

Children Healthy and Prepared to Succeed in School

Ruth W. Mayden
The Annie E. Casey Foundation
GCYF/GIST

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Two Generation Approach

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Lay the groundwork for adult economic success in early childhood and elementary school

Promote grade level reading through proven strategies and credible, results –focused standards for attendance and reading proficiency

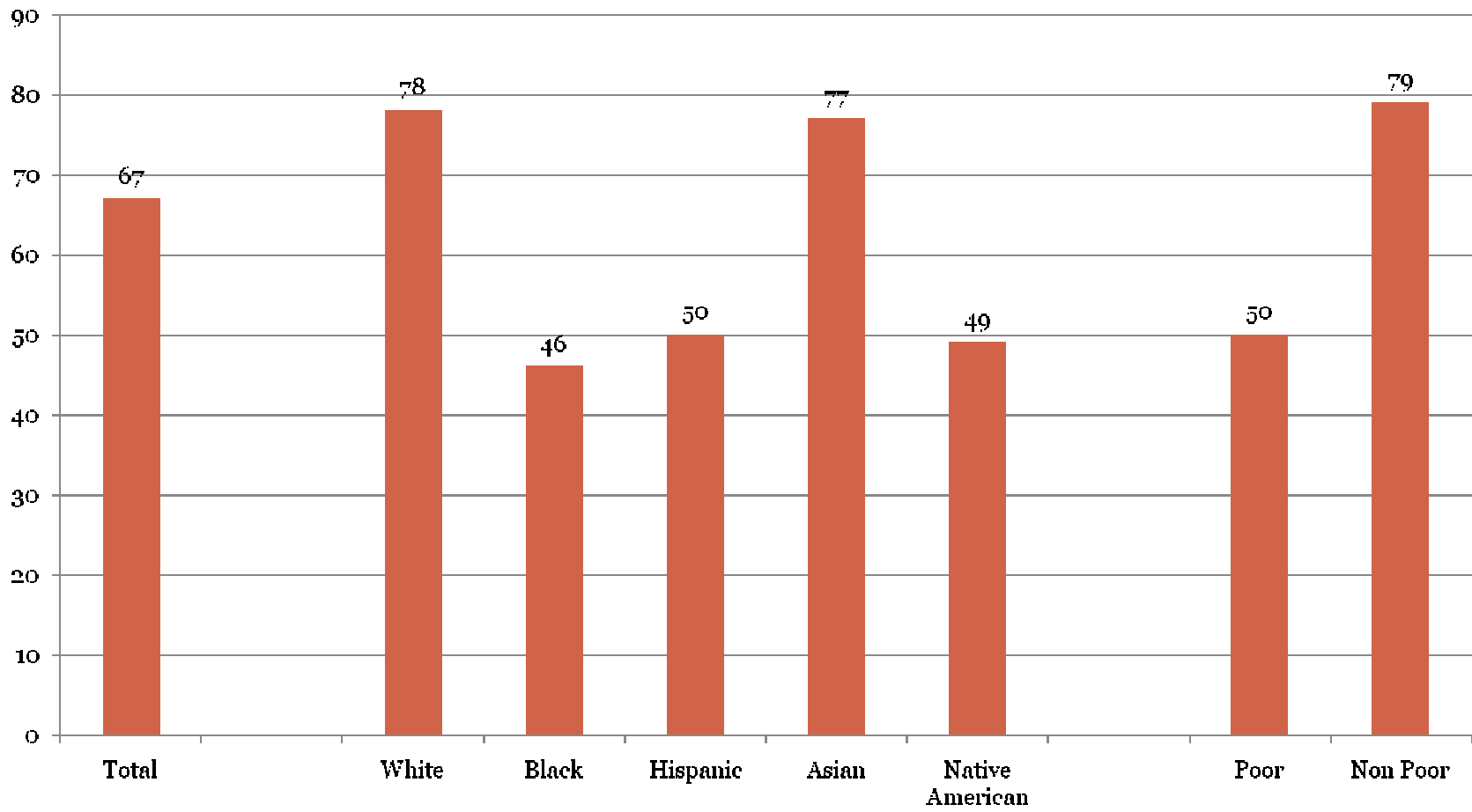
Why We Care About Grade Level Reading Proficiency

Reading and School Success	Reading and Adult Success:
<ul style="list-style-type: none">▣ Up to 1/2 of 4th grade printed curriculum is incomprehensible to 4th graders reading below grade level .▣ 73% of children who enter 4th grade with a 1st or 2nd grade reading level never catch-up to grade level reading▣ Inability to read at grade level is the most common reason for retention in the early grades▣ Early reading problems are associated with behavior problems in later grades	<ul style="list-style-type: none">▣ Failure to read at grade level by end of 3rd grade = strong predictor of high school drop out▣ Drop-outs are 3.5 times more likely than high school graduated to be arrested; 8 times more likely to be incarcerated▣ Adults with lowest literacy skills...<ul style="list-style-type: none">• 17% receive food stamps• 43% live in poverty• 70% jobless

