Preschool Development Grant Birth to Five (PDG B-5) Technical Assistance Session

December 12, 2019
Three Key Elements of PDG B-5

By 2020, Virginia will have:

1. A statewide vision, needs assessment and strategic plan
   Process and materials will be a catalyst for strengthening the birth to five early childhood care and education system that will improve outcomes including kindergarten readiness.

2. Community models ready to scale
   Ten early adopter communities, representing Virginia’s diversity, will demonstrate proof of concept with $6 million in funding and support from state, including $4 million in recognition grants for teachers.

3. A stronger foundation at the state level
   The Commonwealth will be well positioned to scale the efforts statewide, having built the necessary capacity and infrastructure.
Accomplishments to Date

Since January we have:
• Completed a needs assessment and final draft of a strategic plan
• Recruited new partners and built new relationships in all of our pilots
• Registered more than 575 sites and 2,500 teachers across family day home, child care, Head Start and schools in 27 jurisdictions
• Collected more than 2,000 survey responses from teachers
• Conducted self-assessments in all pilots to determine how families learn about, apply and enroll in early childhood programs
• Distributed more than $1.365 million in funds via 2,700+ checks
• Collaborated to design, build and launch a new data portal (LinkB5) with information entered by 90% of publicly-funded sites

*Pilots are not only strengthening their own systems but building models to be scaled to other communities. Lessons learned from these efforts are informing policymaking and practice at the state level.*
## Timeline: September – December

<table>
<thead>
<tr>
<th>Build Relationships</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Convene quarterly meeting</td>
<td>Support sites and teachers to add their info to LinkB5</td>
<td>Support release of family survey</td>
<td>Convene quarterly meeting</td>
</tr>
<tr>
<td></td>
<td>Verify community data in LinkB5</td>
<td>Partner with UVa LinkB5 team to host DataBoost visits</td>
<td>Ensure all sites have completed info in LinkB5</td>
<td></td>
</tr>
</tbody>
</table>

| Increase Access     | Conduct site, classroom and child count and submit to state via LinkB5 |                                      |                                              |                              |

| Strengthen Quality  | Begin third-party CLASS observations | Complete site, classroom, and personnel profiles via LinkB5 | Second recognition payments go out | Ensure all classrooms are observed 1x by 12/31 and info is in LinkB5 |

**COMPLETE**
## Timeline: January – June

<table>
<thead>
<tr>
<th></th>
<th>January*</th>
<th>Feb*</th>
<th>March*</th>
<th>April*</th>
<th>May*</th>
<th>June*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Relationships</strong></td>
<td>Review data, expenditures, progress to date and determine next steps</td>
<td>Support release of teacher and FDH surveys</td>
<td>Convene quarterly meeting</td>
<td>Reach out to new partners</td>
<td>Confirm participation for all partners for Year 2**</td>
<td>Convene quarterly meeting</td>
</tr>
<tr>
<td></td>
<td><em>Waiting for approval of no-cost extension through June 30, 2020.</em></td>
<td>Submit Year 2 budget**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increase Access</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VPI Plans are due 5/15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strengthen Quality</strong></td>
<td>Begin conducting spring CLASS observations</td>
<td>Third or lump sum recognition payments go out</td>
<td></td>
<td></td>
<td>Ensure classrooms are observed 2x by 5/30 and info is in LinkB5</td>
<td>Complete all grant training activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engage Families</strong></td>
<td></td>
<td></td>
<td>Complete family engagement self-assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assuming Virginia secures PDG B-5 renewal or alternate funding.**
REVISITING COMMITMENTS
Vision for Cohort Evolution

Each year Community Leads will commit to and sign assurances to complete certain key activities.

Year 1: Building
- Convene and coordinate
- Measure access
- Measure quality
- Engage families

Year 2: Expanding
- Expand relationships
- Plan for and test new approaches to improve access, strengthen quality and deepen family engagement

Year 3: Sustaining
- Establish more lasting governance
- Measure impact
- Sustain access, quality and family engagement efforts
Cohort Progression

Through the PDG B-5 Renewal grant, Virginia will expand the number of participating communities, with all communities participating by 2021-2022.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial PDG B-5</td>
<td>Building</td>
<td>Expanding</td>
<td>Sustaining</td>
<td></td>
</tr>
<tr>
<td>Cohort 1 (Initial PDG B-5, 10 pilots)</td>
<td>Building</td>
<td>Expanding</td>
<td>Sustaining</td>
<td></td>
</tr>
<tr>
<td>Cohort 2 (Renewal PDG B-5)</td>
<td>Apply for cohort 2 in spring 2020</td>
<td>Building</td>
<td>Expanding</td>
<td>Sustaining</td>
</tr>
<tr>
<td>Cohort 3 (Renewal PDG B-5)</td>
<td>Apply for cohort 3 in spring 2021</td>
<td>Building</td>
<td>Expanding</td>
<td></td>
</tr>
</tbody>
</table>
Why Add Family Engagement?

