

Learning & Evaluation Guide

Early Care & Education in Alexandria, VA



FINAL DRAFT

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This document was prepared by the Early Care & Education Work Group in partnership with FSG.

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I. OVERVIEW

A. Learning & Evaluation in Collective Impact

Collective impact initiatives engage practitioners and funders in a long-term, messy, and unpredictable process of complex problem solving. In this context, **collective impact partners need an approach to performance measurement and evaluation that is as responsive and flexible as the initiative itself.** Traditional approaches to evaluation, in which an individual organization is held accountable for effectively implementing a specific program or intervention, cannot offer collective impact partners the robust support they need to track their progress, improve their effectiveness, and adapt their strategy over time.

The lack of simple solutions to complex problems requires partners in a collective impact initiative to accept that the change process is emergent in nature. That is to say, successful collective impact initiatives typically evolve as they progress: as problem definitions become more specific and contextual variables become better understood, the initiative's interventions become more targeted, successes become more sustainable, and change becomes more tangible. Maintaining momentum in this ever-evolving context requires constant vigilance and adaptation. **To be successful, collective impact partners must be keenly aware of changes in context, conditions, and circumstances.** They must lead with curiosity, always striving to understand what is working and what is not, and seeking opportunities for improvement. They must commit to sharing their observations with each other, assessing their options together, and adapting their collective efforts as necessary to achieve greater impact. **In other words, they must embrace a culture of continuous learning.**

In the context of collective impact, where strategic decisions are often made by groups of people, it is important to put in place **structures and processes that support group and organizational learning.** Being intentional about learning means creating the space and time for individuals and groups to reflect on their experiences and practice and to share that learning with others so that new learnings can be created that further the goals of the initiative.

The quality of a collective impact initiative's continuous learning process depends in part on a consistent flow of quality data and information. However, because collective impact initiatives are complex, in fluid environments and by their design address overlapping and dynamic issues, it is important to have a **framework that can organize and prioritize all the kinds of data and information that could be tracked.**

B. Snapshot of Alexandria's Learning & Evaluation Agenda

There are **four key domains** in which the ECEW should seek to evaluate its progress over time. Visually depicted below, these “4 boxes” break down the theory of change underlying how the ECEW’s work will help move the needle for the ECEW, the ECE system, and ultimately, for children. **Box 1** focuses on capturing contextual factors that shape and influence our work but are not factors the initiative itself is seeking to change. **Box 2** captures how the development and implementation of the initiative itself is progressing. **Box 3** is focused on how the ECEW’s work is creating positive behavior changes in the system. Finally, **Box 4** is intended to capture the extent to which the ultimate outcomes for children are improving. Please see **Appendix A** for a detailed overview of the theoretical framework behind this “4 boxes” framework. The image below presents an overview of the types of information the ECEW will seek to track in each of these four domains:



In terms of **time frame**, we would also expect to see a sequence: The ECE initiative and system will continue to work together in new and innovative ways (near-term), which will lead to improvements in the system (medium-term), which in turn will lead to better outcomes for Alexandria’s children (long-term).

II. CURRENT AND POTENTIAL INDICATORS AND COLLECTION PROCESSES FOR EACH “BOX”

A. Box 1: Understanding Our Community Context



The type of **broad contextual population data points** that the ECEW will seek to track in this category relate to demographics, poverty, health, and socioeconomics. The ECEW does not aim to directly or explicitly target these outcomes; rather, these contextual factors represent important data that are critical to ensure that the initiative’s work is contextualized and relevant to the community. The table below presents the proposed contextual factors that the ECEW will periodically track in order to maintain a ‘pulse’ on the community context in which they are operating:

Demographics

Contextual Population Data Points	Baseline (Source)
Total population of Alexandria and percentage growth rate from previous year	155,230; 1.1% growth from 2013 to 2014 (Cooper Center, UVA 2014)
Number of children ages 0-5 living in Alexandria and percentage growth rate from previous year	11,334 (as of 2014), with 1.8% growth rate from previous year (Virginia Department of Health, 2015)
Percent of children under 9 from a minority racial population	47% (as of 2014) (Virginia Department of Health 2015)
Percent of births to mothers with < 12 years of formal education	11.7% (VA Biennial School Report Card, 2013)
Percent of births to teenage mothers	1.58% (VA Biennial Report Card 2013)
Percent of ACPS children K-3 requiring special education	8.3% (VA Dept of Education, 2013)
Percent of kindergarteners who qualify for ELL support in Alexandria (relative to state-wide percentage)	34% in Alexandria vs. 16% state-wide (VA Dept of Education, 2012)
Percent of ACPS students K-12 on free and reduced lunch	59% (ACPS School Nutrition Services, 2015)

