



**Northern Virginia Association
for the Education of Young Children**
Affiliate of NAEYC, VAECE, and SECA www.nvaeyc.org

**Pamela Blankenship, on behalf of Northern Virginia Association for the Education of Young Children
Testimony to the Alexandria City Council
March 14, 2016**

My name is Pam Blankenship and today I am speaking on behalf of the Board and members of the Northern Virginia Association for the Education of Young Children (NVAEYC). NVAEYC represents 836 early childhood teachers, family child care providers, parents and other professionals who care about and work to promote the healthy development of all young children. We have 147 members in Alexandria. I myself live in Alexandria and have been proud to work in early childhood education here in our city for more than 10 years.

The vision of the Northern Virginia Association for the Education of Young Children is to insure that every young child in Northern Virginia has access to excellent care and to excellent education. The mission of the Northern Virginia Association for the Education of Young Children is to provide excellent educational services, information, and resources to the citizens of Northern Virginia for the benefit of young children.

We are an affiliate of the National Association for the Education of Young Children (NAEYC), whose to promote high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. Since 1985, NAEYC's national accreditation system has set professional standards for early childhood education programs, allowing families to find high-quality programs for their children. NAEYC Accreditation has played an important role in the city of Alexandria for many years.

As City Council considers the FY17 city budget, NVAEYC urges investment in early education including:

- ✓ opportunities for four year olds in the Virginia Preschool Initiative
- ✓ opportunities for working families and their young children through the subsidy assistance program, and
- ✓ opportunities to strengthen the quality of care

As the City looks at a common agenda for early childhood opportunities, and comes together to address the challenge of funding to support operations and identifying appropriate settings as the need for services increases, there is an opportunity to explore *all* the possibilities and these efforts are essential for Alexandria to move closer to serving all the at-risk children in the community.

As these conversations progress, and local investments are prioritized, we ask you to remember that quality matters.

Quality is measured and documented through tools such as Virginia Quality and Accreditation. Research indicates that the practice of quality has many predictors: professional qualifications; participation in professional development; resources to pursue professional development; group size and ratio; curriculum; and mentoring and coaching. Getting to quality is also about teacher attitude, continuity of teachers, work environment, and services and assistance to families.



NORTHERN VIRGINIA ASSOCIATION for the Education of Young Children

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The City of Alexandria designed its VPI partnerships with quality in mind, looking to Virginia Quality (our state's quality rating and improvement system) and research-based, nationally recognized accreditation to determine the strongest partners to deliver services. These are important measuring tools and using them has made a difference in VPI and for school readiness for these soon-to-be kindergartners. More can be done – and must be done – to reach children and support their providers.

Early childhood professionals are the backbone of the quality of early care and education. Virginia must review the opportunities and barriers for professional development across early learning settings and identify the resources for educators to improve quality. The Commonwealth must also find ways to lower the currently required staff:child ratios to enable well-trained staff to build nurturing relationships with the young children in their care. In Alexandria, we must also connect these dots, looking at quality across our work and across the ages of children enrolled. This facilitates better outcomes for children.

We look forward to working with our members and city leaders in the weeks, months and years ahead to ensure that young children and their families have access to affordable, high-quality early care and education.



Mary Beth Testa, Policy Consultant, Voices for Virginia's Children
Testimony to the Alexandria City Council
March 14, 2016

My name is Mary Beth Testa and I represent Voices for Virginia's Children here in Northern Virginia this spring as local leaders make decisions about school readiness. Voices for Virginia's Children is a statewide, nonprofit, privately-funded child advocacy organization promoting smart policies and investments for children and families. As Voices works to connect the dots and urge federal and state leaders to prioritize action, we also support localities taking bold steps to invest in children.

The 2016 session of the General Assembly just concluded, setting the stage for more opportunities ahead for early care and education. This includes increases to the per pupil rate for the Virginia Preschool Initiative and an expansion of home visitation programs.

Alexandria's model of early learning is gaining attention, not just for crucial prekindergarten opportunities for four-year-olds but also the important work for children birth to age five, in child care and school-based settings. Investments are needed to achieve access to affordable, high-quality early care and education in Alexandria.

Voices for Virginia's Children urges the City Council to invest in early education including:

- ✓ opportunities for four year olds in the Virginia Preschool Initiative
- ✓ opportunities for working families and their young children through the subsidy assistance program, and
- ✓ opportunities to strengthen the quality of care

Growing numbers of children living in poverty in the Commonwealth – and Alexandria is not immune to this or its devastating effects on young children. In 2014, 16% of children in Alexandria were living in poverty and 60% of Alexandria public school students received free and reduced lunch. Children who grow up in poverty are more likely to experience toxic stress and trauma that has been linked to poorer academic and health outcomes than their more advantaged peers.

The state anticipates even more children will be in need of VPI in Alexandria in the year ahead and so the slot allocation is increasing. This is an opportunity – these are not just slots and numbers, but children in families that live here, who would benefit from access to early learning but will not get to enroll unless thoughtful solutions are identified to invest in match dollars and space to operate programs.

The City of Alexandria has maintained a commitment to VPI, despite tough budgets and changes in personnel and management. This includes a commitment to serving children in the private, community-based early childhood settings as well as school-based classrooms. The City needs to come together again to address the challenge of funding to support operations and identifying appropriate settings as the need for services increases. Let's take the opportunity to explore ways to incentivize participation

from a broad pool of early education providers who could help with growing access to VPI. These efforts are essential for Alexandria to move closer to serving all the at-risk children in the community.

We also ask for investment in the child care subsidy program to meet the needs of local families. We appreciate that in difficult times, the City supports local families through its own investment. You have two opportunities for this – one to assist VPI families with the full-day care that they need while they work. The other “fee system” is for families with infants through age 13 (in accordance with federal law) and it could serve up to 40 children locally. We appreciate the difference this makes for these families. We urge you to consider the 281 families on the local waiting list and direct investments to child care services for their children. Working parents need reliable child care and this is crucial to Alexandria’s economy and to the early learning opportunities of these children.

Finally, quality matters. The City of Alexandria designed its VPI partnerships with quality in mind, looking to Virginia Quality (our state’s quality rating and improvement system) and research-based, nationally recognized accreditation to determine the strongest partners to deliver services. This has made a difference in VPI and for school readiness for these soon-to-be kindergartners. More can be done – and must be done – to reach children and support their providers across all setting types and across all ages with professional development, mentors, and other services as well as investments to operate at higher levels of quality, to ensure that a high-quality early care learning opportunity is the norm for children birth to five.

Enclosed you will find a fact sheet on the projected availability of Virginia Preschool Initiative slots for Alexandria, and a policy brief that we used to educate the General Assembly’s Joint Subcommittee on VPI Reform and other state leaders about mixed delivery.

Thank you for your leadership for children and families. Please contact us if we can be of assistance during the budget process or in broader dialogue of early care and education opportunities in Alexandria.

For more information about Voices for Virginia’s Children, please visit www.vakids.org.

Alexandria Virginia Preschool Initiative (VPI) Enrollment and Projections

Each year Voices for Virginia's Children requests the projected Virginia Preschool Initiative (VPI) enrollment formula from the Virginia Department of Education. These projections are what is used to determine the "slot allocation" and the state funding for VPI in the Governor's budget.

