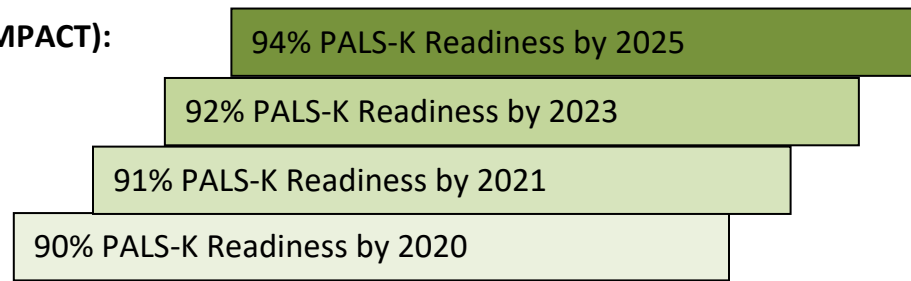


Central Virginia School Readiness Initiative (CV-SRI)
2017-2025 School Readiness Framework
2019-2020 Annual Plan

VISION: All children are supported in being ready for kindergarten, to lay the building blocks for third grade reading proficiency

REGIONAL GOALS (COMMUNITY IMPACT):



Baseline: Regional Average for PALS-K Scores At or Above Readiness in 2016-17 = 86%

STRATEGIES:

- 1. Birth through Age 4 Support:** Strengthen and empower families and communities so that they can foster the optimal development of children and improve school readiness.
- 2. Pre-K Quality:** Increase and align the quality of pre-k across all settings in the Central Virginia region, to lay the building blocks for third grade reading proficiency.
- 3. Reading Proficiency Surveillance & Supports** – Conduct upstream reading proficiency assessments (i.e., PALS-PreK) and link identified children to developmentally appropriate supports (e.g., individualized instruction), as well as link early educators to professional development and supports.
- 4. Integrate Pre-K More Fully into Early Education Continuum** – Foster a regional culture that views pre-K as part of an integrated early education continuum (PreK-3) that sets students and schools up for success.

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STRATEGY 1: Birth through Age 4 Support: Strengthen and empower families and communities so that they can foster the optimal development of children and improve school readiness, through participation in SBCV and community-sponsored activities.

Projects	Location(s)	Timeline	Lead Partners	Annual Progress Measures	Baseline	Annual Progress Targets
S1.P1 – Provide family literacy events in partnership with Campbell County VPI program.	<input type="checkbox"/> Campbell County	9/19 – 5/20	<ul style="list-style-type: none"> ■ SBCV ■ CCPs 	a. # of childrens’ families attending b. % of parents who report increased knowledge or change in behavior	a. <i>baseline = 0</i> b. <i>baseline =0</i>	a. <i>target = 4 family events per class; materials to 238 families / 4 event locations</i> b. <i>target = 90%</i>
S1.P2 – Implement the <i>Incredible Years (IY)</i>	<input type="checkbox"/> Lynchburg <input type="checkbox"/> Campbell <input type="checkbox"/> Bedford	Annually	<ul style="list-style-type: none"> ■ UWCV & SBCV ■ Faith Community 	a. % of parents reporting an increase in awareness of birth to five development and its importance to school readiness and success on post-IY survey	a. <i>baseline = 0</i>	a. <i>target = 95% report increased awareness</i> <i>Virtual class scheduled for August 2020.</i>
S1.P3 Kindergarten Readiness: Summer Learning Kits for rising Kindergarten Students	<input type="checkbox"/> Regional	Annually	<ul style="list-style-type: none"> ■ SBCV ■ VPI Coordinators ■ Head Start Teachers ■ Private Childcare 	a. Distribute a Summer Learning Kit to rising K-Students: kits include Activity Book; Paints; magnifying glass; flower/vegetable seeds; going to kindergarten story book	a. <i>Baseline = 1,000 kits</i>	<i>Status: Due to COVID-19 and schools closing, regional distribution was cancelled. 75 kits delivered to Hutcherson Early Learning Center; 56 kits sent to Campbell County Public Schools.</i>
S1.P4 Community Outreach and Family Engagement	<input type="checkbox"/> Campbell County	Weekly 2019	<ul style="list-style-type: none"> ■ SBCV ■ CCPS 	a. # of visitors b. # of repeat visitors	a. <i>Baseline = 0</i> b. <i>Baseline – 0</i>	a. <i>33 children visited the bus 7/19-8/19. Bus removed for renovations 8/19.</i>

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STRATEGY 2: Pre-K Quality– Increase and align the quality of pre-k across all settings in the Central Virginia region, to lay the building blocks for third grade reading proficiency.

