The Impact Work Group

informs the research, planning, and evaluation process and prepares for a full retreat of the School Readiness Committee in June 2019. Members are asked to:

- Advise the research and planning teams
- Engage key constituencies and open doors as needed
- Participate in developing a draft set of strategies
- Review preliminary findings and reports
- Review suggested indicators for measuring success
MEETING DATES & SCOPE

IMPACT WORK GROUP, 9:30-12:00

- March 19, 2019
  - Orientation, Review of Research Plan, Definitions, SWOC Analysis
- April 17, 2019
  - Review of Findings, Emerging Themes, Goal Areas
- May 22, 2019
  - Refine Goals and Strategies, Plan for Retreat
- June 11, 2019
  - School Readiness Committee Retreat
AGENDA

IMPACT WORK GROUP

- Welcome
- Work Group Role and Schedule
- Needs Assessment and Strategic Plan Approach and Timeline
- Synopsis of Prior Early Childhood Care and Education (ECCE) Reports, 2012-2018
- Strengths, Weaknesses, Challenges, Opportunities
- Key Word Definitions: Vulnerable Children, Rural, Kindergarten Readiness, Quality ECCE, ECCE Availability
- Mixed-Delivery Perspectives and Primary Research Questions
- Next Steps
NEEDS ASSESSMENT
OVERARCHING
QUESTIONS

To what extent are Virginia’s publicly funded ECCE programs serving families in Virginia with children ages 0 to 5?

What are the strengths and weaknesses of Virginia’s infrastructure supporting publicly-funded ECCE programs?

What data do policymakers, state agency executive leadership, early childhood program providers, and families need to make informed decisions about early childhood programs and infrastructure? To what extent is that data available in the Commonwealth of Virginia?
STRATEGIC PLAN
OVERARCHING QUESTIONS

- What actions would enable Virginia’s publicly-funded ECCE programs to better prepare all Virginia’s children, especially those from under-resourced communities, for kindergarten?
- What changes to ECCE infrastructure would better enable all of Virginia’s children ages 0 to 5, especially those from under-resourced communities, to access publicly-funded ECCE programs that help prepare children for kindergarten?
- What measures should be used to demonstrate progress and foster accountability for the above actions and changes?
- What can we learn from Virginia’s mixed delivery pilots’ experience regarding what works well and where there are barriers?
# PROJECT TIMELINE

**PDG 5 NEEDS ASSESSMENT AND STRATEGIC PLAN**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity Description</th>
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| January – March 31 2019     | Secondary Data Collection and Analysis  
Impact Work Group 3/19/19    |
| March 2019                  | Smart Beginnings Recruitment & Engagement                                             |
| April 2019                  | Interviews and Focus Groups  
Impact Work Group 4/17/22    |
| Mid-April – Mid-May 2019    | Coding, Synthesis, Analysis                                                          |
| April – May 2019            | Generating Recommendations and Writing  
Impact Work Group 5/22/19    |
| May - June 2019             | Draft of Strategic Plan  
School Readiness Committee Retreat 6/11/19                                        |
| June 2019                   | Final Needs Assessment & Strategic Plan                                               |
SYNOPSIS OF EXISTING VA REPORTS ON EARLY CARE AND EDUCATION
SYNOPSIS OF EXISTING VIRGINIA REPORTS

SWOC

Strengths
What does the Commonwealth do well?

Weaknesses
Where can we improve?

Opportunities
What changes will allow us to better achieve a high quality and accessible early childhood care and education system?

Challenges
What changes in the environment do we need to guard against or prepare for in doing our work?
STRENGTHS

BASED ON EXISTING REPORTS

Child Outcomes
- Mixed delivery pilots demonstrate progress
- VPI+ improves math, literacy, and self-regulation gains

Workforce
- Nearly half of Head Start or Early Head Start program teachers have a B.A (compared to 35% in private programs)

Prevention Resources
- Evidence-based home visiting is effective
- Family support increases access to health services

Data & Metrics
- Progress on statewide system

Financing
- Recent Child Care Subsidy Program (CCSP) rate increase to 70% market rate
WEAKNESSES

BASED ON EXISTING REPORTS

Child Outcomes
- 40% of children not fully ready for kindergarten

Access
- Insufficient public pre-K slots
- High cost and limited hours of public pre-K
- Greater distance discourages participation in rural areas

Workforce
- Inconsistent teacher training approaches
- Lack of standard teacher evaluations

Data & Metrics
- Unclear link between Virginia Preschool Initiative (VPI) and kindergarten readiness
- Inconsistent success measures
- No data on unlicensed and unregulated providers
- Insufficient data on number of available quality slots

Quality
- Low and declining Child Care Subsidy Program (CCSP) participation
- No financial incentives for continuous quality improvement, participation in Virginia’s quality rating and improvement system

Financing
- CCSP rates at below monthly costs and market rate
- Delayed reimbursement discourages CCSP participation
Access
- Centralized information and registration can increase enrollment
- Word of mouth and home visitors are drivers to care
- Family day care may be more viable in rural areas

Data & Metrics
- Current preschool development grant (PDG) provides an opportunity to improve data systems

Financing
- More integrated financing of multiple funding streams at the state and local level
- Support use of federal Child and Adult Care Food Program (CACFP) for nutrition and businesses

System Coordination & Leadership
- Proposed 2019 legislation and advisory committees recommend study on unifying system
- Support for improved early childhood outcomes in legislature
CHALLENGES

BASED ON EXISTING REPORTS

Child Outcomes
- Children living in extended periods of poverty
- Persistent racial, income, and geographic disparities

Workforce
- Poor compensation for teachers
- Difficulty recruiting
- Discrepancy in pay rates in family, private, public care

Data & Metrics
- Poor data quality results in inaccurate outcome reports
- Limited data and analytic capacity at state

Quality
- Tension between high quality, cost, and convenience

Financing
- Fraction of state dollars outside of Medicaid support early childhood care and education
- Variation in access to federal, private, local funds in school districts

System Coordination & Leadership
- Federal policy determines local guidelines
- No guiding vision or governance framework for Commonwealth
- No formal authority to drive system improvements
DISCUSSION

SMALL GROUPS

- Are there missing perspectives or studies (national & local)?
- What two ways do you see to build upon the Commonwealth’s strengths and opportunities to address one of the challenges below in the next three years?
  - Child Outcomes
  - Workforce
  - Data & Metrics
  - Quality
  - Financing
  - System Coordination & Leadership
SYSTEM CHANGE

RECENT RECOMMENDATIONS

DISCUSSION:

- Given the current state of ECCE research and recommendations, what do you see as the most promising strategic directions?
DEFINITIONS

(SEE HANDBOOK)

DISCUSSION

To what extent do these definitions accurately describe our focus?

For the purpose of the needs assessment, definitions are required for:

- Vulnerable children
- Rural
- Kindergarten readiness
- Quality early childhood care and education (ECCE)
- ECCE availability
LOCAL PERSPECTIVES: MIXED-DELIVERY SITES

- FAMILIES: As we begin primary data collection, what two pieces of information would you like to learn from families about their experiences?
- STAKEHOLDERS: What two pieces of information would you like to learn from stakeholders in the field (educators, administrators, etc.)?
- GAPS: Where do you perceive the greatest gaps in statewide information? Upcoming trends or changes we will want to address?