

# THE COMMON AGENDA: EARLY CARE AND EDUCATION IN ALEXANDRIA

PREPARED FOR THE JOINT CITY COUNCIL AND SCHOOL BOARD MEETING

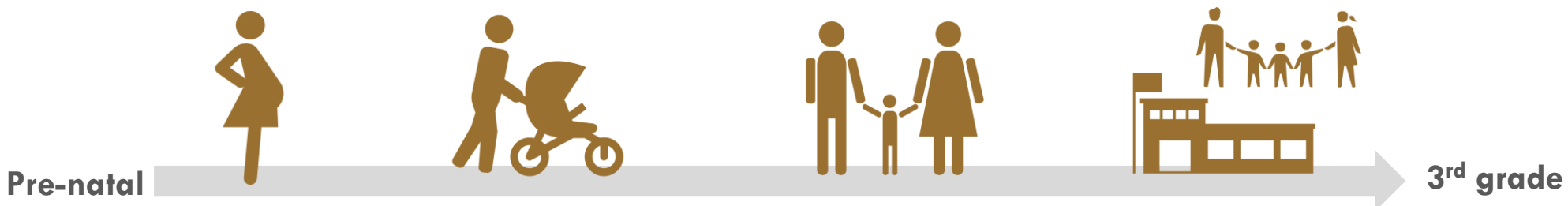
Wednesday, June 22, 2016



EARLY CARE AND EDUCATION WORK GROUP (ECEW)

# ESSENTIAL QUESTIONS

1. How is the ECEW's work aligned with city and school plans?
2. What projects have begun implementation since the June 2015 update?
3. What investments have been made to support achievements to-date?
4. What is needed to support and sustain this work going forward?
5. What new opportunities have emerged within the early care and education community?

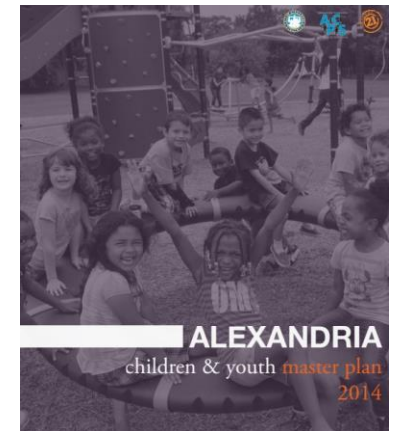


# ONE CITY, ONE PLAN: ALEXANDRIA'S OPPORTUNITY

## ALL OF ALEXANDRIA'S CHILDREN AND YOUTH SUCCEED TODAY AND TOMORROW

**Children & Youth Master Plan** approved by Alexandria City Council and School Board in June 2014

- Provides a blueprint for Alexandria as it seeks to allocate resources and improve outcomes for 0-21
- Aligns with **ACPS 2020 Strategic Plan**
- Organized around **Five Goals**



**MOU executed** between ACT for Alexandria, the City, and ACPS, charging the Early Care & Education Workgroup with Implementation of Goal 2.1:

- Supports the development and alignment of, and access to, an early care and education system that prepares young children to enter kindergarten



# ACHIEVING OUTCOMES REQUIRES ACTION ON SEVERAL FRONTS: THE COMMON AGENDA

BACKBONE | Enable coordination of projects and stakeholders



## System Alignment

Tackle challenges related to policy, sustainable funding, and other cross-cutting parts of the ECE system

