

# School Readiness Initiative III

Proposal to the Danville Regional Foundation for March 1, 2021 – Dec. 31, 2025

Submitted by Smart Beginnings Danville Pittsylvania

As of January 10, 2021

## What does “school readiness” mean and why is it important?

Children notice experiences, people, and environment from birth. From birth to age 5, children are learning, or not learning, the skills necessary for success in life. To thrive, young children need emotional, physical and intellectual support from caring adults throughout the early years of life.

Children receive that support from the “system” of individuals and organizations that care for and educate young children. The school readiness system includes parents, other caretakers, childcare providers, medical providers, social services, public and private preschool programs and important resources such as home visiting programs, Women, Infant & Children (WIC), the Infant and Toddler Connection (ITC), public housing and faith-based organizations.

*Experiences very early in life, when the brain is developing most rapidly, cause epigenetic adaptations that influence whether, when, and how genes release their instructions for building future capacity for health, skills, and resilience. That’s why it’s crucial to provide supportive and nurturing experiences for young children in the earliest years.*

*Services such as high-quality health care for all pregnant women, infants, and toddlers, as well as support for new parents and caregivers can—quite literally— affect the chemistry around children’s genes. Supportive relationships and rich learning experiences generate positive epigenetic signatures that activate genetic potential.*

*Recent advances in the science of brain development offer us an unprecedented opportunity to solve some of society’s most challenging problems, from widening disparities in school achievement and economic productivity to costly health problems across the lifespan. Understanding how the experiences children have starting at birth, even prenatally, affect lifelong outcomes—combined with knowledge about the core capabilities adults need to thrive as parents and in the workplace—provides a strong foundation upon which policymakers and civic leaders can design a shared and more effective agenda.*

*The science of child development and the core capabilities of adults point to a set of “design principles” that policymakers and practitioners in many different sectors can use to improve outcomes for children and families. That is, to be maximally effective, policies and services should.*

- 1. Support responsive relationships for children and adults*
- 2. Strengthen core life skills.*
- 3. Reduce sources of stress in the lives of children and families*

**- Center on the Developing Child at Harvard University**

Virginia has made significant gains in its approach and funding for school readiness infrastructure in the last 5 years. Various state and federal funding sources are now moving from the VA Department of Social Services to the VA Department of Education. This transition will mean improved alignment across funding streams and strategies, increased ability to support and monitor high quality services and environments for young children, and increased alignment from pre-school to K-12. See “Overview of VA’s New Unified Quality System” for additional details.

Virginia has also expanded its ability to measure “kindergarten readiness.” The Kindergarten Readiness Program, known as “VKRP” will produce measurable data across 3 domains: pre-literacy, social/emotional, and math readiness. This data, along with preschool history information, will enable SBDP to link preschool history (type of preschool experience) with school readiness measures. See “What is VA’s Kindergarten Readiness Program (VKRP)” and “VA’s Definition of School Readiness” for more information.

School readiness efforts are especially important in high poverty communities. There are approximately 5,000 children ages birth to 5 living in Danville and Pittsylvania County (45% in Danville; and 55% in Pittsylvania County). Sixty percent (60%) or 3,000 of those children in Danville live 200% at or below the federal poverty level in Danville. And, in Pittsylvania County Fifty-three percent (53%) or 2,650, live 200% at or below the federal poverty level. Sixteen percent (16%) of children in Danville, and nine percent (9%) in Pittsylvania County live in “deep poverty.” Source: American Community Survey 5-year estimate.

Children born in to “deep poverty” are three times more likely to be in deep poverty as adults, and experience greater toxic stress than children living at or above poverty levels. Building resilience and strength in families and communities is one of the most important investments we can make as a society. - Harvard Center on the Developing Child

## **Measurable Impact**

Smart Beginnings Danville Pittsylvania has built and maintained a reliable, regional hub for school readiness efforts.

**Because of the Danville Regional Foundation’s infrastructure and strategy investments in Smart Beginnings Danville Pittsylvania over the last ten years, this 501(c)3 not-for-profit coalition of school readiness partners has:**

- Improved reading readiness rates (PALS K).
- Increased collaboration and communication between organizations serving and affecting financing and policy for young children and families through the composition of its Board of Directors and its inclusive working committees.
- Raised an additional dollar for every dollar invested in FY 2021 to sustain school readiness efforts. Since 2010, \$3,500,000 has been raised above DRF’s investments. SBDP has also achieved operational and staffing stability as evidenced by a clean external audit annually.
- Exceeded participation in the state’s voluntary quality rating system.

