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REQUEST

State Advisory Council on Early Childhood Education and Care through the Administration for Children and Families (ACF)

State: Commonwealth of Virginia/Department of Social Services

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Virginia Department of Social Services, 801 East Main Street, Richmond, VA 23219-2901

BACKGROUND

Virginia's Commitment to Investment in Early Childhood Development

The Commonwealth of Virginia has a strong commitment to ensuring that the approximately 100,000 children entering kindergarten each year begin school healthy and ready to learn. The commitment to school readiness in Virginia is evident in numerous statewide efforts to promote opportunities within families, schools and communities that support children's optimal growth, development, and school readiness.

Virginia's commitment to investing in early childhood development is reflected in the thoughtful steps over the past few years to form an effective, comprehensive governance structure, build sound infrastructure, and develop a focused strategic plan to serve as a compass for comprehensive early childhood investment and efforts. Because of this intentional planning and emphasis over recent years, Virginia stands in

a strong position to benefit from and effectively utilize the funding offered in this grant opportunity.

Recognizing the challenges of a one-term governor rule, the **Virginia Early Childhood Foundation**, a 501 (c) (3) organization, was created in late 2005, establishing a strong platform in the private sector to champion the Commonwealth's focus on investment in early childhood development. The Foundation's mission is to provide leadership and foster Smart Beginnings for all young children in Virginia and through them, a vital future for the Commonwealth. Serving as a lever for state-to-local interaction, the Foundation provides grants, training and technical assistance to local and regional coalitions focused on early childhood systems that support delivery of a continuum of high quality services for children and families at the local level. The foundation also collaborates with state government, the business community, parents and early childhood leaders to implement long-term strategies for improving school readiness for Virginia's children ages birth to five.

<http://www.vecf.org/>

The **Governor's Working Group on Early Childhood Initiatives** was created through an executive directive of Governor Tim Kaine in August 2006, with the purpose of coordinating executive branch efforts on early childhood programs and strengthening public and private programs. It serves as the central coordinating body for early childhood programs at the state level. The Working Group, chaired by the Secretary of Education, brings together high-level representatives from cabinet offices and state agencies in the areas of Education, Health and Human Resources, Economic

Development, Finance and Policy. It is comprised of the Governor's policy director; Secretaries of Commerce and Trade, Education, and Health and Human Resources; Superintendent of Public Instruction; Commissioners of the Departments of Behavioral Health & Development Services, Health, Medical Assistance Services, Mental Health, and Social Services; the executive director of the State Council for Higher Education; the chancellor of Virginia's community college system; the CEO of the Virginia Economic Development Partnership; the Head Start State Collaboration Director; and several private partners.

<http://www.education.virginia.gov/Initiatives/EarlyChildhood/GovWorkingGroup.cfm>

In 2008 the **Office of Early Childhood Development** (OECD) was created, which spans the Departments of Education and Social Services and links to the Department of Health to maximize the opportunities for Virginia's children to reach kindergarten healthy and ready for school success. The OECD objectives include interagency coordination and program alignment, development of a coordinated professional development system for the early childhood workforce, and establishment of an integrated data system to better inform policy, programming and budget decisions.

<http://www.education.virginia.gov/Initiatives/EarlyChildhood/GovWorkingGroup.cfm>

Since the Head Start Reauthorization Act of 2007, the Governor has informally considered the Working Group as Virginia's Early Childhood Advisory Council. Governor Kaine has taken formal action through issuing executive order number 91, dated September 23, 2009 (Appendix A), to name this entity as Virginia's Advisory

Council. While the composition of the group is remarkably in line with the Reauthorization Act's requirements, Governor Kaine has added two requisite members – a Head Start program director and a local school superintendent– to the existing membership. The executive order renames the entity as **Virginia's Early Childhood Advisory Council** and outlines a partnership structure with the Secretary of Education serving as the chair and the VECF president serving as co-chair of the Council and implementation of its decisions and directions. The director of OECD will coordinate the activities of the Council.

Recognizing the importance of involvement of all sectors to find solutions for increasing quality and access of early childhood development opportunities, Virginia uses a public-private partnership in administration and leadership of two key initiatives, including its comprehensive early childhood strategic plan implementation.

Virginia has utilized its Early Childhood Comprehensive Systems grant through the Maternal and Child Health Bureau to build a strategic plan for its early childhood system over the past several years. Building on that process, Virginia has merged several other state level strategic plans to form **Virginia's Plan for Smart Beginnings** (Appendix B), a statewide, comprehensive strategic plan to strengthen, integrate, and evaluate early childhood services, infrastructure, and public engagement efforts across the Commonwealth. Through public meetings, stakeholders from public and private agencies refined the plan into one comprehensive plan. The OECD and VECF partner to co-lead implementation of the plan. Extending this public-private partnership model,

each of the five goals for implementation are co-chaired by a public and a private partner, shepherding numerous coalitions and initiatives within each area of goal focus: Governance and Finance; Family Support and Parent Education; Early Care and Education; Health; and Public Engagement. More than 50 organizations and agencies across the state have formally endorsed the plan. Hundreds of individuals from many partners, both public and private, participate in a vigorous and ongoing process in addressing the objectives for optimal growth and development of children from prenatal times to elementary school.

http://www.education.virginia.gov/Initiatives/EarlyChildhood/Virginias_Plan_Smart_Beg.doc

The five goals of the plan are:

- Goal 1: Governance and Financing: All sectors will be engaged in creating and sustaining collaborative structures to ensure an effective early childhood system.
- Goal 2: Parent Support and Education: All families of children prenatal to five will have the information and support they need to promote their child's optimal development and school readiness.
- Goal 3: Early Care and Education: All families will have access to high quality early care and education.
- Goal 4: Health: All families of children prenatal to age five will have access to a full range of prevention and treatment service to ensure their children are health.

- Goal 5: Public Engagement: All Virginians will recognize the importance of early childhood and act to support policies and investments promoting a Smart Beginning for all children.

The Plan's goal group leaders have worked together to:

- set plan priorities within each goal area and identify strategies for progress,
- identify desired outcomes at both the system and child/family level, and
- discern key data elements that will meaningfully measure success with meeting objectives and ultimately, the goal of school readiness for all of Virginia's children.

With priorities and objectives clearly outlined, the plan itself suggests a strategic approach for increasing access and quality of early childhood programs and services for Virginia's children. Because *Virginia's Plan for Smart Beginnings* outlines the Commonwealth's comprehensive goals and objectives for growth and development of all of Virginia's young children, the State Advisory Council grant will assist with moving the initiative from planning to successful implementation and accountability.

Virginia's Commitment to Quality Standards

Parallel to the evolution of a strong governance structure, Virginia has focused on intentional steps to establishing and promoting standards that reflect our common values and commitment to high quality. An initiative called the Alignment Project, a multi-disciplinary team of educators, program administrators, and other stakeholders, began in 2006, to align our expectations of children's skill development, the necessary

skills and knowledge areas for adults who guide them in acquisition of these skills, and a framework for quality criteria that should be present in early learning programs. The resulting resources are outlined here.