### Glass Doors

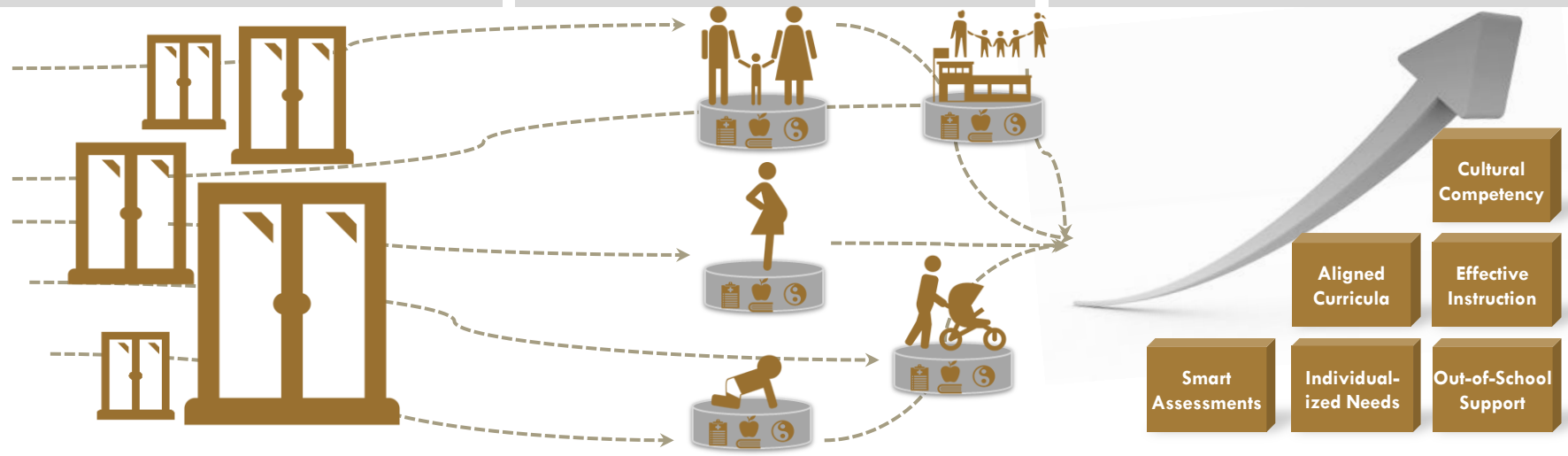
Ensure children and families **understand** what ECE programs and services exist and can access them easily

### Seamless Support

Enable connections among providers so that families receive coordinated and comprehensive support

### QuALLity

Ensure that **once children and families are in the ECE system**, all programs and services reflect the **highest quality**



## Data Stewardship

Surface and share data in order to shine a light on progress, trends, and gaps in the ECE system



## Community & Funder Mobilization

Grow resources for early care and education

# BACKBONE

## INITIAL STRUCTURE

### Dedicated individual to shepherd the work forward:

- An Interim Project Manager is in place while ultimate governance and backbone structure are determined.

### Strategic direction:

- ECEW is aligned with the Common Agenda.

### Effective, output-oriented meeting facilitation:

- Task forces with specific responsibilities are operational and focused on project implementation activities that tie back to the Common Agenda.

# GLASS DOORS

## IMPROVING COORDINATION TO ENHANCE ACCESS TO A VARIETY OF SERVICES

**Created Preschool brochure** available to families at participating programs, translated into four languages

**Developed universal eligibility process and screening tool for initial use** by programs accessing public funds to pay for services (underway)

- Informed by conversations with program leaders as well as intake/enrollment staff at participating early education programs
- Estimated timeline for pilot of new tool and process: Fall 2016



# QUALITY:

## THE QUALITY COLLABORATIVE

**Completed year one** of three-year pilot professional development (PD) project centered around research-based University of Virginia (UVA) CLASS model focused on improving the quality of teacher-child interactions

### Includes three levels of PD support:

- MyTeachingPartner (MTP) Coaching
  - 20 Lead Teachers in year one
- Making the Most of Classroom Interactions (MMCI) course
  - 38 Lead and 9 Assistant Teachers in year one
- Professional Learning Communities (PLC)
  - *To be implemented during 2016-2017 school year*



# SEAMLESS SUPPORT

## CONNECTING PRENATAL AND SERVICES FOR INFANTS AND TODDLERS

**Created Project Champion group** including leaders from health and early care and education sectors

**Launched a survey** of Alexandria-based providers and organizations serving families with children 0-3 to understand existing connections, needs and potential gaps or challenges faced by providers and families

- Approx. 60 responses to date
- Initial insights suggest needs around communication and access



**Follow-up meeting to occur with providers** to share survey results and identify priorities for addressing gaps and building on existing connections



# DATA STEWARDSHIP

## FOUR KEY AREAS

**Collective Impact Framework** requires a multifaceted approach to evaluation, as outlined in the Learning and Evaluation Framework