- Coordinated over a thousand high quality, intensive training hours for adults working with young children that is now measured by CLASS and other evidence-based assessments (resulting in promising baseline data for our market).
- Created and actively engaged a group of 50 diverse, and economically vulnerable parents to help inform strategies at the ground level.
- Created a school readiness data system that tracks 94 indicators related to risk, stress, resource availability, utilization and impact, early performance indicators and related costs to society.
- Actively participated and benefited from state and regional efforts to improve the “system” of individuals and organizations serving young children. SBDP and its partners advocated for a change of the VPI funding formula to address the capacity and high need in our community resulting in increased funding for at-risk 4-year olds to utilize this publicly funded preschool program.

Smart Beginnings DP and its partners are actively implementing services and supports to empower families with young children. However, our community still has many challenges to overcome to minimize the impact of early childhood stressors and to strengthen both parent and child. To reach the goal of emotional, physical and intellectual “readiness” for ALL children, there is more work to be done.

## **Proposed Strategies**

To continue our mission to “strengthen the system of individual and organizations caring for and educating children ages birth to 5, SBDP is requesting funding support for the following strategies:

### **Barrier Busting**

There are many persistent barriers that parents face when trying to utilize existing resources. Examples of barriers include awareness of resource, transportation to apply or participate, childcare to apply or participate, frustrating interactions and sometimes confusing interactions with program staff.

With funding from DRF, the VA Early Childhood Foundation and the W.K. Kellogg Foundation, SBDP has built relationships with fifty “parent partners.” Early last year SBDP facilitated five focus groups with parents to improve our understanding of various barriers.

In January 2020, SBDP conducted four parent focus groups at housing authority and high poverty neighborhood sites, as part of a “listening tour.” SBDP provided this feedback to service providers and solicited their response to the barriers. SBDP provided the feedback to 50 parents through phone surveys. This feedback will be used in continued efforts to eliminate barriers and establish a connection between service providers and parents. SBDP has learned that working with parents is relationship-based and they are more forthcoming if a personal relationship is established.

Families with children who have developmental delays face serious barriers to treatment. Our area is missing local capacity for assessment and follow up service in the areas of pediatric psychiatry, behavioral therapy, ophthalmology and dentistry.

In partnership with the Infant and Toddler Connection (ITCVA) administered by Child & Adolescent Services at the Danville Pittsylvania Community Services (DPCSB), SBDP would like to offer “gap funding” for costs associated with out-of-town assessment and treatment that insurance will not pay.

Infant and Toddler Connection is Virginia's early intervention system for infants and toddlers (age 0-36 months) with disabilities and their families. Any infant or toddler in Virginia who isn't developing as expected or who has a medical condition that can delay typical development is eligible to receive early intervention supports and services under a federal grant program, Part C of the Individuals with Disabilities Education Act (IDEA).

Costs not covered often include transportation, lodging, lost wages, and childcare for siblings. The purpose of the gap funding is to increase early detection and treatment for developmental delays or other special needs. When these needs are unmet, the child will often not progress and require additional services over time.

SBDP would also like to work with DPCSB, PATHS and Sovah Health to develop a collaborative plan to incentive pediatric specialists to serve this area part-time.

## **Evaluation and Research**

SBDP plans to continue collecting data from its Parent Partners and community partners. It often uses Survey Monkey software to achieve that goal. In addition to maintaining an advanced Survey Monkey account, SBDP occasional contracts with external evaluators to facilitate focus groups, develop surveys or consolidate early childhood field summaries.

## **Infant Toddler Services**

Since 2014, SBDP had administered a regional Infant Toddler Services Network (ITSN) grant providing training and technical assistance for providers serving birth to 36 months in Lynchburg, Martinsville, Danville, Bedford, and the following counties: Campbell, Pittsylvania, Henry, Halifax, Bedford, Brunswick, Charlotte, Lunenburg, Nelson, Appomattox, Amherst, Mecklenburg, Patrick, Prince Edward. Current allocation is \$183,000 annually. There are fifteen infant and toddler specialists in nine regional offices across the state.