The ***Milestones of Child Development*** is a resource showing optimal skill development for young children from infancy to kindergarten age along with strategies for adults to recognize and support children's optimal skill development and acquisition. The Milestones are organized by domain area (e.g., social and emotional development); with each domain are related strands (e.g., relationship with others) and indicators, examples, and strategies arranged in gradual progression by approximate age range (i.e., birth to 18 months, 18 months to 36 months, 36 months to 48 months, and 48 months to kindergarten entry). These ranges are intentionally broad because young children's development is highly episodic, such flexibility, therefore, permits variation within developmental ranges. The Milestones offer a comprehensive reference to consolidate our understanding of young children and their needs so that we can work in partnership among families, early childhood programs and services, schools and communities to promote their healthiest development.

http://www.education.virginia.gov/Initiatives/EarlyChildhood/MCD_6_07.pdf

In order to support optimal learning and achievement for young children, Virginia must have a highly skilled early childhood education professional workforce that places a priority on life-long learning and continuous quality improvement. To articulate the skills and competencies desired in that workforce, Virginia's ***Competencies for Early Childhood Professionals*** outlines standards for competent practice, identifying what

early childhood professionals must know, be able to do, and care about to provide quality early care and education. Within each content area, four competency levels are presented to establish a continuum from preliminary skills to an advanced level of academic preparation and varied experience. Professionals progress from one level to another through various paths including formal study, training, mentoring and coaching, and reflection on practice. Importantly, levels are defined for early childhood professionals serving varying roles.

http://www.education.virginia.gov/Initiatives/EarlyChildhood/Comp_6_07.pdf

Virginia's ***Foundation Blocks for Early Learning*** serve as the state's early learning standards for four-year-olds. The purpose of the *Foundation Blocks for Early Learning* is to provide early childhood educators a set of standards for all content areas, as well as indicators of success for entering kindergarten students pertaining to their competencies in literacy, mathematics, sciences, history, social science, personal and social development, and physical and motor development. A committee of Department of Education specialists, literacy and mathematics professors from Virginia universities, and public and private preschool teachers and administrators developed the standards using current scientifically based research. Standards reflect a consensus regarding children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences. Each set of standards includes indicators of success for entering kindergarten and promote continuity among preschool programs throughout the state regardless of the choice in curriculum.

http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf

Virginia's Star Quality Initiative is a voluntary quality rating and improvement system (QRIS) which sets a continuum of clearly defined Star levels of increasing quality. Virginia's Star Quality initiative provides programs a roadmap for continuous quality improvement, while participation also gives programs the positive community recognition they deserve for their continued dedication to achieving higher standards and improving quality.

The four performance standards in the QRIS—education, qualifications and training of staff; interactions between teachers and children; staff to child ratio and group size; and learning environment and instructional practices—have indicators that must be achieved for each Star level. These standards and indicators have been selected as a result of a thorough review of the research literature and best practices in other states. A strong body of research suggests that early care and education programs that focus on improving in ways aligned with these four standards yield positive outcomes for children.

http://www.smartbeginnings.org/index.asp?Type=B_BASIC&SEC={56DE82A5-9F30-4390-B6CD-4C90C8D2D282}

OBJECTIVES AND NEED FOR ASSISTANCE

Through this grant, the Early Childhood Advisory Council will be supported to lead implementation of *Virginia's Plan for Smart Beginnings* (Appendix B), increasing quality and access in programs and services supporting optimal early childhood development; promoting strong data and information management strategies to inform budget, program, and policy decisions; promoting a coordinated system for professional development of the early childhood workforce; and ensuring accountability through documentation of gains and gaps outlined in a biennial progress report.

PROBLEMS TO BE ADDRESSED

A. While progress has been made, barriers still exist to the full implementation of a comprehensive system for early childhood care and education from birth to age 5 in Virginia, including disparities in program quality and access.

In 2006, the University of Virginia's Weldon Cooper Center used the United States Census Bureau's American Community Survey to conduct a study of the 105,000 four-year-old children living in Virginia in 2005. Results showed almost 43 percent of those four-year-olds (45,000) were not enrolled in any type of preschool program. Enrollment in preschool was highest among those families earning more than three times the poverty threshold (70 percent) while those below the poverty level were enrolled at the lowest rate (40 percent).

Governor Kaine's commitment to preschool for four-year-olds has led to significant gains for the Virginia Preschool Initiative program during his term, including a \$22 million increase in legislative appropriation, growth in enrollment from 11,343 children in SY05-06 to 15,639 in SY08-09, increase in state share spending from \$38.5 million in SY05-06 to \$58.6 million in SY08-09; and expansion in scope from 92 school divisions participating in SY05-06 to 112 in SY08-09. Yet, barriers to further expansion for a mixed delivery preschool system remain, as evidenced by the fact that the 15,000 children served represent only 75 percent of the funded "slots" afforded by state general funds, highlighting the need to further reduce policy barriers. Key challenges include the funding formula and the education community's lack of experience and practice of partnering with child care programs to deliver state-funded preschool services for at-risk four-year-olds. Additional efforts are needed to develop a more strategic method for allocating funds and stronger alignment between child care and public school programs to create a strong and effective preschool network

The work of the Office of Early Childhood Development over the past year has brought new insights and improved ability to understand challenges and opportunities for program policy integration across agencies to increase access and quality for families. One example of the benefit of cross-agency coordination is the recognition of the opportunity for using additional state pre-K funds (through the Department of Education) as match for federal Child Care and Development Fund and for Temporary Assistance to Needy Families, increasing the Virginia Department of Social Services' ability to serve families with child care subsidies and TANF benefits. There is great potential for

increased integration of funding, policy, and programming to maximize resources and service capacity; there is also documented need for such an emphasis.

The Virginia Early Childhood Foundation and Office of Early Childhood Development have worked in partnership to develop, pilot, and administer a quality rating system for child care centers, Head Start programs, and private and state-funded preschool programs. Virginia's Star Quality Initiative measures four domains of quality: (1) the education, training, and professional development of directors, teachers, and assistant teachers; (2) interactions among teachers and students; (3) group size and adult-to-child ratios; and (4) the learning environment and instructional practice. A central component of the QRIS involves the collection of very high-level, proximal data: direct classroom observations using research-validated, standardized behavioral assessment tools.

The Star Quality Initiative was piloted during the 2007-2008 school year, with 186 classrooms observed by 20 trained Star Quality Raters. Through a corporate grant from Capital One and generous local support, the pilot built on existing local efforts to promote quality in both public and private early childhood settings in 14 Virginia communities. The purpose of the initiative in phase one was not to assign and promote Star ratings, but to test and evaluate the standard and ratings process to ensure reliability and validity. While Star ratings were not publicized, internal data showed a nearly-perfect bell curve distribution on Star level programs; 44 percent of the programs fell at the 3-Star level, with the majority of those remaining earning 2 or 4 Stars and very

few programs at the 1-or 5 Star levels. Data also indicated a 90 percent rate of consistency between Star Quality Raters.

