholarships to fund a full day of care.
COMMUNITY SYSTEM CAPACITY

What we know:

• As discussed earlier in this report, families are spending less time on waitlists for some programs and more time with their children enrolled in ECE programs.
• Due to a one-year increase in funding for FY 2017, the number of children served through the child care subsidy program and the Scholarships for 4’s grew significantly.
• There are significant resources being invested in early childhood in Alexandria, particularly for pre-kindergarten programming. However, there is still notable unmet need. The ECEW 2017 Fiscal Mapping project estimates unmet need by using the age distribution from the 2010 Census and applying it to the poverty estimates.

Exhibit 10: Estimated Unmet Need in Early Childhood Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Poverty Level Eligibility</th>
<th>Ages</th>
<th>Est. Eligible Kids*</th>
<th>Currently Served</th>
<th>% Unmet Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>100%</td>
<td>3-5</td>
<td>415</td>
<td>309</td>
<td>25.5%</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>100%</td>
<td>0-3</td>
<td>783</td>
<td>160</td>
<td>79.6%</td>
</tr>
<tr>
<td>VPI</td>
<td>200%</td>
<td>4-5</td>
<td>525</td>
<td>396</td>
<td>24.6%</td>
</tr>
<tr>
<td>Scholar. for 4’s</td>
<td>200%</td>
<td>4-5</td>
<td>396</td>
<td>45</td>
<td>91.4%</td>
</tr>
<tr>
<td>WIC</td>
<td>185%</td>
<td>0-5</td>
<td>2983</td>
<td>600</td>
<td>79.9%</td>
</tr>
<tr>
<td>Child Care Subsidy</td>
<td>250%</td>
<td>0-13</td>
<td>6721</td>
<td>363</td>
<td>94.8%</td>
</tr>
</tbody>
</table>

*This reflects the number of children who meet the income eligibility, however there are other factors that determine eligibility, which would potentially reduce this number.

• 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)

[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.
Over time, we will examine the progress we are making towards our ultimate outcomes for children. Below are updated data reported in the ECEW 2016 Baseline report and additional new baseline data.

<table>
<thead>
<tr>
<th>Prenatal-Age 3</th>
<th>Age 4-5</th>
<th>Age 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator</strong></td>
<td><strong>Data</strong></td>
<td><strong>Indicator</strong></td>
</tr>
</tbody>
</table>
| Percent of pregnant mothers receiving adequate prenatal care | 70.3% (2013) KIDS COUNT | Percent of children that have a pre-K experience before entering kindergarten | 77% (76% 2016-17) (representing the 2017-18 ACPS Kindergarten class) | Percent of children at or above proficiency in 3rd grade reading | Total: 70% (75%*)  
Black – 60% (66%*)  
Hispanic – 62% (65%*)  
Asian – 71% (85%*)  
White – 88% (91%*)  
EL- 65% (67%*)  
Econ.Dis- 61% (65%*) |
| Number and percent of babies born at a low birth weight | 7% (County Health Ratings, 2016) 69.9 per 1000 (2014) KIDS COUNT | Percent of children meeting reading expectations according to the PALS Literacy Assessment | 78% of all students (82%, 2016)  
Black -85% (86%)  
Hispanic-58% (64%)  
Asian -82% (87%)  
White – 92% (96%)  
English Learners (EL) – 52% (62%) | Percent of children at or above proficiency in 3rd grade math | Total: 67% (69%*)  
Black – 62% (64%*)  
Hispanic-52% (54%*)  
Asian – 69% (76%*)  
White – 87% (89%*)  
EL – 57% (57%*)  
Econ.Dis. – 55% (56%*) |
| Number and percent of target children with a primary healthcare provider | Some program level data exists but not system-wide | Percent of children meeting math expectations according to the Virginia Kindergarten Readiness Assessment (VKRA)** | 76% meeting expectations (2016-2017) on the “Birthday Party” math assessment too*** BASELINE | Percent of children who self-regulate their emotions, behavior, manage feelings, and follow limits and expectations | ACPS does not currently measure/collect this data, although it is included in the ACPS 2020 Strategic Plan, so may be collected in the future. |
| Number and percent of target children who are up-to-date on recommended immunizations | Some program level data exists but not system-wide | Percent of children meeting social skills expectations according to the (VKRA) | 79% meeting expectations on Child Behavior Rating Scale (CBRS) (2016-2017) BASELINE | Number of students grades K-3 with BMI in the healthy range | 67.5% (65%* 2016) (Alexandria School Health Advisory Board/ACPS) |
| Number and percent of children with possible developmental delays referred, to early intervention | Some program level data exists but not system-wide | Percent of children who self-regulate their emotions, behavior, manage feelings, and follow limits and expectations. (VKRA) | 84% meeting expectations on Child Behavior Rating Scale (CBRS) (2016-2017) BASELINE |  |
| Number and % of children with age-appropriate fine motor skills |  |  |  |  | (No data source available) |

**For the first time ever ACPS has results from the VKRA led by UVA’s Curry School of Education, expanding the assessment of children at kindergarten entry to include the school readiness domains of math, social skills, and self-regulation, combined with the above PALS literacy results to produce a more comprehensive view of the whole child.

***A one-on-one administered assessment designed to measure a broad range of mathematical content including: number operations, recognizing shapes, spatial sense, and patterns.
ABOUT THE EARLY CARE AND EDUCATION WORK GROUP

Our VISION mirrors that of Alexandria's Children & Youth Master Plan:
All of Alexandria's children and youth succeed today and tomorrow

The specific ECEW MISSION is to ensure that:
Every child in Alexandria has a strong start in life and in school

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)

Lois Berlin, Interim Superintendent, Alexandria Public Schools (ACPS)
Debbie Bowers, Public Health Nurse Manager, Alexandria Health Department
Lisa Carter, Executive Director, Child and Family Network Centers
Diane Charles, Executive Director, ALIVE!
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
Glenn Hopkins, President & CEO, Hopkins House
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
Lisa Pieloha, Director, Elementary School Instruction, ACPS
Jane Richardson, Early Childhood Special Education Coordinator, ACPS
Cynthia Skinner, Project Director, Early Care and Education Workgroup
Diane Smalley, Director, Creative Play School
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