Virginia Early Childhood Foundation Local Systems Building Strategy Map and Indicators

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Authors

Kirby Chow, SRI International
Todd Grindal, SRI International
Shari Golan, SRI International
Jennifer Nakamura, SRI International
Betsy Davies-Mercier, SRI International

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Contents

Introduction

This document describes the Virginia Early Childhood Foundation's (VECF) strategy map. The strategy map is intended to serve as a guide for VECF as well as its public and private partner organizations in planning, executing, and tracking progress on their efforts to build **equitable and** durable early childhood (EC) systems across the Commonwealth of Virginia. The strategy map also communicates VECF's organizational goals and strategies to build and strengthen local EC systems and the indicators it will use to assess and communicate its progress to policymakers and the public.

In this report, we (1) describe the motivation for developing a strategy map and indicators, (2) present and describe the VECF strategy map, (3) detail the indicators aligned to the strategy map, and (4) provide recommendations for how VECF and Smart Beginnings (SB) initiatives can use the strategy map and indicators.[1]

Motivation for developing strategy map

VECF has a clear goal to advance comprehensive school readiness in Virginia. To achieve this goal, VECF has focused its strategies on building local/regional leadership; promoting effective data-driven decision-making practices and policies; identifying and mitigating children's early risks; supporting healthy births and development; helping families to support their children's development and learning; and ensuring children's access to high-quality learning. The VECF areas of focus among members of the SB network vary based on local priorities. Without a streamlined strategy map of desired outcomes and associated strategies and clear indicators for outcomes, it is hard to track progress, make midcourse corrections, know if collective efforts such as SB initiatives are having an impact, and communicate findings about local and statewide impacts. Producing a focused strategy map to guide implementation and evaluation allows for better communication, planning, technical assistance, continuous improvement, and accountability.

A strategy map provides a diagram of the relationships among dedicated resources, program actions, and the desired outcomes of the program. A strategy map can also serve as a framework for planning, implementation, monitoring, evaluation, and communication with others. For example, SB initiative leaders may use the strategy map to inform the development of their strategic plan by using the map to build a foundation for shared goals, strategies, and metrics to guide their implementation. VECF leadership can use this tool to assess local needs and direct technical assistance and other supports. Such activities will be of critical importance as

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1 Additional detail regarding the process used for developing the strategy map and indicators is provided in the Appendix A.

state and local leaders seek to mitigate the impacts of the COVID-19 pandemic on the early childhood system and Virginia children and families. The strategy map can also provide VECF state and local leaders with metrics for measuring progress toward the development of stronger EC systems. Finally, stakeholders can use the map to communicate with policy makers, funders, and others about how systems building efforts, in coordination with local EC systems building activities, can improve systems functioning, the impact of public and private investments in EC supports and services, and ultimately, the well-being of children and their families. Given recent investments in Virginia children and families, such as the Preschool Development Grant Birth through Five and the increased funding for early childhood approved by Governor Northam and the 2020 General Assembly,[2] having coordinated local systems that can effectively implement and sustain those investments is critical.

Collaborative development of the VECF strategy map

The VECF strategy map was designed to help local communities build equitable and durable EC systems by identifying critical supports, actions, and outcomes. It was developed via a collaboration between SRI International (SRI) and VECF staff, representatives from SB initiatives, and a range of other stakeholders. The SB network currently consists of 17 local/regional initiatives throughout Virginia. As part of the strategy map development and refinement process, SRI facilitated in-person meetings with stakeholders, administered surveys to each of the 17 SB directors, and conducted in-depth interviews

with 53 SB staff and partners from 8 local SB initiatives.[3] SRI staff used survey and interview data to understand which activities on the strategy map were well underway as well as potential areas where additional technical assistance might be needed.

Virginia Early Childhood Foundation's strategy map

Exhibit 1 displays the VECF strategy map. This section of the document describes the map components and provides guidance on interpretation.

VECF Systems Building Efforts, located at the far left of the strategy map, represent the primary actions VECF takes to support EC systems building efforts at the state and local levels. These are: (1) Support local systems building and capacity, (2) Build partnerships and engagement, (3) Secure outcome-driven investments, (4) Drive improvement and nurture innovation, and (5) Influence state-level policy and decision making. VECF staff do this through administering grants, providing technical assistance (TA), and facilitating peer learning, collaboration, and relationships.