### Area 1:

Changes in community context (e.g., demographics, socio-economic conditions, magnitude of needs)

### Area 2:

Changes in how partners work together (e.g., shared vision, building off each other's work, open communication)

### Area 3:

Changes in how parents understand and are able to access services (e.g., better knowledge about resources, more connections among providers, stronger competencies)

### Area 4:

Improved outcomes for children (e.g., health, education, and social-emotional population level indicators for children)

- Data captured in Area 4 aligns with reporting related to progress on the Children and Youth Master Plan, and ACPS 2020
- Updates on progress towards outcomes to be shared by December 1 on an annual basis

# COMMUNITY & FUNDER MOBILIZATION

## CURRENT STRATEGIES

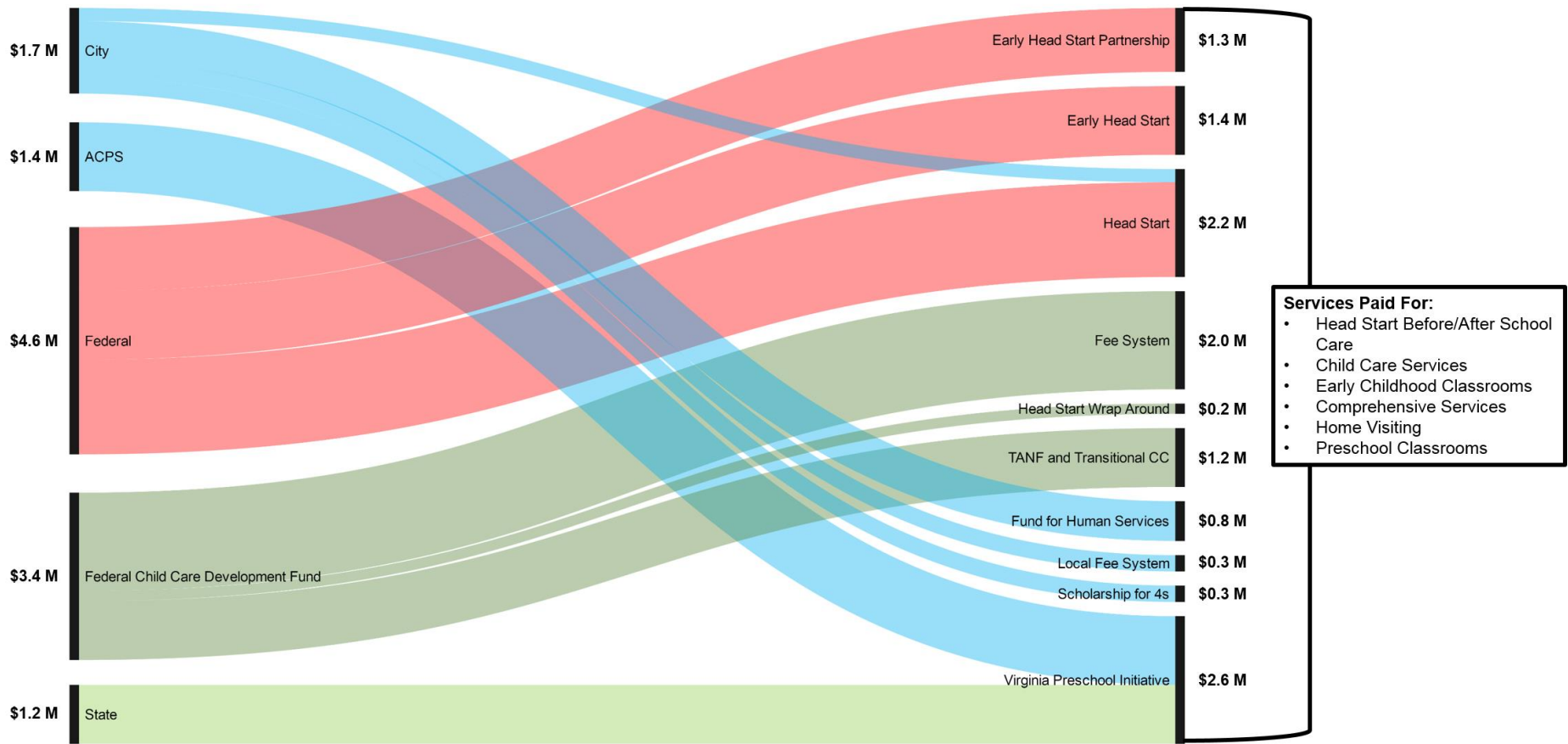
- **Provide public access to the Common Agenda** from multiple websites (e.g., City, ACPS, and ACT for Alexandria)



