

Analysis of Fiscal Resources and Issues Impacting Early Childhood Development and School Readiness in Danville and Pittsylvania County, Virginia

PURPOSE

The purpose of this Early Childhood Fiscal Map is to provide the Board of Directors of Smart Beginnings Danville-Pittsylvania with a strategic tool that fully describes the fiscal resources supporting the community's early childhood/school readiness initiatives. It gathers and organizes fiscal information from the broad variety of organizations that provide or support services to promote early development, thus giving community leaders a full "big picture" view of current resources, relative fiscal strengths and gaps, the degree of alignment of resources with community needs, the extent of collaboration among early childhood entities in seeking and utilizing funds, and possible approaches for increasing and better utilizing fiscal resources.

METHODOLOGY

With assistance from Smart Beginnings staff, the consultant identified nearly 25 community agencies or organizations that were possible funders of early childhood programs. Further exploration confirmed a final list of 15 that did indeed devote funds to the birth-to-five population. Fiscal information was then sought from each organization via an electronic survey instrument (Attachment A) that asked for quantifiable budget data and also for data concerning other variables (numbers served, outcome measures and results). Most of those surveyed responded; in the few exceptions, follow-up emails or phone calls yielded the requested information, providing an ultimate response rate of 100 percent.

The consultant then conducted in-person follow-up interviews with almost all the respondents, in most cases accompanied by the Smart Beginnings director. In the few instances where respondents were not available for an in-person meeting, follow-up was conducted by phone or email.

While these information gathering efforts produced the requested fiscal/budget data from all respondents, the quest for non-fiscal data was less successful. Many but not all respondents were able to provide data on numbers served; therefore enough data is available to support summary impressions and conclusions. Data on measurable outcomes were much less forthcoming; hence there are too few responses on this dimension to support an overall analysis and conclusions.

In addition to data provided by community organizations, the consultant gathered relevant demographic and risk factor data to flesh out a picture of community needs. These data are available in public sources which are listed in Attachment B. There are notes accompanying some figures and tables to explain the few instances when estimates needed to be extrapolated from available data in the primary sources.

FISCAL MAP LIMITATIONS

- Time frame: A fiscal map is a static, point-in-time snapshot of fiscal conditions, rather than a dynamic moving picture of changes over time. Most of the data included here were gathered in spring and summer 2014, which for most respondents was last fiscal year, not current year. While budget amounts can change from year to year, these changes are generally not of the magnitude to alter the fiscal "big picture" substantially.

- Entitlements: There are several federal entitlement programs (TANF, SNAP, Medicaid) that spend substantial amounts on birth-five but do not serve birth-five categorically. Breaking out such data by age group is beyond the scope of this project so these amounts are not included in the analysis, apart from some Medicaid funding at PATHS and the CSB that can be isolated to birth-five.

COMMUNITY DEMOGRAPHICS/RISK FACTORS

Table 1 lists key population estimates in Danville and Pittsylvania. Particularly relevant are the multiple indicators of the high level of economic distress (poverty, unemployment, low median income) in the two locales. These indicators are worse than the state average in both communities, though clearly economic distress is concentrated more heavily in Danville.

Table 1: Selected Danville–Pittsylvania Demographic Indicators

	Danville	Pittsylvania	Virginia	Dan–Pittsyl Total
Total Population	43,100	62,600		105,700
Number of Children	9,300	13,800		23,100
Children < Age 5	2,760	2,990		5,750
Children by Race:				
Black	48%	22%		
White	47%	76%		
Other	5%	2%		
Children < Age 6 With All Parents Working	69%	71%	66%	
Median Household Income:	\$31,000	\$40,600	\$62,700	
Black	\$24,700	\$30,100	\$43,800	
White	\$36,300	\$45,500	\$69,200	
Poverty Rate – All	26%	15%	12%	
Unemployment Rate	9.5%	6.5%	5.5%	
Adults who are High School Graduates	78%	79%	88%	
On-time Graduation Rate	75.6%	90.3%	89.9%	

One perhaps surprising figure is the percentage of children younger than six whose parents are working, which exceeds the state average in both locales. In light of the figures for low median income and high poverty, the high percentage of working parents with children not yet in school indicates that many working parents are in low-wage jobs and will struggle to find affordable child care.

