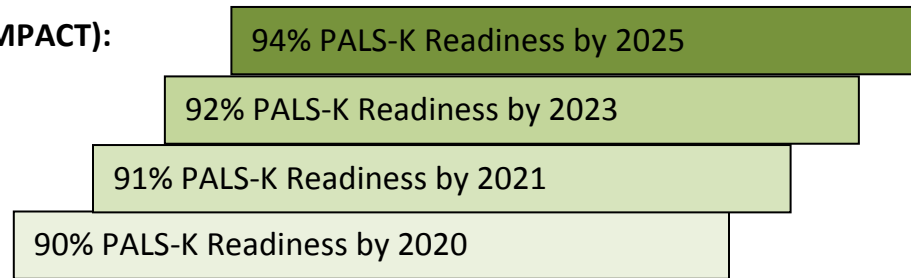


Central Virginia School Readiness Initiative (CV-SRI)  
2017-2025 School Readiness Framework

**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.

Projects	Location(s)	Timeline	Lead Partners	Annual Progress Measures	Baseline	Annual Progress Targets
<p>S1.P1 – Launch a multi-media parent, pre-k provider &amp; community-wide education readiness awareness campaign, including a data dashboard and Facebook page, that is focused on:</p> <ul style="list-style-type: none"> <li>■ birth to five development and education readiness</li> <li>■ availability and importance of high-quality ECE to education readiness</li> <li>■ availability of community early literacy and development services to support school readiness</li> </ul>	<input type="checkbox"/> Regional	2018-2025	<ul style="list-style-type: none"> <li>■ UWCV &amp; SBCV</li> <li>■ SBCV Coalition</li> <li>■ VQ</li> <li>■ MediaWerks</li> <li>■ Faith Community</li> </ul>	<p>a. # of hard copy materials distributed</p> <p>b. # of newspaper, tv, &amp; online news features</p> <p>c. Increase in traffic on online SRI dashboard</p> <p>d. # of likes on SRI Facebook page</p>	<p>a. <i>baseline = 0</i></p> <p>b. <i>baseline = average 2 media features</i></p> <p>c. <i>baseline = 0 visits</i></p> <p>d. <i>baseline = 160 likes</i></p>	<p>a. <i>target = distribute materials to 400 families / 20 distribution sites</i></p> <p>b. <i>target = 8 features annually</i></p> <p>c. <i>target = 300 visits</i></p> <p>d. <i>target = 400 likes by 12/17</i></p>
<p>S1.P2 – Implement the <i>Incredible Years (IY)</i></p>	<input type="checkbox"/> Lynchburg <input type="checkbox"/> Campbell <input type="checkbox"/> Bedford	2017 – 2018 2018 – 2019 2019 - 2020	<ul style="list-style-type: none"> <li>■ UWCV &amp; SBCV</li> <li>■ Faith Community</li> </ul>	<p>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</p>	<p>a. <i>baseline = 0</i></p>	<p>a. <i>target = 95% report increased awareness</i></p>
<p>S1.P3 Pre-K Orientation/Engagement Events</p>	<input type="checkbox"/> Regional	2019-2015	<ul style="list-style-type: none"> <li>■ UWCV &amp; SBCV</li> <li>■ VPI Coordinators</li> <li>■ Head Start Directors</li> </ul>	<p>a. % of parents reporting increased awareness of importance of pre-k for school readiness and success on post-survey</p> <p>b. % of parents reporting child had a positive experience at event on post-event survey</p>	<p>a. <i>baseline = 0</i></p> <p>b. <i>Baseline = 0</i></p>	<p>a. <i>target = 95% report increased awareness</i></p> <p>b. <i>target = 95% report positive interactions</i></p>

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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.