Over the past few years, the General Assembly has been interested in the formula and took steps to modify various aspects of the formula to determine VPI projections. The most recent formula adjustment (which took place in FY13) changed how the number of 4 year-olds in a community was projected-- from a population estimate determined by the Virginia Employment Commission to an estimate based on actual kindergarten enrollment trends. The current VPI formula is calculated through the following steps:

1. Number of 4 year-olds in a community based on projected kindergarten enrollment
2. Multiply that number by the percent of children enrolled in public elementary school participating in free lunch (below 150% poverty) to get the number of "at-risk" children. (This data is taken from the several years' previous free lunch participation and only updated once a biennium. For example FY17 & 18 are based on the 14-15 school year.)
3. Subtract the number of 4 year-olds enrolled in Head Start from the number of "at-risk" children. (This figure is taken from the fall enrollment from a previous year.)
4. Funding is based on a per pupil rate of \$6,000 per year with a local match requirement up to 50% of the per pupil rate.

The chart below details how Alexandria's projected enrollment (slot allocation) dropped significantly when the formula shift to kindergarten enrollment went into effect in FY13, and how the projected enrollment is steadily increasing as the percentage of students participating in free lunch increases in the community:

	Est number of 4 year olds	% Free lunch (<150% poverty)	Number of "at-risk"	4 year-olds in Head Start	Eligible students (slot allocation)	VPI enrollment
FY12	2,337	40.7%	952	90	862	316
FY13*	1,394*	43%	601	227	374	336
FY14	1,427	43%	616	227	389	371
FY15	1,478	46.7%	690	167	523	414
FY16	1,480	46.7%	694	167	527	396
FY17	1,527	50%	764	171	593	
FY18	1,587	50%	794	171	623	

*changed to kindergarten enrollment instead of population estimate

In FY16, Alexandria pulled down \$1,188,000 of state funds for VPI and allocated the same amount of local funding for a state match. To serve all of the eligible students in Alexandria in FY17 the state share and local match is \$1,779,000. The General Assembly is also looking at VPI eligibility policy and Voices for Virginia's Children has been emphasizing the value of local discretion to meet the needs of families. If the proposed eligibility criteria currently being considered is passed by the legislature, Alexandria could allow for up to 15% of the enrollment to meet a risk criteria other than income, such as ELL status. This would make a difference for Alexandria families.

Preschool in Alexandria: A Committed Relationship Takes Work

“If we did not have this partnership with private providers, I don’t know how we would serve so many children in Alexandria.” Dr. Terri Monzingo, Chief Academic Officer, Alexandria City Public Schools

The City of Alexandria has maintained a commitment to the expansion of the Virginia Preschool Initiative (VPI), despite tough budgets and major changes in leadership and management. This includes a commitment to serving children in the private, community-based early childhood settings as well as school-based classrooms. **The story of private partnerships in Alexandria is all about relationships, and how those relationships develop trust and dedication.** Maintaining relationships takes work. Alexandria’s early childhood community focused early on to gain support from highest level local decision-makers who prioritized early learning, and then on putting systems and structures in place to keep those relationships in place.

We asked Alexandria leaders what it takes to form successful relationships and partnerships with community providers and for their advice for other communities across the Commonwealth. They shared details about the staff support, oversight and accountability, data, and that intangible quality—the relationships—which make their partnerships successful.

Key Features of Alexandria’s Mixed Delivery Model



Identify high-quality community-based providers with a track record of serving low income families.



Leverage community buy-in and support to build momentum.



Expand options for families in their communities with accessible community partners.



Establish a formal structure for partnerships by defining selection criteria and using the procurement process.



Track student progress through assessments.



Involve local leaders in the process to ensure their commitment.

Making the Commitment to Partnerships



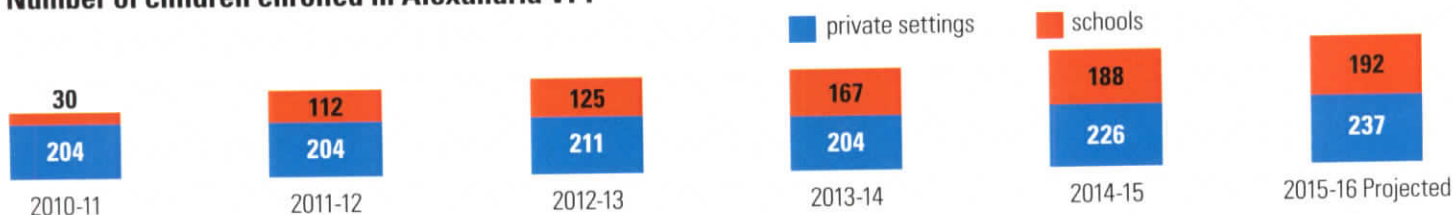
Preschool students at The Campagna Center. The Center provides early childhood educating using Early Head Start, Head Start, Virginia Preschool, subsidies and fee-based child care.

When VPI was first implemented across the Commonwealth, the City of Alexandria looked to private providers immediately to help implement and expand access to preschool. Alexandria City Public Schools (ACPS) was the initial grantee but transferred the responsibility to the Department of Community and Human Services (DCHS) after the school system decided to focus more of their efforts on kindergarten through 12th Grade. Given that there was only one school-based classroom at the time, the school system and DCHS reached out to NAEYC accredited early childhood programs, many of whom had an existing relationship with DCHS through the child care subsidy program for low-income working families. ACPS and DCHS turned to community providers and established a framework for private provider partnerships that continues today.

***"I received a call when VPI first became real. 'How'd you like to come talk about being a part of this?' Because we were already accredited, we didn't have to make major changes in order to participate and meet the standards."** Diane Smalley, Owner, Creative Play School*

Growth in Preschool Enrollment in Alexandria

Number of children enrolled in Alexandria VPI



Creative Play School, Child and Family Network Centers (CFNC), ALIVE! Child Development Center, and The Campagna Center were the first community-based programs to partner in the mid to late 1990's. All of these programs are NAEYC accredited and are rated through the Virginia Quality Rating and Improvement System (QRIS).

The private, community-based settings were the primary VPI providers until 2011 when new leadership at Alexandria Public Schools expressed a strong interest in establishing VPI classrooms within the schools. Since that time, management and oversight of VPI has shifted from the City's Department of Community and Human Services to the school system. The chart above shows that for the last several years, growth in enrollment has occurred primarily in school-based classrooms with a base of long-term community-based partners retained. We asked local leaders how they maintained these relationships despite the shifts in leadership and what Alexandria has put in place to sustain these partnerships.

***"I'm glad for more slots from the state. I can make the match. I don't have a place for them without quality child care providers."** Justin Wilson, Alexandria City Council Member*

Local Leaders Buy-in and Speak Up

Alexandria is known for its tight-knit and progressive community. In such communities it is easy to see how ideas travel to gain support and momentum. In Alexandria several local elected officials and community leaders have been well - known as advocates of early learning around the state and even nationally. In large part the community buy-in is due to the foundation built on the commitment and advocacy of residents and leaders—Rob Duggar, Rob Krupicka, and Lori Morris as well as organizations such as ACT of Alexandria and the former local Smart Beginnings coalition. The long history of commitment to improving early childhood education would not be possible without the groundwork laid by these local leaders.