Virginia has added family engagement as a key activity for several reasons:

• Stakeholders consistently called for deepening family engagement, from focus groups and listening sessions to Impact Workgroup discussion and online feedback.

• There is little to no information about how communities approach family engagement nor how programs do (beyond Head Start).

• Building a more equitable early childhood system requires that families, especially those furthest from opportunity, are at the center of our efforts.
## Year 1: Building

<table>
<thead>
<tr>
<th><strong>Convene and Coordinate</strong></th>
<th><strong>Increase Access</strong></th>
<th><strong>Strengthen Quality</strong></th>
<th><strong>Engage Families</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1: Building</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Convene regular meetings publicly-funded partners</td>
<td>• Count all sites B-5</td>
<td>• Assess needs of all partners (curriculum, PD) and provide high-quality training and materials to leaders, teachers</td>
<td>• Communicate PDG B-5 to families</td>
</tr>
<tr>
<td>• Communicate with sites</td>
<td>• Point-in-time counts</td>
<td>• Plan, conduct, give feedback CLASS 2x/yr</td>
<td>• Support family survey dissemination and use results to improve family involvement and supports</td>
</tr>
<tr>
<td>• Support LinkB5 onboarding</td>
<td>• Complete self-assessments (e.g. enrollment)</td>
<td>• Capture quality data via LinkB5</td>
<td></td>
</tr>
<tr>
<td>• Complete community-wide activities (e.g. registration)</td>
<td>• Assess unmet needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Year 1: Building</strong></th>
<th><strong>Convene and Coordinate</strong></th>
<th><strong>Increase Access</strong></th>
<th><strong>Strengthen Quality</strong></th>
<th><strong>Engage Families</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1: Building</strong></td>
<td>• Convene regular meetings publicly-funded partners</td>
<td>• Count all sites B-5</td>
<td>• Assess needs of all partners (curriculum, PD) and provide high-quality training and materials to leaders, teachers</td>
<td>• Communicate PDG B-5 to families</td>
</tr>
<tr>
<td>• Communicate with sites</td>
<td>• Point-in-time counts</td>
<td>• Plan, conduct, give feedback CLASS 2x/yr</td>
<td>• Support family survey dissemination and use results to improve family involvement and supports</td>
<td></td>
</tr>
<tr>
<td>• Support LinkB5 onboarding</td>
<td>• Complete self-assessments (e.g. enrollment)</td>
<td>• Capture quality data via LinkB5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Year 2: Expanding

<table>
<thead>
<tr>
<th>Convene and Coordinate</th>
<th>Increase Access</th>
<th>Strengthen Quality</th>
<th>Engage Families</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 expectations plus...</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2: Expanding</strong></td>
<td>• Engage broader set (ideally ALL public partners)</td>
<td>• Use data to develop and implement coordinated enrollment and financing plan</td>
<td>• Use data to develop and implement quality improvement plan</td>
</tr>
<tr>
<td></td>
<td>• Reach out to early intervention, social services, mental, health, home visiting</td>
<td>• Complete fiscal map, identify barriers, and maximize funding</td>
<td>• Complete fiscal map, identify barriers, and maximize funding</td>
</tr>
<tr>
<td></td>
<td>• Participate in leadership self-assessment</td>
<td>• Pilot/test new enrollment approaches*</td>
<td>• Pilot/test new improvement approaches*</td>
</tr>
</tbody>
</table>
## Year 3: Sustaining

<table>
<thead>
<tr>
<th>Year 1 and 2 expectations plus...</th>
<th>Convene and Coordinate</th>
<th>Increase Access</th>
<th>Strengthen Quality</th>
<th>Engage Families</th>
</tr>
</thead>
</table>
| **Year 3: Sustaining**           | • Participate in TA on establishing formal governance  
• Establish formal governance with mechanism for parent voice | • Measure impact of prior plan, revise, track progress  
• Submit coordinated request for funding | • Measure impact of prior plan, revise, track progress | • Measure impact of prior plan, revise, track progress |
Pilots = Foundation for Transformation

Pilots are building the foundation for a more unified statewide system, including the uniform measurement and improvement system, by:

• Building relationships with all publicly-funded programs, including child care, family home, Head Start and school-based programs to help them understand what is being measured and why;
• Providing foundational training on CLASS, observing infant, toddler and preschool classrooms using CLASS, building local capacity to conduct CLASS observations and collecting multiple other sources of quality data (e.g., teacher credential, use of curriculum) via LinkB5.
• Using data to better understand strengths and opportunities for growth, and aligning supports and resources for educators and children
• Developing new, community-specific approaches to coordinating enrollment, increasing access (e.g., new state funding) and deeply engaging families; and
• Incenting participation of sites and teachers.
WHERE DO WE STAND?