Each area of VECF's work is described in detail in **Appendix B** and is represented by a different color.

- **Golden yellow** represents systems building efforts and TA work more generally.

- **Orange** represents efforts to build partnerships and communication.

- **Green** represents efforts to secure outcome-focused investments and target them to where they are most needed.

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2 As of May 2020, approved funding is on hold pending determination of COVID-19 impact on state revenues.

3 Detailed information regarding strategy map development meetings, surveys, and interviews is in the Appendix A.

- **Turquoise** represents VECF efforts to drive improvement through the adoption and scaling of evidence-based practices and nurture innovation through the development of new solutions to address gaps in systems.

- **Dark blue** represents efforts to influence EC state-level policy and decision making through policy development and advocacy.

The horizontal solid arrows along the top of the strategy map indicate that VECF supports are intended to strengthen local EC systems. The arrows between VECF Systems Building Efforts and Local EC Systems are bidirectional because VECF activities and the activities of the local EC systems (e.g., SB initiatives) impact one another. The **vertical dashed arrows** originating in the bottom center of the map indicate the influence of contextual factors on local systems outcomes as well as family and child outcomes. We also use a vertical dashed arrow to represent the influence of systems outcomes on child and family outcomes.
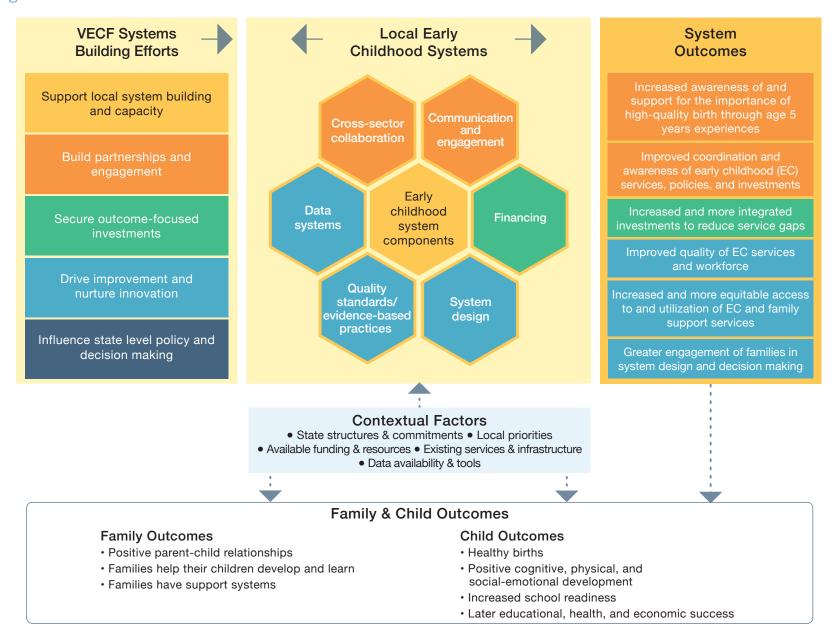
The **Local Early Childhood Systems** column (second column in **Exhibit 1**, displays six hexagons representing the key components of a sustainable local EC system. These are the activities that SB or other local initiatives must engage in to build and sustain an effective local EC system. The components work together to support a coherent EC system (represented by the center hexagon in golden yellow). The colors of the hexagons align with the colors of the areas of VECF supports, described above. Each system component includes specific activities, which are described in detail in **Appendix C**.

The **Contextual Factors** (light blue box) underneath the local early childhood systems column represent other factors (e.g., state structures and commitments, available funding and resources) that influence and impact a local EC system as well as child and family outcomes.

The **System Outcomes** column (third column in **Exhibit 1**) displays the intended outcomes of systems building work of local SB initiatives. This report provides a description of the specific indicators that VECF and stakeholders can use to track progress toward these goals.