- Monthly updates to the **City Council & School Board Sub-Committee Workgroup**
- Regular updates to the **Children, Youth & Families Collaborative Commission** and plans to include written updates in the new Commission newsletter to be published quarterly
- Presentations about the Common Agenda to **organizations and interested community partners:**
  - ACPS Elementary School Principals
  - Youth Services Coordinating Council

# INVESTMENTS MADE TO SUPPORT SERVICE DELIVERY

FY 2016 Early Childhood Funding Sources and Expenditures



- Services Paid For:**
- Head Start Before/After School Care
  - Child Care Services
  - Early Childhood Classrooms
  - Comprehensive Services
  - Home Visiting
  - Preschool Classrooms

**TOTAL SPENDING: \$12.3 M**

# INVESTMENTS MADE TO SUPPORT SYSTEMS BUILDING

## Planning and development of the Common Agenda

- Risk & Reach Study and update **\$90,000**
- Strategic Planning **\$281,000**
- Universities' Research **\$190,000**

## Funding sources garnered to support implementing projects currently underway

- Matching funds for Quality Collaborative AFHS grant: **\$88,000** per year for 3 years
- Washington Area Women's Foundation Grant for Quality Collaborative: **\$25,000**
- Consultant support for Glass Doors: **\$28,000**
- ECE Backbone Project Manager: **3 year commitment**
- Pre-K Center facilitation and research: **\$70,000**

# WHAT IS NEEDED TO SUPPORT AND SUSTAIN THIS WORK?

Recognition that the work is about services **AND** systems – both require investments

## Services

- Ensure that Alexandria has the capacity to provide education and health related services to children, 0 to 5 (in greatest need)
- Ensure that Alexandria has the capacity to provide relevant family support services to parents

## Systems

- Providers are committed to making services more accessible and families understand how to access services.
- Providers, regardless of agency, are committed to shared outcomes and engage in continuous improvement and ongoing professional development activities.
- Data are being used to track progress and help improve how the system operates.

# WHAT NEW OPPORTUNITIES HAVE EMERGED SINCE PUBLISHING THE COMMON AGENDA?

**Providers across organizations** are working to pursue funding through the **Virginia Early Childhood Foundation** in partnership with **Fairfax County**

**Pilots** are underway with **George Mason University** using Community-Based Participatory Research (CBPR) approach

Alexandria is **participating with other early childhood leaders across the region** to respond to recommendations generated in the synthesis from the **National Academy of Science** to strengthen the **workforce** supporting early care and education, birth to 8

