

Smart Beginnings Greater Prince William

Strategic Plan

2016 - 2020



Vision Statement:

All children in Greater Prince William enter kindergarten healthy and with the readiness skills necessary to succeed in school and in life.

Mission Statement:

To engage and partner with the Greater Prince William community to ensure access for all young children birth to five to appropriate and on-going health services and high quality early learning experiences that support kindergarten readiness.



Priority I: Increase the number of children who have adequate pre-literacy skills by the time they enter Kindergarten.

VECF Focus Area: High Quality Early Learning

VECF Objective 8: *Increase availability and access to quality early learning for children birth to age five*

VECF Focus Area: Data-Driven Decision-Making

VECF Objective 4: *Improve community will and capacity to use data to guide collaborative decision-making; to set ambitious and attainable community targets, and to measure, track, and report results*

Measure:

- The percentage of children that do not indicate proficient as measured by the fall PALS-K. *The PALS-K is an assessment of young children's knowledge of important literacy fundamentals that are predictive of future reading success. This assessment is given to all children entering public Kindergarten.*



Baseline:

- In 2014, 15.8% of children in Greater Prince William did not indicate proficient on the Fall PALS-K test. Below proficiency rates ranged from 14.5% to 29.5%, all of which, lag behind the average Virginia rate of 12.7%.

Target:

- PALS-K proficiency scores in Greater Prince William exceed the state proficiency rate by 2020.

Strategies:

- Support early reading programs in the region;
 - Continue to provide the Books 4 Babies program
 - Support local coalitions and community groups that operate reading programs
 - Help promote programs to parents
 - Advocate for additional funding for programs
- Develop media messages about the importance of reading to children and other early literacy activities
- Support the use of the PALS-PreK screening assessment in preschool
- Advocate for additional funding for Virginia Preschool Initiative (VPI)
- Support Pre-K to Kindergarten transition programs
- Track and highlight improvements in PALS-K scores.
- Promote the use of developmental screenings for young children by training providers to use screens and by raising awareness about the importance of early screening.

Priority II: Increase the number of families who have access to high quality childcare and child development programs.

VECF Focus Area: High Quality Early Learning

VECF Objective 8: *Increase availability and access to quality early learning for children birth to age five*

VECF Objective 10: *Establish pathways for smooth transition of children from home to child care to preschool to elementary school.*

VECF Focus Area: Data-Driven Decision-Making

VECF Objective 4: *Improve community will and capacity to use data to guide collaborative decision-making; to set ambitious and attainable community targets, and to measure, track, and report results*

Measures:

- *The percentage of utilization of full-time Virginia Preschool Initiative (VPI) slots. The legislative has established high-quality preschool for at-risk four-year-olds. State funds are available to serve 100% of children not served by Head Start, provided there is a local match. Allocated slot criteria includes children that are; 1) at or below 200% of poverty, 2) homeless, 3) parents or guardians are school dropouts, and 4) students with special needs or disabilities whose family income is less than 350% of federal poverty guidelines.*
- *The number of childcare programs that participate in Virginia Quality, (Virginia's voluntary Quality Rating and Improvement System). The quality of childcare has been shown to be a strong factor in preparing children for success in school. Childcare programs that participate in Virginia Quality recognize the importance of quality care and are making an effort to improve their program.*
- *The number of childcare programs that reach levels 3, 4, or 5 in the Virginia Quality system. Childcare programs that reach levels 3,4, or 5 are recognized as leaders in quality.*

Baseline:

- In September 2015, there were 427 (22%) utilized Virginia Preschool Initiative (VPI) slots in Greater Prince William. Utilization rates within Greater Prince William ranged from 11.25% to 90%. The state utilization rate of allocated slots is 69.5%.
- In 2015 there were 20 childcare programs participating in Virginia Quality in the Greater Prince William area.
- Virginia Quality is expected to begin a 5 level-quality assessment program in 2016. SBGPW will collect annual data on the number of centers at each level of the program.

Target:

- Increase utilization of VPI slots in Greater Prince William to exceed state utilization rate by 2020.
- Increase by 200%, the number of programs participating in Virginia Quality by 2020.
- 60% of programs participating in Virginia Quality will achieve levels of 3 or higher by 2020.

Strategies:

- Support and advocate for additional funding for Virginia Preschool Initiative (VPI)
 - Communicate grant and additional funding opportunities
 - Assist with coordination of resources and grant applications
 - Advocate for additional funding
 - Support Public-Private partnerships
- Support the Virginia Quality Program
 - Assist with grant applications to VA DSS, local DSS, and other funders
 - Support professional development opportunities and career pathways (advancement in career)
 - Support programs with a range of resources and support for continuous quality improvement
 - Collect, analyze, and disseminate program quality and child outcome data

- Distribute / provide information to help families understand and make informed decisions about quality child development programs
- Communicate best practices for high quality early learning
- Support early childhood professionals to advance in their career
- Support local collaborations that increase licensed childcare and seek funding to support the start-up of new programs
- Track and highlight quality improvements of programs

Priority III: Improve access to programs that benefit the health and well-being of young children.