ITSN primarily funds two full-time Infant Toddler Specialists to increase the knowledge level and skills of those who care for infants and toddlers, whether in family care homes or in center-based programs. It also serves to link existing community resources that support healthy, safe and nurturing care for children, birth-36 months. Programs do not have to be licensed or accept subsidy to receive services.

Specialists provide:

- Three levels of professional development opportunities designed to strengthen the capacity of early care and education programs to deliver high quality service.
- Quality Improvement, on-site consultation, mentoring, training and support.

- Quality Enhancement, training and technical assistance to groups of caregivers/teachers and directors.
- Quality Assurance providing resources, e-mail and telephone consultation, web site support, audio conferencing and linkages to existing professional development opportunities.

Infant and toddler specialists work side by side with teachers and directors to help develop a Quality Improvement Plan (QIP) that meets the individual needs of each program and builds on the strengths of each provider.

Feedback from recent training participants:

- *Very informative; new ideas to add in infant classroom; made reading easy and fun for infants and toddlers; learned how to manage time*
- *Learning specific skills to incorporate in centers and take-home supplies*
- *Hands on; group activities*
- *Interesting, well-prepared, fun*
- *It was all broken down so I could understand*

DRF funding helps to support the other costs (oversight and marketing) associated with successful implantation of these services.

## **Innovation Investments**

Smart Beginnings DP aspires to understand the strengths and gaps within the early childhood system of individuals and organizations caring for and educating young children. With “innovation funding” from DRF, SBDP has been able to address some gaps. Current gaps include:

### *Too many children on a wait list for Head Start or VPI Slots...*

There are approximately 125 children on a Head Start or VPI waiting list each year. These programs are publicly funded and cap the amount funded slots.

The Virginia Preschool Initiative (VPI) is VA's state funded preschool program for 4's (and 3's that qualify under Part C). It is a program that distributes state funds to schools and community-based organizations to provide high-quality preschool programs for at-risk four-year-olds not served by Head Start.

Head Start is a federally funded, national child development program for children from birth to age 5. Head Start takes a comprehensive approach to meeting the needs of young children. There are four major components to Head Start: Education, Health, Parent Involvement, Social Services.

An innovation investment in “preschool gap” funding could serve an additional 50 children (@ \$4,500 per slot) who end up on a waiting list for any of these programs.

### *Home Visiting is only serving .1-5% of the eligible population of at-risk children...*

Home visiting is one the most effective ways to give a new parent substantial support resulting in longer lasting, and measurable change for the parent and child.

The Healthy Families home visiting program is the only home visiting program currently available in Danville and Pittsylvania County. Healthy Families is a national, evidenced based in-home program that targets families who have children at risk for child abuse and neglect or developmental problems, by providing long-term education and resource management. The program serves primarily mothers with children pre-natal to age 5. It is funded primarily with government grants and is coordinated by Danville-Pittsylvania Community Services (DPCS). The average case load over the last 5 years is thirty-six parents with capacity to serve sixty. SBDP estimates that 700 children ages birth to 12 months alone would benefit from an evidence-based home visiting program. With continued innovation funding, SBDP can work with the DPCS, PATHS and Sovah Health to offer a 2<sup>nd</sup> home visiting option and double the number of families served by the end of 2022.

This is a good time to invest in home visiting expansion. Early Impact Virginia, in partnership with Families Forward, is helping communities to prepare for increased Medicaid reimbursement options for home visiting. See “Potential Home Visiting Impact in VA” and “Virginia’s Plan for Home Visiting” for additional information.

### *Most economically challenged families are not able to build literacy rich environments for young children...*

The *Dolly Parton Imagination Library* provides children with new, high-quality and age-appropriate books, at the rate of one book per month, from the time they are born until their fifth birthday. If enrolled at birth, the program enables children to build a 60-volume set of books over the course of their participation. Literacy rich environments are an important support for “reading readiness,” especially in economically challenged homes. There is no cost or obligation to participate in the program. There are currently 700 children in Danville and Pittsylvania County, most of whom are enrolled in some other type of program such as Healthy Families, Head Start or VPI, enrolled. SBDP has recently planned to transfer the Dolly Parton Imagination Library (DPIL) to the United Way of DPC. After a one-year transition grant, the United Way has committed to add this important pre-literacy program to its annual campaign effort.