Table 2 presents data more directly related to the challenge of promoting early child development and school readiness in Danville and Pittsylvania. Overshadowing all other indicators is the child poverty rate: Danville’s rate of 41 percent is the highest in Virginia; and Pittsylvania’s rate of 21 percent exceeds the state average of 15 percent by a wide margin.

Table 2: Selected Danville–Pittsylvania Childhood Risk Factors

	Danville	Pittsylvania	Virginia	Dan–Pittsylv Total
Child Poverty Rate	41%	21%	15%	
Free/Reduced Price Lunch	77%	54%	41%	
Estimated Number of Children < Age 5 In Poverty (<100% FPL)	1,130	480		1,610
Estimated Number < Age 5 Who Are Low–Income (<200% FPL)	2,125	1,615		3,740
Low Birth–Weight Newborns	10.8%	8.9%	8.2%	
Non–Marital Births	64%	45%	35%	
Births to Mothers With < 12th Grade Education	15.5%	11.3%	9.7%	
Birth Rate Per 1000 Teens	16.2	13.1	11.8	
Uninsured Children	7%	8%	6%	

Growing up in poverty exposes children to a host of risks that can compromise healthy development. These risks are associated with higher rates of many troublesome cognitive, academic, health, social-emotional, and behavioral outcomes during childhood and beyond. Table 2 documents multiple risks impacting the communities’ youngest children. Again, though these risks, all associated with child poverty, are more prominent in Danville, they are also present in Pittsylvania at levels exceeding state averages.

ESTIMATING THE NUMBER OF CHILDREN AT-RISK OF ENTERING SCHOOL ALREADY BEHIND

The federal poverty level for a family of four in 2014 was \$23,850 annually. Clearly children living in poverty are at substantial risk of starting school already behind. Yet most child development researchers

and public policy experts agree that children growing up in “low-income” families, usually defined as those between 100 and 200 percent of the federal poverty level, are also exposed to multiple risk factors likely to compromise early development and school readiness. Therefore, estimating the combined number of children under age 5 who are “low-income” and “in poverty” provides a measure of the level of community risk.

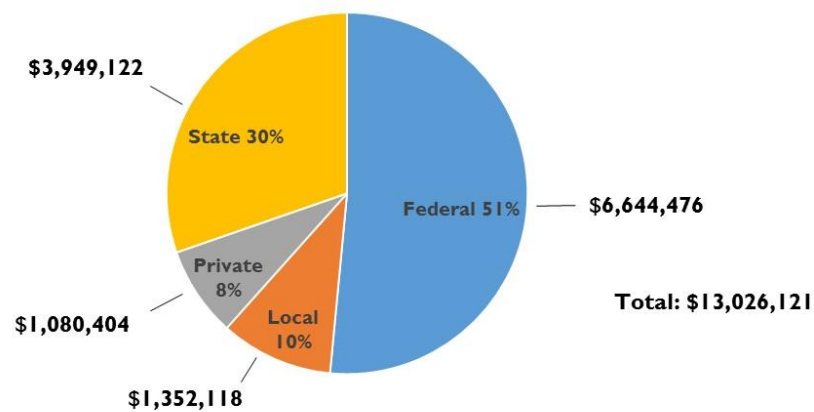
The federal government routinely computes a reliable and readily available figure on which to base such an estimate – the percentage of students who qualify for Free and Reduced-Price Lunch (FRPL). Children living at or below 185 percent of the federal poverty level qualify, so the figure is a conservative estimate of the percentage of children in “poverty and “low-income” status combined. In 2014, the 185 percent level corresponded to an annual income of \$44,122 for a family of four. As shown in Table 2, applying the FRPL percentages for Danville (77 percent) and Pittsylvania (54 percent) to the estimated number of children younger than age 5 (2760 and 2990 respectively) yields an estimated 2125 children in Danville and 1615 in Pittsylvania at-risk of entering kindergarten already behind. The total (3740) represents fully 65 percent of all children under age 5 in Danville and Pittsylvania.

This figure has two important policy implications: first; multiple community interventions targeted to this at-risk population are needed in order to address the scope of the school readiness challenge; and second; conversely, with 65 percent of children likely to be at-risk, even universal interventions applied to all children and families in the community will have some impact on the at-risk group.