Poverty, Health & Socioeconomics

Contextual population data points	Baseline (Source)
Number and percent of children under 6 living below the federal poverty line in Alexandria	9% (American Community Survey, 2011)
Number and percent of children under 6 living below 2x of the federal poverty line in Alexandria	18% (American Community Survey, 2011)
Median household income in City of Alexandria vs. Virginia state-wide (relative to VA median family income)	\$85,706 in City of Alexandria vs. \$63,907 state-wide (US Census State & County Quick Facts, 2013)
Percent of uninsured children under 6 in Alexandria	6% (Virginia Health Rankings by County, 2014)
Number and percent of substantiated cases of abuse and neglect accepted and processed through the system in Alexandria	846; 50.6% (Virginia Child Protective Services, 2014)

 Data currently collected and readily available

As indicated in the above table, all of the proposed indicators have readily available data sources and baseline information already captured in the table above.

B. Box 2: How We Will Work Together Differently



There are a variety of outcomes we’d ideally seek to track in order to have a holistic understanding of how we are working together differently along core dimensions of collective impact, as well as the initiative’s learning culture and capacity. Specifically, some of the key elements that any collective impact initiative should seek to capture are in one of the following categories:

- **Common Agenda:** All participants of the ECEW have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed-upon actions

- **Backbone Infrastructure:** An established backbone infrastructure provides leadership, support, and guidance to the initiative and ensures broad-based support
- **Mutually Reinforcing Activities:** Participant activities are differentiated though still coordinated through a mutually reinforcing plan of action
- **Shared Measurement:** Data is measured consistently across all participants, helping partners align efforts and hold each other accountable
- **Continuous Communication:** Participants and external stakeholders communicate openly and consistently to build trust, assure mutual objectives, and create common motivation
- **Learning Culture:** The initiative supports learning, experimentation, dialogue, and reflection
- **Capacity:** The initiative has sufficient capacity to sustain itself and progress

Please see **Appendix B** for a complete list of potential outcomes associated with each of these categories that would be applicable to a comprehensive collective impact initiative. For Alexandria’s ECE initiative, the table below presents a proposed set of survey questions that have been streamlined and tailored to Alexandria’s specific ECEW context. In order to measure progress against “Box 2”, this set of survey questions could be tracked through a semi-annual survey issued to and completed by the ECEW. In addition, the ECE project manager will track data related to ECEW member meeting attendance, committee participation, and follow through on assigned work. The ECEW, the ECE project manager, and eventually the larger CYMP initiative will use the results of this survey to prioritize potential course corrections. This set of outcomes is not for external audiences; rather, for the initiative participants to reflect upon. An electronic version of this survey is available [here](#):

ECEW Survey Questions	
<p><i>For each of the following, ECEW respondents select one of the following: “Strongly agree”, “Agree”, “Disagree”, “Strongly Disagree”, or “I don’t have enough information to respond”</i></p>	<ol style="list-style-type: none"> 1. Alexandria’s ECE system has a shared vision for change and is working together towards that vision 2. The early care and education initiative includes voices from early care providers, health care providers, ACPS, the city of Alexandria, teachers, parents, and other relevant constituencies 3. Early care and education work group members are fully engaged (e.g., attending the majority of meetings) 4. Members of the community (parents in particular) provide ongoing input into the common agenda and the ECEW’s strategic projects (e.g., via regular community meetings, community advisory groups, surveys) 5. There is dedicated staff that provides leadership, support, and project management 6. The ECE initiative has a common set of outcomes and indicators that can provide evidence of progress in alignment with the common agenda 7. Alexandria’s ECE initiative constantly reflects on how to do things better, learning from the past 8. Participants in the ECE initiative share data in a manner that supports ongoing collaboration and partners feel collectively accountable for the results of the initiative 9. The ECE initiative regularly communicates activities and progress with stakeholders 10. People of different cultures and backgrounds feel respected and heard in the ECE system 11. Alexandria has dedicated resources to support its early care and education priorities 12. The ECE initiative has influencers and champions that command the respect of a broader set of stakeholders 13. The ECEW is working in sync and in collaboration with the broader Children and Youth Master Plan initiative
ECE Project Manager Tasks	