The **Family & Child Outcomes** box (at the bottom of the map) describes the intended outcomes for Virginia children and families. These outcomes are influenced by VECF and SB activities but are also dependent on larger state, federal, and private investments in the services and supports for young children and their families. This report recommends key indicators by which VECF and stakeholders (especially its state government partners) can track progress toward these child and family outcomes.

Exhibit 1. VECF strategy map: Building equitable and durable early childhood systems to yield positive outcomes in Virginia

VECF Systems Building Efforts →

- Support local system building and capacity
- Build partnerships and engagement
- Secure outcome-focused investments
- Drive improvement and nurture innovation
- Influence state level policy and decision making

← Local Early Childhood Systems →

- Cross-sector collaboration
- Communication and engagement
- Data systems
- Early childhood system components
- Financing
- Quality standards/evidence-based practices
- System design

System Outcomes

- Increased awareness of and support for the importance of high-quality birth through age 5 years experiences
- Improved coordination and awareness of early childhood (EC) services, policies, and investments
- Increased and more integrated investments to reduce service gaps
- Improved quality of EC services and workforce
- Increased and more equitable access to and utilization of EC and family support services
- Greater engagement of families in system design and decision making

Contextual Factors
- State structures & commitments • Local priorities
- Available funding & resources • Existing services & infrastructure
- Data availability & tools

Family & Child Outcomes

Family Outcomes
- Positive parent-child relationships
- Families help their children develop and learn
- Families have support systems

Child Outcomes
- Healthy births
- Positive cognitive, physical, and social-emotional development
- Increased school readiness
- Later educational, health, and economic success

Indicators to track progress on the strategy map

The SRI team, in consultation with VECF staff and stakeholders, developed a core set of indicators aligned to the system outcomes, family outcomes, and child outcomes depicted on the strategy map (**Appendix D**). An indicator is a specific, measurable characteristic that can be used to track VECF and SB initiatives' progress in achieving the objectives and goals illustrated in the strategy map. For each indicator, we have identified potential data sources (e.g., extant data, program/partner survey, family survey) that may draw on existing data or require new data collection. A key purpose of the indicators is to communicate, internally and externally, data to measure progress toward the achievement of intended outcomes.

VECF staff and stakeholders determined that VECF and the leaders of SB initiatives should be accountable for tracking progress on system outcomes because those outcomes are expected as a result of their efforts. If VECF and SB initiatives are successful at achieving these system outcomes, they will increase the effectiveness of local and state-led efforts (e.g., the new PDG B-5 grant and increased state investment in early education) to impact family and child outcomes. It is important to note that achieving the family and child outcomes is the shared responsibility of the multiple entities–public and private, local, and state–that are involved in Virginia's early childhood initiatives.

The SRI team selected a core set of indicators from a larger list of possible indicators. For each indicator selected, the team considered the indicator's importance for determining child and family well-

being, validity and reliability, sensitivity to change, data availability and quality, and meaningfulness to the leaders and partners of SB initiatives, the public, practitioners, and policy makers. SRI recommends using this core set of indicators as a starting point for tracking progress on key goals outlined in the strategy map . However, we also provide several other indicators that might be considered for usage in the future (see online appendix Additional Indicators Aligned to the VECF Strategy Map).

Local communities will need substantial support from VECF and the state of Virginia to track indicators and monitor their progress. SB initiative staff members and partners reported that they do not have the capacity or resources to collect data on system, family, or child outcomes. Therefore, we recommend that VECF collect data on the system outcome indicators and partner with Virginia statewide data collection efforts to collect data on family and child outcomes and then share local level data back with communities to inform their local activities to build stronger EC systems.

VECF may need to hire an independent contractor to support system outcome data collection and analysis. This contractor could also provide tools and analyses to support the effective use of strategy map data by local stakeholders. The Commonwealth of Virginia can incorporate the collection of information on family and child indicators into its PDG B-5 family surveys and ensure there are needed resources and infrastructure to collect and analyze data to monitor family and child outcomes. This might also include making improvements to the Virginia Longitudinal Data System and leading efforts to link data across agencies.