VECF Focus Area: Data-Driven Decision-Making

- **VECF Objective 4: *Improve community will and capacity to use data to guide collaborative decision-making; to set ambitious and attainable community targets, and to measure, track, and report results***

Focus Area: Healthy Births and Healthy Development

- **Objective 6: *Improve availability of and access to evidence-based or evidence informed programs and practices to support healthy pregnancy, birth, and child development***

Measures:

- The number of reported screenings for children ages 0-3 using Ages & Stages Developmental Screening instruments. *Developmental screenings are important tool that can lead to early identification of delays and connect families to intervention and support services. The ASQ-3 screens children for developmental delays. The ASQ:SE focuses exclusively on social emotional development.*
- The percentage of infants and toddlers birth to 3 years with Individualized Family Service Plans (IFSPs) within the local population. *Developmental delays can have a critical effect on a child's ability to succeed in school. Outcomes can be improved, through early intervention. The state mental health system keeps track of the number of children receiving early intervention services through the local community services board (CSB) and sets a target percentage of service to children under age three. The number of health-related initiatives in which Smart Beginnings Greater Prince William participates*

Baseline:

- In 2015 (6.30.15), 109 children screened using both the ASQ-3 and the ASQ:SE instruments.

- In 2015 (6.30.15), 2.24% of infants and toddlers birth to 3 years had Individualized Family Service Plans (IFSPs). The state's 2015 target rate is 2.76%
- In 2015, SBGPW participated in 3 health related initiatives; 1) Obesity Prevention, 2) Developmental Screenings, and 3) Developmental Milestone information distribution.

Target:

- Increase by 75% the number of reported screenings by 2020
- Increase the percentage of children with Individualized Family Service Plans (IFSPs) to match the state target rate.
- Expanded accessibility to activities / initiatives that support healthy development

Strategies:

- Support projects that facilitate partnerships to services that support healthy pregnancy, birth and child development
- Promote the use of Ages and Stages Questionnaires (ASQ-3 and ASQ:SE) developmental screening tools
- Support efforts to train ASQ screeners
- Continue distribution of Developmental Milestone Wheels
- Support the utilization of social-emotional curriculum and strategies
- Support educational opportunities for early childhood providers
- Support community parent education efforts

Priority IV: Increase the community's understanding of the importance of investing in early childhood and promote actions that change policies and procedures that benefit young children.

VECF Focus Area: Leadership and Capacity

- ***VECF Objective 1: Establish and sustain an effective structure of public-private leadership to guide local early childhood systems development***
- ***VECF Objective 3: Build community will and support through public awareness, public engagement, and advocacy***

VECF Focus Area: Data-Driven Decision-Making

- ***VECF Objective 4: Improve community will and capacity to use data to guide collaborative decision-making; to set ambitious and attainable community targets, and to measure, track, and report results***

Measures:

- The number of organizations that collaborate with Smart Beginnings
- The number of persons registered on SBGPW email marketing distribution list

Baseline:

- In 2015 there were 26 organizations collaborating with Smart Beginnings Greater Prince William
- In 2015 there was not an email marketing distribution list

Target:

- Increase the number of organizations participating in SBGPW coalition and committee meetings to 75 by 2020.
- Increase the reach of SBGPW email marketing distribution list to 500 persons by 2020.

Strategies:

- Develop an annual public awareness campaign using a variety of media, including social media Facebook, Twitter, Pinterest, Website, brochures, print and online media, and Constant Contact
- Include in the plan the promotion of increased access to beneficial programs of quality early childhood programs, and of activities that promoted early learning, as well as healthy development
- Encourage messaging that engages families from all income and literacy levels
- Support partner agencies and programs through promotional messaging
- Build an advocacy agenda to influence public policy and community agencies to improve services to children
- Compile and maintain a “data well” for community utilization using known data sources (ex: Virginia’s School Readiness Report, Interactive Data Map, Kids Count, VDOE, VDH Health Stats, Atlas VA)
- Utilize the compiled data to offer an on-going “data well” on local early childhood that may be shared and accessed by public and elected officials and community partners to identify trends and inform activities
- Collect and use data that highlights improvements in reaching Smart Beginnings Greater Prince William goals
- Promote literacy programs that encourage parents to read to their children
- Strengthen the early childhood leadership structures:
 - Recruit new leaders from a variety of fields;
 - Clarify roles of the Advisory Board and working groups, and their relationships to one another
 - Clarify roles and responsibilities of members and officers of these groups.

