

*Virginia Early Childhood Comprehensive Systems Project  
VECCS Early Childhood State Plan 2006*







*Virginia's  
Early Childhood  
Investment:*

*Creating a system  
for healthy,  
successful children*





# *Virginia Early Childhood Comprehensive Systems State Plan*



## *Significance*

What children know and can do at the time they start school helps determine their educational and lifelong success. Research has shown that the period of early childhood represents a time of substantial brain development that has a significant impact on children's later emotional and intellectual development. Today's economy demands that children be prepared for their own futures through quality early care and education experiences. There are a number of significant environmental stressors and other negative risk factors that young children experience which influence the brain.

Nationally, it has been estimated that 25-40% of children are not ready to be successful in school. In Virginia, a number of critical challenges exist for families:

- 31% percent of births in Virginia are to single mothers
- 17 of every 1000 births are to mothers aged 15-17
- 13% of children in Virginia live in poverty
- 65% of children are in some form of early care and education program
- Annual state & federal investment per child from birth-5 years is \$1,068, compared to the annual state & federal investment per school age child of \$7,654
- 62% of children under 6 years of age live in a home with both parents working

Assuring that children experience an environment which fosters their early development requires strong family involvement. There are factors that support families and predict child success in school. These support factors include: the family's role in promoting early learning; quality early care and education experiences; parent-child attachment; prenatal and post-natal health; family economic security; and family psychosocial factors (depression, domestic violence). To best support families in each of these areas, local, state and community agencies must collaborate and provide integrated systems for early childhood services to children and their families.

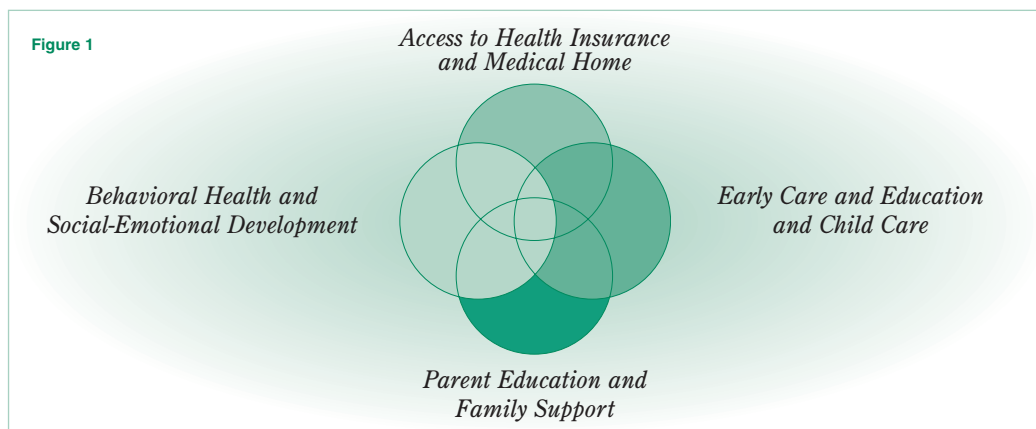
Resource and monetary investment in the early years pays off. Research and scientific evidence support the knowledge that learning begins at birth, nurturing makes a difference in a child's life, an unprepared child starting school is expensive, quality care outside the home matters, and many families have to work outside the home. School readiness is multidimensional and includes physical and behavioral health, family support, parent education and early care and education.

An integrated systems approach is important because of the scope and complexity of early childhood needs and issues; the number of jurisdictions and sectors involved; and the number and range of factors that influence the development, organization, funding, delivery, and evaluation of services.

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## *National Efforts: State Early Childhood Comprehensive Systems*

The federal Maternal and Child Health Bureau (MCHB) launched the State Early Childhood Comprehensive Systems (SECCS) Initiative in 2002. Its purpose is to enable state MCH/Title V Directors to collaborate with partner agencies and stakeholders in developing comprehensive early childhood service systems. The initiative is designed to help state MCH programs build strong leadership capacity and skills to work effectively with multiple and diverse service systems. This will help programs to plan and implement a more family-centered, coordinated, prevention-oriented, and funded system of services to support the health and development of young children from birth to five years of age. Five component areas serve as the foundation for the development of the state plan (Figure 1).