Alexandria's Framework for Quality in Community Based Partners

- All of Alexandria's VPI programs are required to participate in VQRIS and many are also accredited through NAEYC.
- Some of the providers are also in Alexandria's Family Support Project, which is funded through the Alexandria Fund for Human Services. These funds contribute significantly to meeting the VPI match requirement and provide comprehensive services to families.
- Participation in the Family Support Project requires both a QRIS rating and accreditation.

Schools Take a Seat at the Head of the Table

With the shift in leadership to the school division came changes in management, oversight and style. During these shifts, Alexandria has maintained its commitment to private providers and private providers have stuck with it. These relationships are supported by a dynamic structure of management that brings a variety of insights to bear on the implementation of VPI including various oversight roles and venues for collaboration that help to facilitate this partnership.

This dynamic leadership structure includes:

- **City-wide Coordinator of Early Childhood Programs** (see job description below)
- **City and Schools Cross-agency coordination** - members of the School Board, City Council, school administration and city agency leadership meet monthly to review goals and challenges
- **VPI Steering Committee** - community-based providers, stakeholders and city and schools administrators meet to review implementation successes and challenges.

Alexandria City-wide Coordinator of Early Childhood Programs – job description

- Coordinate VPI in the schools and outside the schools
- Manage the grants and distribution of grants
- Participates in monthly information sharing sessions with partners
- Coordinate QRIS for Alexandria and neighboring Arlington, overseeing mentors that provide services



VPI students show off their garden at the Child and Family Network Centers' Wheeler Ave location. CFNC serves over 100 VPI students in Alexandria.

Management of VPI Involves Both Formal and Informal Channels

When leadership of VPI shifted to the schools in 2011, ACPS hired a staff person specifically dedicated to early childhood education. Her job is to manage the oversight of VPI in school-based classrooms and in community-based child care programs. In addition to the oversight of VPI, she is also the QRIS coordinator for the City of Alexandria and Arlington County. Alexandria is the only school system in Virginia to play a role in the oversight of QRIS. All of the Alexandria child care providers who participate in VPI are involved in classroom observation and on-site mentoring and coaching through the Virginia QRIS.

In addition to the QRIS, ACPS continues to work on developing effective and meaningful technical assistance to private providers. This is an on-going conversation between private providers, and city and school leaders that takes shape through regular meetings of key stakeholders. Some groups shape policy, others inform the conversation.

Each month, city and school leaders convene to discuss early childhood issues in Alexandria, including an standing agenda item for VPI. As elected officials, their detailed understanding and buy-in has been crucial. These leaders are the base of support for strengthening and expanding VPI. The regular convening also helps to bridge the different cultures of schools and human services and to build understanding of what needs to be done.

“It is important to move beyond compliance and move to collaboration. The art of negotiation is definitely at work. We must stay focused and begin with the end in mind.”

Dr. Terri Monzingo, Chief Academic Officer, Alexandria City Public Schools

There is a VPI Steering Committee which brings together ACPS, DCHS, and directors and staff of community-based providers as well. The convening has evolved to take a broader view, acknowledging that VPI does not happen in isolation and these educators and leaders have other common goals and operations including Virginia Quality, professional development, accreditation, and family support. Though not a policy decision-making body, the Steering Committee is valuable for keeping communication channels open and fostering teamwork.

Additionally, the community-led and Council-chartered Alexandria Children Youth and Families Collaborative Commission created a Children and Youth Master Plan, adopted by City Council and the School Board that includes a focus on access and quality as a part of the overall strategy to develop an early childhood system for the community.

A robust local philanthropic community has also taken action to continue the advancement of early childhood opportunities, with a keen interest in a systems approach to future success.

In addition to the informal venues for relationship-building and collaboration afforded by the regular partnership meetings, Alexandria formalizes the partnership arrangements with private providers through the ACPS procurement process. This level of formality and transparency helps providers have fair footing for participation and allows ACPS to have formal accountability processes in place. (More detail on procurement process below.)

Alexandria's Procurement Process

1. Private providers submit an application with their projected VPI enrollment – the number they have the capacity to serve.

Application requirements:

- approved curriculum
- NAEYC accreditation or VQRIS- rated
- Full day, full year
- a cash or in-kind match of \$3,000/per pupil

2. ACPS and the provider have a pre-application conference to discuss questions.

3. Applications are reviewed by a panel that includes budget experts, grant experts and early childhood experts ACPS Procurement process to ensure the program providers are qualified.

Private Providers are Committed to the Program and to the Kids

The four private providers connected to VPI have worked VPI kids and families into their programs and budgets and depend on the partnership. They have committed their staff to additional professional development opportunities and brought more rigorous data and assessment into their programs. In addition, they have made significant financial contributions to the overall program. They make these commitments because they have a mission and a desire to serve the most vulnerable children in their community, and they know they can do the work to prepare children for success in school.

The Campagna Center serves 32 children enrolled in VPI across several sites in the city. VPI is part of their mission to meet the needs of Alexandria's families, and partnerships with schools and other community organizations mean services can be delivered where families need them.



Circle time at one of the Child and Family Network Center's VPI classrooms.

"We hear parents say that they need options that make it possible to stay gainfully employed plus they need child care subsidy to pay for after care and a private provider is a better choice for the hours they need. The length of day drives choice and this is what is real for families."

Dr. Tammy Mann, President & CEO, The Campagna Center

The Campagna Center offers a variety of programs including Head Start and Early Head Start, school-age after school programs, subsidized child care, and after school supports for middle and high school students. The Center also works with families and adults in need of social service assistance and access to English language classes.

The Child and Family Network Centers (CFNC) has built its organizational mission on serving low-income preschool children and their families. CFNC served 175 children in VPI in ten classrooms in the most recent school year. In CFNC operations, it costs \$10,000 per child for a preschool student. In Alexandria, state funding covers \$3,000 of the cost per child but CFNC must secure the rest, including funds from the Alexandria Fund for Human Services, Child Care Assistance, foundation grants and fundraising dollars.

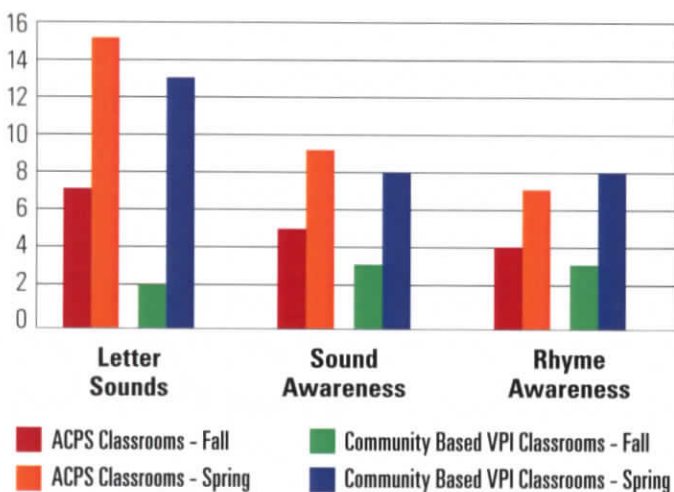
"We've made leaps and bounds for the children enrolled here. This is significant for the city – their developmental gains mean they are ready for school. But true costs are more than the \$3,000 per child we receive. That is a huge challenge to sustain." *Lisette Bishins, President & CEO, CFNC*

Funding for community-based private providers comes from different sources and different rules apply for each source, such as eligibility of families and uses of funds. Parents also struggle with navigating the eligibility requirements, reports CFNC, along with the challenges for families whose work status fluctuates so much. Local human services leaders would prefer to see an integrated approach to outreach and enrollment for both VPI and child care subsidy to make the best possible use of available funding.