ANNUAL FUNDING SOURCES AND AMOUNTS

Danville and Pittsylvania combined, via the organizations studied for this report, are investing more than \$13 million per year to support initiatives that promote early childhood development and school readiness. The amount and proportion invested by each major funding source are shown in Figure 1.

Figure 1: Total Funding By Source



Government is by far the leading source of early childhood funding; federal, state and local governments

combined are responsible for 92 percent of all funds, with the remaining 8 percent coming from various private sources. The federal government at 51 percent of total funding is the leading source, with state government ranked second with 30 percent of the total.

Table 3 breaks out funding by source for each of the fifteen organizations studied for this report. Clearly there are multiple organizations with a major investment, and therefore a huge stake, in the early childhood domain. The two school systems, with a combined 31 percent stake, and the two Head Start programs with a combined 26 percent, are the leading fiscal stakeholders. Two health entities, the Public Health Department and PATHS, are substantial investors with a combined 16 percent of total funding. The respective Departments of Social Services combined have nearly 13 percent of the total; the Danville-Pittsylvania Community Services Board is at 6 percent.

Table 3: Organizations by Funding Source and Total Funds

	Federal	State	Local	Private	Total	Percent of Grand Total
Pittsylvania Schools	295,170	1,351,392	434,477		2,081,039	16.0%
Danville Schools	364,144	965,396	641,778		1,971,318	15.1%
Pittsylvania Head Start	1,933,854				1,933,854	14.8%
CIC Head Start (Danville)	1,433,935				1,433,935	11.0%
PATHS	508,481	275,075		300,589	1,084,145	8.3%
Danville DSS	759,007	292,853			1,051,860	8.1%
Health Dept.	455,090	345,997	215,413		1,016,500	7.8%
Danville–Pittsylvania CSB	475,369	307,479			782,848	6.0%
Smart Beginnings Danville–Pittsylvania		69,000	6,000	694,565	769,565	5.9%
Pittsylvania DSS	419,427	173,090			592,517	4.5%
Danville Community College		148,840		25,000	173,840	1.3%
Danville Regional Medical Center				60,250	60,250	0.5%
Pittsylvania Public Library			29,850		29,850	0.2%
Danville Public Library			24,600		24,600	0.2%
VCU Literacy Institute		20,000			20,000	0.2%
Grand Total	6,644,476	3,949,122	1,352,118	1,080,404	13,026,120	100.0%

It is noteworthy that the nearly \$770,000 invested by Smart Beginnings Danville-Pittsylvania, the public/private entity voluntarily created by community stakeholders to foster early childhood initiatives and system-building, represents a substantial 6 percent of total funding. Noteworthy as well is the major private philanthropic investment in Smart Beginnings, most of which comes from a substantial grant from the Danville Regional Foundation (\$679,065). This contribution alone makes the community philanthropic sector a major stakeholder in the early childhood/school readiness domain.

Table 4 displays all the amounts contributed by private sources. After Smart Beginnings, only the private-sector organization PATHS has substantial funding from private sources (\$300,589). Its funding includes foundation support (\$32,305), private donations (\$97,491) and fees for service (self-pay and private insurance payments of \$170,793).

Table 4: Private Fund Sources

Source	Amount
Danville Regional Foundation	\$679,065
Donations	\$99,991
Private Insurance	\$96,465
Self-Pay Fees	\$74,328
Other	\$60,250
Other Foundations	\$32,305
J.T. Minnie Maude Trust	\$25,000
Community Foundation Dan River Rgn.	\$13,000
Total	\$1,080,404

Organizations with a Major Investment in Service Delivery to Birth-to-Five: It is also helpful to note the funding levels supporting the larger discrete service programs or interventions within the fifteen Danville-Pittsylvania organizations studied (Table 5). The largest community programs are the two Head Start programs and the two school division pre-k programs. This list of thirteen discrete programs, each with a substantial investment, gives a good overall picture of the network of major early childhood interventions available in Danville and Pittsylvania.