### **“Preschool Matters” Initiative**

The Virginia Department of Education (VDOE), in partnership with the Virginia Early Childhood Foundation (VECF) and the University of Virginia (UVA), received a one-year \$9.9 million competitive federal Preschool Development Grant Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services’ Administration for Children and Families.

Nearly \$4 million of this funding will support initiatives in ten innovative communities to unify child care, Head Start and pre-K at the local level. This funding will allow Virginia to evaluate 1,000 publicly funded infant, toddler and pre-K classrooms, to better understand the quality landscape. Smart Beginnings Danville Pittsylvania is one of those communities. DRF funding supported the infrastructure need to apply for and maintain capacity for participation in this type of project.

Our local initiative is called “Preschool Matters” and is funded annually on a renewable, reimbursement sub-award. The purpose is to accelerate our development of an equitable early childhood system that

delivers stable, affordable, and quality early care and education for families and children, particularly those who are most vulnerable and will benefit the most. As a PDG-5 pilot community, SBDP is expected to:

1. Build relationships to foster rich cross-sector and cross-systems partnerships including formalizing local structure, communications and decision-making (Head Start, VPI and childcare subsidy vendors are represented on the Preschool Matters Steering Committee).
2. Increase access for at risk children by maximizing family choice and information, starting with child counts and other data collected through LinkB5.
3. Strengthen quality to ensure optimal experiences for young children and support an effective early childhood workforce with emphasis on teacher-child interactions (CLASS).
4. Engage families through clear communication and as partners in designing the system.

The grant currently funds 75% of a Preschool Matters Coordinator, group and individual training for CLASS, expansion of independent contractors certified in CLASS and curriculum enhancements. DRF funds related resources for participating programs and teachers, grant oversight, participation incentives and additional training.

SBDP anticipates that lessons from the PDG-5 pilot communities will continue to inform VA's new Unified Measurement and Improvement System and that the data collection requirements and emphasis on CLASS and other evidence informed measures will continue for VA's publicly funded preschool programs.

## **Public Engagement**

*Initial data collection for SBDP's School Readiness Data (SRD) data dashboard confirms that many early childhood services and resources are underutilized.*

SBDP is willing to build a collaborative marketing strategy and implement on behalf of interested agencies. Services in need of marketing support include:

**Assessment and treatment options for developmental delays and other special needs.** There are many young children who are not assessed for delays at the recommended age intervals. And, there are young parents who are unfamiliar with "developmental delays" and why they must be addressed.

**Early Childhood Education program at the Danville Community College and the emerging articulation agreement to offer joint enrollment at DCC and Averett University.** Any student accepted under the new Joint Enrollment will complete a AAS or AA & S degree at DCC. Upon completion, a student will transfer to Averett to complete a Bachelor's degree of Science in Liberal Studies Elementary Education PreK-6 from Averett.

**Healthy Families** and any new home visiting programs. The average case load for Healthy Families is 36 parents. The estimated number of eligible parents is 600 annually.

The **Family Self-Sufficiency (FSS)** is an employment and savings incentive program for low-income families that have Section 8 vouchers or live in public housing. Families that complete the program may withdraw funds from these accounts for any purpose after five years. This is a unique and important way for a family to earn/save up to \$5,000.

**Parent Education programs** offered by multiple agencies are reporting low participation rates compared to the estimated need for this type of training.

**VA Quality.** Most parents are unaware of the VA's Quality Rating System for childcare programs and the grant funding doesn't typically cover marketing.

**Women, Infants and Children (WIC)** is a nutrition program that helps mothers and young children stay healthy and eat properly. WIC helps women, infants and children during times of important growth and helps women and children get the nutrition services and foods that they need to stay healthy. The WIC program serves eligible women who are breastfeeding, pregnant or have just given birth, infants less than one year old and children less than five years old.

**VA Career Works West Piedmont Region.** **Career Works** mission is to advance economic stability and growth by preparing and connecting people who want to work with employers who need to hire through its training providers and network of professional partners. Virginia Career Works is Virginia's vital link between meaningful employment and growing businesses, changing lives; and advancing economic prosperity. Eight agencies collaborate on Virginia's workforce needs. These agencies assist job seekers in finding jobs, employers in recruiting Virginia's talent and policymakers in locating the information they need to make solid decisions. Domestic stability is directly linked to economic stability. It is important for families to become economically stable to meet the emotional and physical needs of young children.