**Funding** to support a **Pre-K Center**

# NEW OPPORTUNITIES: PRE-K CENTER

- Opening: SY 2017-2018
- Location: TBD
- Number of Students: 360



## John Adams

4 Head Start  
\*6 ECSE  
(3 classrooms)  
1 ECSE - Autism  
3 VPI  
1 Campagna VPI

## Patrick Henry

3 Head Start  
6 VPI

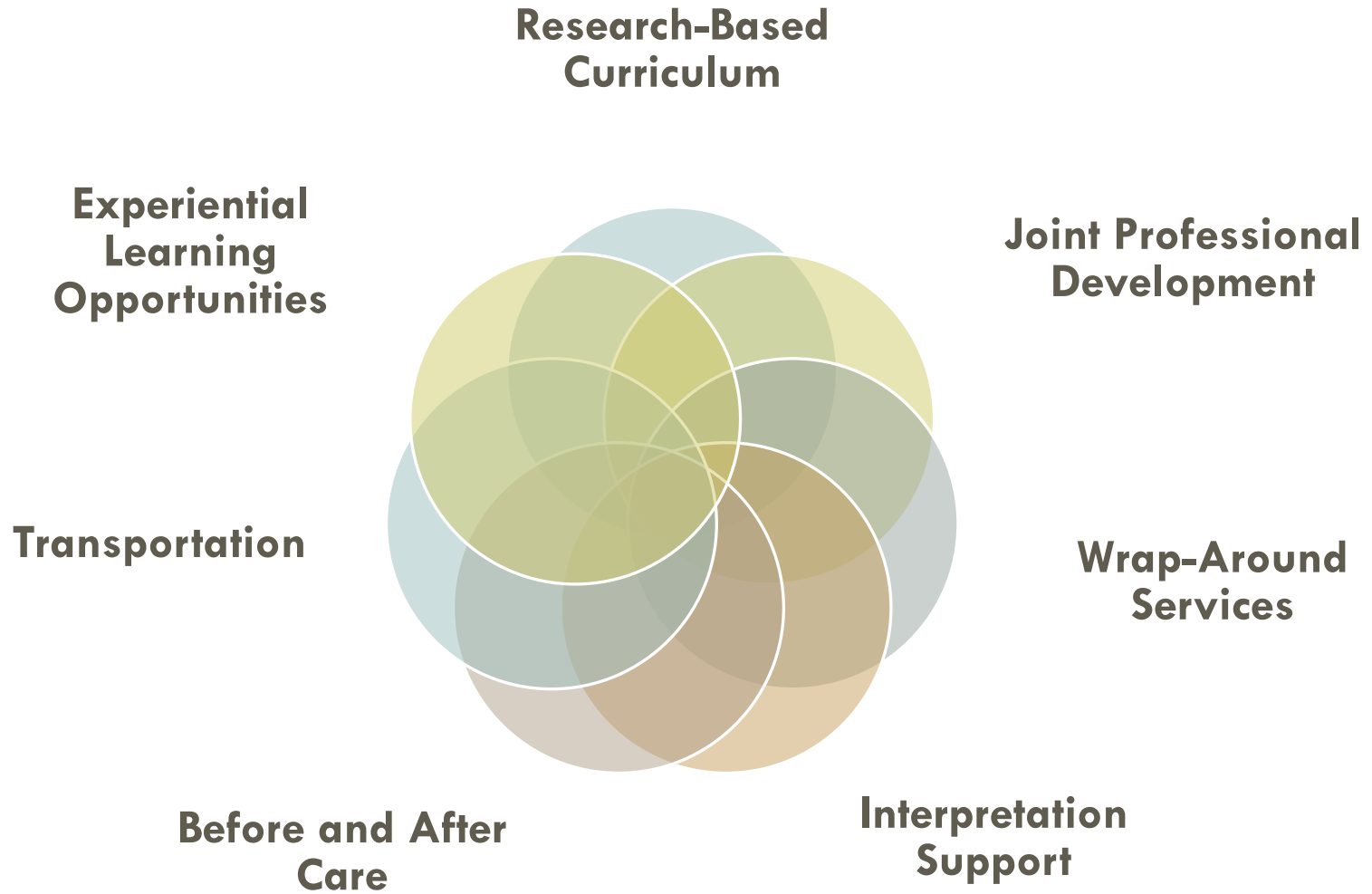
### Pre-K Center Programs

- Early Childhood Special Education (ECSE)  
(\* 2 ½ day classes sharing one classroom)
- Head Start (HS)
- Virginia Preschool Initiative (VPI)