The second year of the QRIS pilot included 13 coalitions, with 140 programs from a diverse range of settings. About 225 classrooms were observed, including the addition of 60 toddler classrooms that were assessed. This year's pilot had a focus on programs serving most at-risk children, and initiated a strong mentoring component.

Approximately 50 Star Quality Raters and 80 Star Quality Mentors were trained in a consistent, rigorous format.

While the pilot represents a significant start, participating programs represent a tiny percentage of the universe of centers and programs that serve Virginia's young children. Coordination and commitment are still needed to fully implement the QRIS, to expand to family provider settings and school-age program sites, and to integrate the QRIS with other systems such as tying star ratings to reimbursement through the child care subsidy program. The coordination and leadership supported by this grant offering will assist Virginia in moving to statewide implementation and to collect and track relevant data. Through these efforts, Virginia is poised to support quality and consistency among early childhood programs and provide a continuum of care and education throughout various provider settings so all children arrive in kindergarten ready to learn.

One of the five main goals of *Virginia's Plan for Smart Beginnings* is that all families will have access to high quality early care and education. This grant will assist with implementing the strategies outlined in the *Smart Beginnings* plan to reach this goal, including the implementation of a statewide voluntary quality ratings and improvement system (QRIS), increased alignment among child care programs and the public schools, the establishment of a strong and effective preschool network, the promotion of greater accessibility and quality in the subsidy system, and identifying and addressing local barriers to the expansion of high quality child care programs.

There is also a need for families of children prenatal to age five to have access to a full range of prevention and treatment services to ensure that children are healthy. This grant will provide for the coordination to expand health services and develop effective practices and policies so there is an increased awareness and access to health care, early dental care, behavioral health services, and an increase in healthy behaviors among pregnant women and young children.

Another goal addresses the need for parent support and education. All families of children prenatal to five should have the information and support they need to promote their child's optimal development and school readiness. Currently Virginia lacks a cohesive system for parents to obtain support services and quality information. This grant will assist with increasing collaboration and coordination of services at the state and local levels, developing effective and efficient methods for providing information to

all parents, and equipping child and family service providers with consistent information, and identifying gaps and strategies for expanding services.

B. Virginia has made strong gains in establishing aligned standards but there are gaps in consistent, meaningful assessment and evaluation. Virginia lacks a unified data system that allows for interpretation and analysis of data and outcomes.

The ability to analyze and clearly present basic information is essential for service providers, policy makers, and the public. The current effort to collect statewide indicators of school readiness is an important start in this effort but additional work is needed to fully evaluate, understand, and support school readiness. As the Commonwealth continues to invest in pre-k programs and expand its efforts to assess children's competencies, it is essential that the state have the resources to evaluate the effectiveness of the pre-k programs. At present, there is no consistently available capacity to analyze the data. Resources are needed to analyze the accuracy of the pre-k experience data collected by local school divisions and to identify best practices and to improve data collection throughout the Commonwealth.

Data is needed to evaluate early childhood programs to provide policy makers with evidence of program effectiveness, identify bridges and barriers to program implementation, and to support teachers and service providers by providing information that can guide instructional practices and delivery methods.

Data pertaining to the quality of programs and children's access to programs currently are fragmented and highly variable in quality. Problematically, they are housed in numerous agencies, organizations and managed with different data mechanisms. Funded by a federal grant through the Office of Planning, Research, and Evaluation (OPRE), the Virginia Department of Social Services, in partnership with Virginia Tech and the Departments of Education and Health, is currently in the process of developing an interagency integrated data system for the initial purpose of assessing Child Care Development Fund (CCDF) impacts on child care quality in the Commonwealth of Virginia. Working together, the data partners will identify currently collected data that can be considered valid indicators of child care quality, identify issues of data management and reliability of the identified indicators, determine additional indicators that will need to be collected to assess child care quality, establish additional partnerships as needed to gain access to these additional indicators, identify desired indicators that are not currently collected, and design new data collection strategies for these desired indicators. Linkages between the identified indicators of child care quality will be established through the design, development and deployment of a web-accessible, data management system. This system will be used by the partners and other identified stakeholders to collect child care quality data systematically, for the purpose of supporting policy-level decision-making in the Commonwealth of Virginia.

Funds from this request will further build on this grant and enable the state to maintain and capitalize on this flexible, integrated data system to enable state secretariats, legislators and agency commissioners to make informed policy decisions based on timely, valid information.

C. Virginia lacks a coordinated professional development system that ensures a continuum of high quality opportunities for the early childhood. *Virginia's Plan for Smart Beginnings* supports the establishment of a coordinated system of professional development in order to ensure a strong early childhood professional workforce.

Recognizing the importance of a coordinated system to support the early childhood workforce, a task force emerged from the Governor's Working Group on Early Childhood Initiatives to make recommendations for this purpose. Chaired by Dr. Robert Pianta, dean of the Curry School at the University of Virginia and noted researcher on effective teaching, the Strategic Council included representatives from the Virginia state board of education and department of education; private foundations; deans of education from James Madison University, Virginia Commonwealth University and the College of William and Mary; Virginia Community College System and the State Council for Higher Education; and national organizations including National Association for the Education of Young Children and Child Trends.

The Strategic Council committed to an 18-month exploration beginning in September, 2008, and to submit a preliminary report and findings to the Governor and the education community by September 2009, with a final report due by March 2010. The task force chose to focus on objectives including examining and strengthening the higher education infrastructure to meet the growing demand for training and degree attainment; refining and developing relevant licensure and certification; coordinating and improving

various training opportunities; and enhancing strategies to recruit, retain, and support professionals in their development.

Because of the complexity of the issues and the urgency for action, four committees were formed to serve the Strategic Council by providing information and insights in the areas of quality, access, accountability, and infrastructure. Fifty additional individuals from all relevant disciplines and constituent groups contributed time and talent to inform the Council's findings and recommendations; staff from the Office of Early Childhood Development supported the work of the committees.

In order to better understand the needs and characteristics of those who are impacted by early childhood professionals, a summary of Virginia's child characteristics was developed (Appendix C). Especially for children with multiple risk factors, access to high quality early childhood experiences – guided by skilled, competent adults – is critical. Of particular import to the Council were the number of children living in poverty, the percentage of young children with all parents working, the percentage of children in single-parent families and with mothers with less than a 12th grade education, and the particular needs of English language learners. In examining the relationship among the characteristics and needs of Virginia's children, actual access to programs, and relevant longitudinal performance indicators, the Council agreed that the case for investment in early childhood professionals' skills and competencies is strong and urgent.

The Council then had the opportunity to examine the qualifications, workforce issues, and requirements of five categories of early childhood professionals serving more than 400,000 children birth to five years of age: child care, state-funded preschool (Virginia Preschool Initiative or VPI), Head Start, Early Childhood Special Education (Part B of the Individuals with Disabilities Education Act), and early intervention (Part C of IDEA). An estimated number of young children served by each teacher group are: 370,000 in child care; 15,000 in VPI; 13,000 in Head Start; 18,000 in Early Childhood Special Education, and 6,000 in early intervention.