Projects	Location(s)	Timeline	Lead Partners	Progress Measures	Baseline	Annual Progress Targets
<p>S2.P1 – Develop a system of professional development and supports through regional ECE Alignment Project and provide/develop:</p> <ul style="list-style-type: none"> ■ Trainings on Observing Quality in the Preschool Classroom (CLASS) for school leadership and pre-k educators ■ Data driven PALS-PreK training to pre-k educators not proficient with the tool ■ Peer Coaching train-the-trainer ■ Support CLASS/PALS-Pre-K implementation across pre-k settings 	<input type="checkbox"/> Regional	2019-20	<ul style="list-style-type: none"> ■ SBCV ■ EESAP Steering Committee ■ School Admin. ■ VPI Coordinators ■ Directors of larger private pre-k centers ■ VECF ■ Teachstone ■ VLF ■ UVa PALS staff 	<ul style="list-style-type: none"> a. # of participants trained (CLASS) b. # of school divisions using CLASS c. Pre-/Post CLASS scores d. Pre-/Post-PALS-PreK scores e. Funding obtained for EESAP f. Adoption of CLASS and PALS-PreK in private pre-k classrooms g. Annual PD programs offered and attended 	<ul style="list-style-type: none"> a. baseline = 0 b. baseline = 0 c. baseline = 0 d. baseline = 0 e. baseline = \$0.00 f. Baseline = 1 district g. baseline = 0 	<ul style="list-style-type: none"> a. target = 2-3 educators per division <i>Status: CLASS training conducted. 14 Bedford County Administrators attended and achieved certification</i> b. target = 3 <i>Status: 5 of 6 divisions and Head Start</i> c. target = 100% of observed classrooms will show improvement <i>Status: 100% of classes showed improvement</i> d. target = 90% children will show improvement <i>ExCELL classes exceeded 90% above benchmark on PALS-K</i> e. target = \$120,000 <i>Status: Kellogg year two funding \$300,000.</i> f. target = 10 programs <i>Status: 12 private childcare programs participating and entering scores online</i> g. <i>Status: 114 hours of PD was completed; 660 attended (7/19-1/20)</i>

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<p>S2.P2 – Strategically target pre-k programs for quality improvements:</p> <ul style="list-style-type: none"> ■ Identify programs serving high # children at risk of not being ready for Kindergarten. ■ Identify/rank barriers to quality improvements among programs and develop approaches to addressing barriers for targeted programs ■ Collaborate w/programs resistant to VQ ■ Support programs receptive to VQ ■ Provide resources to programs already VQ-rated to enhance quality of pre-k ■ Link programs to EESAP trainings on CLASS, PALS-PreK and Literacy-focused instruction 	<p>□ Regional</p>	<p>2018 -2025s</p>	<p>■ ECE Quality Committee</p>	<p>a. # of pre-k programs targeted for quality improvements</p> <p>b. # of targeted programs engaged</p> <p>c. VQ participation rate</p> <p>d. # of Divisions trained on CLASS & PALS-PreK</p> <p>e. Increase in average VQ rating among all programs in VQ combined</p> <p>f. # of Divisions and programs attending EESAP PD</p>	<p>a. QI baseline =3¹</p> <p>b. QI engagement baseline=2</p> <p>c. VQ rate baseline = 38%</p> <p>d. baseline = 1</p> <p>e. VQ Rating baseline = avg 2</p> <p>f. EESAP trainings baseline = 0</p>	<p>a. Target = 5 FY20 <i>Status: 2020: Rhema's Gentle Care; Rivermont ELC; Bashful Giraffe; Elizabeths ELC;</i></p> <p>b. Target = FY 20 <i>5 of 5 programs engaged;</i></p> <p>c. Target = 50% VQ participation</p> <p>d. Target = 5 school divisions <i>Status: 2 divisions attended training PALS; 4 regional divisions trained on CLASS;</i></p> <p>e. VQ Rating target = average lvl 3</p> <p>f. Target = 5 public; 5 private <i>Status: 4 public school divisions and Head Start teachers have actively participated in PD 2018-19, and 2019-20.</i></p>
<p>S2.P3 Implement Mixed Delivery PK</p>	<p>□ Lynchburg</p>	<p>SBCV Head Start Little Wings ELC</p>	<p>■ 2019-2020</p>	<p>a. # of children enrolled</p> <p>b. Compliance with Head Start Standards on attendance; curriculum; PALS PK, TSG assessments; meals</p>	<p>a. Baseline = 0</p> <p>b. Baseline=0</p>	<p>a. Target = 10 <i>Status: 10 children enrolled</i></p> <p>b. Target = 100% <i>Status: Targets met.</i></p>

¹ Baseline includes Head Start; VPI; Mary Bethune Academy

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STRATEGY 3: Reading Proficiency Surveillance & Supports – Conduct upstream reading proficiency assessments (i.e., PALS-PreK) and link identified children to developmentally appropriate supports (e.g., individualized instruction), as well as link early educators to professional development and supports.