The outcome of the two-year planning process is to: 1) Support State Maternal and Child Health Agencies and their partner organizations in collaborative efforts to strengthen the state's early childhood system of services for young children and their families, and 2) Develop and implement a state strategic plan that includes five grant component areas: medical home; behavioral health; parent education; family support; and early care and education. The implementation of a comprehensive early childhood system will promote the health and well-being of young children, enabling them to enter school ready and able to learn.

## *Virginia's Efforts: Virginia Early Comprehensive Systems Grant*

The Virginia Department of Health initiated a state strategic planning process in 2003 to develop a plan of action. Throughout 2004-2005, over 100 public and private partners met to create a vision for an early childhood integrated system for Virginia, and to identify system-building efforts to promote healthy families and children ready to enter school. Figure 2 summarizes the planning efforts over the first 18 months of the planning grant.

### **Environmental Scan**

As part of the Virginia Early Childhood Comprehensive Systems (VECCS) grant, an environmental scan was conducted to identify the most pressing gaps and strengths in Virginia's early childhood system. The VECCS Environmental Scan and Evaluation Coordinator analyzed

data from existing needs assessments, including: the internal Title V Needs Assessment (completed May 2005); summaries of findings from facilitated work group discussions regarding specific gaps in each of the five core component areas (medical home, behavioral health and social-emotional development, early care and education, parent education and family support); and findings from a survey distributed to state agencies, non-profit organizations, faith-based organizations, advocacy groups and private organizations.

The purpose of the environmental scan was to identify the areas in need of the most improvement in order to foster a successful early childhood system in Virginia. The scan was also used to inform Virginia's early childhood state plan in each of the five component areas, and later was cross-referenced to the work group plans to ensure that all gaps and areas in need of improvement were addressed. The following were identified as opportunities to be addressed in developing the plan:

- Support more family and parent involvement within system development efforts
- Ensure public and family engagement
- Support system building efforts within communities
- Support early care and education efforts for program quality and standards, access and availability
- Develop a means of system oversight to maintain momentum towards an integrated system
- Develop a funder's initiative/committee to explore leveraging investments and building support for increased public investment
- Promote data development and evaluation and a state network of early childhood evaluation



## *Moving From Planning to Implementation*

A planning meeting was held in October 2005 with key public and private partners to review the early childhood state plan developed by the work groups. After intensive review and discussion, the outcome was a series of recommendations for improving Virginia's service delivery to families with young children. The work groups developed detailed strategies and activities, incorporating evidence-based research and practice, for service delivery of four goals: infrastructure; integrated systems of care; family and public engagement; and evaluation and finance.

## **Implementation: Emerging Priorities**


The October 2005 state planning meeting outlined priorities on which to focus resources. These will form the core of the first year of implementation of the state plan:

- Develop stronger leadership at both the state and community level using existing structures to lead and coordinate a system of integrated services focusing on issues facing families and young children in Virginia
- Develop a public/private data center to provide a virtual warehouse for data and technical assistance to data consumers
- Develop uniform performance measures across agencies to provide a more integrated service delivery approach and to evaluate progress
- Work with communities to assist in developing or enhancing planning and delivering integrated services to young children and families
- Market the importance of early learning and nurturing environments and supporting early childhood services
- Coordinate a core group of committed early childhood leaders to explore funding streams for programs and services to families and young children as an investment for the future and school readiness


## **Next Steps**

Federal funding for this Maternal Child Health Project continues for a three-year implementation period beginning October 2005. Next steps for VECCS include:

1. Secure leadership resources to provide oversight, and continue the process of moving towards a single, centralized early childhood state planning structure consisting of both public and private partners
2. Continue the partnership and work with the Virginia Department of Social Services, Department of Education, and other early childhood leadership groups on issues of early learning and education
3. Partner with community agencies and organizations to seek their commitment and assistance with state and community efforts to improve early learning and nurturing environments and support early childhood services
4. Build on existing community coalitions' successes to develop a tool kit for communities to assist them in developing or enhancing planning and delivering integrated services to young children and families
5. Educate and engage the public about the benefits of supporting an early childhood system
6. Identify and coordinate resources to support efforts to implement the plan



*Virginia's  
Early Childhood  
State Strategic Plan*



*What follows is an abbreviated version of the Early Childhood State Plan. It outlines the goals, objectives and strategies developed by the work groups throughout the planning period. The longer version of the plan contains detailed strategies and recommended activities.*

*The plan is framed by the four goals—infrastructure, integrated systems of care, family and public engagement, and evaluation and finance—and ordered by priority.*

## *Virginia Early Childhood State Plan Goals*

- GOAL 1:** Virginia has the capacity to provide a comprehensive, consumer oriented system of information, support, prevention, and intervention services to families and children from birth to age five.
- GOAL 2:** A coordinated method of delivering a full spectrum of easily accessible services needed by children and families is developed in all communities and supported by state agencies.
- GOAL 3:** Families and the general public have knowledge, understanding and the opportunity for direct involvement in all levels of the early childhood system.
- GOAL 4:** The early childhood system is sustainable, has flexible financing and resources, is standards-driven, and uses quality indicators to measure progress.

## *Vision and Mission*

- VISION** Virginia's Early Childhood Investment: Creating a system for healthy, successful children
- MISSION** Implement a comprehensive early childhood system that promotes the health and well-being of young children, enabling them to enter school ready and able to learn



## INFRASTRUCTURE

### GOAL 1

Virginia has the capacity to provide a comprehensive, consumer-oriented system of information, support, prevention, and intervention services to families and children from birth to age five.

#### Rationale

A successful and comprehensive early childhood system begins with the availability of comprehensive programs and services. The key areas of importance identified in Virginia during the strategic planning process are: system capacity of quality providers and services; state and community policies that support the early childhood system; and leadership committed to moving the early childhood system forward. These services should be based on best practices, culturally competent, affordable and family-driven. Although financing is a critical component of a successful infrastructure, it was paired with evaluation to form another outcome. This separate category was formed because of the strong association between evaluation, data and financing. It was also formed because these two areas were found to be lacking in the development of an early childhood system in Virginia.

### OBJECTIVES AND STRATEGIES

#### 1. The Early Childhood System is supported by effective policies and leadership.

- Develop policies that require screening for healthy social-emotional development of all children.
- Align public and private health insurance to provide comprehensive coverage.
- Provide state-level leadership to drive the initiative in early care and education.
- Support policies and licensing regulations that promote the health and safety of children in early care and education programs.

#### 2. Training and professional development is encouraged for providers working with children from birth to age 5 and their families.

- Create statewide networking and communication links among parent education programs.
- Train primary care providers, as well as other professionals, to promote routine screening for healthy social-emotional development using readily available, high-quality instruments.
- Develop and implement a professional development system for early care and education based on best practices.

#### 3. The supply of trained, qualified, accessible providers is adequate to meet needs.

- Support and sustain adequate distribution and number of:
  - healthcare providers across the state, with particular emphasis on oral and behavioral health providers.
  - early care and education providers trained in age and stage appropriate care, particularly for children with special needs.

#### 4. The supply of a full spectrum of affordable, quality, culturally appropriate services is adequate to meet needs.

- Advocate for culturally appropriate care and services for all families.
- Promote implementation of medical home models of care in all pediatric practices.
- Promote the implementation of model oral health programs.
- Enhance the ability of parent education programs to address the needs of diverse cultures and family structures.
- Increase the number of slots allocated by early care and education settings for babies, toddlers, preschoolers and children with special needs.