"Braiding funding streams – there's complexity AND opportunity. Have we been doing things a certain way because that's where the money is? We are taking the opportunity to say, 'Let's look at what's actually the best thing.'" *Justin Wilson, Alexandria City Council Member*

Data Points- Getting Good Results

Improvement on PALS Pre-K Early Literacy Screening in Public vs. Community VPI Classrooms



Early literacy screening in VPI classrooms show that children in community-based classrooms are making strong improvements and ending their preschool year with the necessary literacy skills, similar to their peers in public school settings. The Phonological Awareness Literacy Screening (PALS) in preschool looks at sub-scales on sound awareness and rhyme awareness. These three sub-scales are closely linked to demonstrating literacy readiness on the kindergarten assessment.

ACPS understands the importance of being able to track academic achievement, and whether and where the child went to preschool. The kindergarten registration form attempts to capture this but the city is finding the format less than ideal in recent years. The reality is that because of depth of partnerships, braiding of funding, and creative service delivery to meet the needs of families, very often the parents aren't able to pinpoint exactly the name of the provider of preschool or the funding stream behind it.

Lessons Learned from Working on a Relationship

It's a maxim we've heard before—a good relationship is worth the effort. Alexandria has decided that ensuring access to high quality preschool for disadvantaged children is certainly worth the effort. These efforts give parents choice, meet individual family needs, and expand the physical capacity for preschool. These efforts are essential for Alexandria to come close to serving all of the at-risk children in the community. Through these efforts, local leaders have identified some areas they must continue to work to support private partnership.

Given the formal pathways to partnership and the time needed to bring new partners into the fold, **the community must be allowed sufficient time and information to plan for expansion and bringing new partners on board.** Recently state-level budget decisions have been finalized after local budgets and plans have been already been initiated or established. Alexandria's approach is very deliberate—considering how to best meet needs based on community characteristics and available resources. Local planning efforts could be aided by additional technical assistance from the Department of Education to facilitate partnerships and help localities plan when decisions impact plans for the following school year.

There really is no difference when it comes to teacher preparation and continuous quality improvement in a school-based classroom or with a community partner. That is especially the case in utilizing **Virginia QRIS mentors and raters as a key resource for teachers in either setting.** In addition, in the example of Alexandria, the school system can be a good partner in providing mentors to the community.

The collective impact concept is integral to many early childhood efforts. Alexandria has truly gone the extra effort to keep that focus and maintain the relationships necessary for a holistic approach to early education. One example is the community's focus on data and outcomes. Alexandria leaders would like to have access to more robust data systems with the ability to track student outcomes at later grades. Local leaders have suggested that a stronger link to local business community would boost their efforts around collective impact.

Local human services leaders would prefer to see an integrated approach to outreach and enrollment for both VPI and child care subsidy to target low-income families and make the best possible use of available funding.



At Voices for Virginia's Children we are fortunate to work with early childhood stakeholders and partners across the Commonwealth. We decided that it was important to hear more about how local leaders about how Virginia Preschool Initiative policies are implemented at the ground level and what lessons we could take from these experiences that would be relevant for other state and local policy makers. We are fortunate to receive funding from the Early Childhood Funders Collaborative of the Washington Area Women's Foundation specifically to support our work in Northern Virginia and maintaining relationships with key stakeholders in Alexandria, Arlington and Fairfax.

Voices thanks Kate Garvey and Carol Farrell of the Department of Community and Human Services, Dr. Terri Monzingo and Stacey Joyner of Alexandria City Public Schools, Diane Smalley of Creative Play School, Dr. Tammy Mann of The Campagna Center, Lisette Bishins and Jennifer Reynolds of Child and Family Network Centers and Justin Wilson from Alexandria City Council for sharing with us details about preschool partnerships in Alexandria. For more information or to connect with Voices please contact Emily Griffey, Sr. Policy Analyst, at Emily@vakids.org or Mary Beth Salomone Testa, Northern Virginia Consultant, at Marybeth@mbstsolutions.com.



Preschool in Fairfax: Start with the Children; Go Where They Are

“School readiness starts at infancy, not when they’re four years old. Our work with VPI partners in advancing quality is starting to become practice and culture of the whole center.”

Rhonda Houck, Fairfax County Office for Children

“Go to where the children are”: this is the basic foundation of the mixed-delivery preschool model in Fairfax. That means **creating partnerships with the early childhood professionals already serving a high proportion of the county’s children at-risk for school failure**. These children of low-income working parents need the full-day, year-round care offered by the community-based programs rather than schools. The Fairfax preschool story is about trying to reach a large number of at-risk four year-olds that could benefit from quality preschool experiences in as many ways as possible. That amounts to preschool classrooms in public schools and partnerships with private providers to reach more families.

To further explore that relationship with private providers, we talked to administrators, program directors, early childhood specialists, and providers to learn more about what is involved in putting these partnerships together.

These stakeholders identified the key components of Fairfax’s mixed-delivery system and offered us a glimpse of what it looks like in practice. They shared the data and details that it takes to make these partnerships a reality and to track their progress. They also helped point out their challenges and lessons learned from their experiences to help other communities.

Key Features of Fairfax’s Mixed Delivery Model



Support continuity of care, teacher-child relationships, and parent choice—go to where the children are.



Build relationships between public and private programs through learning communities and community teams.



Provide the quality of a VPI classroom and create a ripple-effect in the entire program site.



Bring comprehensive services to vulnerable children who access the child care subsidy program.



Use on-site mentoring and coaching to build the skills of early childhood educators.



Track student progress through assessments.

The One-Stop Shop

The Fairfax Office for Children (OFC) serves as a “one-stop shop” for school readiness activities in the county. This office is responsible for the oversight of most locally administered early childhood programs including Virginia Preschool Initiative (VPI), early childhood professional development, child care assistance, permitting small family child care programs, the federal child care food program, Early Head Start and Head Start, Infant Toddler Specialist Network, QRIS, the neighborhood school readiness teams and other opportunities. OFC was established over 40 years ago to work in partnership with families, educators, community organizations and other partners across Virginia. This approach allows for collaboration and alignment across multiple early childhood programs typically a challenge in communities where these services are fragmented across agencies or programs.

The Fairfax County Board of Supervisors has delegated the oversight of VPI to Office for Children. The OFC then partners with Fairfax County Public Schools (FCPS) to implement VPI. School-based classrooms serve the bulk of the children, over 1300, while 280 children participate in VPI through community based programs. The partnership with private providers began in the mid-1990s and has grown as funding has become available and this model of service delivery has proven to make a difference. Many of these community-based VPI programs participate in the Virginia Quality Rating and Improvement System (QRIS) and are accredited by the National Association for the Education of Young Children (NAEYC).