National Picture: Low Achievement, Huge Disparities

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Percent 4th Grade "Basic" Readers



School and District Picture: Low State Standards Mask Reading Problems



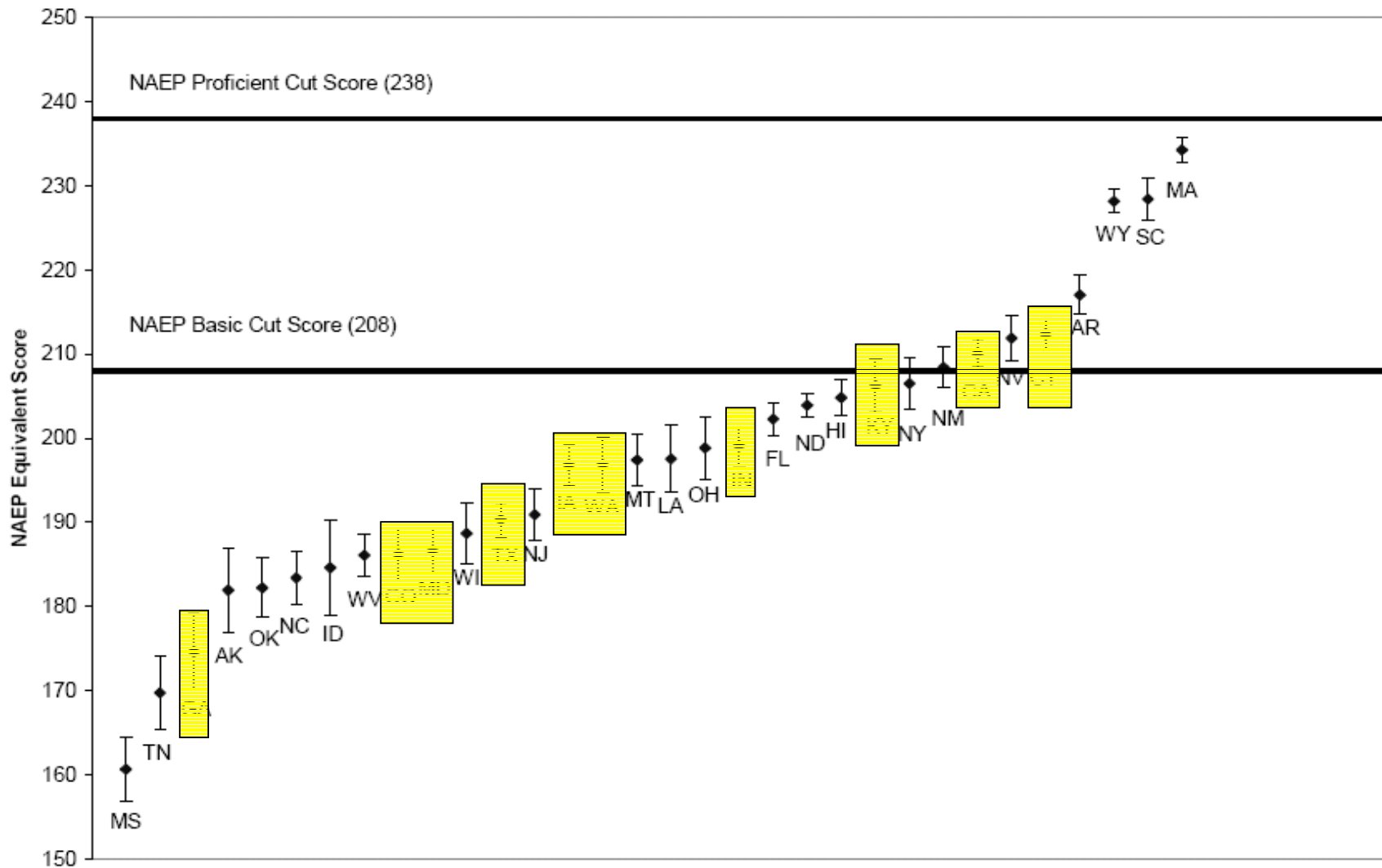
- NCLB requires that virtually all children meet grade level proficiency standards by 2014.
- Each state sets its own standard and measures proficiency with its own unique test
- Reading proficiency standards set by states are inconsistent and low (compared to “gold standard” set by National Assessment of Educational Progress)

“We have states that tell the public that 90 percent of kids are meeting state standards, but when we look at how they’re doing on the National Assessment of Educational Progress, it’s nowhere close. I’m not going to reward that” --

Secretary of Education Arne Duncan

Comparison of State & National Proficiency Standards (2005)

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Factors that Contribute to Reading Proficiency

- Stable, nurturing, stimulating home environment
- Healthy birth weight and good overall health
- Quality child care
- High quality schools and teachers
- High levels of school attendance

What is Casey's Point of View

Close the Gap

- Kids need to be **Ready** for school cognitively, socially, emotionally, and physically
- Kids need to be **Present** at school (They can't learn if they aren't there)
- Kids need **High-Quality** learning opportunities, in school and outside of school

Raise the Bar

- Parents and systems need **High Standards And Good Data** for accountability, advocacy, and continuous improvement

Vision 2020: What It Takes



- ❑ **A broad-based nationwide movement** to garner the needed public support and political will at national, state and local levels.
- ❑ **A focusing event** such as the release of a national report (such as A Nation At Risk) making the case for action and offering recommendations that are ambitious, attainable, and seen as commensurate to the challenge.
- ❑ A significant infusion of **flexible and targeted philanthropic dollars.**

Closing the Gap: CHAPSS Pathway





Shared Services Alliances

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A NEW SUPPORT FOR CHILD CARE

What is a Shared Services Alliance?