The snapshot of the early childhood professional workforce (Appendix D) shows the wide disparities among these professionals in every regard. While disparate professional requirements complicate the challenge of a statewide professional development system to support all professionals, the most compelling insight is the significant number of children served by professionals in the private child care community, with the least stringent standards and professional requirements and the most fragile, fragmented market. Strategic Council members noted that in terms of potential for biggest impact from a coordinated professional development system, the child care community should be a primary target for focus and services.

In terms of accountability, the need for professional registries to document and support the development and professionalization of the early childhood workforce and training providers was recognized by the Strategic Council and became the focus of intense

research by the committees. While many states have registry systems, Virginia has never invested in this resource.

Access to professional development opportunities has been another area of examination for the Council. The committees scanned both pre-service and in-service offerings across the state and provided these snapshots to the Council to better understand geographic gaps as well as service gaps.

Two particular areas of challenges to access emerged.

1) The child care community is diverse, with no real centralized coordination or communication. Practitioners range from those providing informal care, religious-based instruction, and structured learning environments to children in their homes, churches, and centers. This community of professionals, while providing early learning environments to the vast majority of young children in Virginia, has few opportunities for organization or a centralized presence or association. In order to meet licensing standards for professional development, child care providers must receive specified numbers of clock hours of training. Ensuring that they have the chance to continuously reinforce and upgrade their knowledge and skills means thoughtful planning of delivery methods, learning options, and scheduling.

2) For those professionals interested in degree attainment, Virginia's colleges and universities do not necessarily offer a strong continuum of development specific to early childhood development. Many community colleges offer coursework and degree programs in early childhood development, and have recently redesigned coursework to

not only align with Virginia's *Competencies for Early Childhood Professionals* but also to be consistent at institutions across the state. The associate degrees, however, do not always easily transfer or articulate to four-year colleges, raising a barrier for early childhood professionals hoping to take the next step in a professional development pathway. No university in Virginia currently offers a four-year baccalaureate degree specific to early childhood development that leads to licensure, nor is licensure for a birth-to-kindergarten specialization available.

Finally, the Strategic Council has engaged in discussions about options for funding and infrastructure for a professional development system. To understand current funding and resources available for training and professional development, a funding matrix (Appendix E) was developed that provides evidence of the potential for integration and coordination of resources across sectors.

Because of the research and intensive discussion regarding needs for a coordinated system, Virginia is poised to utilize the resources provided through this grant opportunity to hone in on improvements in coordination, quality, and accountability.

APPROACH

Utilizing *Virginia's Plan for Smart Beginnings* as a compass, grant funds will be used to support:

- ongoing leadership and coordination of the efforts targeted to meeting the objectives specified in the Plan,
- intentional collection and documentation of data to measure performance and outcomes and spearheading effective integrated data management to inform decisions and directions, and
- biennial progress reporting on the school readiness of Virginia's children.

Virginia's Plan for Smart Beginnings' overarching goal is for children to arrive at kindergarten healthy and ready for success in school and life. This grant will help strengthen the state's data system to evaluate whether the state's policies and programs are helping to reach this goal. It will assist with meaningfully and effectively measuring success in addressing or meeting specific objectives and with the design of the most appropriate evaluation techniques.

If the plan's strategies are working, there should be evidence of an:

- **Increased percentage of babies born at healthy birth weight.**
- **Increased usage by parents of resource and referral services.**
- **Increased number and percentage of children receiving health and developmental screenings by health care providers through well-child**

visits and receiving services based on referrals from developmental screenings.

- **Increased number and percentage of eligible children served in early intervention programs.**
- **Increased percentage of children enrolled in public and private insurance.**
- **Increased number and capacity of early care and education programs engaged in the Virginia Star Quality initiative.**
- **Increased number and percentage of children arriving at kindergarten ready to learn to read.**

The long term goal of Virginia's Early Childhood Advisory Council is to support an integrated data system that provides links between services to support children and families and to track child outcomes. Building on the current OPRE grant that seeks to create the infrastructure for interagency and integrated data, this grant will expand the infrastructure for a Child Care Research Project. The work plan details the on-going goals, objectives, activities and outcomes of Virginia's Early Childhood Advisory Council and more specific goals for each year.

In addition, this grant will help fund a full-time staff person to help coordinate and implement Virginia's strategic plan to create an integrated, comprehensive system of early childhood services and resources for Virginia's children, from birth to kindergarten-age, and their families. A central role of this new position will be to oversee the implementation of the new and expanded data system as described in this proposal.

WORK PLAN

Year One – Specific Initiatives			
Goal	Objective	Activities	Outcomes
The State Advisory Council will engage in creating and sustaining an effective early childhood system.	Address the needs of Virginia's early childhood education and development programs and services from birth to school entry.	<p>Develop a needs assessment tool to be distributed to public and private early childhood education and development programs that provide services to children from birth to five.</p> <p>Distribute the needs assessment tool to public and private early childhood education and development programs.</p> <p>Collect and analyze data from the statewide needs assessment.</p> <p>Prepare report on the results of the needs assessment.</p> <p>Hold public meetings throughout the Commonwealth to gain public input into the needs assessment.</p>	An increased knowledge of the needs of the Commonwealth's early childhood education system.

Year Two and Three – Specific Initiatives			
Goal	Objective	Activities	Outcomes
Virginia will have evidence that programs are effective and producing the desired outcomes.	Support an integrated data system that enables research links between related services, and child care quality, including children's outcomes.	Develop a Child Care Research and Analysis Unit for the Commonwealth of Virginia.	Data will be used to address policy issues regarding child care and early education quality, and family and child outcomes.

Quarterly Initiatives			
Goal	Objective	Activities	Outcomes
The State Advisory Council will meet on a quarterly basis.	Quarterly meetings will keep the group informed and engaged in providing input into statewide initiatives.	<p>Review work plan and responsibilities of the State Advisory Council.</p> <p>Meetings will also provide updates on statewide early childhood initiatives.</p>	An effective early childhood system that provides a continuum of services for children birth through five.

ON-GOING WORK PLAN

On-going			
GOVERNANCE & FINANCE			
Goal	Objective	Activities	Outcomes
All sectors will be engaged in creating and sustaining collaborative structures to ensure an effective early childhood system.	Sustain a structure within the executive branch to effectively coordinate the planning, financing, delivery and evaluation of early childhood programs.	Support a state advisory council of senior leaders of relevant agencies and organizations. Promote collaborative strategies for the most effective governance and leadership among agencies and organizations. Align and integrate service deliveries across agencies and organizations.	Increased and more diverse public-private resources are available for the early childhood system and coordinated among programs. A strong workforce of professional serving children and families sustained by an effective professional development system.
	Sustain the statewide public-private entity to consistently guide early childhood initiatives and provide resources, technical assistance, and accountability to local coalitions.	Establish an effective organizational structure for the Virginia Early Childhood Foundation. Serve as a centralized source for exchange of information and resources.	State budget and policies reflect and support key system goals. Increased data linkages and information sharing among all partners and agencies.
	Increase the capacity of local partnerships working to coordinate, improve, and expand delivery of early childhood programs and services.	Create local leadership coalitions at the community level. Develop local strategic plans to meet identified needs aligned with statewide priorities. Create learning communities to share best practices and resources.	Local plans are aligned to state-level priorities. A strong and effective governance structure at both and local levels.
	Increase public-private investments and braid funding streams for maximum impact.	Maximize available resources and secure sustainable, diversified investment. Coordinate state and local level resource development.	An effective system of evaluation for program improvement and accountability.
	Ensure accountability with program standards and measurements to track identified outcome indicators.	Define standards. Utilize appropriate assessment instruments and outcome indicators. Develop a method for tracking system and child outcomes.	
	Promote a high quality workforce providing services for young children and families	Increase the supply of qualified professionals. Increase access, availability, and affordability of professional development.	