“Each of these opportunities has fostered strong personal and professional relationships with individuals at OFC and FCPS who share information, knowledge and skills, in support of children’s success in school and beyond.” Courtney Park-Jamborsky, Laurel Learning Center



All smiles in the VPI Classroom at Main Street Child Development Center. Pictured here with their two teachers, standing, and Center Director, Carol Lieske, seated. Main Street uses additional funds to keep student: teacher ratios low.

Meeting the Local Needs in Community-Based Programs

As the agency with oversight for the child care assistance program, a Department of Social Services initiative, the Office for Children can easily identify the community-based programs that children receiving assistance attend and have a good sense of the quality of those programs through their participation in the professional development and quality improvement activities offered by the county. Based on this background knowledge, and the structure provided through Virginia’s Quality Rating and Improvement System (QRIS), the OFC can identify programs that are good candidates to participate in VPI.

Once establishing those potential sites and connections, the OFC works with each private provider to bring VPI quality into their program. In some cases those arrangements involve an entire classroom of four year-old children enrolled in VPI, and in other cases it is a blended classroom with some of the children enrolled in VPI and others not enrolled in VPI. VPI funding “wraps around” child care subsidy funding so that working families can access a full day if they need it, with the added supports of VPI.

The Community-Based Providers

Families that need child care seek out providers before their children turn 4 years old. They choose to enroll their children based on many factors, including their relationship with program staff and the early care and education that their child will receive. Partnering with families by bringing VPI to the program they have chosen supports continuity and seamless service delivery. This model is successful because of the commitment community programs have to provide services in support of children's school readiness.

"Many of our currently enrolled VPI children have been enrolled at Laurel Learning Center since they were infants. Our longer operating hours and long relationships keep children enrolled and families engaged in their children's learning." Courtney Park-Jamborsky, Laurel Learning Center

Laurel Learning Center, a program of Cornerstones, participates on the Lake Anne Neighborhood School Readiness team. This neighborhood-based team connects the early childhood program to the bigger picture of county efforts for ready families, ready children, and ready schools.

About 70% of the children enrolled at Laurel Learning Center receive child care assistance. In Fairfax, a family earning below 250% of the federal poverty line is eligible for assistance (income eligibility varies by locality depending on the local cost of living). Therefore, many children already enrolled in this program will be eligible for VPI when they turn four.

In another part of the county, 75% of Main Street Child Development Center's families participate in the child care assistance program. Demand for quality care is high in this community but Main Street maintains a limit of 25% private-pay families to ensure that the most vulnerable children are not left out. Main Street anticipates serving 25 VPI students in the 2015-16 school year in mixed classrooms with private-pay families. (Main Street is also a "VPI-Plus" community-based provider intended for an additional classroom new this year.)

Children and families in both programs include those who often move from crisis to crisis, whether it's housing or job availability or health and mental health issues. These are circumstances that will impact their education and their success in school. Consistent interaction with high quality caregivers helps mitigate the impact of crises.

"We embrace the parents, engage the parents, so they come in and interact with the teachers. We're establishing trust." Carol Lieske, Main Street CDC

Preschool students from Laurel Learning Center take a walk around their Lake Anne Village neighborhood. Laurel Learning Center is tucked into an office building near Lake Anne Village that serves as home to several Fairfax County government agencies.

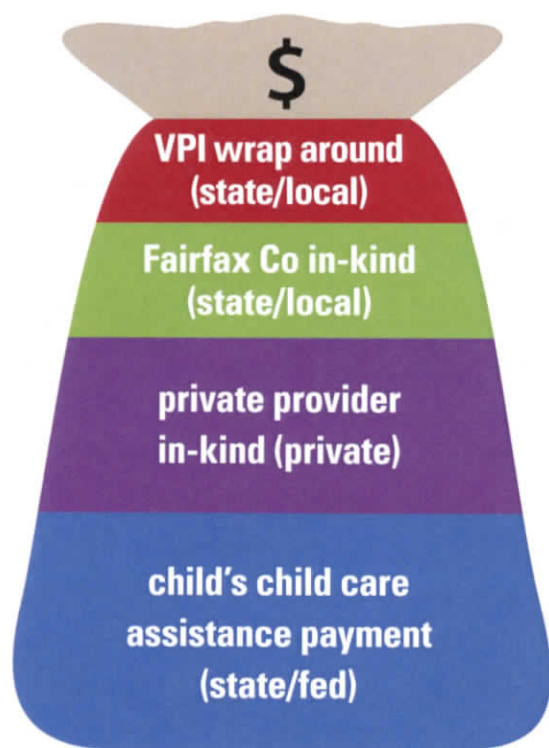


Connecting to the Child Care Assistance Program Works for Families

OFC administers the VPI program in coordination with the Department of Education and the Child Care Assistance Program in coordination with the Department of Social Services. This allows OFC to align policies across the two systems and facilitates communication. It also allows for community providers to blend and braid public and private funding streams to support the true cost of quality child care.

For example, the bulk of an at-risk child's enrollment in a community-based provider is paid for through the federal/state child care assistance funds. However, this funding is capped at \$9,620 in Fairfax County for a preschooler's 12-month enrollment in a licensed center-based program, equivalent to about 70% of the market-rate cost for a full-day, 12-month licensed center-based program. VPI funds pay for program quality support, comprehensive services and Early Childhood Specialists to work with VPI program staff and families. Additional funds come from local dollars to support administration and infrastructure for quality initiatives and private donations to support community-based programs. Funds are allocated carefully to ensure adherence to state requirements.

The OFC's Child Care Assistance Program staff determines eligibility for child assistance and authorizes child care arrangements with programs, as well as payment. Eligibility staff and Early Childhood Specialists work together to determine if families meet VPI eligibility requirements. The Specialists work closely with families and center staff to provide comprehensive services. Both the Early Childhood Specialists and eligibility staff are responsible for entering data regarding their activities.



**VPI services “wrap around”
maximum assistance payment to
fund true cost of quality (based on
the scale of how funds are used)**

Investing in a High Quality Experience

State and local VPI funds are used to support professional development, curriculum implementation and mentoring at community-based partners. Partners receive a per pupil allocation to invest in training, supplies, and elements of a quality learning environment, based on a prescribed list from the County. Partners also get in-kind support for the provision of comprehensive services and developmental screenings from the school division.

“The requirement to screen – for vision, hearing, and PALS Pre-K – is extremely valuable. So many of our families do not have routine access to a health care provider to get information about developmental milestones or to address health concerns. VPI serves a really valuable purpose in this regard, too.”

Carol Lieske, Main Street CDC

The delivery of high quality programming is supported by OFC Early Childhood Specialists who build relationships with VPI classroom teachers, the program director, the children and their families. They provide on-site professional development and technical assistance, and monitor compliance of VPI standards.

Early Childhood Specialists Connect to Research on Quality Improvement

Support from an Early Childhood Specialist improves the implementation of quality early childhood programming. State VPI funds are used to support the work of Early Childhood Specialists with community-based programs.