## INTEGRATED SYSTEM OF CARE

### GOAL 2

A coordinated method of delivering a full spectrum of easily accessible services needed by children and families is developed in all communities and supported by state agencies.

#### Rationale

An effective early childhood system must include communities that are knowledgeable about their specific needs, as well as coordinated and integrated community networks, services, programs and providers. It is also critical to have these networks and subsystems communicating and working collaboratively at the state and community level. These relationships will result in a more efficient delivery of services as well as help reduce barriers and provide seamless services that are easily accessible and navigable for Virginia's families.

### OBJECTIVES AND STRATEGIES

**1. Community and state programs and agencies collaborate with families to integrate services across and within each component of an early childhood system (medical home, behavioral health and social-emotional development, early care and education, parent education, family support).**

- Coordinate parent education programs with early care and education programs and other education programs across the state.
- Educate child care providers on how to identify problems in behavioral health and social-emotional development.
- Establish a system of care within each community, led by an inter-agency team, to focus on behavioral health.
- Coordinate parenting education services provided by multiple agencies.
- Enhance the ability of all providers for children from birth to age 5 and their families to begin screening and education for behavioral health risk factors as early as possible, beginning during pregnancy.
- Increase the capacity of communities or local coalitions to assist families, friends and neighbors to strengthen their capacity to provide quality early care and education experiences.
- Promote health and school readiness in all early care and education environments.

**2. The system minimizes financial and other barriers to care and supports consumer-friendly services that are accessible to all families through multiple points of entry.**

- Deliver more high-quality parent education programs that are accessible in underserved areas and populations.
- Provide information and support services (including prevention and intervention) that are accessible to diverse family cultures and structures.
- Create systems of community resources utilized by health care providers that are easily navigable and consumer-friendly.
- Adopt policies and services that increase the affordability of quality health care and related costs.
- Coordinate multiple agencies to streamline application processes and refer families for support, behavioral health and healthcare services.

**3. Providers are knowledgeable about the specific resources at the state and community levels and are able to help families effectively navigate these resources.**

- Create a central web-based depository for parent education information.
- Educate providers about state and community resources and how to refer families appropriately.
- Work together with all community stakeholders to identify existing early childhood resources and needs.
- Increase the coordination of integrated systems of care and education for babies, toddlers and preschoolers by sharing information and enhancing connections.

## FAMILY AND PUBLIC ENGAGEMENT

### GOAL 3

Families and the general public have knowledge, understanding and the opportunity for direct involvement in all levels of the early childhood system.

#### Rationale

Direct involvement and engagement in an early childhood system begins with an understanding of the purpose, value and cost benefit of having and using an early childhood system and its various components. Encouraging family participation, business and legislative support, and informed decision-making at all levels of the system will lead to a sustainable early childhood system in Virginia.

### OBJECTIVES AND STRATEGIES

**1. Families are aware of the importance of healthy early childhood development, are informed consumers of early childhood services, and advocate at the state and local level for quality early childhood services.**

- Increase families' understanding and awareness of the importance of healthy social-emotional development, prevention, and intervention efforts when necessary.
- Encourage families to play a central role in shaping the parent education curriculum and its delivery.
- Enhance families' capacity to select quality age and stage-appropriate care and education programs and to monitor their child's program.
- Educate families about healthcare, education and support services and the importance of accessing them throughout life.
- Increase the number and percent of eligible children who are enrolled in and receive publicly funded health insurance services.
- Involve families and communities at the local and state policy level.

**2. The public, including businesses and communities, understands the benefits of supporting the early childhood system and is engaged in its implementation.**

- Inform businesses about the advantages of supporting family-friendly policies.
- Increase the number of businesses engaged in activities supporting early care and education and early childhood services.
- Establish partnerships and initiatives among communities, businesses and providers to help promote early care and education and community support for quality early childhood services.

**3. Legislators and policymakers are informed about issues facing children from birth to age 5 and their families and have the knowledge to support a successful early childhood system.**

- Inform state legislators about ways to support and promote family self-sufficiency.
- Conduct education and training programs targeting all levels of government so that the importance of social-emotional development is understood.
- Communicate the importance of parent education and family support to key decision-makers.
- Utilize family input in the development of policies and programs.