On-going

PARENT SUPPORT AND EDUCATION			
Goal	Objective	Activities	Outcomes
All Families of Children prenatal to five will have the information and supports they need to promote their child's optimal development and school readiness.	Increase access for all families to quality information and support services	<p>Develop effective and efficient methods for providing information to all parents.</p> <ul style="list-style-type: none"> ○ Increase awareness and coordination of state resources. ○ Increased awareness of community services that promote prevention and inclusion. ○ Educate parents about high quality early care and education as a support for school readiness. 	<p>SYSTEM OUTCOMES</p> <p>Increased capacity of home visiting and parent education programs.</p> <p>Increased use of strategies to promote and sustain parental and family involvement.</p> <p>Increased child care and health professional awareness of family support best practices</p> <p>Increased interagency coordination and improved distribution mechanisms for parent and family information about state and local services</p> <p>Increased uniformity of agency and provider messages to parents and families</p> <p>CHILD OUTCOMES</p> <p>Increased family awareness of available services and supports.</p> <p>Increased number of eligible families enrolled in evidence-based and evidence informed home visitation programs.</p>
		<p>Equip child and family serving providers with information to best serve families.</p> <ul style="list-style-type: none"> ○ Increase provider awareness of local home visiting services and parent education programs. ○ Adopt uniform messages across agencies, disciplines, and organizations. 	
		<p>Identify gaps and develop strategies for expanding services.</p>	
	Increase the quality of parenting support programs	<p>Implement best and promising practice models and evidence-based family support programs.</p> <ul style="list-style-type: none"> ○ Provide best practice professional development opportunities for child and health care professionals. ○ Support use of best practice models in local coalitions. ○ Involve families in the design and evaluation of services. ○ Increase diverse parent representation on local and state-level coalitions and planning. ○ Implement strategies to sustain parental involvement. 	<p>Increased number of parents in evidence-based parent education and support programs.</p> <p>Increased family participation in early childhood programs through parent leadership opportunities.</p> <p>Increased number of families providing a safe home environment.</p>
		<p>Increase collaboration and coordination of services at the state and local levels.</p>	

On-going

EARLY CARE AND EDUCATION			
Goal	Objective	Activities	Outcomes
All families of children prenatal to five will have the information and supports they need to promote their child's optimal development and school readiness.	Improve the quality of early care and education programs	Establish a voluntary statewide quality ratings and improvement system (QRIS). <ul style="list-style-type: none"> ○ Create QRIS standards for all early learning settings. ○ Implement QRIS statewide. 	<p style="text-align: center;">SYSTEM OUTCOMES</p> Increased quality of early care and education programs. Increased coordination of funding and service delivery among ECE programs and between ECE programs and public schools. Early care and education programs have increased and more sustainable funding sources, including increased in subsidy reimbursements by public and private ECE programs
		Promote alignment of child care programs and public schools. <ul style="list-style-type: none"> ○ Promote <i>Foundation Blocks for Early Learning</i> and <i>Milestones of Child Development</i>. ○ Promote transition practices. ○ Provide joint professional development. ○ Explore PK-3 strategies. 	
	Expand availability and access to high quality early care and education programs.	Establish and maintain a strong and effective preschool network. <ul style="list-style-type: none"> ○ Coordinate enrollment among Head Start, VPI, and private child care providers. ○ Blend classrooms and coordinate services. ○ Promote effective and efficient funding strategies and policies. 	<p style="text-align: center;">CHILD OUTCOMES</p> Increased number of children enrolled in high quality early care and education programs. Increased percentage of children scoring in the appropriate developmental range Increased number of children with special needs identified and receiving appropriate ECE services and supports. Increased average 3 rd grade SOL scores and pass rates. Decreased retention rates for children in grades K-3.
		Promote greater efficiency, accessibility and quality in the subsidy program. <ul style="list-style-type: none"> ○ Integrate child care into preschool delivery. ○ Identify needs and gaps in subsidized services. ○ Increase the percent of eligible families receiving subsidies and promote quality. ○ Provide equitable subsidy reimbursement rates. 	

On-going

HEALTH			
Goal	Objective	Activities	Outcomes
All families of children prenatal to age five will have access to a full range of prevention and treatment services to ensure their children are healthy.	Foster public and private sector initiatives to improve the affordability of health services.	<p>Increased health insurance coverage, ensuring services during the prenatal, infant, toddler, and childhood years.</p> <ul style="list-style-type: none"> ○ Promote enrollment and retention of eligible children in Medicaid or FAMIS and eligible pregnant women in FAMIS Moms. ○ Educate health care providers about Medicaid reimbursement for oral health assessments and dental varnish services. ○ Promote mandate of Medicaid reimbursement for oral health assessments and dental varnish services. ○ Enhance employer-sponsored health insurance. 	<p>SYSTEM OUTCOMES</p> <p>Increased resources available for Early intervention services.</p> <p>Increased access to quality healthcare (physical, behavioral, dental) for at-risk populations.</p> <p>Increased use of a medical and dental home messages to parents and families.</p> <p>CHILD OUTCOMES</p> <p>Increased number of children and families enrolled in public (Medicaid and FAMIS) and private insurance.</p> <p>Increased number of pregnant women receiving recommended prenatal care.</p> <p>Increased number of children receiving health and developmental screenings and services.</p>
	Increase access to health services through expansion, increased coordination and effective practices and policies.	<p>Increase awareness and access to health care.</p> <ul style="list-style-type: none"> ○ Coordinate and expand use of medical and dental homes. ○ Educate pregnant women and families about the value and use of medical and dental homes. ○ Educate medical providers about best practices (as defines by Bright Futures and AAPD). ○ Educate non-medical child and family providers about physical, dental, and behavioral development and services. ○ Promote Joint Commission on Health Care recommendations re: premature and low birth weight infants. ○ Reduce disparities by ensuring availability and coordination of services for diverse populations. 	<p>Increased number of eligible children serviced in Early intervention programs.</p> <p>Increased number of eligible children and parents receiving mental health services aid for by public and private insurance.</p>

On-going

HEALTH (cont'd)