OFC hires qualified Early Childhood Specialists who provide on-site professional development and technical assistance. Specialists have expertise and experience in early childhood education, and graduate course work and/or certified Virginia teaching licenses. Each VPI program site has a Specialist who partners with staff and families to develop and implement program work plans for the education program, family engagement, and professional development.

Five Early Childhood Specialists support VPI programs in Fairfax County. They are in the VPI programs at least three times each month to monitor VPI program requirements and to meet with the VPI teacher and center director. Communication between visits is often conducted via e-mail and telephone calls. Their work is individualized to meet the needs of students and families in the context of their provider, the VPI teacher and the program director.

“The Early Childhood Specialists work with our staff to improve the classroom environment, implement our High Scope curriculum, model positive adult-child interactions. Even for me, they’re a support. They’re a set of fresh eyes.” Courtney Park-Jamborsky, Laurel Learning Center



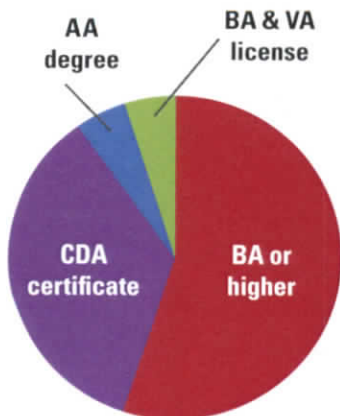
Choosing “jobs” in the Main Street Child Development Center VPI classroom.

Recruiting and Retaining Qualified VPI Teachers

Salaries tend to be the largest part of an community-based early childhood program’s budget, though low wages in early education are well documented across the country. Currently, VPI funding does not support teacher salaries unless the teacher has a Virginia teaching license. This state policy choice has created challenges for establishing partnerships with Fairfax private providers because if the teacher does not have a license, the share of VPI funds they receive is limited to paying for support comprehensive services, rather than salaries, the bulk of their expenses.

“Some of my teachers and assistant teachers have second jobs to manage the cost of living in this area. That leaves no time for their own educational advancement. If the state is going to require a teaching license, it has to invest to make K-12 teacher salaries possible for VPI teachers.” Carol Lieske, Main Street CDC

Lead Teachers in Fairfax Private VPI classrooms - professional background



VPI teachers regularly attend OFC’s Institute for Early Learning professional development opportunities. They also receive on-site coaching and support from the Early Childhood Specialists. Community-based providers feel confident that with the support of Specialists, and the comprehensive services built in to their program, they are providing a VPI experience that is on par with what children receive in a Fairfax County Public Schools classroom. They know if they meet the mark here by assessing the quality of the classroom environment and students’ performance.

Using Child Assessments to Improve Practice and Inform Families

The child screenings and assessments provided at community-based programs include developmental screenings, dental, vision, and hearing screenings, as well as PALS Pre-K. Each Early Childhood Specialist reviews data input by the partner programs, assessment and screening results, looking for trends. Results are reviewed with teachers and plans are developed that define next steps. Parents are included and supported in obtaining follow-ups as needed.

“PALS data is what we have in common across program sites. With the curriculum we use, we also have access to high-quality assessment tools that look beyond literacy and numeracy. These social-emotional developments are not just important at this age—but are crucial for their arrival at elementary school ready to engage.” Joyce Yang, Early Childhood Specialist, Office for Children

Results of the PALS Pre-K, administered to all children in Fairfax VPI classrooms in the fall and in the spring, are the same for those in community-based programs and in Fairfax County Public Schools.

Despite Success in Implementation, Challenges Remain

Fairfax's story of partnerships is certainly helped by the investments this locality has made in collaboration and leadership. The “one-stop shop” for early childhood program administration, diverse and deep professional development opportunities, and rates aligned to higher cost of living all help facilitate partnerships embracing private providers. The Office for Children serves as a hub for private providers to interact with the county and has helped to form strong relationships over many years. **The Office for Children is able to break down barriers between funding streams at the state level to provide overarching resources to support providers in their roles as early childhood educators, not tied to a program name or funding stream.** Without this one-stop shop or comprehensive approach to early childhood, other communities lean more on state facilitated resources for technical assistance or public-private connector organizations to achieve the same results.

Even with a mixed delivery system, Fairfax has not been able to draw down all of its VPI funding to serve all the children at-risk in the county. Local leaders cite the primary barriers as low per pupil rate compared to actual costs, required cash match, and space. Fairfax has been increasing VPI enrollment each year and is also participating in the VPI+ pilot/federal Preschool Development Grant including new classrooms partnering with private providers.

A challenge to identifying and affording private partners is the **state requirement that VPI lead teachers can only be paid with VPI funds if they have a Virginia teacher's license.** It would be easier for communities to identify successful partners if teacher competencies and skills were assessed as a criterion for allowable costs rather than licensure status. Teachers in these classrooms could be put on a track towards licensure that factors in their experience, educational background and on-the-job training.

Although Fairfax leaders take on a great deal of responsibility to track data and outcomes of their efforts, **the progress of children enrolled in VPI in community-based programs cannot be followed through elementary school because they do not have a student identifier to do so.** Local leaders are working collaboratively to address this and support integrated data collection related to child outcomes.



At Voices for Virginia's Children we are fortunate to work with early childhood stakeholders and partners across the Commonwealth. We decided that it was important to hear more about how local leaders about how Virginia Preschool Initiative policies are implemented at the ground level and what lessons we could take from these experiences that would be relevant for other state and local policy makers. We are fortunate to receive funding from the Early Childhood Funders Collaborative of the Washington Area Women's Foundation specifically to support our work in Northern Virginia and maintaining relationships with key stakeholders in Alexandria, Arlington and Fairfax.

Voices thanks Anne-Marie Twohie, Betsi Closter, Rhonda Houck and Joyce Yang of the Fairfax County Office for Children, Carol Lieske of Main Street Child Development Center, and Courtney Park-Jamborsky of Cornerstones for sharing with us the details about preschool partnerships in Fairfax. For more information or to connect with Voices please contact Emily Griffey, Sr. Policy Analyst, at Emily@vakids.org or Mary Beth Salomone Testa, Northern Virginia Consultant, at Marybeth@mbstsolutions.com.



light it up

Support Lighting Up the Potomac Yard Basketball Courts

Help make one of the newest and nicest outdoor sports facilities in the city even better! Thanks to the foresight that went into the DSUP, no further administrative or legal consideration is required to add outdoor lights for the Potomac Yard Basketball Courts. Additionally, some funding is already approved and listed in the Proposed FY 2017 - 2026 Capital Improvement Program, but not enough! We need your help to make this project a reality!

The cost to install the lights will be just over \$150,000, and the City has agreed to match community fundraising efforts up to \$75,000 to add the lights. That's where you come in!

How can you help?

Like our page on Facebook
at [facebook.com/
LightItUpPotomacYards](https://facebook.com/LightItUpPotomacYards)

Click through to our
donation page to give
anything you can!

Spread the word by
telling people and
sharing information
about the campaign!

Let's light these courts up! If you have questions or comments,
feel free to reach out to **Bruce.Falk@gmail.com**.

Thanks for spreading the word!