For each of the following, the ECE project manager will use existing tools to record and track

1. **Attendance** at ECEW meetings
2. ECEW member **participation** in committee meetings
3. ECEW member **follow through** on action items and deliverables

C. Box 3: Creating a Better System



In order to track progress towards creating a better system, a set of outcomes related to families, providers, and the system capacity should also be tracked in order to capture progress over time. The table below highlights the outcomes related to families, providers, and the broader system that the ECEW will track, as well as example indicators and data sources that correspond to each:¹

	Potential Outcome	Example Indicator	Potential Data Source
Families 	Families have better knowledge of what ECE resources are available	Percent of families that have adequate knowledge of ECE resources available to them	Family survey
	Families are better able to access and navigate ECE resources	Percent of families that have a good understanding of how to obtain ECE resources	Family survey
		Percent of families that can easily access ECE resources	Family survey
Providers 	There are more connections and referrals amongst providers	Percent of providers raising awareness of and distributing materials on behalf of other providers	Desk research
	Providers have stronger competencies when it comes to serving diverse needs	Percent of providers with an explicit focus on equity in their mission, vision, or values	Desk research
		Percent of providers with at least one staff member that speaks each primary language spoken the homes of the families they serve	Family survey
System Capacity 	Alexandria's children have equitable access to Alexandria's classroom-based ECE settings	Percent of classrooms in which children are not separated on the basis of funding type	Desk research
	There are increasingly more public resources supporting Alexandria's ECE system	Amount of public funding going into ECE	Desk research
	There is increased community support for ECE	Number of city council members with an explicit ECE policy	Desk research

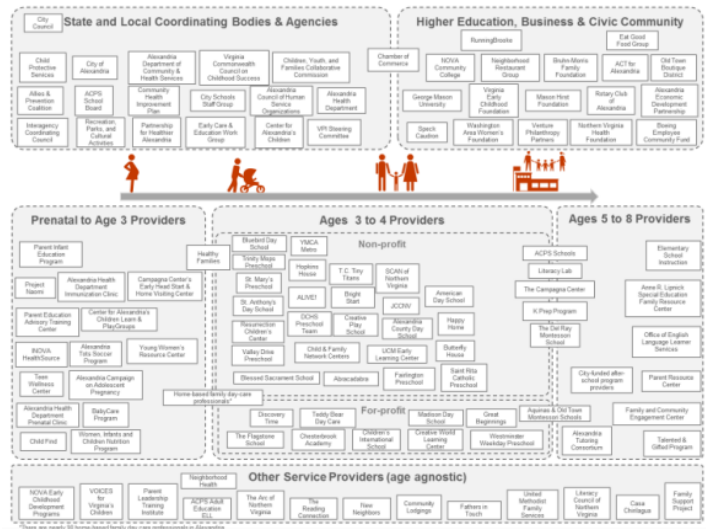
In cases where the potential data source listed is “desk research”, the ECE Project Manager and / or the Data Analyst will collect this information through primary and secondary research. In cases where the potential data source is “family survey”, the goal is for the ECEW to send family survey questions to ECE providers to solicit feedback from as many families as possible once per year. With this option, providers may be able to collect more and better data by leveraging their existing relationships with families. In addition, the ECEW is alleviated of additional time and effort commitments of administering the survey. However, by giving the responsibility of the survey to providers, this option would carry a greater risk of mixed response rates from different providers and create a burden for ECE provider staff. The following

¹ **Note:** Please see **Appendix C** for a broader list of potential outcomes and indicators from which this smaller subset was derived, as well as a crosswalk of each against the ECEW's target characteristics of an ECE system (aligned, accessible, high-quality, comprehensive, and equitable)

questions are a starter list of potential additions for providers to supplement their existing family feedback mechanisms with. These kinds of questions will in turn help inform some of the indicators highlighted above:

- Do you have adequate knowledge of the ECE resources available to you?
- Do you have a good understanding of how to obtain those resources?
- Can you easily access ECE resources for your child/children?
- Does your current provider have at least one staff member that speaks the primary language you speak in your home? If no, what is the primary language you speak in your home?

