

## Smart Beginnings Greater Richmond 2018-2020

**VISION:** Through the increased use and sharing of early childhood data between and among community partners, we will leverage national, regional, state, and local resources and build public will to expand and sustain the region's quality early childhood programs

**OUTCOME:** The increased use and sharing of data will further our understanding of where and why student achievement gaps in school readiness exist, will promote accountability, and will support a more effective targeting of limited resources.

### STRATEGIES

1. Data Identification
2. Data Management
3. Data Analysis
4. Data Use
5. Data Messaging

<b>Strategy 1: Data Identification</b>				
<b>Who – lead agency/ies</b>	<b>What – tasks to be completed</b>	<b>When – target completion date</b>	<b>Why – intended outcome</b>	<b>Questions/Comments</b>
SBGR: Executive Director, Director of Programs, IPG Administrator	Identify the location and availability of school readiness-related data that is collected by community partners	Completed (but always on the look-out for new, relevant data)	To utilize data which has already been collected and to validate the importance of our partners' work	Is there data we need to add that we are not currently collecting? Kindergartners needing literacy intervention might be a good one to include.
SBGR: Executive Director, Director of Programs, IPG Administrator	Establish trusting relationships with community partners to enable data sharing agreements (formal and informal)	On-going	Partner cooperation and support allow for the timely and accurate collection of relevant data	Building relationships is critical and on-going as new staff is onboarded (both at SBGR and in partner organizations) and as new partner organization are identified.
SBGR: Executive Director, Director of Programs, IPG Administrator, Data Task Force	Working with community partners, prioritize metrics for inclusion in school readiness reports (Part C data reported by United Way; Early Impact survey data with HV partners; number of early care and education providers and number of providers enrolled in VA Quality with ChildSavers; etc.), including exploring whether any of the data that inform the indicators in the regional Community Profile that Derek is developing through the VECF DCBI might be important to add and/or to replace current metrics.	July 2018	If we want the school readiness reports to be truly useful, we need to work with our partners to determine what data is most helpful to them in their work	Is there data we need to include in the school readiness reports that we haven't been?
SBGR staff and VECF data experts/vendor	Round out currently collected VDOE data by gaining proficiency in identifying the most useful data from the Virginia Longitudinal Data System (VLDS) on each annual cohort of incoming kindergartners, thereby	August 2018	To have a better understanding of the data available on VLDS.	Is there data on VLDS that we should be using to expand our school readiness understanding and the understanding of our partners?

	developing a more complete picture of early childhood experiences that can better prepare schools to support student success			
SBGR staff, VECF	Review “Results” section of snapshot and confirm which data VECF or other state level partners will continue to compile	On-going	Frameworks should match, and efforts should not be duplicated	

<b>Strategy 2: Data Management</b>				
<b>Who – lead agency/ies</b>	<b>What – tasks to be completed</b>	<b>When – target completion date</b>	<b>Why – intended outcome</b>	<b>Questions/Comments</b>
SBGR Executive Director	Explore technology infrastructure and staff capacity to make values-based, data informed recommendations which will guide the identification and establishment of any additional resources that might be needed	On-going	To ensure the most effective and meaningful use of data	
SBGR: Executive Director, Director of Programs, IPG Administrator	In conjunction with community partners, develop annual timelines for data updates	July 2018	To work effectively with partners and to be responsive to their needs, agreed upon timelines for updating information are critical	Timelines established for school zone/early care & education maps, PALS-K data, school readiness snapshots, and annual results reports
SBGR: Executive Director and Staff	The identification of gaps in early childhood data capacity in the Richmond region. What partners are best positioned to help to fill these gaps, and how can SBGR work with them?	On-going	Identifying these gaps will help SBGR to determine what internal capacity needs to be built in order to best support these efforts.	

<b>Strategy 3: Data Analysis</b>				
<b>Who – lead agency/ies</b>	<b>What – tasks to be completed</b>	<b>When – target completion date</b>	<b>Why – intended outcome</b>	<b>Questions/Comments</b>
SBGR, United Way, UVA PALS Office	Explore the need for data sharing agreements and new data analyses when/if necessary, and identify any corresponding resources that might be required (e.g. outside expertise, technology, visualization tools)	On-going	Clarity of roles and most effective use of limited resources	
SBGR: Executive Director, Director of Programs, IPG Administrator	Work with Data Task Force of the Board to ensure accurate, in-depth analysis of collected data	On-going	Data can be presented in numerous ways and we want to share the data in the most effective way for intended audiences and for greatest impact	The “placemats” and early care and education maps are great for many of our partners; how could we best share data with other partners who have different needs?