*Light it Up! The Potomac Yard Park Basketball Court Lighting Citizens Committee
(Austin Rodriguez, Bill Rivers, Bruce Falk, Chris Denby, and Mike Porterfield)*

pedestrian-safe streets to make moving in and around the City and region possible for Alexandrians of all ages.

The Complete Streets program has funded important transportation projects to move the City along the way to this goal. In addition, the scheduled update to the bike and pedestrian master plan coming to the Council later this spring includes many recommendations envisioning Complete Streets actions and studies to make streets safer for all people who walk and bike. These recommendations include many pedestrian safety recommendations of vital importance to older residents.

We are appreciative that the City Manager has included funding in the Capital Improvement Program to continue funding Complete Streets, but we are concerned that the amount proposed is inadequate to meet existing needs. In FY2016, Complete Streets has been able to spend almost \$1.5 million on projects according to a February 17 memo from the Complete Streets Coordinator to the Transportation Commission. In FY17, the Manager has proposed just \$557,000 for Complete Streets after subtracting \$230,000 for staff salaries and benefits from the total amount recommended. The Commission on Aging is concerned that this amount will require the City to forego necessary safety and accessibility improvements.

Therefore, the Commission on Aging requests to the Council that a budget memorandum on the Complete Streets program that addresses the level of funding necessary to keep up with road resurfacing schedule for FY17, respond to citizen requests for street and sidewalk improvement, and to begin moving forward on the bike and pedestrian master plan safety improvements. With this information, we hope that Council will be able to come up with a way forward for FY17 and in the 10 year Capital Improvement Program that continues the critical and sometimes lifesaving work done by the Complete Streets program.

FY 2017 Commission on Aging Budget Positions, March 14, 2016
Presented by Bob Eiffert, Carol Downs and Alan Dinsmore

Charles Houston Senior Center: One of the proposals in the City Manager's budget is to end the congregate meals program at the Charles Houston Senior Center and consolidate the senior congregate meals programs at the Saint Martin de Porres Senior Center in the West End. The Commission on Aging opposes this proposal. We know that City staff is discussing the continuation of some of the programs at Charles Houston, but we urge you to fully restore funding for the programs and the current staff at Charles Houston. The City Manager's proposed budget reduces the total \$180,000 senior center budget by \$100,000. We urge you to restore the \$100,000 cut to continue the current ARHA staff and programming for \$180,000 at Charles Houston.

As I'm sure you know, the Charles Houston "Krunch Bunch" has been in existence for 43 years in the City. It is a historically African American community program that dates back to the first Older Americans Act programs established in the City. In a neighborhood that is rapidly gentrifying, the Charles Houston Senior Center stands out as an important symbol of the rich heritage of the Parker Gray community. I believe you will hear personal stories from some of the program participants that will highlight its importance. The cut in City General Funds that support the program sends the wrong message to the community that has been there for so long. We urge you to fully restore the \$180,000 funding for current staff and programming at the Charles Houston Senior Center.

Dental Program: The Commission is concerned about the \$57,914 cut in funds for the Dental Services Program. This cut will eliminate **all** City financial support for individual clients who need dental services. The City will only continue to support the Northern Virginia Dental Clinic in Fairfax by providing funds to the clinic to provide 1,300 appointments for very low income City residents, but clients will have to fully fund their own care, which many can not do. In addition, funds to cover an additional 375 new appointments are also eliminated. That will increase the wait time for services, which is already over five months. Oral health is critical to the overall health of older adults. Poor oral health contributes to and exacerbates chronic health conditions such as heart disease. We believe that the \$57,914 should be restored so that very low income Alexandria adults can receive the care they need but cannot afford.

Complete Streets Program: In the few years since the Complete Streets program was created, the Commission on Aging has been pleased to see parts of our road network made safer and more accessible for those who use them, especially older residents. Many challenges and opportunities remain when we examine pedestrian safety, access to schools, parks and transit, and connectivity within and between neighborhoods. The 2013-2017 Strategic Plan on Aging clearly outlines a goal of providing a variety of mobility options, including



Thank You



Capital Improvement Program

- Key Projects
 - Interim Fitzgerald Square (\$975,000)
 - Eisenhower West Planning (\$575,000)
 - Community Broadband (\$400,000 in FY 2017)
 - Chinquapin Pool 50 Meter Addition (\$22.4 M)
 - Traffic Signal System Upgrade (\$3.2 M in FY 2017)
 - Potomac Yard Metro Station (\$270 M)



Capital Improvement Program

- \$1.6 Billion 10-Year Plan
- State of Good Repair
 - Health Department Repair (\$6.4 M in FY 2017)
 - Cameron Mills Fire Station Replacement (\$6.9 M)
 - Street Repaving (\$5.3 M in FY 2017)
 - DASH Bus Replacement (\$3.9 M in FY 2017)
 - Warwick Pool Rebuild (\$2.2 M)
 - Open Space Acquisition Restart (\$1.3 M in FY 2017)
 - African American Heritage Park Repair (\$240,000)



Employee Compensation

- Merit Increases (\$5.1 M)
- VRS 1% (\$1.4 M)
- Living Wage (\$270,000) to \$13.13/hour
- Health Insurance 80%/20% Cost Sharing
- Fire Fighter Pay Scale = +2.5%
- Fire Officer One-Grade Increase = +5%
- Reviewing Medic Pay Related to Dual Role
- -26 FTEs +23 FTEs = -3 FTEs

ACPS Capital

- \$35.9 M in FY 2017 Funding Proposed
- \$3.9 M Increase in FY 2017 Compared to Last Year's Plan
- \$265.7 M Funded Over 10 Years vs. \$291.2 M Requested
- Budget Memo #3: \$8.3 M New Pre-K Facility
 - Planning & Engagement Initiated
- Staff Developing Fiscal Impact of ACPS 10-Year CIP and Related Projected Future Enrollment Increases



ACPS Operating



- \$206.6 M General Fund Operating Support
- Funding Proposed = 99.6% of Budget Request
- \$7.75 M Increase =
 - \$4.75 M Transfer for Base Budget
 - \$3.00 M School Enrollment Capacity Contingent
- \$2.2 M Debt Service Increase

Taxes & Fees

- 1 Cent Real Estate Tax Rate Increase
 - \$3.8 M in FY 2017
 - Average Tax Bill Increase = \$14/Month
- Additional 1 Cent Options List Provided
- Sanitary Sewer Fee
 - 15 Cents; \$1.25 to \$1.40 per 1,000 Gallons
 - Typical Cost = 68 Cents/Month
- Residential Refuse Collection Fee
 - \$16/Year; \$337 to \$353
 - Value of Recyclables Declined
- No DASH or Metro Fare Increases



FY 2017 Overview

- \$671.6 M General Fund Budget
 - \$22 M Increase (+3.46%)
 - +\$9.9 M in ACPS Operating & Capital
 - -\$8.3 M in City Expenditure Reductions
 - +\$2.7 M in City Service Additions
- \$833.1 M All Funds Budget
 - 1% Increase