As a visual supplement to the Box 3 indicators tracked, the **Alexandria ECE Systems Map** (see visual here) could be an effective instrument. This systems map provides a snapshot of the early care and education actors, agencies, and organizations across Alexandria, and could be turned into a heat map where the strength of relationships to the ECE system are assigned different color categories, then shown in sequence over time (e.g., 2013, 2015, 2017). Members of the ECE initiative would have to participate periodically in populating and assessing the relationship strengths if this systems map were to be employed effectively.








D. Box 4: Better Outcomes for Children









Building on the interactive outcomes and indicators exercise conducted at the July 2015 ECEW Meeting and some additional refinement with input and consultation with potential data sources, the table below highlights a set of proposed indicators that would be tracked over time in order to capture **whether the**

ECEW’s work is resulting in better outcomes for children. The table proposed 16 indicators that span multiple dimensions of a child’s development, including academic, health, and socio-emotional dimensions. These selected indicators are aligned with other data and information being collected or targeted for collection by the Children & Youth Master Plan, Alexandria City Public Schools’ 2020 Strategic Plan, and Healthy People 2020 indicators. In order to best align with information that is currently tracked, these indicators are organized by age range:






Prenatal – Age 3

Indicator	Baseline (Source)
 Number and percent of pregnant mothers receiving adequate early prenatal care	70.3% (1,917) (Virginia Department of Health, 2014)
 Number and percent of children born at a low birth weight (<2500 g) (% (total), % white, % black, % other)	7.8% (200), 6.7%, 7.9%, 10.2% (Virginia Department of Health, 2014)
 Number and percent of target children with a primary health care provider	95% (n=120) (Healthy Families Alexandria, 2014)
 Number and percent of HFA target children who are up-to-date on recommended immunizations	98% (n=124) (Healthy Families Alexandria, 2014)
 Number and percent of HFA target children with possible developmental delays referred, with parental consent, to early intervention services to determine need and therapeutic services	100% (n=5) as of 2014 (Healthy Families Alexandria, 2014)

Age 4 – 5

Indicator	Baseline (Source)
 Number and percent of children that have a pre-K experience before entering kindergarten	ACPS (<i>reach out to get the latest from marya.runkle@acp.s.k12.va.us</i>)
 Number and percent of children meeting reading expectations according to the Kindergarten Readiness Assessment (KRA) (Total (Black, Hispanic, Asian, White, Disadvantaged, LEP))	PALS (<i>forthcoming in 2016</i>)
 Number and percent of children meeting math expectations according to the KRA (Total % (Black, Hispanic, Asian, White, Disadvantaged, LEP))	BirthDay Party (<i>forthcoming in 2016</i>)
 Number and percent of children meeting socio-emotional expectations according to the KRA (Total % (Black, Hispanic, Asian, White, Disadvantaged, LEP))	Child Behavior Rating (<i>forthcoming in 2016</i>)
 Number and percent of children with age-appropriate fine motor skills	(No data source available currently)
 Number and percent of preschoolers with a medical home or insurance	(No data source available currently)


Age 6 – 8


Indicator	Baseline (Source)
 Percent of children at or above proficiency in 3rd grade reading (Total (Black, Hispanic, Asian, White, Disadvantaged, LEP))	75% (65%, 57%, 82%, 91%, 59%, 51%) (VA Dept of Education (2014-2015))
 Percent of children at or above proficiency in 3rd grade math (Total (Black, Hispanic, Asian, White, Disadvantaged, LEP))	68% (62%, 57%, 82%, 89%, 58%, 55%) (VA Dept of Education (2014-2015))
 Number and percent of children who self-regulate their emotions and behaviors, manage feelings, and follow limits and expectations	ACPS says this is not currently collected, though it is cited in their 2020 Strategic Plan (so potentially to be collected in the future)
 Number and percent of children who demonstrate knowledge of self , including racial identity, social class, culture, and self-perceived abilities	ACPS says this is not currently collected, though it is cited in their 2020 Strategic Plan (so potentially to be collected in the future)
 Number and percent of elementary school (K-3) students with BMI in a healthy range	(ACPS confirmed this data is not collected currently)

 Academic indicator

 Socio-emotional indicator

 Health indicator

 Data currently collected and readily available to the ECEW

 Data not currently collected or not readily available to the ECEW (or data status unknown)




 Data available but sample size is statistically small

For the data shaded in gray or blue, the Steering Group should discuss next steps for how to ensure this data is captured or collected going forward or explore alternative indicators where data is more readily available. For the data shaded in green, the Steering Group should discuss next steps for how to ensure this data is captured or collected at a higher sample size going forward.