Recommendations on how VECF and Smart Beginnings Initiatives can use the strategy map and indicators

The VECF strategy map and indicators can be used by SB initiatives and VECF leadership for planning and implementation. VECF can also use the map and indicators to assess and reflect on its efforts to support local communities with EC systems building and whether there are opportunities to modify and strengthen its approach. The strategy map can also be used by a range of stakeholders to communicate systems building goals and activities with various audiences including local system building efforts (e.g., SB initiatives, Mixed Delivery, and Preschool Development Grant communities), policy makers, and funders.

Planning and implementation

SB initiatives can use the strategy map and indicators to align their work, track their progress, and identify areas where they need technical assistance. SB initiatives can examine how their existing activities align with the strategy map and identify those EC system components where there are gaps. If there are areas not being addressed, SB initiatives should assess whether they need training or technical assistance from VECF to make progress in those areas. SB initiatives can also use this exercise to help inform their strategic plans.[4] SB initiatives can also benefit from reviewing data on the identified system outcome indicators, and discussing with partners whether sufficient progress is being made and the implications of the findings for funding and implementation.

VECF staff can use the strategy map and indicators to help guide the focus of their work with SB initiatives. When SB initiatives identify gaps in specific EC system components, VECF can provide needed supports to help them engage in these areas.

Communication

VECF and SB initiative staff can use the strategy map and indicators to communicate to local and state policy makers about how VECF-led local/regional systems building efforts bring about stronger systems and improved outcomes for children and families. The strategy map can help illustrate to legislative and executive branch members the important role that local EC systems building initiatives play in strengthening EC investments, programs, and supports, so they will more effectively produce the desired positive family and child outcomes. Seeing the links between the recommended system outcomes and family and child outcomes may also increase understanding of the value of strong local early childhood systems and motivate policymakers to support building and strengthening the infrastructure to measure and track these outcomes.

Philanthropic and business communities can use the strategy map to help articulate the roles of VECF and the local community in building strong and sustainable EC systems. The indicators can also demonstrate to funders that there is a systematic process for tracking whether investments are leading toward progress on the intended outcomes.

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4 See Appendix C for more information on how system processes and structures are operationalized within each component.

Evaluation

VECF staff, in partnership with SB initiatives, can also use the strategy map and indicators to measure progress on strengthening local EC systems. VECF can provide data to help SB initiatives identify areas where they are making progress as well as areas they may want to target for improvement. SB initiatives can use this information to decide how they may need to change their practices or identify topics for which they may need additional training and technical assistance. VECF staff can also track progress across SB initiatives to identify where additional supports are needed broadly; this can inform VECF's own strategies regarding support of local communities and working with the state to provide supports. There is a shared responsibility for success between VECF and SB initiatives; yet contextual factors, including state structures and commitments, available funding and resources, and data availability and tools also impact the success of EC systems building efforts. The SRI team does not recommend that system outcome indicators be used as an accountability measure to determine if an SB initiative should receive continued funding. Rather, the strategy map and indicators should be thought of as tools to assess progress and to inform actions needed for midcourse correction and improvement.

The strategy map provides a shared understanding by VECF and the local communities regarding current priorities for planning and implementation. In addition, the VECF strategy map gives an at-a-glance understanding of how systems building work can contribute to better family and child outcomes and how systems building work requires investment and targeted technical support. Finally, the map and its indicators give VECF, its partners, and funders a way to track progress and ensure strategic investments.

Appendices

Appendix A. Process used to develop the strategy map and indicators

Strategy map development

The SRI team engaged in the following steps to develop the strategy map from June 2019 to March 2020.

(1) SRI researchers reviewed VECF documents (e.g., VECF Strategic Plan, VECF "What we do" webpage, VECF Annual Reports to Stakeholders, Smart Beginnings Theory of Change, Smart Beginnings Core Principles, VECF Framework for Smart Beginnings) and other early childhood systems frameworks from BUILD and the Early Childhood Technical Assistance Center (ECTA) to inform the types of key components to include in a draft strategy map.