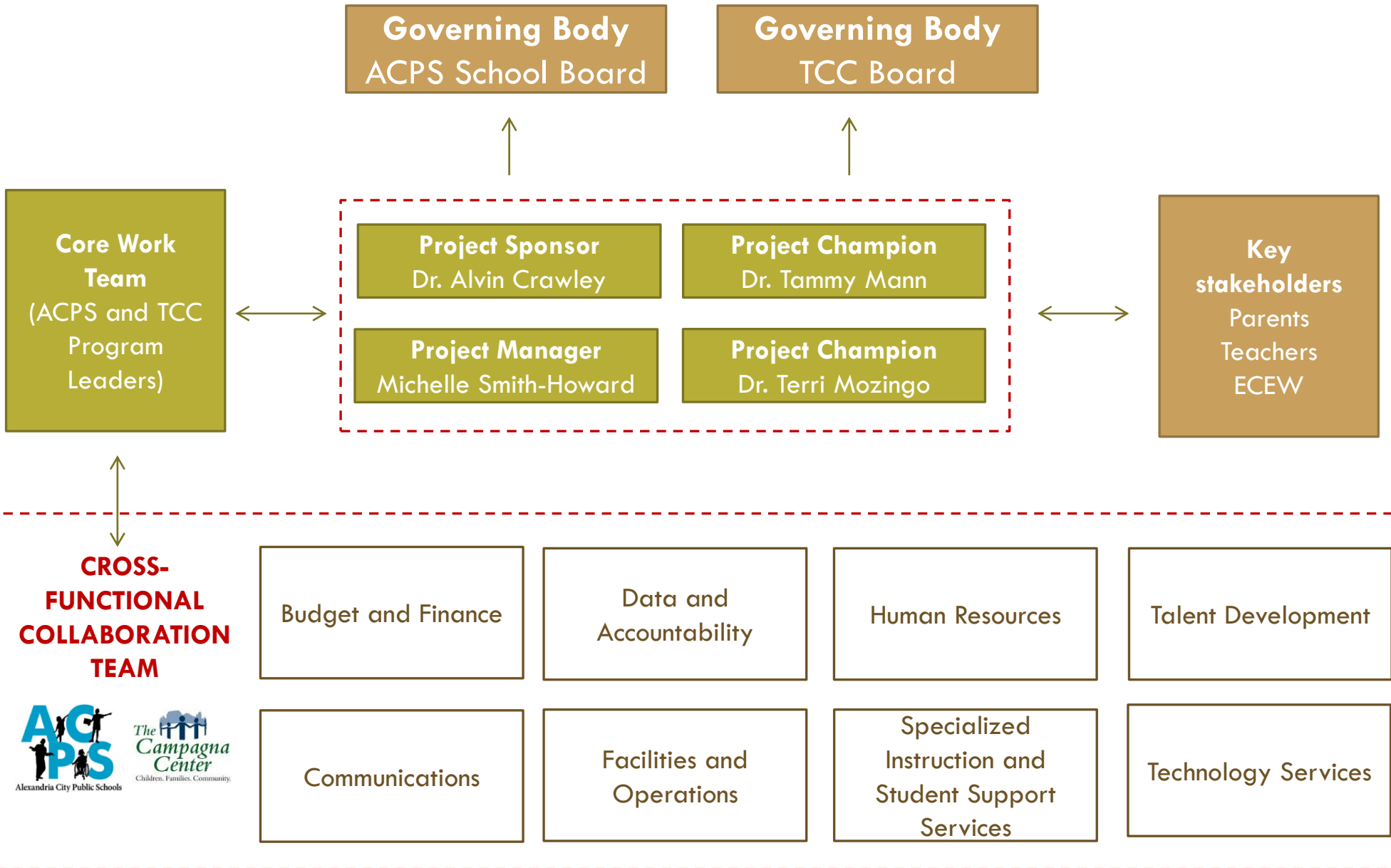
# PROGRAM FEATURES

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# PROJECT PLANNING NETWORK



# ACCOMPLISHMENTS TO DATE

City Council approved budget to fund new Pre-K



Engaged with Facilities to discuss education specifications



Established a regular meeting schedule through 2017



Convened ACPS and The Campagna Center leadership to begin planning process



Identified project network members



Began development of a detailed timeline



# INITIAL ALIGNMENT DECISIONS

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## Communication

- Develop communication plan to provide updates to all stakeholders

## Center Operations

- Create joint management strategy for seamless operations (i.e. length of school day, length of school year, and student enrollment)

## Transportation

- Devise strategies for projecting transportation needs/demand based on trends analysis