III. DETAILED IMPLEMENTATION PLAN

A. Overview of Proposed Learning & Evaluation Activities

The table below presents an overview of **how each of the four domains will be measured and tracked over time** through a combination of ongoing learning and reflection, annual progress reporting, and periodic evaluation:

	1: Context 	2: Initiative 	3: System and behavior changes 	4. Ultimate outcomes 
Ongoing learning and reflection 	<ul style="list-style-type: none"> • ECEW meetings once per quarter do “temperature check” on: <ul style="list-style-type: none"> ○ What local, state or national policy changes should we be aware of? ○ Is there any new demographic data that impacts our work? ○ Where is there momentum in Alexandria that we should connect with? 	<ul style="list-style-type: none"> • Data to be collected twice per year in a survey of ECEW members, asking about the aspects of the initiative, asking the ECEW respondents to agree or disagree with each statement on a spectrum • The ECE Project Manager to share the results and facilitate discussion about implications of the data 	<ul style="list-style-type: none"> • A formal assessment of these should take place annually (see below) • However, individuals working on specific action steps should set aside time regularly to discuss the system and behavior changes they are seeking to influence and determine if they are seeing changes and if so, why or why not • This in turn should feed into strategy refinements 	<ul style="list-style-type: none"> • <i>Tracking outcomes is best left to the formal shared measurement and dashboard process</i> • <i>However, participants in the ECEW effort should not wait until once a year to celebrate or learn from changes in outcomes</i> • Wins should be celebrated as they are identified and setbacks should be openly discussed
Annual progress reporting <i>(see Appendix D for mock-up)</i> 	<ul style="list-style-type: none"> • An annual progress report that includes updates of each of the context indicators the ECEW initiative is tracking 	<ul style="list-style-type: none"> • <i>The annual progress report will not formally report out on the data collected about the initiative itself</i> • <i>However, the progress report could include selected updates about the backbone and the participants and structure of the ECEW initiative</i> 	<ul style="list-style-type: none"> • An annual progress report that includes quantitative and qualitative indicators and information that assess changes related to families, providers, and the broader ECE system 	<ul style="list-style-type: none"> • An annual progress report that includes quantitative indicators that show the prioritized health, academic, and social-emotional indicators of pre-natal to 8-year-olds, including disaggregating data by race, neighborhood and household income
Periodic evaluation <i>(e.g., every 3-5 years)</i> 	<ul style="list-style-type: none"> • <i>The periodic evaluations will take stock of context, but there should not be new data gathered on context by external evaluators</i> 	<ul style="list-style-type: none"> • The periodic evaluations will complement data already collected about the initiative with interviews with ECEW participants to understand <i>how</i> and <i>why</i> things developed and tease out lessons learned 	<ul style="list-style-type: none"> • The periodic evaluations should complement the annual data collection on the system and behavior changes and the ultimate outcomes with interviews with ECEW stakeholders to understand <i>how</i> and <i>why</i> things developed and tease out lessons learned for this initiative and others, including the CYMP • These stakeholder interviews would include direct ECEW participants (ECEW members, backbone staff, group members) as well as other stakeholders (parents, providers, city council, school board, funders, etc.) 	

B. One-time and Ongoing Next Steps

In order for the ECEW to utilize the learning and evaluation plan, it needs to take a number of essential steps. These steps include **initial decisions and setup** to implement the learning and evaluation plan as well as **ongoing activities** that the ECEW will repeat each year thereafter.

i. Initial Decisions and Setup Required

- **Finalize indicators:** the Steering Group, in partnership with the broader ECEW, needs to decide which subset of indicators within each of the 4 boxes will be prioritized for tracking over time
- **Prioritize and develop new data collection methods:** for any indicators that are not currently being tracked, the ECEW needs to prioritize and develop methods (e.g., surveys) to collect data for these indicators
- **Develop data-sharing agreements:** for potentially sensitive or non-public data, the initiative needs to develop data-sharing agreements with organizations or entities collecting these data to allow for the initiative's use of the data
- **Create standardized data collection and analysis procedures:** the initiative needs to develop standardized collection and analysis procedures (e.g., recurring data sources) and timelines (e.g., data collection timeframes) to ensure accurate and comparable year-over-year data
- **Onboard and train staff to analyze and manage data:** the initiative needs to onboard and train the ECE Project Manager, a data analysis, or another resource to collect and analyze data
- **Create data management platform:** the initiative needs to create a centralized platform (e.g., web-based system, excel spreadsheet) to collect, store, analyze, and manage the data
- **Acquire baseline data:** the ECEW needs to acquire baseline data for each indicator currently not tracked in order to ascertain progress in the coming years
- **Develop first annual progress report:** the initiative needs to develop its annual progress report template (see Appendix D for a mock-up) to be shared publicly each year