Public engagement strategies will include social media, print, web based and program ambassador training. Content, approach and distribution will be done in collaboration with all participating partners.

## **Quality Care & Education**

"Virginia Quality" is the state's voluntary rating and improvement system for early childhood providers serving children 0 – 5 years of age. It is a method used to define, measure and improve the level of quality of child care and preschool programs. The system awards one of five different quality levels to child care and preschool programs based on four nationally recognized quality standards and best practices:

- education and qualifications of the staff
- curriculum or intentional teaching approach the program uses to guide
- children's learning environment
- teacher-child interactions



Since 2015, VA Quality has been available to rate providers who are licensed with the Virginia Department of Social Services, publicly funded or accept subsidy reimbursement. There are two primary goals:

- Help families identify high quality child care and preschool options for their young children. Quality ratings provide information about different child care and preschool options so that families can select care according to their values and priorities. Parents can compare across different types of programs, and make the decision that best supports their child.
- Help child care and preschool programs provide high quality care and be recognized for the quality early learning services they are already providing. Regardless of program setting, whether it is a small business, publicly funded, faith-based or non-profit program, all programs are assessed using the same standards.

Virginia Quality is currently broken into eight regions. Danville and Pittsylvania County are part of the Piedmont Southside Region. The Piedmont Southside region includes nine cities and fifteen counties. The region has one Regional Coordinator and three Technical Assistance Specialist (TAS). Danville and Pittsylvania County share a Technical Assistant Specialist with Martinsville and Henry County. The TAS:

- Provides guidance to providers as they work through the five levels, at their own pace.
- During levels 1-3, TAS answers questions on how to complete the application, professional development modules and the self-assessments for curriculum, environment and interactions.
- At level three, a provider may request coaching and professional development from the TAS prior to the “external” rating to reach a level four or above. The TAS focus on areas such as interactions, curriculum and the classroom environment based on developmentally appropriate practices.

VA Quality is changing. In July 2020, Governor Northam signed legislation formalizing the call to move the oversight of Virginia’s Early Childhood System from the Virginia Department of Social Services to the Virginia Department of Education, establish a new Early Childhood Advisory Committee and create a Uniform Measurement and Improvement System. The new Unified Measurement System will focus the quality of all publicly funded infant, toddler and preschool classrooms. This will include VPI, Head Start, Title I Preschool, Early Childhood Special Education, Child Care Centers and Family Day Homes that participate in subsidy reimbursement. It will support families to choose quality programming across different types of programs. The focus of the new system is to:

- Empower every educator with individualized feedback, support and resources to continually improve as professionals.
- Equip every early childhood leader to support continual improvement through access to classroom-level data and aligned resources.
- Aligns preparation and professional development resources to address the needs of every leader, educator and child.
- Offer every family a quality option that meets their needs.
- Provide useful data for educators and stakeholders.
- Align and strengthen infrastructure to support quality improvement.
- Enable collaboration across programs types.
- Deepen family engagement by making program quality understandable and comparable.

- Demonstrate the positive impact of early childhood in order to increase investment.

The new voluntary system will measure teacher-child interactions because research shows the importance of building positive teacher-child relationships in a sensitive and responsive way.

By Fall 2023, all publicly-funded programs will be required to participate. Quality ratings will be shared publicly by Fall 2024. Components will be voted on by the Early Childhood Committee and the state level school board. The new system will tie subsidy reimbursement to quality level.

During this period of transition, training and support needs for our local child care market will remain. There are programs who are not publicly funded and who do not receive subsidy. And, responsive coaching based on real time need and pre-school assessments are very helpful. The current regional Technical Assistant does not have capacity to work with all programs individually or have expertise in all child development areas. Some training topics such reading readiness, math readiness, challenging behaviors and business development are not typically offered.

With continued support from DRF, SBDP hopes to be able to continue to offer its annual Early Learning Symposium (average attendance is 150) and to fund data-driven, intensive coaching and training support for Head Start and VA Preschool Initiative classes. SBDP works closely with all regional partners including VA Quality, ITSN, Child Care Aware and PDG-5 to leverage and align all resources.