Review the Year 1 assurances and discuss your community’s accomplishments and challenges. Consider all aspects of your work, including the relational and the transactional.

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>Increasing Access</th>
<th>Strengthening Quality</th>
<th>Engaging Families</th>
</tr>
</thead>
</table>

1. Considering the assurance that have been your greatest successes so far?
2. Similarly, in your review of the assurances, what have been the greatest challenges so far?
3. How did your community handle leadership and accountability in Year 1?
4. What is most exciting about Year 2?
## WHAT HAVE WE LEARNED?

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>Increasing Access</th>
<th>Strengthening Quality</th>
<th>Engaging Families</th>
</tr>
</thead>
</table>

- Vision for what we are collecting and why
- What we know
- What we don’t yet know but need to
- How the PDG data collection and evaluative activities will benefit your community and VA
WHAT ARE WE GOING TO DO DIFFERENTLY?

- **Step 1 – INDIVIDUALLY**: Think about what you’ve heard this morning—your progress on assurances, your data, etc.
- **Step 2 – TABLE GROUP DISCUSSION**: For each assurance area, share out your individual considerations that fall under each assurance category. Discuss any areas you missed.
- **Step 3 – GROUP CHART**: As a group, note all the considerations shared. Decide on 1 or 2 key courses of action to guide your community moving forward. Write your most important consideration on the chart paper.
WHAT’S NEXT?

• Highlights of PDG B-5 Renewal Proposal/plan for continuation
• Governor’s initiative
Preschool Development Grant

1 of 10 VA Pilot Communities

<table>
<thead>
<tr>
<th>Build Relationships</th>
<th>Increase Access</th>
<th>Improve Quality</th>
</tr>
</thead>
</table>

SMART BEGINNINGS®
Greater Roanoke
an initiative of United Way of Roanoke Valley

United Way of Roanoke Valley
Quality Assessment Wheel: Getting to the Bullseye

Sample Child Care Center:

Sample Municipality:

Sample Child Care Center:

Sample Municipality:
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
</table>
| • Connections non-targeted and passive  
• Families initiate and pursue 3rd party assistance | • Provider plays a semi-active role by suggesting specific family support programs and services  
• Staff may be assigned initial link, but no follow up | • Multiple staff trained to secure services for families  
• Staff have communications with some community partners  
• Limited assistance is provided | • At risk families participate in engagement activities and supports  
• Staff member is assigned to each family to provide assistance and monitor progress | • All families assessed at enrollment  
• Service provider/Staff work with families  
• Ongoing navigation and monitoring of progress |
# Positive & Goal-Oriented Relationships

## Equity, Inclusiveness, Cultural and Linguistic Responsiveness

<table>
<thead>
<tr>
<th>PROGRAM FOUNDATIONS</th>
<th>PROGRAM IMPACT AREAS</th>
<th>FAMILY OUTCOMES</th>
<th>CHILD OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Leadership</td>
<td>Program Environment</td>
<td>Family Well-being</td>
<td>Children are:</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Family Partnerships</td>
<td>Positive</td>
<td>Safe</td>
</tr>
<tr>
<td>Continuous Learning and</td>
<td>Teaching and Learning</td>
<td>Parent-Child Relationships</td>
<td>Healthy and well</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Community Partnerships</td>
<td>Families as Lifelong Educators</td>
<td>Learning and developing</td>
</tr>
<tr>
<td></td>
<td>Access and Continuity</td>
<td>Families as Learners</td>
<td>Engaged in positive relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Engagement in Transitions</td>
<td>with family members, caregivers, and other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family Connections to Peers and Community</td>
<td>children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Families as Advocates and Leaders</td>
<td>Ready for school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Successful in school and life</td>
</tr>
</tbody>
</table>
### Engagement Categories: Single Point of Entry

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>• Commutations and relationship of leaders among key stakeholders (VPI, Head Start, VQ Sites)</td>
</tr>
</tbody>
</table>
| **Level 2** | • Some shared goals w/ minimum of 2 partners  
• Clarity in roles  
• 1 or more shared protocols already in place (common questions/forms) |
| **Level 3** | • Partners actively engaged in shared recruitment, referral, and placement  
• 1 or more shared protocols in place to minimize gaps across programs  
• Active discussions on placement of students |
| **Level 4** | • Integrated partnerships and communication links w/ public and private agencies  
• Full engagement with local municipality at staff and leadership levels |
| **Level 5** | • Integrated services and communications across neighboring municipalities to increase family choice  
• Established and functional Local Early Childhood Integrated Data System |

---

**United Way of Roanoke Valley**

**SMART BEGINNINGS**

- Created in Partnership with United Way of Roanoke Valley
## Eligibility Criteria

### Head Start
- Homeless
- Foster care
- Public assistance (TANF & SSI)
- Income @ or below 100% FPL
- Income between 100-135% FPL (up to 35%)

### VPI
- At or below 200% of poverty
- Homelessness
- Student’s parents or guardians are school dropouts
- Family income is above 200% but at or below 350% of federal poverty guidelines in the case of students with special needs or disabilities
Successes

Public and Private Providers from across the region have agreed to use the same software to support a coordinated enrollment effort.