Table 5: Funding for Direct Service Programs

Program	Amount
Pittsylvania Head Start	\$1,933,854
CIC Head Start (Danville)	\$1,433,935
Danville Schools Pre-K (VPI and Title I)	\$1,606,893
Pittsylvania Schools Pre-K (VPI and Title I)	\$1,490,813
Danville Schools Early Childhood Spec. Ed. (Part B)	\$364,425
Pittsylvania Schools Early Childhood Spec. Ed. (Part B)	\$590,226
Infant Services (Part C) – Community Services Board	\$421,016
Healthy Families – Community Services Board	\$341,423
Child Care Assistance – Danville DSS	\$1,042,553
Child Care Assistance – Pittsylvania DSS	\$592,517
Pediatric Primary Care (0–5–year olds) – PATHS	\$1,084,145
Maternal & Child Health/Pediatric Care – Health Dept.	\$613,320
WIC – Health Dept.	\$400,280

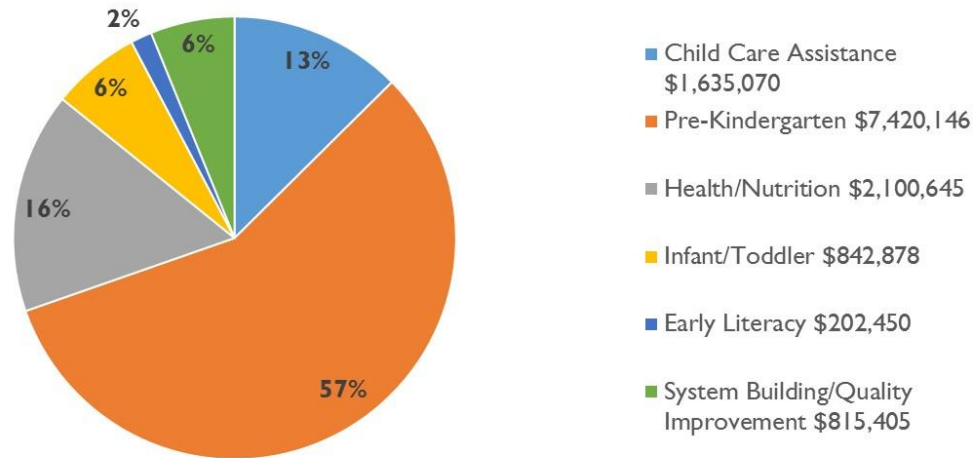
Note for Table 5: During the 2013-14 school year, both Danville and Pittsylvania used Title I funds to support a number of pre-k slots. For the current (2014-15) school year, favorable changes in the VPI funding formula have awarded additional VPI funds to each division, permitting them to increase the number of VPI slots and re-allocate Title I funds to meet other needs. Both divisions are accessing all available state VPI funds.

A MORE STRATEGIC LOOK AT COMMUNITY INVESTMENTS IN EARLY CHILDHOOD

It will be useful to highlight a number of strategic fiscal issues and challenges suggested by the data reviewed above.

Balance of Funding Across Sectors: An analysis of the fiscal information summarized above, by sector instead of by funding source or by organization, gives a more strategic perspective. Figure 2 displays funding levels for each of six major early childhood sectors: Pre-kindergarten, health/nutrition, child care assistance, infant/toddler services, system-building/quality improvement, and early literacy. The programs or initiatives included in each sector are listed in the ensuing notes. The assignment of programs to sectors is based on “best fit”, but the fit is not always perfect; e.g. Head Start is placed in the “pre-kindergarten” sector, even though each Head Start program also delivers some health services; Healthy Families is placed under “infant/toddler” even though its services continue, though in progressively diminishing intensity, until school entry.

Figure 2: Funding By Sector



Notes for Figure 2: Programs included in each sector are as follows:

Child Care Assistance: Total Danville & Pittsylvania DSS Child Care Funding (VIEW, Fee and Head Start)

Pre-Kindergarten: Danville and Pittsylvania Schools VPI, Title I Preschool, and ECSE (Part B). CIC and Pittsylvania Head Start.

Health/Nutrition: Health services at Health Department and PATHS. WIC.

Infant/Toddler: Healthy Families. Infant Services (Part C). Newborn parent education at DRMC.

System Development/Quality Improvement: Smart Beginnings system development funds and QI funds including VSQI, Infant-Toddler Specialist Network. Danville Community College teacher training funds.