Goal	Objective	Activities	Outcomes
<p>All families of children prenatal to age five will have access to a full range of prevention and treatment services to ensure their children are healthy.</p>	<p>Increase access to health services through expansion, increased coordination and effective practices and policies.</p>	<p>Increase availability and access to behavioral health services.</p> <ul style="list-style-type: none"> ○ Pursue universal screening of all children 0-5 from birth. ○ Train child and family serving providers in the identification of children in need of further assessment. ○ Facilitate information-sharing and referrals across disciplines and systems. <p>Increase availability and access to early dental care.</p> <ul style="list-style-type: none"> ○ Promote initial pediatric dental appointment in the first year. ○ Educate potential parents re: need of early dental services. ○ Train non-medical and child care providers on dental risk assessment and prevention tools. ○ Examine the scope of practice for professionals to maximize access to preventive services. <p>Promote healthy behaviors among pregnant women and young children.</p> <ul style="list-style-type: none"> ○ Promote nutrition education for parents and families. ○ Educate child and family service providers, including those serving high risk populations. ○ Ensure that professional education curricula include high risk behaviors. ○ Maximize participation in WIC, Food Stamps, and other programs for high-risk populations. ○ Improve documentation and information sharing among agencies. 	<p>SYSTEM OUTCOMES</p> <p>Increased resources available for Early intervention services.</p> <p>Increased access to quality healthcare (physical, behavioral, dental) for at-risk populations.</p> <p>Increased use of a medical and dental home messages to parents and families.</p> <p>CHILD OUTCOMES</p> <p>Increased number of children and families enrolled in public (Medicaid and FAMIS) and private insurance.</p> <p>Increased number of pregnant women receiving recommended prenatal care.</p> <p>Increased number of children receiving health and developmental screenings and services.</p> <p>Increased number of eligible children serviced in Early intervention programs.</p> <p>Increased number of eligible children and parents receiving mental health services aid for by public and private insurance.</p>

On-going

PUBLIC ENGAGEMENT			
Goal	Objective	Activities	Outcomes
All Virginians will recognize the importance of early childhood and act to support policies and investments promoting a Smart beginning for all children.	Persuade the public and key leaders and decision makers of the importance of early childhood and the benefits of early childhood initiatives.	<ul style="list-style-type: none"> ○ Select target audiences; plan and execute tailored communication methods. ○ Plan and execute print, broadcast and online media approaches to persuade general public. ○ Facilitate local, community-driven public awareness campaigns. ○ Conduct state and local media relations efforts to increase positive media placements. 	<p style="text-align: center;">SYSTEM OUTCOMES</p> <p>Strong, organized community networks for advocacy and building public will.</p> <p>Consistent and effective advocacy messages for various audiences.</p> <p>A strong, growing, and mobilized poll of early childhood champions in all sectors.</p> <p>Increased awareness of the importance of early childhood development and its role in improving Virginia's economy and quality of life.</p> <p>Local plans are aligned to state-level priorities.</p> <p>A strong and effective governance structure at both the state and local levels.</p> <p>Stakeholders' commitment to a unified policy agenda.</p>
	Increase participation and engagement of leaders to support state and local early childhood initiatives.	<ul style="list-style-type: none"> ○ Increase the number and strength of local Smart Beginnings coalitions. ○ Recruit and cultivate local leaders from business, faith communities, law enforcement, and other sectors statewide. ○ Create a statewide Business Leader Advisory council to support early childhood initiatives. 	
	Promote collective action to alter key early childhood systems and policies at local and state levels, in both public and private entities.	<ul style="list-style-type: none"> ○ Prepare community leaders to conduct personal advocacy with elected officials. ○ Strengthen partnerships and communication among early childhood stakeholders. ○ Jointly define key policy change priorities and collective action steps. ○ Create and strengthen communications to promote legislative advocacy by early childhood supporters. 	
	Regularly inform the public and all stakeholders of progress on Virginia's Plan for Smart Beginnings.	<ul style="list-style-type: none"> ○ Create a Virginia Plan for Smart Beginnings section online within www.smartbeginnings.org. ○ Post updates to the strategic plan and provide status reports. ○ Publish an annual online report of progress. 	

Sustainability Plan

The nexus of a number of events in Virginia make this grant opportunity particularly timely and relevant. *Virginia's Plan for Smart Beginnings* outlines the Commonwealth's comprehensive goals and objectives for growth and development of all of Virginia's young children. The plan reflects the commitment and endorsement of dozens of public and private bipartisan partners across sectors and disciplines. The level of current investment in creating a coordinated system of childhood and related family services is geared toward building a system anchored in effective data management, analysis, and policy-making. This grant would assist with moving the initiative to successful implementation and accountability.

The creation of the Office of Early Childhood Development is the result of intense focus and attention on policies and programs impacting early childhood development, along with sharp recognition of the benefits to the Commonwealth from high-quality early childhood investment. One of the main objectives and priorities of the Office of Early Childhood Development is to facilitate a seamless system of high-quality services for young children, informed and guided by appropriate and relevant data, assessment, and evaluation efforts.

The recent Head Start reauthorization recognizes the need for states to integrate data systems and sets this goal as a primary objective for the Early Childhood Advisory Councils in each state. Virginia's enhanced governance model and the development of a strong, integrated infrastructure for early childhood will position the state well in

providing a seamless system for its young children and families. Given these significant commitments to having and using relevant program data to guide and inform systematic policy analysis and policy-making, the timeliness of this grant opportunity could not be better.

Through this grant, Virginia will have the opportunity to develop the needed policy-analysis infrastructure for collecting and analyzing data across agencies and divisions that will continue well beyond the grant period. Key staff in the Office of Early Childhood Development, representing Virginia Departments of Social Services, Education, and Health are committed to developing and sustaining the work made possible through this grant and to identifying enhanced opportunities for linkage and integration with the joint data efforts. In addition, the staff and board of the Virginia Early Childhood Foundation are in full support of the objectives of Virginia's Plan for Smart Beginnings and of this grant proposal.

STAFFING

The grant will underwrite the salary and benefits of the director of the Office of Early Childhood Development, who will chair the State Advisory Council, lead the coordination of activities and initiatives of Virginia's Plan for Smart Beginnings, and facilitate the improvements of high-quality systems of early childhood education and care to support school readiness. The president of the Virginia Early Childhood Foundation will serve as co-chair of the Council. The grant will also provide funding for administrative assistance for the director of the OECD and for the president of the VECF to support their efforts.

STAFF PROFILES

Scott Hippert is President of the Virginia Early Childhood Foundation. He came to Richmond, Virginia in March, 2007 to facilitate the start-up of the Foundation and to implement Virginia's "Smart Beginnings" initiative. His previous position was Vice President and Chief Operating Officer at an organization called "Ready 4 K," which champions school readiness efforts and leads public policy initiatives in Minnesota. Mr. Hippert has a long resume that includes positions of leadership in nonprofits, ministry, higher education administration, corporate America, and a career that began as a television news anchor and reporter in Iowa. He holds a Master of Divinity degree from the University of St. Thomas in Minnesota, and a BA in Communications from the University of Northern Iowa.