*“We have benefited greatly from the materials, trainings and supportive opportunities that Smart Beginnings has given us over the years. We have grown. We thank them all for their encouragement and confidence in my abilities to stretch myself further in the childcare and education field.” -Penny Bruce, Family Day Home Owner*

*“Early childhood students at DCC have had the opportunity to participate in training and regional events such as the Early Learning Symposium at no cost and have been able to connect to others in the early childhood field. They have had the opportunity to gain hands-on experience. Funding for Smart Beginnings has been instrumental in raising the quality of our local child care network.” - Martha Tucker, Retired Professor and Department Chair, Danville Community College*

## **SYSTEMS BUILDING**

In 2019, SBDP was awarded a grant from the Virginia Early Childhood Foundation (VECF) to increase its capacity to collect and track school readiness data with community partners serving children ages 0-5. The grant ends this June.

The School Readiness Data (SRD) Steering Committee meets quarterly to review and discuss data that includes:

- stress factors for children 0-5
- resource utilization
- early childhood “system” support utilization
- early impacts
- public cost implications

The SRD Steering Committee has recently refined its list of 94 data points to be collected annually, and is working on data sharing agreements, useful reporting templates to share internally or with the community. Over time, this data will inform how partner agencies and the community at large may want to *prioritize and refine its school readiness efforts*.

Partners include: Danville Public Schools, Pittsylvania County Public Schools, Danville and Pittsylvania County Departments of Social Services, Danville Pittsylvania Community Services (Infant Toddler Connection, Parent Education and Healthy Families), Danville Redevelopment and Housing Authority, West Piedmont Workforce Investment Board, VA Department of Health, CIC Head Start and PCCA Head Start.

An overview of data collected in School Readiness Data (SRD) system:

### GENERAL

1. Number children age 0-17 – Danville and Pittsylvania County (PC)
2. Fall Kindergarten Enrollment Registration Numbers (Danville Public Schools and Pittsylvania County Schools)

### STRESS FACTORS

3. Number of Children (0-17) living below 200% Poverty – Danville
4. Percentage of Children (0-17) living below 200% Poverty – Danville
5. Number and percent of Children living below 50% poverty (deep poverty) – Danville
6. Number of Children (0-17) living below 200% Poverty – PC
7. Percentage of Children (0-17) living below 200% Poverty – PC
8. Number and percent of Children living below 50% poverty (deep poverty) – Danville

Note(s): In 2018, the U.S. Census Bureau defined the poverty level as a combined annual income of \$25,700 for a family of four. **200% of the Federal Poverty Level** for a family of four is twice the amount of the poverty level (\$51,400 for a family of four in 2018).

In 2018, the US. Census Bureau defined the poverty level of as a combined annual income of \$25,700 for a family of four. **50% of the Federal Poverty Level (or deep poverty)** for a family of four is half the amount of the poverty level (\$12,850 for a family of four in 2017)

9. Children living in single parent households compared to state average - Danville
10. Children living in single parent households compared to state average - PC
11. Teen birth rate (children born to mothers ages 10-19) compared to state average – Danville
12. Teen birth rate (children born to mothers ages 10-19) compared to state average – PC
13. Low birthweight babies (born weighing less than 5 lbs. 8 oz.) – Danville
14. Low birthweight babies (born weighing less than 5 lbs. 8 oz.) – PC
15. Birth to mothers with less than a 12<sup>th</sup> grade education – Danville
16. Birth to mothers with less than 12<sup>th</sup> grade education – PC
17. Percent of women seeing a health care provider during the first 13 weeks of pregnancy – Danville
18. Percent of women seeing a health care provider during the first 13 weeks of pregnancy - PC