Early Literacy: Dolly Parton initiative. Early literacy efforts at Danville and Pittsylvania libraries. Project Excel at CIC Head Start.

The chart shows a preponderance of investments (57 percent) directed to the pre-kindergarten sector, composed of amounts for public school pre-k (VPI and Title I), public school early childhood special education (Part B), and Head Start. These are all categorical programs that target three- and four-year olds exclusively. Given that most of the other sectors include programs that serve some three- or four-year olds, though not exclusively, we can conclude that the great majority of community investment in early childhood is benefiting three- and especially four-year olds.

Conversely, a much smaller 6 percent is explicitly directed to the infant/toddler sector, composed of funds for Healthy Families, Infant Services (Part C), and parent education services for parents of

newborns at Danville Regional Medical Center. Even accounting for the infants and toddlers served by programs in the other sectors (e.g. health, child care assistance), it is clear that a disproportionately small share of resources is directed to the infant-toddler age group. Deciding whether and how to address this imbalance has obvious implications for the community's strategic planning, priority setting, resource allocation, and public policy advocacy.

Stability of funding: One favorable byproduct of the high proportion of early childhood funding from public (government) sources is the relative stability of such funding. For the most part, the major government funding streams (child care assistance, special education, VPI, Head Start, maternal and child health, WIC) are fairly secure from year-to-year, though obviously subject to occasional increases or decreases depending on economic conditions and their impact on government budgets. It appears that Danville and Pittsylvania access nearly all the funding available from these mostly categorical funding streams.

The government funding stability picture has one glaring exception – funding for early childhood home visiting programs such as Healthy Families is not so routinely stable. The federal Maternal and Infant Early Childhood Home Visiting (MIECHV) initiative, part of the Affordable Care Act, has provided an infusion of funds (\$131,672) which are accessed by the Community Services Board to partially fund Healthy Families. The future of this categorical funding, and of state dollars that also help to fund local home visiting programs, must be considered uncertain.

Of special note is the 6 percent devoted to 'system development/quality improvement', which also includes amounts dedicated to professional development and preparation. Much of this \$815,405 total comes from a single source (a \$641,565 "School Readiness Initiative" grant to Smart Beginnings from the Danville Regional Foundation). Hence current support for system development/quality improvement efforts may be difficult to sustain at the same level beyond the three-year grant term. The community development/capacity-building model used by many community foundations often means their commitment is medium range (3-5 years) rather than long range. Sustainability of system-building will be a prominent and increasingly urgent fiscal challenge for Smart Beginnings and for the community, as it is for most communities.

Funding flexibility: Government categorical funding, though relatively stable, is not necessarily as flexible as funding from other sources. It can be challenging to reconcile differing agency regulations, program eligibility requirements, service delivery standards, reporting requirements, professional credentialing and other requirements in order to flexibly blend or braid funding from different sources to address unmet needs. The fiscal data summarized here show only minimal to moderate success by agencies in moving or sharing funds beyond their own walls. There are a few commendable exceptions though, including:

- Expanding Smart Beginnings child care quality improvement efforts by blending funding from multiple sources including the Virginia Star Quality Initiative, child care quality set-aside funds from Danville DSS, and the Virginia Early Childhood Foundation.
- Use of Community Development Block Grant (CDBG) funds in Danville to support facility expenses in the CIC Head Start program
- Use of DSS Family Preservation and Support funds to expand Healthy Families.

- Combining direct support from the Danville Regional Foundation and the VCU Literacy Institute, along with in-kind support from Smart Beginnings, to fund the collaborative Excel early literacy project at CIC Head Start.

Possible additional opportunities for blending funds from different sources are addressed in the “Missed Opportunities” section below.

Funding adequacy: One approach to judging the adequacy of current funding is to quantify, as much as possible, the degree of unmet need in various service categories. Table 6 assembles available measures or estimates of numbers served and corresponding unmet need. This can help to identify at least some of the critical funding gaps that might interfere with progress in building community-wide school readiness.