Mr. Hippert developed a passion for early childhood and school readiness after learning that science and economics proved that investing in children during their early development has life-long implications for healthy and successful living. High quality early childhood experiences proved to be the first cause in solutions to many of the societal problems he had witnessed through years of nonprofit work.

In Virginia, he has been a champion for young children and leads efforts to create public and private sector investments and involvement that improve the healthy development and school readiness of children between the ages of birth to five. The Early Childhood Foundation is a public/private partnership that was recommended by former Governor Mark Warner's Early Learning Council. It works in partnership with state government to invest in school readiness solutions across the Commonwealth of Virginia.

The position of the Director of Office of Early Childhood Development is vacant as of September 1, 2009. The position is expected to be filled with an individual with requisite skills and characteristics in early January 2010.

ORGANIZATIONAL PROFILE

The Virginia Office of Early Childhood Development

The Office of Early Childhood Development will be responsible for the coordination of Virginia's State Advisory Council activities. This office coordinates early childhood initiatives and functions of the Departments of Social Services, Education and other state agencies concerned with early childhood and family support. A central task of this Office is to facilitate an integrated, comprehensive system of early childhood services and resources for Virginia's children, from birth to kindergarten-age, and their families. The Office's objectives include interagency coordination and program alignment, development of a coordinated professional development system for the early childhood workforce, and establishing an integrated data system to better inform policy, programming, and budget decisions.

The Virginia Early Childhood Foundation is a public-private partnership non-profit organization, founded in 2005. Its mission is to provide leadership to foster Smart Beginnings for all young children in Virginia and through them a vital future for the Commonwealth.

The Foundation provides grants, training and technical assistance to local and regional Smart Beginnings initiatives. The Foundation collaborate with state government, the business community, parents and early childhood leaders to implement long-term strategies for improving school-readiness for all young children, ages birth to five.

BUDGET AND BUDGET JUSTIFICATION

Three-Year Budget for the State Advisory Council

Categories	Federal Grant	VA In-Kind	Other In-Kind	TOTAL
Personnel Costs (Year 1)				
Salary – Director of Early Childhood Initiatives				
Benefits				
Administrative Assistant				
Administrative Assistant VECF				
Benefits				
TOTAL	\$ 176,074			
(Year 2)				
Salary-Director				
Benefits				
Administrative Assistant				
Administrative Assistant VECF				
Benefits				
TOTAL	\$ 181,356			
(Year 3)				
Salary -Director				
Benefits				
Administrative Assistant				
Administrative Assistant VECF				
Benefits				
TOTAL	\$ 186,796			
Other Costs				
Virginia Early Childhood Foundation			\$500,000	
Virginia Preschool Initiative		\$1,956,097		
Contractual : Research Partner(s)	\$ 437,177			
Data system				
Research				
Needs Assessment Tool				
Biennial School Readiness Report				
Travel	\$ 24,000			
Indirect Costs	\$ 47,210			
TOTALS	\$1,052,613	\$1,956,097	\$ 500,000	\$3,508,710

Budget Justification

Personnel Costs - \$544,226

The Director will spend 12 months of his or her time working on the objectives of the grant with 100% of her time devoted to grant activities. The annual salary for the position is [REDACTED] for the first year. The administrative assistant will be part time with

an annual salary of approximately [REDACTED]. The grant will also fund an administrative assistant for the VECF President with an annual salary of approximately [REDACTED]. FICA benefits totaling [REDACTED] for the 2 administrative assistants are included in the budget. The budget includes a three percent raise for the next two years for each position.

Fringe Benefits for the Director are below. The breakdown of benefits is as follows:

	Percentage	Year 1	Year 2	Year 3
Benefits		[REDACTED]	[REDACTED]	[REDACTED]
Retirement	33%	[REDACTED]	[REDACTED]	[REDACTED]
FICA	26%	[REDACTED]	[REDACTED]	[REDACTED]
Group Insurance	2%	[REDACTED]	[REDACTED]	[REDACTED]
Medical	36%	[REDACTED]	[REDACTED]	[REDACTED]
Retiree Medical	3%	[REDACTED]	[REDACTED]	[REDACTED]
Disability Insurance	3%	[REDACTED]	[REDACTED]	[REDACTED]

Contractual - \$ 437,177

Virginia procurement regulations will be followed to secure a partner to carry out the research, data system, and progress report responsibilities of the grant. The most likely recipient of the funds will be a state university or college. Contract activities will likely include research and data analysis, working with different data systems, and providing reports that can be used to help inform policy makers on early childhood care and development. Virginia is one of the recipients of the OPRE grants from ACF, and any SAC contractual activities will be scoped in such a way to compliment the activities

currently underway in the OPRE grant. All procurement documents will be made available to ACF prior to awarding a contract.

Travel – \$ 24,000

The travel for the OECD Director, who is the SAC coordinator, will be based on a three year travel budget. Travel will support the activities of the SAC, including trips to attend ACF-required meetings during the grant period. A portion of the travel budget will be used to arrange and conduct SAC meetings, and provide travel costs for SAC members. The Virginia Department of Accounts sets the per diem rate, mileage allowances and lodging costs. The director will have the authority to plan trips as needed within the budgeted amount.

	Year 1	Year 2	Year 3
Meals and Expenditures	\$ 1,500	\$ 1,500	\$ 1,500
Travel – Hotels	\$ 4,500	\$ 4,500	\$ 4,500
Travel - Transportation	\$ 2,000	\$ 2,000	\$ 2,000
Total	\$ 8,000	\$ 8,000	\$ 8,000

Indirect Charges- \$ 47,210

The Department of Social Services cost allocation plan approved by the Department of Health and Human Services which will be applied to the grant. Based on the Head Start State Collaboration Grant, the indirect cost percentage is 4.485 percent. Attached is Appendix F, which is a letter from the U. S. Department of Health and Human Services approving the Commonwealth of Virginia’s Cost Allocation Plan. The estimated indirect cost would be \$47,210 ($\$1,052,613 \times 4.485\% = 47,210$).

In-Kind - \$ 2,456,097

The In-Kind contributions are state funds used to support the Virginia Early Childhood Foundation and state funds from the state preschool program, the Virginia Preschool Initiative. These funds are not used to match any other federal grants, and are in-kind funds that support the voluntary 4 year old early education preschool activities in localities across the Commonwealth. The funds from the state Preschool Initiative will be used across all three years of the grant. The Virginia Early Childhood Foundation funds are state general funds that are allocated specifically to VECF, are to be used to match additional funding sources and used for the purpose of promoting early childhood development programs and systems through community-based programs. The funds from the Foundation will be counted as available the only first year of the grant.

Virginia Early Childhood Advisory Council
Supplemental Application

Rationale for Request

In support of and in order to enhance the work of the Virginia Early Childhood Advisory Council (ECAC), the Council respectfully submits this request for a supplemental award. These funds will be used to support the goals of the ECAC to further align regional and statewide efforts to increase the capacity of local partnerships working to coordinate, improve and expand delivery of early childhood programs and services. The work proposed in this supplement is in alignment with the focus area of Governance and Finance.