### RESOURCE UTILIZATION

19. Children under 19 without health insurance by number and percent – Danville
20. Children under 19 without health insurance by number and percent - PC
21. Women, Infant and Children (WIC) enrollment compared to estimated eligibility (number and percent) – Danville
22. Women, Infant and Children (WIC) enrollment compared to estimated eligibility (number and percent) – PC
23. Availability of home visiting slots compared to actual usage and estimated eligibility - Danville and PC combined
24. Infant Toddler Connection utilization numbers compared to estimated eligible (number and percent) – Danville and PC combined
25. Availability of publicly funded preschool slots compared to estimated number of eligible children (CIC Head Start/Danville)
26. Availability of publicly funded preschool slots compared to estimated number of eligible children (PCCA Head Start/Pittsylvania County only)
27. Availability of publicly funded preschool slots compared to estimated number of eligible children (Danville Public Schools – VA Preschool Initiative)
28. Availability of publicly funded preschool slots compared to estimated number of eligible children (Pittsylvania County Schools – VA Preschool Initiative)
29. Number of childcare subsidy applications received – Danville
30. Number of childcare subsidy applications disposed – Danville
31. Average annual wait list for childcare subsidy – Danville (manual)
32. Number of childcare subsidy applications received – PC
33. Number of childcare subsidy applications disposed – PC
34. Average annual wait list for childcare subsidy – PC (manual)
35. Home Visiting Participation Number and Rate (eligibility based on 200% poverty rate within the population of children ages birth to 5) – Danville and PC combined
36. Families participating in the Danville Redevelopment and Housing Authority (DHRA) “Family Self Sufficiency Program” compared to number eligible
37. Number of eligible adults with young children participating in West Piedmont Workforce Investment Board services

#### **EARLY CHILDHOOD “SYSTEM” SUPPORT UTILIZATION**

38. Participation in Preschool Matters PDG cohort compared to eligible by type of program
39. Participation in VA’s Quality Rating system compared to eligibility by type of program
40. Number of childcare programs at each quality level (1-5)
41. Participation in VA’s Infant Toddler Services Network compared to eligibility by type of program
42. Availability of local training hours and participation by type of training and by eligible population of participants
43. Availability of parent participation efforts in policy development by type and frequency (Head Start Parent Advisory Council, SBDP Parent Partners, other?)
44. Number of students completing a 2-year degree in the early childhood development program at Danville Community College compared to similar markets
45. Annual National Association for the Education of Young Children (NAEYC) accreditation at Danville Community College maintained

## EARLY IMPACTS

46. Pre-K PALS (reading readiness assessment, fall and spring) – CIC Head Start
47. CLASS (evidence-based *classroom assessment scoring system* that measure the quality of interactions between teachers and students) score – CIC Head Start
48. Pre-K PALS (reading readiness assessment, fall and spring) – DPS VPI
49. CLASS (evidence-based *classroom assessment scoring system* that measure the quality of interactions between teachers and students) score – DPS VPI
50. Pre-K PALS (reading readiness assessment, fall and spring) – PCCA Head Start (PC only)
51. CLASS (evidence-based *classroom assessment scoring system* that measure the quality of interactions between teachers and students) score – PCCA Head Start (PC only)
52. Pre-K PALS (reading readiness assessment, fall and spring) – PCS VPI
53. CLASS (evidence-based *classroom assessment scoring system* that measure the quality of interactions between teachers and students) score – PCS VPI
54. Child Protective Services (CPS) investigations by the Department of Social Services – Danville
55. Confirmed cases of child abuse by DSS – Danville
56. Child Protective Services (CPS) investigations by the Department of Social Services – PC
57. Confirmed cases of child abuse by DSS – PC
58. Annual Kindergarten attendance rate – Danville
59. Annual Kindergarten attendance rate – PC
60. Number and percent of K students able to achieve proficiency on PALS K (reading readiness assessment) - Danville
61. Number and percent of K students able to achieve proficiency on EMAS (math readiness assessment) - Danville
62. Number and percent of K students able to achieve proficiency on CBRS (social and emotional readiness assessment) – Danville
63. Number and percent of K students able to achieve proficiency on PALS K (reading readiness assessment) – PC
64. Number and percent of K students able to achieve proficiency on EMAS (math readiness assessment) - PC
65. Number and percent of K students able to achieve proficiency on CBRS (social and emotional readiness assessment) – PC
66. Performance VKRP assessments (PALS K, EMAS, CBRS) by preschool experience (as indicated on the Kindergarten registration form/preschool history section then manually linked to performance on VKRP assessments) – Danville
67. Performance VKRP assessments (PALS K, EMAS, CBRS) by preschool experience (as indicated on the Kindergarten registration form/preschool history section then manually linked to performance on VKRP assessments) – PC
68. Number and percent of Individual Education Plans (IEP in Kindergarten) compared to state average – Danville
69. Number and percent of Individual Education Plans (IEP in Kindergarten) compared to state average – PC
70. Healthy Families YTD Impact Data, Prenatal care compliance - Danville and PC combined
71. Healthy Families YTD Impact Data, Connection to care provider – D & PC
72. Healthy Families YTD Impact Data, Well-baby visits – D & PC