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An entity that provides a range of functions, products, and technical assistance to support the provision of services

Why a Shared Services Alliance?

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Much of our early care and education services especially for children of low-income and immigrant families, is provided by small centers and family child care providers.

What do Shared Services Provide?

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- The promise of helping centers and family child care providers improve the quality of their services and also to improve their financial sustainability,
- enables them to pay staff more, or to earn more as family child providers.
- enable the providers as a group to attain economies of scale
- offer ongoing professional development opportunities; provide child assessment and family support; engage in continuous quality improvement; and develop the efficiencies and financial stability which enable them to continue to provide high quality care to children year after year.

What do Shared Services Provide and Do?

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- Cost-saving opportunities through shared staff such as mentor teachers/curriculum coaches, child and classroom assessments, family supports, quality assurance supports, substitutes, janitorial/maintenance, food services, etc.
- Linkages to, a range of high-quality training opportunities for teachers, home-based providers and other staff
- Market programs to parents, make referrals to centers or family child care providers and assist with enrollment to ensure that all available slots in alliance programs are full.

What Do Shared Services Provide and Do?

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- Conduct parent “intake”- gather and maintain information and required forms on child, family income and needs, etc.
- Collect fees from parents, administer child care subsidy paperwork, and collect payments from government or private sector
- Administer payroll for alliance members (or, in the case of family child care, pay providers even if parents, government and other sources fail to make payments on time)

What do Shared Services Provide and Do?

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- Support formal and informal networking and support systems among providers
- Provide banking and financial management services, including budgeting, bookkeeping, IRS paperwork and financial analysis
- Raise and administer third party funds for alliance members from public & private sector, including child care subsidy paperwork.
- Serve as “hub” for comprehensive and/or support services required by funders or desired by providers and families

How are Shared Services Funded?

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- Start-up money from third party funders such as foundations, the United Way or a government grant.
- Once an alliance is launched, tuition, subsidy or contracts for Head Start, PreK or other ECE services. Additional funds are raised to help support specific tasks (e.g. administration of the Child and Adult Care Food program, mental health/social service/family support staff, quality improvement linked to a state QRIS, etc.) In short, a successful alliance will have many funding streams. All funds, combined, will help to support shared administration as well as operating costs in each local site.
- Early adopters -- that is, organizations that are currently testing shared service strategies -- have learned that alliances can become financially sustainable once they move beyond the start-up phase. Skilled program and fiscal management is key to sustainability.

Examples of Shared Services Alliances

- **Examples of Shared Service Alliances**
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- **The Children's Home** -- Chattanooga, TN (Contractual Alliance)
 - Profile <http://government.cce.cornell.edu/doc/pdf/CC-ChildrensHome.pdf>
 - Governance Structure <http://government.cce.cornell.edu/doc/pdf/CC-GovernanceStructure.pdf>
 - Graphic (including participating programs) <http://government.cce.cornell.edu/doc/pdf/CC-Partnerships.pdf>
- **Sound Child Care Solutions** - Seattle, WA (Center Merger)
 - Profile <http://government.cce.cornell.edu/doc/pdf/CC-PSConsortium.pdf>
 - Governance Structure <http://government.cce.cornell.edu/doc/pdf/CC-PugetSound.pdf>
 - Process for Joining the Consortium <http://seattleconsortium.org/id1.html>
 - Concept Paper <http://seattleconsortium.org/concept.html>
 - Staff <http://seattleconsortium.org/about.html>
- **Infant Toddler Family Day Care** - Fairfax, VA (Home-Based Provider Trust)
 - Profile <http://government.cce.cornell.edu/doc/pdf/CC-Fairfax.pdf>
 - Governance Structure <http://government.cce.cornell.edu/doc/pdf/CC-InfantToddler.pdf>
- **Acre Family Child Care**, Lawrence, MA (Home-based Provider Network)
 - Profile <http://government.cce.cornell.edu/doc/pdf/CollectiveManagement.pdf> (page 60 and 61)
- **Action for Children**, Columbus OH (Staffing, Procurement, Data/Comprehensive Services)
 - Centers that Care (staffing service) <http://www.actionforchildren.org/page5000.cfm>
 - Description of the Franklin County Early Learning Consortium www.ncsmartstart.org/conference/handouts07/872a.doc
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