(2) Strategy Map Meeting #1 on July 9, 2019. Twenty-one individuals participated in this meeting including VECF staff, VECF board members, Smart Beginnings (SB) directors, Virginia agency leaders from the Virginia Department of Education (VDOE) and Virginia Department of Social Services (VDSS), along with members of the SRI team. At this meeting, participants developed a shared understanding of the definition and purpose of a logic model and strategy map and how they can help VECF. The group discussed the problem or challenge that the VECF's SB network is designed to address. SRI staff shared a draft logic model, and meeting participants worked in small groups, each reviewing and revising a specific section of the logic model. Meeting participants

suggested clarifications of existing ideas, identified missing ideas, and challenged whether certain components belong in the model. SRI facilitators encouraged participants to consider what is realistic and feasible. Immediately following this meeting, participants completed a survey to prioritize the top VECF inputs, community strategies, community outcomes, and child outcomes. SRI researchers then used this survey data to inform further revisions to the draft strategy map.

(3) Strategy Map Meeting #2 on July 22, 2019. Seventeen individuals including VECF staff, VECF board members, SB directors, Virginia agency leaders from VDOE and VDSS, and SRI researchers participated in this meeting. These were primarily the same individuals who participated in the first meeting. Participants discussed the strategy map survey results about the strategies and outcomes participants perceived as the highest and lowest priority. The group also discussed logic model assumptions, explicitly identifying and articulating how the inputs and strategies are expected to lead to the intended outcomes in the strategy map.

(4) SRI made further revisions to the draft strategy map based on feedback from Strategy Map Meeting #2 (July 23 to August 28, 2019). After strategy map meeting #2, members of the SRI team incorporated

participants' feedback into a revised draft strategy map. The SRI team also developed a supplementary document that provided more detailed information describing the subcomponents of each of the six key local EC system components.

(5) SRI administered surveys and conducted interviews with SB initiative staff and partners to understand what areas of the strategy map are well underway and are potential areas for growth.

All 17 SB directors completed an online survey in October 2019 (approx. 45 minutes). Survey items addressed topics aligned to the strategy map components. SRI staff conducted descriptive analyses (e.g., frequencies, medians, means) which allowed the research team to identify trends across the 17 SB directors' responses. Surveys were not intended to evaluate people's abilities or performance.

To complement the survey data, VECF purposefully selected eight SB initiatives to participate in interviews to provide more detail on the supports, challenges, strategies, and outcomes experienced by SB initiatives. To ensure representativeness, VECF selected SB initiatives that varied by fiscal agent, geographic location, and community size. SRI staff interviewed 53 individuals (44 in-person, 9 by phone) across the 8 SB initiatives. Interview participants included representatives from SB leadership councils or boards of directors, fiscal agents, and representatives from local government, school divisions, nonprofit organizations, child care including Head Start, business and philanthropy,

and higher education. Interviews followed a semi-structured protocol and each lasted between 45 and 60 minutes.

Members of the SRI team used the survey and interview results to inform the strategy map and to summarize what aspects of the strategy map SB initiatives reported having a greater focus and to identify where there might be areas for growth in a separate report. The findings were not intended to evaluate abilities or performance of individuals or to generalize beyond the selected communities.

(6) Strategy Map Meeting #3 on February 12, 2020. During this meeting, SRI staff presented and participants discussed the SB director survey and interview findings. The group engaged in conversations about the alignment between the proposed strategy map and what SB directors, staff, and stakeholders reported. Meeting participants agreed that the VECF strategy map should be aspirational in its purpose and not just reflect current SB initiatives. The discussion helped highlight where there might be gaps between what VECF aspires to do and the activities SB initiatives are currently focusing on. For example, meeting participants voiced that there should be a greater focus on infants and toddlers (rather than preschool children only) and that the SB initiatives should seek to more deeply integrate with efforts in the health sector to promote healthy births and early child development. SRI used participants' feedback from this meeting to make final revisions to the strategy map which VECF staff reviewed and approved.

Indicator Development

VECF staff decided to focus on identifying indicators for the local EC system outcomes, family outcomes, and child outcomes depicted in the strategy map.

When possible, the SRI team tried to identify administrative data sources (e.g., Virginia Kindergarten Readiness Program, American Community Survey, licensing system data, KidsCount data, metrics for success from the National collaborative for Infants & Toddlers) to measure indicators to help ease data collection burden and

time and resources needed to track them. SRI also proposed specific survey items to ask provider/programs or parent/families to gather local data for certain indicators. These items could possibly be added to existing data collection efforts associated with other initiatives such as the Preschool Development Grant B-5.

