Expanding Access And Improving Quality

Alexandria
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Virginia Early Childhood Foundation
What Results Should a Comprehensive Early Childhood System Deliver?

**Values and Principles**

- Reach all children and families, and as early as possible, with needed services and supports
- Genuinely include and effectively accommodate children with special needs
- Reflect and respect the strengths, needs, values, languages, cultures and communities of children and families
- Ensure stability and continuity of services along a continuum from prenatal into school entry and beyond
- Ease access for families and transitions for children
- Value parents as decision makers and leaders
- Catalyze and maximize investment and foster innovation

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**Early Learning and Development**

- Nurturing relationships, safe environments, and enriching experiences that foster learning and development

**Health**

**Thriving Children and Families**

**Family Leadership and Support**

- Resources, experiences, and relationships that strengthen families, engage them as leaders, and enhance their capacity to support children’s well being
Risks and Results

Likelihood of poorer health or higher developmental risk increases with each additional risk factor (e.g., poverty, maternal education, marital status).

- 4 risk factors: 14 X the risk
- 3 risk factors: 5 X the risk
- 2 risk factors: 3 X the risk
- 1 risk factor: 2 X the risk

Poor Readers are 4X more likely to drop out.

Kindergarten Entry
3rd Grade Reading Proficiency
High School Graduation
Higher Ed/Workforce Entry
Productive Member of Virginia’s Workforce and Society

Current Public System Collage of Programs and Services
- Prenatal Care
- Regular Preventive Healthcare
- Immunization Screening
- High Quality Early Learning Experiences
- Child Care Subsidies
- SNAP
- Head Start
- VPI
- Parts B & C
- Home Visiting
- Parent Education

Role of Smart Beginnings
- Network of cross-sector, cross-system services & providers
- Identify multiple-risk families early
- Gain efficiencies through integration of services
- Address quality and continuity of services
- Identify gaps/potholes—drive innovative solutions
- Measure performance & results

Private Partnerships

Equals

Communities Advancing School Readiness

SMART BEGINNINGS
Virginia Early Childhood Foundation
Data Driven Decision Making

RISK: poverty; births to mothers < 12th grade education; births to mothers ages 15-17; low birth weight

REACH

RESULTS: PALS K scores; K-3rd grade retention; 3rd grade SOLs, 9th grade retention; high school dropout rate

RECOMMENDATIONS: comprehensive K assessment; longitudinal EC data system
## Notable Reach Example

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td><strong>Access to Virginia Preschool Initiative for 4-Year Olds At Risk</strong></td>
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<td></td>
<td>22,013 slots budgeted</td>
<td>23,177 slots budgeted</td>
<td>23,443 slots budgeted</td>
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<td></td>
<td>6354 unserved</td>
<td>7,579 unserved</td>
<td>7,142 unserved</td>
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<td><strong>Alexandria</strong></td>
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<td>731 slots budgeted</td>
<td>866 children slots budgeted</td>
<td>862 slots budgeted</td>
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<td>485 (66%) unserved</td>
<td>619 (71%) unserved</td>
<td>546 (63%) unserved</td>
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Community Strategies for Access and Quality

• Braided funding within classrooms: VPI, Head Start, Title I, Part B, Child Care Subsidy
• Creative matching: private contributions, grants, parent tuition
• Partnerships among schools, Head Starts, child care community
• Single point of entry
• Addressing teacher qualifications
• Virginia Star Quality Initiative
Examining Community Investment

- Systems building is a dynamic process
- Budget/funding tensions
- What makes a Smart Beginnings initiative successful?
Successful Efforts Take:

• Community Readiness for Change
• Dispassionate Leadership and Accountability to Data Driven Decision Making
• Courage
WHAT DIFFERENCE ARE WE MAKING?