FY 2017 Proposed Budget Public Hearing

Monday, March 14, 2016



CHARLES Jeffries, Jr	(bailiff / me)	yes
Shelia Teasley	Shelia Teasley	yes
Bettye Teasley	Bettye Teasley	yes
Gilbert Teasley	Gilbert Teasley	yes
Rosa Crawford	R Crawford	yes
Eutha S Ralph	Eutha S Ralph	yes
Diane McGlothlen	D McGloth	yes

Joseph Jackson		✓
Josyl E. Jackson		✓
KO Steward	KO Steward	yes
CLARA Voss	Clara Voss	yes
Frances Pearson	Frances Pearson	yes
GARY CARR	Nary Carr	yes
Julian Baker	Julia v R7	yes
Trina Baker	Trina Baker	yes
Brenda Isaac	Brenda Isaac	yes
Ruby Byrd	" "	yes
Joe Talley	" "	yes
SHARON Veeney	Sharon Veeney	yes
RAMONA Norton	Ramona Norton	yes
Adrian Norton	Adrian Norton	yes
Carol Gibson	C. Gibson	yes
Thomas Voss	Tom V	yes
Bessie Petteway	Bessie Petteway	yes
Avey Lawrence	Avey Lawrence	yes
Mrs. CLARA Toland	Mrs. Clara Toland	yes
Ashley Lucas	Ashley Lucas	yes
Joseph Petteway	Joseph Petteway	yes

Senior Center at Charles Houston Participants

Printed Name	Signature	Registered Voter
Mrs Laura Bailey	Mrs. Laura Bailey	yes
CARRIE DAVIS	Carrie Davis	yes
Pauline Terrell Pauline Terrell	Pauline Terrell	yes
Renee Bagley	Renee Bagley	yes
Stephanie Johnson	Steph Johnson	yes
Travanti Smoke	Travanti Smoke	yes
Dana Wallace	Dana Wallace	yes
Ruthie Jefferson	Ruthie Jefferson	yes
Cynthia Young	Cynthia Young	yes
Joseph Sawyer	Joseph Sawyer	YES
Mrs. Bullock		yes
Ernestine my		yes
Melba Carr		yes
Michelle Carr	Michelle Carr	yes
Regina Berry	Regina Berry	yes
DONALD MCGGILSON	Donald R. McGgison	yes
Tonia Peterson	Tonia Peterson	yes
Tonja Peterson	Tonia Peterson	yes
Grace Wade	Grace Wade	yes
Anthony Sikes	Anthony Sikes	yes

Senior Center at Charles Houston Participants

Printed Name	Signature	Registered Voter
Julia	Julia	
MARY Holmes	Mary Holmes	✓
Ollie V Dunston	Ollie V Dunston	✓
Louise Felton	Louise Felton	✓
Georgia D. Brown	Ge Brown	✓
Babbar C Norton	Babbar C Norton	✓
Alice E Thompson	Alice E Thompson	✓
Rev. Dr. Daniel L. Brown	Rev. Dr. Daniel L. Brown	✓
Naomi Sweetenberg	Naomi Sweetenberg	✓
Grace Tao	Grace Tao	
Georgia R McCall	Georgia R. McCall	✓
Doris L Johnson	Doris L. Johnson	✓
Bernardine Price	Bernardine Price	✓
DOROTHY CARRINGTON	Dorothy Carrington	✓
Velma Allen	Velma Allen	✓
GERARDINE Wilson	Geraldine Wilson	✓
MARY N. ADDISON	Mary N Addison	✓
Pearl Turner	Pearl Turner	✓
VIVIAN H. Tyler	V. Tyler	✓
Revonda FLENOUR	Revonda Flenour	✓
Kyong Littman	Kyong Littman	✓

Senior Center at Charles Houston Participants

Printed Name	Signature	Registered Voter
Lillian Harris	Lillian Harris	✓
TRACY Burns	Tracy Burns	✓
Betty Overton	Betty Overton	✓
GERTRUDE MURRAY	Gertrude Murray	✓
CARRIE DAVIS	Carrie Davis	✓
Justina Cacoppo	Justina Cacoppo	✓
LILLIAN HARRIS	Lillian A. Harris	✓
PATRICIA MILLS	Patricia A. Mills	✓
Zenobia Jackson	Zenobia Jackson	✓
Elizabeth Jackson	Elizabeth Jackson	✓
Andrey Hill	Andrey Hill	
Shirley Monroe-Cruse	Shirley Monroe-Cruse	✓
Alice Phillips	Alice Phillips	
Barbara Moore	Barbara Moore	✓
Theresa McGhee	Theresa McGhee	✓
Catherine Ward	Catherine Ward	✓
Veronica Pace	Veronica Pace	✓
Edna Gregg	Edna L. Gregg	✓
Rosa Byrd	Rosa Byrd	✓

Senior Center at Charles Houston

[illegible]

Senior Center at Charles Houston

Printed Name	Signature	Registered Voter
Harryette Anderson	Harryette E. Anderson	YES!
John E. Fennell	John E. Fennell	✓
JAMES MOULTRIE	James Moultrie	✓
Gregory Corum	Gregory Corum	YES
Robert A. Wright	Robert A. Wright Sr.	YES
Willie J Tyler	Willie J Tyler	YES
Claudia Henley	Claudia Healey	yes
Doris Thorne	Doris Thorne	yes
Diana Murphy	Diana Murphy	yes
Mary Hemphill	Mary Hemphill	yes
Kathy McKinnis	Kathy McKinnis	yes
La'Mario Paulson	La'Mario Paulson	yes
George Hardy	George Hardy	yes
CHARLES ELLIS	Charles Ellis	yes
Ossie & Sue Davis	Ossie & Sue Davis	YES
Rosell M. Henry	Rosell M. Henry	yes
HELEN HENRY	Helen Henry	✓
JOXIE PATTERSON	Joanne Patterson	
BERTHA WOODSON	Bertha Woodson	✓
DOROTHY CHAW	Dorothy Chaw	

Senior Center at Charles Houston Participants

Printed Name	Signature	Registered Voter
Caroleather Brown	Caroleather Brown	Yes
VALLARIE L MARTIN	Vallarie L Martin	yes
Thomas L. Martin	Thomas L. Martin	Yes
Willie G. Goss	Willie Goss	yes
Mary L. Brown	Mary L Brown	yes
Betty Price	Betty Price	Yes
Idisha Washington	Idisha Washington	Yes
Renee Caldwell Brown	Renee Caldwell Brown	yes
Annie Jefferson	Annie Jefferson	yes
Jonathan Brown	Jonathan Brown	yes
Carlotta Boone	Carlotta Boone	Yes
Frances Ransom	Frances Ransom	yes
Chester D. Ransom	Chester D. Ransom	yes
Mary E Jones	Mary E Jones	yes
Howard Turner	H. Turner Jr.	yes
Cardell Turner	Cardell Turner	yes
Sara Poindexter	Sara Poindexter	yes
Begonia Brooks	Begonia D. Brooks	yes
Dennis Brooks	Albert D. Brooks	yes
Eliot L. Gmfont	Eliot L. Gmfont	yes

By our signatures attached, we urge you to consider not cutting funding for the Charles Houston Senior Center. We support the continuation of the Charles Houston Senior Center with the present level of staffing and program support as it is on this date March 14, 2016.

Attachments:

7pages (signatures of support)