The selected indicators came from a long list of possible indicators and associated data sources compiled by the SRI team for VECF's consideration. The full list of indicators and data sources is available at this **web link.**

Appendix B. Additional detail regarding the VECF activities to support each system building effort

VECF System Building Efforts

Support local system building and capacity	• Administer grants • Provide technical assistance • Facilitate peer learning, collaboration, and relationships
Build partnerships and engagement	• Convene cross-sector leaders and stakeholders to drive system improvement • Coordinate goal setting, planning, implementation, and monitoring of best practices and system outcomes • Communicate about the importance of high-quality birth through age 5 experiences
Secure outcome-focused investments	• Secure new funding • Leverage and integrate public and private investments to maximize them • Inform development of school readiness plans with targeted funding and program goals
Drive improvement and nurture innovation	• Pilot evidence-based practices and new solutions • Share learning across Virginia • Promote continuous improvement strategies • Support state initiatives to improve data systems, access, and use
Influence state level policy and decision making	• Advocate for policies to increase access, integration, efficiency, and quality of early childhood (EC) support and systems • Advocate for funding to strengthen system building and improvements

Appendix C. Additional detail regarding the Smart Beginnings activities to support each local system building component

Local Early Childhood System Components

Communication and engagement
- Promote consistent messaging on the importance of birth through age 5 (B-5) experiences
- Increase family knowledge of child development and positive parenting
- Increase family awareness of available resources and services through communications
- Engage leaders with the ability to influence policies and practices

Data systems
- Improve data collection and analysis capacity (amount, quality, types of data, linking of data, disaggregation of data) by working with state and VECF
- Use data together with partners to assess progress on goals, gaps, service utilization and its barriers
- Communicate findings (needs/progress) with stakeholders

Cross-sector collaboration
- Establish a comprehensive, cross-sector, non-partisan collaborative leadership structure of B-5 EC system stakeholders to engage in coordinated planning, policy change, and budgeting
- Build and maintain positive relationships, clear communication, and commitment among stakeholders
- Increase public-private collaboration and coordination of specific strategies and/or initiatives
- Facilitate cross agency referrals and coordinated enrollment

System design
- Conduct community needs assessments
- Produce and regularly update a plan to coordinate effective early learning, health, and family support services for young children in the community
- Engage the voice and input of families and community providers in program development and oversight, and system design
- Identify and track shared targets, outcomes, and accountability across agencies

Financing
- Integrate funding across funding streams to maximize services at the community and site level
- Leverage public and private funding to create sustainable funding models
- Inventory and map existing funding resources for early care and education (ECE), child and maternal health, and family support to align, target, and maximize their use
- Engage individuals with budgetary decision-making authority

Quality standards/evidence-based practices
- Promote early identification, coordinated referral and service enrollment through child/family screenings and assessments
- Develop and align systems that promote use of high-quality practices and standards for ECE, home visiting, and maternal and child health services
- Identify, launch, and support evidence-based practices to increase program effectiveness and fill service gaps

Appendix D. Indicators and data sources

System Outcomes	
Recommended indicators	**Data sources**

1. Increased awareness of and support for the importance of high-quality experiences from birth through age 5 years	

• Increase in family access to trusted information about supporting the learning and development of children ages birth-5 years	**Family survey**
	• Possible survey questions:
	– Below is a list of some types of information that parents might want or need. Would you like to have more information about this [TOPIC]?
	Response options: Yes, No, Don't know, Refused
	  ▪ *Example topics: Ways to support children's development at different ages; Positive ways to discipline your child; How to choose child care for your child*
	– Parents get information about supporting their children's learning, development, and health in many ways. Below is a list of ways parents often get this type of information, and we would like to know if you would trust and want information from each of these sources a lot, a little, or not at all. How much would you trust and want information about supporting your child's learning, development, and health from [SOURCE]?
	  ▪ *Example sources: Your child's health care provider; Your child's child care provider or teacher; a family member or friend; Your faith or religious community*