This software, which holds child and family level data will inform us of needs and trends specific to each of the jurisdictions and our region.

We are in the process of agreeing on a Single Point of Entry application that will be used across the region.
Lesson Learned

This is not easy

<table>
<thead>
<tr>
<th>Let Go Of Control</th>
<th>Be Honest</th>
<th>It is Okay to be Uncomfortable</th>
<th>Always remember Shared Goals</th>
<th>No One Program can serve all children</th>
<th>There are many pathways to a solution</th>
</tr>
</thead>
</table>

This image contains a table outlining several lessons learned. The lessons include:

- Let Go Of Control
- Be Honest
- It is Okay to be Uncomfortable
- Always remember Shared Goals
- No One Program can serve all children
- There are many pathways to a solution

The lesson 'This is not easy' is highlighted at the top of the table.
Next Steps

Partners learn from software we are using to support coordination
Data Collection begins

Finalize Single Point of Entry Application (included in your packet)
Invite additional private sites to participate

Tentative Launch February 1, 2020
Marketing Strategies

Training for partner agencies on the framework to strengthen Parent Engagement through the Six Types of Parent Engagement
Preschool Development Grant Birth to Five (PDG B-5)
Technical Assistance Session

Coordinated Enrollment Planning
Next Steps in 2020

December 12, 2019
GREATER COORDINATION IN ROANOKE
Objective and Agenda

Encourage bold planning for increased coordination by:

• Reviewing the “big why” and past efforts of CE
• Sharing statewide self-assessment lessons learned
• Communicating expectations and next steps
• Sharing new resources
The Big Why

• Challenges for families
  – Finding information, redundant applications, stressful unclear waitlist procedures

• Challenges for providers
  – Managing and updating recruitment resources, processing applications, maintaining accurate waitlists

• How Coordinated Enrollment addresses both
What is Coordinated Enrollment?

Summer 2019 convening of partners to complete self-assessment in five areas:

1. Informational Resources
2. Information Campaigns
3. Eligibility Determinations
4. Application Processes
5. Waitlists
ZOOMING OUT: WHAT WE LEARNED
Takeaway 1: Different Levels of Coordination
Takeaway 2: Special populations on radar, but room to grow

Discussions about Enrolling Children with Disabilities or Delays

IEP 80/20

Discussions about Enrolling Dual Language Learners

DLL 50/50
Takeaway 3: Lots of Topics Covered
Takeaway 4: Room to Add Chairs to the Table
Expectations and Timeline

• No need to boil the ocean. Reflect local needs.
• We all need to make progress.
• Expectation of PDG/VPI funding and DSS guidelines.
• Tackle in Jan/Feb, after Link B5 and CLASS.
• Due March 1, 2020.
• This isn’t one and done. Annual process.
• Statewide scale by 2022.
Deliverable: CE Planning Template

• At least 3 goals – in any one or more areas.

• **Specific** **Measurable** **Achievable** **Realistic** **Timebound**
  
  – Plan and hold two joint enrollment events by May 2020 with representatives from HS, VPI, and at least 30% of private providers present. Attract at least 100 families to these events.

  – By May 2020, 25% of private providers will use a common application.

• Flush out each goal: actions, key people, timelines, etc.
CE Resources to Help

- CE Planning Template
- CE Planning Information Sheet
- CE Planning - Guiding Questions
- CE - Example Plan
- CE Rubric (What success looks like across 5 levels)

*Note:* Send feedback on structure, content, additional resources you might need (write on hard copies or email Laura.Kassner@doe.virginia.gov) by Jan 1.

Final versions to pilots by Jan 8.
Submission and Support

• Submit CE Planning Template and signatures to Lucy by *March 1, 2020*.

• We are available for help with planning, problem solving, drafting, facilitating meetings, etc.

Questions?

Let’s give you time to dig in and process...
**Task: Examine CE Rubric**

- Read through progressions. Where are you now in each area?
- Does this help you envision what success might look like at the next step?
- Begin thinking about big picture direction in target areas. What would be the most useful for your community?
- Best strategies to tackle these areas?
WHAT DO YOU NEED FROM STATE TEAM?
Safe Travels!

Happy New Year 2020