A potential schedule for these steps is outlined below:

Setup activities	Dec (15)	Jan (16)	Feb (16)	Mar (16)	Apr (16)	May (16)	Jun (16)	Jul (16)	Aug (16)	Sep (16)	Oct (16)	Nov (16)
Finalize indicators												
Prioritize and develop new data collection methods												
Develop data-sharing agreements												
Create standardized data collection and analysis procedures												
Onboard and train staff to analyze and manage data												
Create data management platform												
Acquire baseline data												
Develop first annual progress report												

ii. Ongoing Learning & Evaluation Activities

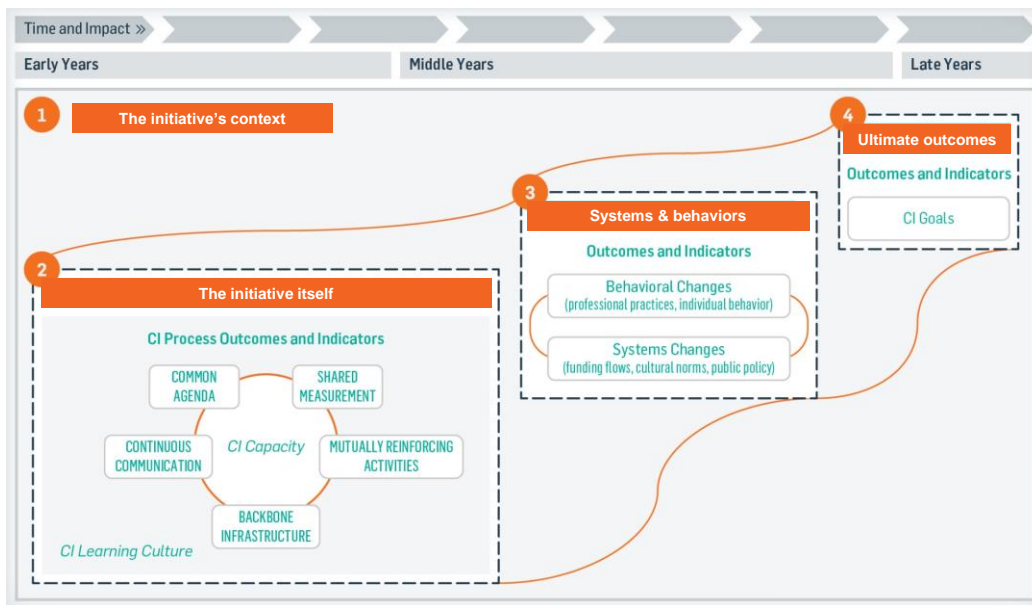
The ongoing activities include the list of activities that the ECEW can pursue each year, after the completion of the initial setup decisions and activities, to ensure the implementation of the learning and evaluation plan. A **potential month-by-month schedule** of these activities could include:





<p>January</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting for a “context pulse check” (e.g., policy context, demographic data, community momentum) 	<p>February</p> <ul style="list-style-type: none"> ECEW members are asked to fill out semi-annual survey assessing the initiative itself (“box 2”) 	<p>March</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting to review results of the “box 2” survey and discuss implications and potential course corrections
<p>April</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting for a “context pulse check” (e.g., policy context, demographic data, community momentum) 	<p>May</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting to begin planning the Annual Progress Report so that the Data Group can start collecting the necessary information 	<p>June</p> <ul style="list-style-type: none"> ECEW members are asked to fill out annual survey assessing the diversity and relationship strength of the ECE system (“systems map”)
<p>July</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting for a “context pulse check” (e.g., policy context, demographic data, community momentum) ECEW reviews “system map” survey results 	<p>August</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting to discussing first draft of Annual Progress Report ECEW members fill out semi-annual survey assessing the initiative itself (“Box 2”) 	<p>September</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting to review results of the “box 2” survey and discuss implications and potential course corrections
<p>October</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting to discussing final draft of the Annual Progress Report so it can be finalized and released 	<p>November</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting for a “context pulse check” (e.g., policy context, demographic data, community momentum) 	<p>December</p> <ul style="list-style-type: none"> ECEW devotes time at monthly meeting to discuss data and evaluation needs for the coming year, including whether to engage a third party evaluator