2. Improved coordination and awareness of early childhood services	

• Number of community provider organizations that report greater service integration/collaboration	**Extant and administrative data**
	• Data available from the Preschool Development Grant coordinated enrollment self-assessment (communities evaluating the extent of their coordination) and their subsequent coordinated enrollment plan
	– Required activity of all PDG-participating communities, and mixed-delivery sites may also consider collecting this information, which will eventually cover the entire state
	Family survey
	• Possible survey questions:
	– How much do you agree with the following statements?
	Response options: Strongly agree, Agree, Disagree, Strongly agree, Don't know/declined
	  ▪ I know where to go to get the services I need for me and my family.
	  ▪ It has been easy for me to get the services I think I need.

Appendix D. Indicators and data sources (continued)

System Outcomes	
Recommended indicators	**Data sources**
3. Increased and more integrated investments to reduce system gaps	
• Total dollars spent on B-5, state-level (broken out by Virginia and federal $)	**Extant and administrative data** • Possible data sources include: – VECF's Biennial Children's Budget Report (add a section on integrated funding) – State budget and expenditure records
4. Improved quality of EC services and workforce	
• Number/percentage of children enrolled in high-quality ECE programs that support positive and effective interactions with children (use VECF benchmarks) – *Disaggregate by ages served (birth-2 years, 3 years-4 years), locality, type of program funding*	**Extant and administrative data** • Data available from the Virginia Department of Education, Division of School Readiness – Classroom Assessment Scoring System (CLASS®) data
• Number of families receiving home visiting programs using evidence-based practice (EBP) models (e.g., Nurse-Family Partnership)	**Extant and administrative data** • Data available from Early Impact Virginia (https://earlyimpactva.org/)

• Percentage of providers accessing skills training and receiving targeted technical assistance	**Program/partner survey**
	• Possible survey questions:
	– In the past 12 months, have you or anyone else in your organization participated in training or technical assistance in the following areas?
	  ▪ Physical health and nutrition
	  ▪ Supporting literacy and language development
	  ▪ Supporting children's social emotional development
	  ▪ Supporting children with challenging behaviors
	  ▪ Safety
	  ▪ Connecting families to other support services (health care, developmental assessments, food banks, counseling, etc.)

Appendix D. Indicators and data sources (continued)

System Outcomes	
Recommended indicators	**Data sources**
5. Increased and more equitable access to and utilization of EC and family support services	
• Percentage of "high-risk" families (e.g., have child with special health needs, have involvement in the child welfare system, have a certain level of adverse child experiences) receiving home visiting and parenting services	**Extant and administrative data** • Data available from Early Impact Virginia (https://earlyimpactva.org/)
• Percentage of eligible children/families enrolled in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	**Extant and administrative data** • Data available from the Virginia Department of Health
• Percentage of children receiving their recommended wellness check-ups and recommended immunizations	**Extant and administrative data** • Data available from the Virginia Department of Health – Number and percentage of children who register at kindergarten with up-to-date immunizations. School-level and county-level data available via the Virginia Student Immunization Status Survey (http://www.vdh.virginia.gov/immunization/sisresults/)

• Utilization of ECE
Number of children enrolled in the ECE programs (of any CLASS rating):
  ▪ Licensed child care
  ▪ Licensed family child care
  ▪ Head Start, VPI, Title I preschool, Part B self-contained classrooms, and mixed delivery
Number of infants and toddlers (birth-2 years)
Number of preschool age children (3-4 years)
Number of children ages 3 years and 4 years with disabilities enrolled in ECE programs
[Could also consider disaggregating by race/ethnicity, income level, home language]
	Extant and administrative data
	• Possible data sources include:
	  – Virginia Longitudinal Data System (VLDS)
	  – Virginia Licensing data (CCRR data sets)
	  – ACF-801 (Office of Child Care, ACF, monthly case-level form data)
	  – Program Information Report (PIR) for Head Start data (compiled for use at federal, regional, and local levels)
	  – American Community Survey (ACS) – use as denominators for the numbers of slots or enrollment counts
	  – Link B5
	  – Student Record Collection

Appendix D. Indicators and data sources (continued)