## EVALUATION AND FINANCE

### GOAL 4

The early childhood system is sustainable, has flexible financing and resources, is standards driven, and uses quality indicators to measure progress.

#### Rationale

The importance of outcome data and evaluation of programs and their relation to funding has never been stronger. It is critical that an early childhood system be able to demonstrate, with quality data and evaluation measures, the impact the system has on its intended outcome: to ensure school readiness for children from birth to age 5 in Virginia. An early childhood system that is accountable must monitor the outcomes and cost benefit of the services it delivers and use this information when making policy and funding decisions. This outcome focuses on the collection of minimal, meaningful data points which are readily available, reliable and predictive of the success of the system. This outcome also focuses on identifying and understanding current financing and maximizing current resources.

### OBJECTIVES AND STRATEGIES

#### 1. Program evaluation and development is achieved using standardized definitions and quality data and performance measures.

- Define and standardize quality data outcomes.
- Measure family satisfaction with the early care and healthcare system.
- Incorporate needs assessment findings in planning.
- Define quality for all early childhood services.
- Monitor and evaluate early childhood programs and services.
- Standardize definitions of behavioral health terminology.

#### 2. Funding supports the early childhood system at both the state and community level.

- Increase funding to communities.
- Support parent education programs with adequate funding.
- Reimburse providers for time spent delivering a medical home.
- Focus on families most at risk.

#### 3. Existing financial resources are maximized.

- Understand and utilize existing funding sources most efficiently and effectively.
- Identify new funding streams to fill gaps in existing financial system.
- Integrate funding streams for maximum effect.

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<i>Care Connection for Children</i>	<i>Single Moms Support Group</i>
<i>Central Virginia Health Planning Agency</i>	<i>Smart Smiles</i>
<i>Child Development Resources</i>	<i>Success by 6</i>
<i>Child Health Investment Project (CHIP)</i>	<i>Total Action Against Poverty</i>
<i>Children's Hospital of Richmond</i>	<i>United Way</i>
<i>Children's Museum of Richmond</i>	<i>Virginia Community Action Partnership (VACAP)</i>
<i>CHIP of Greater Richmond</i>	<i>VCU Child Development Center</i>
<i>Commonwealth Parenting Center</i>	<i>Virginia Alliance for Child Care Associations</i>
<i>Community Service Boards</i>	<i>Virginia Child Care Resource &amp; Referral Network</i>
<i>Covering Kids and Families</i>	<i>Virginia Child Daycare Council</i>
<i>Early Head Start</i>	<i>Virginia Commission on Youth</i>
<i>Fairfax County Office for Children</i>	<i>Virginia Cooperative Extension</i>
<i>Free Clinic Association</i>	<i>Virginia Department of Education</i>
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<i>Greater Richmond Chamber of Commerce</i>	<i>Virginia Department of Juvenile Justice</i>
<i>Greater Richmond SCAN</i>	<i>Virginia Department of Medical Assistance Services</i>
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<i>Healthy Families Virginia</i>	<i>Virginia Health Care Foundation</i>
<i>Medical Home Plus</i>	<i>Virginia Interfaith Center for Public Policy</i>
<i>National Child Care Information Center</i>	<i>Virginia Primary Care Association</i>
<i>Norfolk Public Schools</i>	<i>Virginia Poverty Law Center</i>
<i>Office of the Secretary of Education</i>	<i>Virginia Treatment Center for Children</i>
<i>Office of the Secretary of Health and Human Resources</i>	<i>Voices for Virginia's Children</i>
<i>Parent Advocates</i>	<i>Wingspan LLC</i>
<i>Partnership for People with Disabilities</i>	<i>Zero To Three</i>
<i>Prevent Child Abuse Virginia</i>	
<i>Read Aloud Virginia</i>	



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