73. Healthy Families YTD Impact Data, Birth weight – D & PC
74. Healthy Families YTD Impact Data, Immunization complete – D & PC
75. Healthy Families YTD Impact Data, Developmental screening – D & PC
76. Healthy Families YTD Impact Data, Developmental screening referral – D & PC
77. Healthy Families YTD Impact Data, Parent-Child interaction – D & PC
78. Home environment – D & PC
79. Participants in the Family Self Sufficiency Program meeting goals - Danville
80. Participants in Workforce Investment Board support programs achieving and sustaining stable employment – D & PC

### **PUBLIC COST IMPLICATION**

81. Annual Child SNAP spending – Danville
82. Annual TANF spending – Danville
83. Annual cost for repeat Kindergarten students - Danville
84. Annual CSA spending for ages 3-17 - Danville
85. Annual cost of foster care services - Danville
86. Annual cost Child Protective Services – Danville
87. Annual cost of childcare subsidy - Danville
88. Annual Child SNAP spending – PC
89. Annual TANF spending – PC
90. Annual cost for repeat Kindergarten students - PC
91. Annual CSA spending for ages 3-17 – PC
92. Annual cost of foster care services - PC
93. Annual cost Child Protective Services – PC
94. Annual cost of childcare subsidy - PC

The data is currently maintained in Excel, however SBDP is working to transition the data to Tableau. Tableau has more advanced reporting features and will be produce advanced cross data reports showing relationships between risk factors, outputs, gaps and funding. SBDP would like to offer data sharing stipends to community partners that will have to pull and organize some data manually. With support from DRF, SBDP will be able to continue to develop SRD and meet regularly with community partners to ensure that future collaboration is data driven.

### **PROPOSED BUDGET**

The 5-year budget reflects a total of \$4,258,015 and shows a carry over balance/credit from SRI II of \$312,819. **Smart Beginnings Danville Pittsylvania is requesting an investment of \$3,945,196 for 2021-2025.**

Based on current contracts, SBDP anticipates other funding, beyond Covid response, to average \$350,000 a year. This funding is primarily coming from federal/state grants that require very specific early childhood training and support deliverables.

The detailed budget is attached.

## **SUMMARY**

SRI, an independent research organization summarizes it well, “It is incumbent upon VECF to advocate assertively to disrupt inequitable systems and rebuild equitable and durable systems for the good of the communities.” Smart Beginnings DP joins VECF in its call to action described below:

- Assert equity as the guiding principle for policy, program, budget decisions and action for young children, their families and their communities;
- Insist that parents and families are at the heart of all aspects of early childhood systems work, engaging them to understand their needs, learn from their experiences and include them in designing systems and solutions;
- Push for state-level information management and analytic systems improvements including ready access to accurate and timely data disaggregated by race/ethnicity and income;
- Champion regional and local collaboration through provision of accessible, expert technical assistance and resources for all Virginia communities building equitable and durable local early childhood systems.

With continued investment from the Danville Regional Foundation, Smart Beginnings Danville Pittsylvania, its Board of Directors, local, state and regional partners can make progress towards these goals.

Board, staff, parents and partners remain grateful for DRF’s commitment to aggressive school readiness infrastructure and capacity to strengthen outcomes for young children and families.

## **ADDENDUMS**

1. Epigenetics Infographic\_Center for the Developing Child at Harvard
2. 3 Principles for Policy and Practice\_Center for the Developing Child at Harvard
3. Toxic Stress Infographic\_Center for the Developing Child at Harvard
4. VA’s Definition of School Readiness
5. Overview of VA’s New Unified Quality System
6. What is VA’s Kindergarten Readiness Program (VKRP)
7. Parent Partner Feedback Results\_SBDP
8. Potential for Home Visiting Programs in VA\_Early Impact VA
9. Virginia’s Plan for Home Visiting\_Early Impact VA
10. Proposed 2021-2025 SRI III Budget\_SBDP