As cited in the original proposal, coordination and commitment are still needed to fully implement the Virginia Star Quality Initiative. Virginia's Smart Beginnings initiative, which builds collaborative early childhood systems in localities and regions around the Commonwealth, is integral to this effort because the Smart Beginnings coalitions are the local delivery vehicle for Virginia's Star Quality Initiative. Systems building efforts have been focused on several regions in the state. However, additional resources are required to build out the Smart Beginnings infrastructure in Northern Virginia to establish regional collaboration and sustainability. As the Commonwealth's largest population center and region with the most promise for generating private sector support, there is a need to both strengthen local coalitions and to build cooperation among these coalitions. A regional effort in Northern Virginia would be particularly efficient as families

routinely live and work in several adjacent localities. This successful effort will ultimately help leverage additional resources and provide important lessons to guide other communities in regional collaboration.

In a third party agreement, the Virginia Early Childhood Foundation will provide the leadership to implement a proposed 18-month plan commencing January 2011, to build collaboration and alignment between early childhood programs and initiatives in Northern Virginia. This supplemental grant will primarily fund a full-time staff person as the Northern Virginia Liaison Officer. The central role of this position will be to build leadership for Smart Beginnings coalitions and to foster cross-agency, cross-sector collaboration, build business community engagement, and generate resources for long-term sustainability of systems alignment efforts. This work will be structured according to the work plan outlined below.

Northern Virginia Initiative Work Plan

Goal	Objective	Activities & Time Frame	Outcomes
<p>All sectors will be engaged in creating and sustaining collaborative structures to ensure an effective early childhood system.</p>	<p>Increase the capacity of local partnerships working to coordinate, improve and expand delivery of early childhood programs and services.</p>	<p><u>January 2011-June 2011:</u> Create 2 additional local Smart Beginnings coalitions at the community level in Loudoun County and Prince William County.</p> <p><u>June 2011-June 2012:</u> Implement planning phase of SB coalitions in Loudoun and Prince William to assess community needs and develop local strategic plans to meet identified needs aligned with statewide priorities.</p> <p>Continue work to build collaboration and alignment among and between all local SB coalitions in No VA.</p> <p>Provide opportunities for EC providers and parents to engage in VSQI.</p> <p><u>Fall 2012:</u> Host a No VA Regional SB summit on school readiness to provide expertise in systems alignment and program design, raise public awareness and promote sustainability of regional efforts.</p>	<p>Create learning communities to share best practices and resources.</p> <p>Align local and regional early childhood systems in No VA with those of the VA Plan for Smart Beginnings.</p> <p>Collaborative coalitions develop regional strategic and sustainability plans.</p> <p>Strong and effective governance structure at both local and regional levels.</p> <p>Increased quality of early care and education programs.</p> <p>Strengthened capacity to deliver evidence-based programs.</p> <p>Increased awareness of the importance of school readiness relative to improving VA's workforce and quality of life.</p>
	<p>Increase public-private investments and braid funding streams for maximum impact.</p>	<p><u>January 2001-June 2012:</u></p> <p>Engage the NO VA business community to participate in local and regional SB leadership councils.</p> <p>Generate available private resources to maintain and grow NO VA early childhood initiatives and ensure sustainability.</p>	<p>Strengthened leadership and governance structure.</p> <p>Increased local capacity and private sector commitment.</p> <p>Increased and more diverse resources; leverage state and federal investments.</p>
	<p>Ensure accountability with program standards and measurements to track identified outcome indicators.</p>	<p><u>January 2011-June 2012:</u> Implementation of a collaboration model for local early childhood systems development and coalition design. (Altarum Contract)</p>	<p>Improved alignment of local systems consistent with VA Plan for Smart Beginnings.</p>
		<p><u>July 2011-June 2012:</u> Conduct an outcomes evaluation to collect child and community outcomes data to determine effectiveness of SB approach on school readiness.</p>	<p>Data available to ongoing data integration project.</p> <p>Provide important lessons to improve and enhance school readiness efforts locally, regionally and statewide.</p>

Budget and Budget Justification

Two-Year Budget for State Advisory Council Supplemental

Categories	Federal Grant	VA In-Kind	Other In-Kind	TOTAL
Personnel Costs				
(Year 1)				
Salary – Liaison Officer	██████████			
Benefits	██████████			
TOTAL	██████████			
(Year 2)				
Salary – Liaison Officer	██████████			
Benefits	██████████			
TOTAL	██████████			
Other Costs				
Virginia Early Childhood Foundations			\$464,790.67	
Travel	\$17,100			
Summit	\$10,400			
Equipment	\$4,000			
Supplies	\$1,250			
Indirect Costs	\$8,550			
TOTALS	\$199,196		\$464,790.67	\$663,986.67

Budget Justification

Personnel Costs

The Northern Virginia Liaison Officer will be hired by and report directly to the VECF CEO and will devote 100% of their time to the activities of the supplemental grant. The annual salary will be \$80,000 for the first year with a 3% salary increase year two. Benefits based on 29% of salary, will be provided by VECF including group health, life and disability insurance and participation in a SEPP IRA provided by VECF at 6% of salary. The Liaison Officer's primary responsibilities will include identifying and engaging leadership from the business community, working to foster cross-agency, cross sector

and cross-jurisdictional collaboration and generating private resources for long-term sustainability.

	Year 1 - [REDACTED]	Year 2 - [REDACTED]
Liaison Officer Salary	[REDACTED]	[REDACTED]
Benefits	[REDACTED]	[REDACTED]

Travel

The travel for the Northern Virginia Liaison Officer will be based on mileage allowances of \$.55 for travel within the region; other transportation costs limited to overnight travel to VECF headquarters in Richmond and attendance at one conference.

ECAC travel is based on travel for Council members to attend meetings or events, and for meetings of ECAC chairs in Washington, DC or other designated locations.

	Year 1 - \$4,550	Year 2 - \$8,800
Transportation/Mileage	\$3,300	\$6,600
Meals & Expenditures	\$500	\$1,200
Hotels	\$250	\$500
Conference	\$500	\$500

Other

Local Stakeholder Information Meetings will provide opportunities to engage and inform potential participants and stakeholders. Meeting expenses covered by federal resources will be in accordance with state guidelines.

	Year 1	Year 2
Meeting Attendance	\$150	\$250

The Northern Virginia Regional Smart Beginnings Summit @ \$10,000 federal resources will provide training and technical assistance to strengthen and aid in the accomplishment of the goals and objectives as defined by the Virginia ECAC. Summit expenses covered by federal resources will be in accordance with state guidelines.

	Year 1 - \$0	Year 2 - \$10,000
Regional Summit	\$0	\$10,000

Indirect Charges

Indirect charges are based on the cost allocation plan approved by the VA Department of health and Human Services that are applied to the direct costs of the grant at a cost percentage of 4.485.

In-Kind

The in-kind contributions from the Virginia Early Childhood Foundation are from funds designated to activities that are consistent with the goals of the ECAC original grant. The specific activities of the in-kind match are indicated in the ECAC Supplemental Grant Budget.