Table 6: Numbers Served; Estimated Unmet Needs

Program	Number Served	Estimated Number Eligible or In Need	Number/Percent Unserved
Pre-K (4yr. olds)	737	748	11 / 2%
Pre-K (3yr. olds)	218	748	530 / 71%
Home Visiting	109	730	621 / 85%
Infant Services (Part C)	108	414	306 / 74%
ECSE IDEA (Part B)	81	131	50 / 38%
Child Care Assistance		2,613	

Notes for Table 6:

Pre-K: Estimated number eligible = number of 3 and 4 yr. olds at <200% federal poverty level (FPL)

Home visiting: Estimated number eligible = number of children < 5 years of age at <50% FPL

Infant Services: Number served = number receiving direct therapy services. Estimated prevalence of eligible children is 12 percent (National Early Childhood Technical Assistance Center). That prevalence yields total of 414 children < 3 yrs. of age who are potentially eligible.

ECSE IDEA: In Virginia, 2.3 percent of children are enrolled in IDEA Part B services. 131 children would be enrolled if Danville-Pittsylvania reached the 2.3 percent enrollment average.

Child Care Assistance: 70 percent of Danville-Pittsylvania children < age 6 have all parents working. 70 percent of Danville-Pittsylvania children < age 5 = 2613.

Effectiveness/Outcomes of Funded Programs and Initiatives:

The Fiscal Mapping Survey (see Methodology section) requested information about measurable outcomes produced by respondents' programs and initiatives. This request yielded very little information; as a result, there is insufficient data available for this report to assess the effectiveness of particular components of Danville-Pittsylvania's network of early childhood services. Given that many funding sources require at least a minimum level of outcome reporting, there may be discrete outcome data elements imbedded in various agency reports. Assembling and summarizing such data is beyond the scope of this report but would be a worthwhile project for the partnership to sponsor in the future.

More globally, Virginia does not yet have a comprehensive Kindergarten Readiness Assessment instrument and process by which the community could gauge overall school readiness improvements over time, though development steps are underway. Meanwhile, there are two community-level indicators available that might indicate broad effectiveness of school readiness initiatives. While there is no way to prove that changes in these measures over time were caused by such initiatives, they still offer evidence of community progress. Summary data from the two measures for 2010 to 2014 are below. These data indicate that overall school readiness has improved in both communities since 2010.

- The percentage of kindergartners failing to meet the Fall PALS-K literacy benchmark has improved (i.e. declined) in both Danville (29 percent to 14 percent) and Pittsylvania (18 percent to 16 percent).
- The K-to-third grade retention rate has declined from XXX to XXX in Danville and from XXX to XXX in Pittsylvania.

MISSED OPPORTUNITIES; FUTURE EFFORTS TO MAXIMIZE RESOURCES

In the ongoing effort to build an early childhood system that effectively promotes healthy development and school readiness for all children, the Smart Beginnings partnership may be able to increase community resources by pursuing some prior missed opportunities, and also position itself to take full advantage of emerging opportunities. In particular, pursuing those opportunities which address significant unmet needs would produce the largest community-wide impact.

- Early Head Start: the prior unsuccessful attempt to submit a grant proposal at least provides a solid jumping-off point for another attempt. Creating an Early Head Start program would address a critical unmet need for additional services for at-risk infants and toddlers and address the funding imbalance which currently greatly favors the 3- and 4-year old population.
- Early Childhood Home Visiting: In consultation with the Virginia Home Visiting Consortium, Smart Beginnings leadership might explore possible ways to access new resources for home visiting services. CHIP of Virginia, affiliated with the national *Parents as Teachers* initiative, and the Nurse Home Visitation model program both are possible candidates for expansion into Danville-Pittsylvania. Any expansion would help to address the substantial unmet need shown in Table 6; only an estimated 15 percent of the need is being met.
- Infant-Toddler Services: State-level efforts to strengthen infant-toddler services are likely to generate new resources to aid local system development. Commendably, Smart Beginnings has already secured a state Infant-Toddler Specialist Network (ITSN) grant to enhance system

development and professional development efforts in the region. The state Part C office is working with various partners to enhance mental health and social-emotional development services for at-risk toddlers. Maintaining close connections to these initiatives will position Danville-Pittsylvania for future grant opportunities.