Family Outcomes	
Recommended indicators	**Data sources**
1. Positive parent-child relationships	
• Increase in children who receive warm, attentive, and responsive caregiving	**Family survey** • Possible survey questions: – These next questions are about things you and your child say and do together. *Response options: Never, About once a week or less, A few times a week, Once a day, 2-3 times a day, Many times a day* How often have you: ▪ hugged or showed physical affection to your child? ▪ told your child that you loved him/her? ▪ told your child that you appreciated something he/she did?
2. Families help their children develop and learn	
• Percentage of children under age 6 years whose family members read to them at least 4 days each week.	**Extant and administrative data** • Data available from the National Survey of Children's Health (NSCH) – State-level data available via NSCH – This indicator, measured at the child level, can be calculated as the number of children under age 6 years whose family members read to them at least 4 days per week, divided by the total number of children under age 6 years in the state/community. An individual community may be collecting data for this indicator through a specific program or organization. **Family survey** • Possible survey questions: – In a typical week, how often do you or any other family member do the following things with your child? *Response options: Not at all, Once or twice a week, 3 to 6 times a week, every day* ▪ Sing songs with your child ▪ Tell stories to your child ▪ Read or show picture books to your child

Appendix D. Indicators and data sources (continued)

Family Outcomes	
Recommended indicators	**Data sources**
3. Families have support systems	

• The number of families who report having a strong support system	**Family survey**
	• Possible survey questions:
	  – How much do you agree with the following statements?
	  Response options: Strongly agree, Agree, Disagree, Strongly disagree, Don't know
	    ▪ I have family members or friends to turn to for help or support when I need it.
	    ▪ I feel connected to my community. (By connected we mean how much you feel like you belong to the community.)
	    ▪ I know where to go to get the services I need for me and my family.

Child Outcomes	
Recommended indicators	**Data sources**
1. Healthy births	

• Reduced incidence of low birth weight	**Extant and administrative data**
	• Data available from the U.S. Centers for Disease Control and Prevention (CDC)
	  – This indicator, measured at the child level, can be calculated as the number of infants born in the last year whose birth weight was less than 5.5 pounds, divided by the total number of infants born that year in a state/community.
	  – Population-level estimates are available at the community level from the Natality online databases (https://wonder.cdc.gov/natality.html).

Appendix D. Indicators and data sources (continued)

Child Outcomes	
Recommended indicators	**Data sources**
2. Positive social-emotional, cognitive, and physical development	

• Increase in percentage of children who are considered to be in good or excellent health	**Extant and administrative data**
	• Data available from the National Survey of Children's Health
	  – Data are available at the state-level
	  – This indicator, measured at the child level, could be calculated as the number of infants and toddlers (ages birth to 3 years) whose parents report that they are in good or excellent health, divided by the total number of infants and toddlers in a state/community.
	Family survey
	• Possible survey questions:
	• Overall, would you say your child's health is…
	Excellent, Very good, Good, Fair, or Poor?

3. Increased school readiness	
• Percentage/number of children entering kindergarten who are school ready	**Extant and administrative data** • Data available from the Virginia Department of Education – Virginia Kindergarten Readiness Program (VKRP) data, which include information on children's Phonological Awareness Literacy Screening (PALS), math, and social skills and self-regulation
4. Later educational, health, and economic success	

• Percentage/number of children placed in special education in kindergarten/first grade	**Extant and administrative data**
	• Possible data sources:
	  – Data available via the Virginia Longitudinal Data System (VLDS)
	  – Data available via Student Record Collection (Student has an Individualized Education Program)

• Percentage of children meeting proficiency or higher on third grade achievement tests	**Extant and administrative data** • Data available from the Virginia Department of Education – State standardized test scores for reading and math in third grade
• Regular attendance (at least 90% of days attended during the school year) in kindergarten or first grade.	**Extant and administrative data** • Data available from the Virginia Department of Education – State standardized test scores for reading and math in third grade

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Silicon Valley

(SRI International Headquarters
333 Ravenswood Avenue
Menlo Park, CA 94025
+1.650.859.2000
education@sri.com

Washington, D.C.

1100 Wilson Boulevard, Suite 2800
Arlington, VA 22209
+1.703.524.2053

www.sri.com/education

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