**Strategy 4: Data Use**

<b>Who – lead agency/ies</b>	<b>What – tasks to be completed</b>	<b>When – target completion date</b>	<b>Why – intended outcome</b>	<b>Questions/Comments</b>
SBGR: Executive Director, Director of Programs, IPG Administrator	Share data with regional school districts to further their understanding of the impact of the early years on kindergarten readiness and to help them to identify gaps in early care and education and to support a more seamless birth to Grade 3 continuum for their division footprint	Regional Superintendents: December 2018; further meeting on-going	Having school systems recognize and support the importance of early care and education is critical to effecting change in the early care arena	We have met with the Chesterfield superintendent to provide further data analysis; we have, at his request, provided the Hanover superintendent with additional data.
SBGR: Executive Director, Director of Programs, IPG Administrator	Use data to identify programs, interventions, system-level collaboration, and supports that are most effective.	On-going	This will inform capacity building efforts around the most effective programs and systems-building strategies, and will help to better target investment	
SBGR: Executive Director, Director of Programs, IPG Administrator	Share data with public and private sector school readiness stakeholders in locality-based work groups and regional coalition meetings	On-going	To further the understanding and importance of data and to embed practice of utilizing data to make decisions	
SBGR: Executive Director, Director of Programs	Work with funders to use data to support investment decisions	On-going	Data is a powerful way to show the impact (or lack of impact) of interventions and programs. Data also encourages further	

			questioning and deeper understanding	
SBGR: Executive Director, Director of Programs, IPG Administrator	Work with early care and education partners to use and understand data	On-going	To facilitate more targeted efforts and to provide more meaningful professional development	
SBGR Executive Director	Use data to help inform policy-makers and their decision-making	On-going	Data is a powerful way to show the impact (or lack of impact) of interventions and programs. Data also encourages further questioning and deeper understanding	

<b>Strategy 5: Data Messaging</b>				
<b>Who – lead agency/ies</b>	<b>What – tasks to be completed</b>	<b>When – target completion date</b>	<b>Why – intended outcome</b>	<b>Questions/Comments</b>
SBGR: Executive Director, Director of Programs, IPG Administrator, VECF Data Experts, Data Task Force	Determine best ways to visualize the data	On-going	To provide the greatest, most meaningful presentation of data findings	Initial visualizations will be done by mid-July for inclusion in the workbook, however this will be an iterative process
SBGR staff	Annually compile data into a data “workbook” to share and incorporate into our on-going work with regional partners and the community at large	Each year by August 1st	To facilitate the discussion and use of data which is relevant to early childhood work	The data “workbook” will contain the school zone/early care & education maps; the fall PALS-K achievement gap data; and, (some of) the data currently included in the school readiness snapshots.
SBGR staff, Data Task Force, Board	Create a case statement that clearly and concisely explains the role of SBGR, how our strategic use of data supports our work in the early education arena, accomplishment to date, and what we could achieve with additional resources	August 2018	To advocate for strategic investment	Want Board and Task Force input on timeline
SBGR staff, Advocacy and Outreach Committee, Board	Develop priority advocacy agenda and data messaging for target audiences and stakeholders (elected officials and policy makers; funders; families; early care and education providers, media, schools and public-sector partners)	TBD	To best reach diverse audiences with information that is the most meaningful to them	Want Board and Committee input on timeline. Could we develop “one-pagers” for each of these audiences? Do models already exist? (VECF, VOICES, Early Impact)
SBGR Staff	Engage Board and Coalition Members as emissaries.	On-going	Broader, more impactful community reach	Is there a way to track Board involvement (presentations, event attendance, visits, etc.)? Maybe start collecting Board member testimonials? Do we need to begin keeping metrics on coalition



				meetings (who's in attendance? What is their feedback?)? As a partner in the coalition meetings, U.W. has much of this info, but perhaps we need to make sure to get copies for our reporting purposes
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