- Parent Education: Parent education services are under-developed and directed more to parents of school-age rather than younger children. The Smart Beginnings partnership could have a leadership role in convening a parent education task force to assess local efforts and explore possible expansion and/or re-direction of current efforts to the youngest age group.
- Child Care Assistance Quality Set-Aside: Pittsylvania DSS is eligible for but does not apply for its share of this funding from state DSS. These funds could be blended with those from other sources to expand quality enhancement efforts. Danville DSS accesses its share of this funding and allocates it in this manner.
- Child-Find Efforts: While an analysis of community child-find activities is beyond the scope of this fiscal study, the data reviewed here at least suggest that many children potentially eligible for public school Early Childhood Special Education (ECSE) IDEA Part B services are not being identified and enrolled. Full enrollment of eligible children would increase the funds coming to Danville-Pittsylvania to promote optimal early development of children with delays or disabilities.

STRATEGIC IMPLICATIONS

There are two overriding impressions of strategic significance from the fiscal data reviewed here.

Implication One: An apparent disproportionate funding balance. This imbalance, previously highlighted, results in the preponderance of funds being directed to three- and especially four-year olds, with a disproportionately small amount targeted to infants and toddlers. While this imbalance is partly driven by the categorical funds available to the community, it is also apparent that there have been missed opportunities to access additional funding to serve the infant-toddler age group. Fortunately, there are also some likely future opportunities to address the imbalance.

Implication Two: Most of the early childhood service delivery organizations in Danville and Pittsylvania act relatively independently. This review has found few examples of collaboration that require joint planning, shared or blended funding, co-location of services, joint governance and administration, mutual accountability for results, or other forms of true collaboration (there are some commendable exceptions discussed above in the “funding flexibility” section). It may be trite but also fairly accurate to say that funds, and therefore service delivery initiatives, generally remain in individual silos.

This observation is not atypical nor should it be perceived as critical – the same observation could be made about the status of early childhood system-building efforts in many or maybe even most Virginia communities. It is also apparent that the Smart Beginnings Danville-Pittsylvania partnership has fostered commendable progress in creating and improving cooperation. It is especially encouraging that the coalition already operates as a viable and stable vehicle for joint needs assessment and planning, which can be the foundation for the even deeper and more effective future collaboration needed to maximize school readiness resources.

What then might be the highest priority strategic issues to be addressed in order to break down existing funding and services silos and maximize the amount and effectiveness of early childhood funding?

Future Strategic Priorities to Maximize Fiscal Resources:

1. **Organizational development:** Not surprisingly, the Smart Beginnings coalition is at a relatively early stage of development. Effective coalitions mature through stages of increasingly complex activity, from improved communication, to enhanced cooperation and coordination, and eventually to true collaboration and partnership. Successful experiences at earlier stages increase both collaboration skills and mutual trust, preparing the way for eventual genuine collaboration. Such collaboration is characterized by prudent risk-taking that pushes against barriers and creates new and potentially more powerful structures and processes to address unmet needs. For example, some communities have successfully consolidated VPI and Head Start programs and thereby achieved both greater efficiency and higher quality from a jointly administered program; some communities have two early childhood home visiting programs that, while still independent, collaborate closely to develop joint recruitment and registration processes, shared professional development resources, and other collaborative processes.

Successful coalitions self-consciously set and work on organizational development objectives to foster movement toward genuine collaboration. Considering how to plan and execute such a self-development effort should be a high coalition priority.

2. **Sense of shared mission and of mutual responsibility for school readiness outcomes:** No single organization, even one that is highly effective at achieving its own school readiness objectives, can possibly address the multiple and cumulative community risk factors that threaten school readiness in Danville and Pittsylvania. Highly coordinated actions, especially those typical of genuine collaboration and partnership, will be needed. In addition to the Fiscal Map provided by this report, a companion, jointly developed “Outcomes Map” or “Logic Model” is needed. Such a consensus Logic Model defines the Theory of Change that guides community action, specifies risk factors to be addressed, identifies specific evidence-based interventions to address the risks, and defines the measurable results expected from installing such interventions. Then specific plans can be negotiated for mutual actions needed to acquire the fiscal resources and to install, monitor and evaluate the interventions. In the absence of such a mutual, consensus-driven and results-oriented plan, funds and interventions are likely to remain in their respective silos.