<b>Projects</b>	<b>Location(s)</b>	<b>Timeline</b>	<b>Lead Partners</b>	<b>Progress Measures</b>	<b>Baseline</b>	<b>Annual Progress Targets</b>
<p>S2.P1 – Develop a system of professional development and supports through ECE Peer Leadership Institute (ECEPLI) and provide/develop:</p> <ul style="list-style-type: none"> <li>■ Trainings on Observing Quality in the Preschool Classroom (CLASS) for school leadership and pre-k educators</li> <li>■ Training on the ELLCO tool</li> <li>■ Data driven PALS-PreK training to pre-k educators not proficient with the tool</li> <li>■ Peer Coaching train-the-trainer</li> <li>■ Training pre-k leaders on peer coaching to provide classroom support</li> <li>■ Support CLASS/PALS-Pre-K implementation across pre-k settings</li> </ul>	<input type="checkbox"/> Regional	<p>2017 - 2018</p> <p>2017</p> <p>2017–2018</p> <p>2018-2025</p> <p>2017-2019</p>	<ul style="list-style-type: none"> <li>■ SBCV</li> <li>■ ECEPLI Steering Committee</li> <li>■ School Admin.</li> <li>■ VPI Coordinators</li> <li>■ Directors of larger private pre-k centers</li> <li>■ VECF</li> <li>■ Teachstone</li> <li>■ VLF</li> <li>■ UVa PALS staff</li> </ul>	<p>a. # of participants trained (CLASS)</p> <p>b. Number of CEU's awarded</p> <p>c. # of school divisions using CLASS</p> <p>d. Pre-/Post CLASS scores</p> <p>e. Pre-/Post-PALS-PreK scores</p> <p>f. Funding obtained for ECEPLI</p> <p>g. Adoption by districts of CLASS and PALS-PreK in pre-k classrooms</p> <p>h. "Ownership" of peer coaching module of ECEPLI in districts</p>	<p>a. baseline = 0</p> <p>b. baseline = 0</p> <p>c. baseline = 1 division</p> <p>d. baseline = 0</p> <p>e. baseline = 0</p> <p>f. baseline = \$0.00</p> <p>g. Baseline = 1 district</p> <p>h. baseline = 0 districts</p>	<p>a. target = 2-3 educators per division</p> <p>b. target = 2.5 CEUs AY18</p> <p>c. target = 5 divisions</p> <p>d. target = 100% of observed classrooms will show improvement</p> <p>e. target = 90% children will show improvement</p> <p>f. target = \$120,000</p> <p>g. target = 100% of districts by 2019</p> <p>h. target = 3 by 6/19; 4 by 6/20; 5 by 6/21</p>
<p>S2.P2 – Establish ECE Quality Committee (ECEQC)</p>	<input type="checkbox"/> Regional	2017	<ul style="list-style-type: none"> <li>■ VQ</li> <li>■ VA Coop Ext.</li> <li>■ Childcare Providers</li> <li>■ CCA / CCRC</li> </ul>	<p>a. VQ participation rate</p> <p>b. SBCV PD participation rate</p>	<p>a. baseline = 38%</p> <p>b. baseline= 30%programs</p>	<p>a. Target = 50% of programs</p> <p>b. Target = 50% of programs</p>
<p>S2.P3 – Strategically target pre-k programs for quality improvements:</p> <ul style="list-style-type: none"> <li>■ Identify programs serving high # children at risk of not being ready for Kindergarten.</li> <li>■ Identify/rank barriers to quality improvements among programs and develop approaches to addressing barriers for targeted programs</li> <li>■ Collaborate w/programs resistant to VQ</li> <li>■ Support programs receptive to VQ</li> <li>■ Provide resources to programs already VQ-rated to enhance quality of pre-k</li> <li>■ Link programs to ECEPLI trainings on CLASS, ELLCO, PALS-PreK and Literacy-focused instruction</li> </ul>	<input type="checkbox"/> Regional	2018 -2025	<ul style="list-style-type: none"> <li>■ ECE Quality Committee</li> </ul>	<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 &amp; PALS-PreK</p> <p>e. Increase in average VQ rating among all programs in VQ combined</p> <p>f. # of Divisions and programs attending ECEPLI PD</p>	<p>a. QI baseline =3<sup>1</sup></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. ECEPLI trainings baseline = 0</p>	<p>a. Target = 5 FY 18; 10 FY19</p> <p>b. Target = 3 FY18; 6 FY19</p> <p>c. Target = 50% VQ participation</p> <p>d. Target = 5 school divisions</p> <p>e. VQ Rating target = average lvl 3</p> <p>f. Target = 5 public; 5 private</p>