APPENDIX

A. Detailed Conceptual Framework of “Four Boxes”

The framework on the next page illustrates, at a conceptual level, a sequence of stages collective impact initiatives typically pass through in their pursuit of social change. This is not to say that progress is predictable, though. At times, an initiative may generate significant momentum and quickly achieve several goals, while at other times; progress will be slow and incremental. The purpose of this graphic is not to delineate markers of annual progress, but rather to help conceptualize key inflection points in an initiative’s maturity and identify potential areas of focus for performance measurement and evaluation over an initiative’s lifetime.






Evaluation domain	Key question	Sample data and information
1. Context (“Box 1”) 	How are key contextual factors that shape and influence our work changing?	<ul style="list-style-type: none"> Community culture and history Demographic and socio-economic conditions Political context Economic factors
2. The initiative itself (“Box 2”) 	How is the development and implementation of the initiative progressing?	<ul style="list-style-type: none"> The five core elements of collective impact The initiative’s learning culture The initiative’s capacity The initiative’s sustainability
3. The systems and behaviors targeted by the initiative (“Box 3”) 	To what extent are we seeing the systems and behavior changes that our strategies are designed to affect?	<ul style="list-style-type: none"> Individuals’ behavior Professional practices Different standards of partnering Funding flows Public policy Cultural norms
4. The initiative’s ultimate outcomes “Box 4”) 	To what extent are the intended outcomes for our beneficiaries changing?	<ul style="list-style-type: none"> Population-level outcomes (e.g., better health, socio/emotional and educational outcomes)

B. Comprehensive “Box 2” Outcomes Relevant to a Collective Impact Initiative

Outcomes related to the initiative itself	
<p>Common Agenda All participants of the ECEW have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed-upon actions</p>	<ul style="list-style-type: none"> • The ECEW includes voices from early care providers, health care providers, ACPS, the City of Alexandria, teachers, parents, and other relevant constituencies • ECEW members are fully engaged (e.g., attending the majority of meetings) • The ECEW has an explicit understanding of the problem, a mission statement, and a framework for achieving that mission that is understood and embraced by ECEW and (eventual) task force members • Members of the community, and parents in particular, provide ongoing input into the common agenda, especially the strategies, (e.g., via regular community meetings, community advisory groups, surveys)
<p>Backbone Infrastructure An established backbone infrastructure provides leadership, support, and guidance to the initiative and ensures broad-based support from community members and other key stakeholders</p>	<ul style="list-style-type: none"> • The backbone has clearly defined roles for its staff members(s) and has a clear structure, governance, and funding • The backbone is neutral, inclusive, and well-respected in the community • The backbone provides management support to the ECEW, (eventual) task forces, and other stakeholders where relevant • The backbone aggregates and shares data, progress reports, and lessons to relevant external stakeholders • The backbone increases awareness of and seeks new funding for the initiative
<p>Mutually Reinforcing Activities Participant activities are differentiated though still coordinated through a mutually reinforcing plan of action</p>	<ul style="list-style-type: none"> • Strategies are established to coordinate activities in alignment with the common agenda • Partners have clear goals and approaches for their own contribution to the initiative • Partners understand each other's work and how it supports the common agenda • Partners collaborate within and across strategies
<p>Shared Measurement Data is measured consistently across all participants, helping partners align efforts and hold each other accountable</p>	<ul style="list-style-type: none"> • There is a common set of outcomes and indicators that can provide evidence of progress toward the initiative's goals in alignment with the common agenda • Data for each indicator is continually tracked in a timely manner • The data is packaged and communicated in easily accessible ways • Partners share data in a manner that supports ongoing collaboration • Partners feel collectively accountable for the results of the initiative
<p>Continuous Communication Partners and external stakeholders communicate openly and consistently to build trust, assure mutual objectives, and create common motivation</p>	<ul style="list-style-type: none"> • (Eventual) task forces and other partners working on strategies hold regular meetings that are scheduled in advance, include clear agendas, and are well-attended • (Eventual) task forces and other implementation partners report regularly to the ECEW • Decision-making processes for the initiative are well-established and well-understood by all participating actors and entities • The initiative regularly communicates activities and progress with stakeholders
<p>Learning Culture The initiative supports learning, experimentation, dialogue, and reflection</p>	<ul style="list-style-type: none"> • Partners openly and regularly share observations, lessons, setbacks, challenges, failures, and best practices with one another • Partners are included in major decision-making processes • People of different cultures and backgrounds feel respected and heard in the initiative
<p>Capacity The initiative has sufficient capacity to sustain itself and progress</p>	<ul style="list-style-type: none"> • Sufficient funding is available over a multi-year period to support the initiative's work • The initiative has influencers and champions that command the respect of a broader set of stakeholders