## Before- and After-School Care

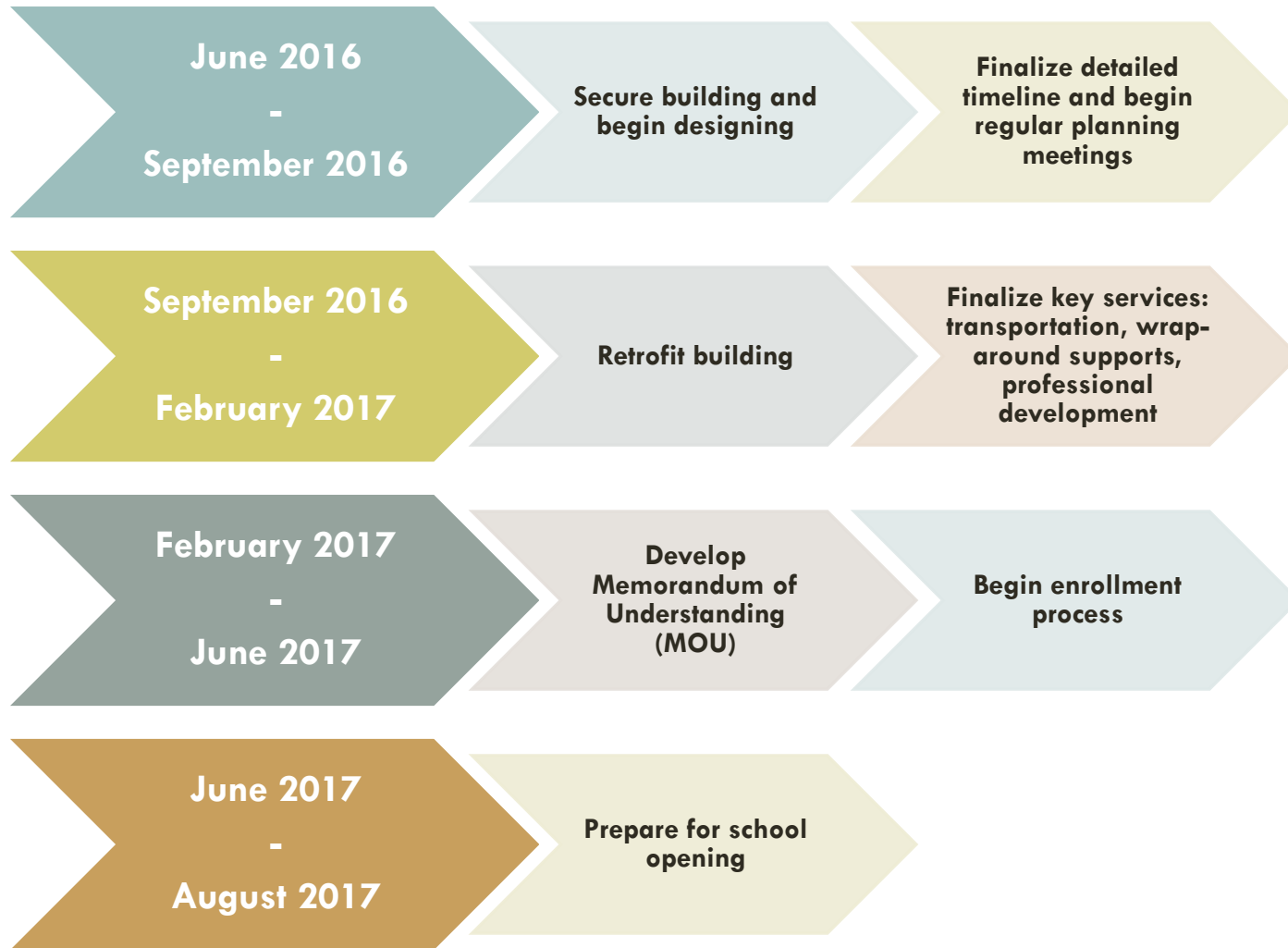
- Devise guidelines governing access to care, program design, and financing

## Professional Development

- Develop professional development integration and collaboration model



# FUTURE DELIVERABLES



# QUESTIONS AND COMMENTS

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WE THANK ALEXANDRIA CITY COUNCIL AND SCHOOL BOARD MEMBERS  
FOR THE OPPORTUNITY TO PRESENT TODAY.



**EARLY CARE AND EDUCATION WORK GROUP (ECEW)**