<sup>1</sup> 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	2017  2018	<input checked="" type="checkbox"/> SBCV <input checked="" type="checkbox"/> ECEPLI Steering <input checked="" type="checkbox"/> School Admin <input checked="" type="checkbox"/> VPI Coordinators <input checked="" type="checkbox"/> Pre-K Directors <input checked="" type="checkbox"/> VLF	a. Pre-/post-PALS-PreK scores per school division	a. <i>baseline = 1</i>	a. <i>Target = 100% of ECEPLI participating pre-k programs receive PD based on scores</i>
S3.P2 – ECEPLI "Out-in-Front" Expert Panels, including: <ul style="list-style-type: none"> <li>○ Districts with higher than state average PALS-K passage rates, on effective literacy support practices</li> <li>○ Peer regional &amp; state leaders, on the benefits of early literacy on education outcomes and spending, improved mental and physical health, economic self-sufficiency, and a more thriving local economy</li> </ul>	<input type="checkbox"/> Amherst <input type="checkbox"/> Bedford <input type="checkbox"/> Lynchburg <input type="checkbox"/> Nelson (funded outside of ERI)	Annually 2018-2025  2017	<input checked="" type="checkbox"/> UWCV & SBCV <input checked="" type="checkbox"/> Campbell CPS <input checked="" type="checkbox"/> Other districts outside of Central VA with high PALS-K passage rates <input checked="" type="checkbox"/> Chamber of Commerce or local support network of businesses	a. # of attendees at PALS-K panel discussion b. Post-survey on PALS-K panel c. % of targeted participants on benefits of early literacy d. Post-survey on benefits of early literacy	a. <i>baseline = 0</i> b. <i>baseline = 0</i> c. <i>baseline = 0</i> d. <i>baseline = 0</i>	a. <i>Target = 10 attendees; 3 divisions represented</i> b. <i>Target = 95% participants found helpful/ will apply</i> c. <i>Target = 50% respondents say panel was helpful / will support SRI</i> d. <i>Target = buy-in by 3 major targeted stakeholders</i>
S3.P3 – Community engagement/ volunteerism in Pre-K classrooms during Read for the Record event	<input type="checkbox"/> Regional	2017-2025	<input checked="" type="checkbox"/> UWCV & SBCV <input checked="" type="checkbox"/> DSS <input checked="" type="checkbox"/> Businesses <input checked="" type="checkbox"/> Retired Professionals <input checked="" type="checkbox"/> Community organizations <input checked="" type="checkbox"/> Colleges & Universities <input checked="" type="checkbox"/> 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 2017</i> b. <i>Target = 40 VPI Classes; 35 private childcare programs</i> c. <i>Target = 150 (2017)</i> d. <i>Target = 5 features</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 UWCV Community Impact Education Subcommittee to include proponents of preK as starting point of an integrated early education continuum (prek-3), including a strong SBCV presence (SBCV Chair, etc.)	Region-wide	2017	■ UWCV & SBCV	a. % of new membership that are proponents  b. Establishment of a network of funders focused on SRI and its sustainability and \$ raised.	a. <i>baseline = 10%</i>  b. <i>baseline = \$24,000 designated funds</i>	a. <i>Target = 100%</i>  b. <i>Target = 20% increase annually</i>
S4.P2 – ECEPLI "Out-in-Front" Expert Panel for CV's City Manager & County Admins with counterparts as presenters [e.g., higher ROI from prevention (pre-k) versus intervention (grade retentions)]	Region-wide	2017	■ UWCV & SBCV ECEPLI	a. % of invited participants attending  b. Post-survey of participants	a. <i>Baseline = 0</i>  b. <i>Baseline = 0</i>	a. <i>Target = 50%</i>  b. <i>Target = 95% respondents support SRI as an effective ROI in early years.</i>
S4.P3 – ECEPLI "Out-in-Front" Expert Panel for CV superintendents to foster a regional culture that views pre-K as an integral part of an integrated early education continuum (prek-3)	<input type="checkbox"/> Regional	2018	■ UWCV & SBCV (ECEPLI) ■ School district staff across state	a. % of invited participants attending  b. Post-survey of participants	a. <i>Baseline = 0</i>  b. <i>Baseline = 0</i>	a. <i>Target = 50%</i>  b. <i>Target = 95% respondents view pre-k as integral part of an early education continuum</i>
S4.P4 – Establish Transition Team to: ○ Research best practices of procedures for collaboration ○ Coordinate ECEPLI professional development/trainings of district level staff and principals on pre-k to Kindergarten transitions ○ Pilot transition services for schools and families: PD; parent orientation; child orientation	<input type="checkbox"/> Regional <input type="checkbox"/> Regional  <input type="checkbox"/> Campbell County Pilot site by 2019	2018	■ SBCV (ECEPLI) ■ VPI Coordinators ■ Head Start ■ Larger Pre-K Centers ■ SB Rappahannock (best practices)	a. % of targeted participants attending  b. Post-survey of participants  c. # of divisions implementing new transition program	a. <i>baseline = 0</i>  b. <i>baseline = 0</i>  c. <i>Baseline = 0</i>	a. <i>Target = 50%</i>  b. <i>Target = 95% respondents support prof. develop. of pre-k/ K staff on seamless transitions</i>  c. <i>Target = 1 school division piloting transition program</i>