C. Crosswalk of Potential “Box 3” Outcomes Against Characteristics of an Ideal ECE System

Outcomes related to families, providers, and the system capacity		Aligned	Accessible	High-quality	Comprehensive	Equitable
Families 	<ul style="list-style-type: none"> Families understand the importance of holistic child development 				●	●
	<ul style="list-style-type: none"> Families can easily access information on relevant ECE services 		●			
	<ul style="list-style-type: none"> Families can better navigate processes and procedures for getting their child access to services 		●			
	<ul style="list-style-type: none"> Families are actively engaged in their child’s development and supplement providers’ services as needed 			●	●	
	<ul style="list-style-type: none"> Families are actively voicing needs to providers, the ECEW, and other stakeholders, as appropriate 					●
Providers & Professionals 	<ul style="list-style-type: none"> Professionals have the resources and tools needed to obtain and improve high-quality instruction 			●		
	<ul style="list-style-type: none"> Providers integrate holistic child development into their program goals and delivery 			●	●	●
	<ul style="list-style-type: none"> Providers make equity an explicit part of their mission, vision, or values 					●
	<ul style="list-style-type: none"> Providers focus on and provide individualized services to children and families with the greatest need 			●		●
	<ul style="list-style-type: none"> Providers & professionals have the cultural and linguistic competencies for the children they serve 			●		●
	<ul style="list-style-type: none"> Providers & professionals know of and act as resource and referral to other relevant providers to families as needed 	●			●	
	<ul style="list-style-type: none"> Providers align their work with other relevant providers to ensure a continuum of support for children 			●	●	
	<ul style="list-style-type: none"> Providers share and adopt models, expertise, curricula, and evidence-based best practices to improve quality 			●		
System Capacity 	<ul style="list-style-type: none"> The number of and diversity in types of providers with a relationship to the ECE system is growing to match need 	●			●	
	<ul style="list-style-type: none"> The strength of relationships among providers in the ECE system is increasing 	●			●	
	<ul style="list-style-type: none"> The ECE system is organized by children’s and families’ needs rather than by income level 		●	●	●	●
	<ul style="list-style-type: none"> The ECE system has sufficient capacity to serve all of Alexandria’s vulnerable children 		●			●
	<ul style="list-style-type: none"> ECE programs and services are geographically matched to the needs of Alexandria’s children 		●			●
	<ul style="list-style-type: none"> Funding for the ECE system is growing, diversifying, and more sustainable 		●	●		
	<ul style="list-style-type: none"> Funding streams are increasingly aligning with the priorities of the initiative 	●				
	<ul style="list-style-type: none"> Members of the Alexandria community speak of ECE with increased knowledge, urgency, and excitement 	●				

D. Annual Progress Report Mock-Up

ECEW Annual Progress Report 2016

Letter from the ECEW, commenting on the year that was and previewing the year that will be

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Key impact highlights

Success story / anecdote

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ECEW Annual Progress Report 2016

What has changed in our context?



Implications

What progress are we making against our ultimate outcomes for children?



Prenatal – 3	4 – 5	6 – 8
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Analysis

ECEW Annual Progress Report 2016

How have we progressed on making a system that is aligned, comprehensive, accessible, equitable, and high-quality?

Families	#	Examples, anecdotes, qualitative data, etc.
Providers	#	Examples, anecdotes, qualitative data, etc.
System Capacity	#	Examples, anecdotes, qualitative data, etc.

ECEW Annual Progress Report 2016

About this effort

- Vision and connection to CYMP
- Mission
- Guiding principles

Who is involved?

(Listing of or visual depiction of the ECEW, external stakeholders engaged, etc.)

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