Projects	Location(s)	Timeline	Lead Partners	Annual Progress Measures & Targets	Baseline	Annual Progress Targets
S3.P1 – Utilize PALS-PreK scores (on domain level) to provide data-driven professional development and supports to pre-k programs, through a feedback loop between districts, SBCV, and pre-k programs	<input type="checkbox"/> Amherst <input type="checkbox"/> Bedford <input type="checkbox"/> Lynchburg <input type="checkbox"/> Appomattox <input type="checkbox"/> Campbell	2019 2020	<ul style="list-style-type: none"> ■ SBCV ■ EESAP Steering ■ School Admin ■ VPI Coordinators ■ Pre-K Directors ■ VLF 	a. Pre-/post-PALS-PreK scores per school division	a. <i>baseline = 0</i>	a. <i>Target = 100% of EESAP participating pre-k programs receive PD based on scores</i> <i>Status: COVID-19 cancelled PD; Spring PK PALS cancelled.</i>
S3.P3 – Community engagement/volunteerism in Pre-K classrooms during Read for the Record event	<input type="checkbox"/> Regional	2017-2025	<ul style="list-style-type: none"> ■ UWCV & SBCV ■ DSS ■ Businesses ■ Retired Professionals ■ Community organizations ■ Colleges & Universities ■ Police/Fire Depts 	a. increase in # children read to b. # of public and private school pre-k programs participating c. # of pre-k Volunteer readers d. # of newspaper, tv, & online news	a. <i>baseline = 4,500 in 2015</i> b. <i>baseline =39 VPI Classes baseline = 26 private child care programs</i> c. <i>baseline = 120 in 2016</i> d. <i>baseline = 2 features</i>	a. <i>Target = 6,000 children in 2019</i>

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STRATEGY 4: Integrate PreK More Fully into Early Education Continuum – Foster a regional culture that views pre-K as part of an integrated early education continuum (PreK-3) that sets students and schools up for success.

Projects	Location(s)	Timeline	Partners	Annual Progress Measures	Baseline	Annual Progress Targets
S4.P1 – Reconstitute SBCV Leadership Council.	Region-wide	2019	<ul style="list-style-type: none"> ■ UWCV & SBCV 	<ul style="list-style-type: none"> a. % of regional public ECE programs represented b. # of private ECE c. # of community organizations d. # of parents/families participating 	<ul style="list-style-type: none"> a. <i>baseline = 63%</i> b. <i>baseline = 1</i> 	<ul style="list-style-type: none"> a. <i>Target = 100%</i> <i>Status: 86%</i> b. <i>Target = 5</i> <i>Status: 4</i>
S4.P2 Establish of a network of funders focused on ECE and its sustainability and \$ raised.	Region-wide	2019-20	<ul style="list-style-type: none"> ■ UWCV & SBCV EESAP 	<ul style="list-style-type: none"> a. # of funders b. # of local businesses supporting ECE 	<ul style="list-style-type: none"> a. <i>Baseline = 0</i> b. <i>Baseline = 0</i> 	<ul style="list-style-type: none"> a. <i>Target = 3</i> <i>Status: Support received from Centra Health Foundation, Kellogg Foundation.</i> b. <i>Target = 3</i> <i>Status: 2+ In-kind printing by Progress Printing; Gus the Bus renovation by Maddox & Sons (all in-kind) and partners they recruited.</i> <i>Note: meeting with Business Alliance in July 2020</i>
S4.P3 Engage the community in efforts that work toward school readiness.	Region-wide	2019-20	<ul style="list-style-type: none"> ■ SBCV ■ City of Lynchburg ■ Bridges to Progress 	<ul style="list-style-type: none"> a. Apply to the City of Lynchburg for ECE Support b. Provide PK Ambassador Training to community organizations 	<ul style="list-style-type: none"> a. <i>Baseline = \$4,000</i> b. <i>Baseline = 0</i> 	<ul style="list-style-type: none"> a. <i>Target = \$6,900</i> <i>Status: \$6,900 approved by city council for coaching and CLASS observations</i> b. <i>Target = 20</i> <i>Status: 35 community members trained to become PK ambassadors</i>