

Expanding Access And Improving Quality

Alexandria
June 25, 2013

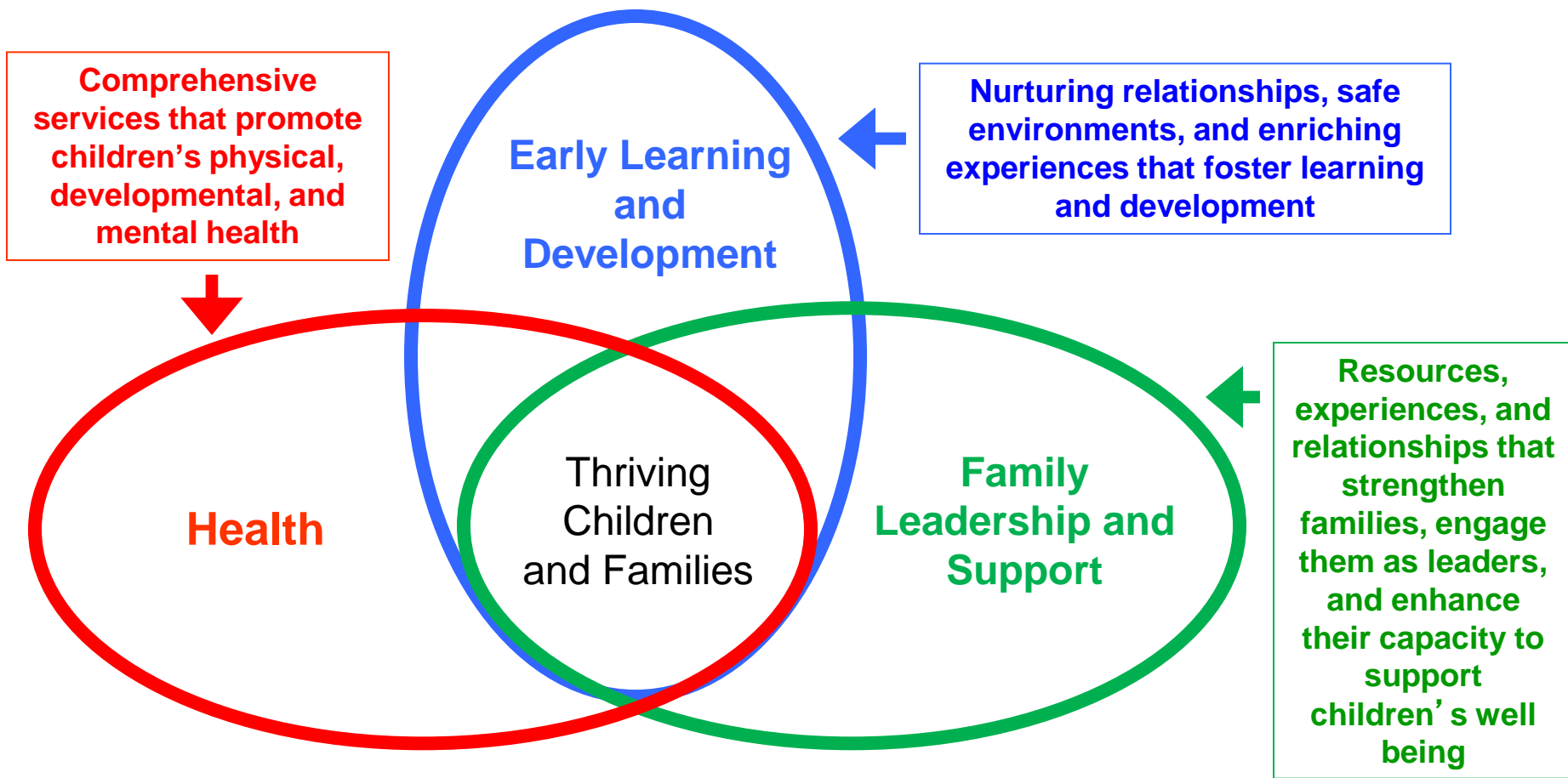
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SMART
BEGINNINGS

What Results Should a Comprehensive Early Childhood System Deliver?



- Values and Principles** Optimally, a comprehensive early childhood system will:
- 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

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



Kindergarten Entry

Poor Readers are **4X** more likely to drop out

3rd Grade Reading Proficiency

High School Graduation

Higher Ed/ Workforce Entry

Productive Member of Virginia's Workforce and Society

Prenatal Care
 Regular Preventive Healthcare
 Immunization
 Screening
 High Quality Early Learning Experiences
 Child Care Subsidies
 SNAP
 Head Start
 VPI
 Home Visiting
 Parent Education
 Parts B & C

Current Public System Collage of Programs and Services



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



Communities Advancing School Readiness



SMART BEGINNINGS GRANTS

June, 2013



- Planning/Implementation
- Getting Ready Grants
- Partnership Grants
- Regional Initiatives
- Smart Beginnings Communities
- Sustaining Partners

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

2009

2010

2011

Access to Virginia Preschool Initiative for 4-Year Olds At Risk

22,013 slots budgeted

23,177 slots budgeted

23,443 slots budgeted

6354 unserved

7,579 unserved

7,142 unserved

Alexandria

731 slots budgeted

866 children slots budgeted

862 slots budgeted

485 (66%) unserved

619 (71%) unserved

546 (63%) unserved

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



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**WHAT
DIFFERENCE
ARE WE MAKING?**