

READY FOR SUCCESS:

Tools for Expanding Effective Early Childhood Education: A Companion to Five State Case Studies



Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Activity, and the five extra-state jurisdictions. CCSSO seeks its members' consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership and technical assistance on major educational issues.

Division of State Services and Technical Assistance

The Division of State Services and Technical Assistance supports state education agencies in developing standards-based systems that enable all children to succeed. Initiatives of the division support improved methods for collecting, analyzing and using information for decision-making; development of assessment resources; creation of high-quality professional preparation and development programs; emphasis on instruction suited for diverse learners; and the removal of barriers to academic success. The division combines existing activities of the former Resource Center on Educational Equity and State Education Assessment Center.

Early Childhood and Family Education

The Early Childhood and Family Education activities at the Council are founded on its standing Policy Statement on Early Childhood and Family Education adopted in 1999 that supports early childhood education based on the large body of knowledge about our youngest learners, and the increasing public awareness of their growing need for quality early education experiences to assure success for all in the K-12 years. Current activities are designed to assist chief state school officers and their staffs in implementing research-based education policy and practice for young learners that focus on three important aspects of the field: appropriate standards and assessment development for early education; strengthened professional preparation and development for the early childhood teaching workforce; and enabling and empowering parents and families to provide productive learning environments for their young children.

Acknowledgments

The Council of Chief State School Officers with the generous support of the Marion Ewing Kauffman Foundation developed this toolkit. Project Consultant Linda Brown Warren wrote the toolkit, and Jana Martella, CCSSO Project Director and Oralia Puente, Senior Project Associate for Early Childhood and Family Education, contributed to the editing and production of the final document. Julia Lara, CCSSO Deputy Executive Director, Division of State Services and Technical Assistance provided guidance and direction.

Introduction

This toolkit is designed to accompany the CCSSO publication *Ready for Success: Five state strategies for Expanding Effective Early Childhood Education*. Ready for Success documents case studies conducted by CCSSO in 2001-2002 in five states where significant inroads have been made supporting and improving early childhood education services. This toolkit derives from those case studies and the first toolset delineates the successful programmatic and political strategies employed by the states. The second set of tools connects readers to essential resources on research and advocacy in early childhood education. Also in the kit are connections to the major federal programs that provide funding for early childhood programming and services, their descriptions, and key contact information. Finally, the toolkit provides brief summaries of each of the five states: the background to their initiative; keys to their success; results they achieved; and challenges they faced.

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Programmatic and Political Strategies That Work

In 2001-02, the Council of Chief State School Officers (CCSSO) undertook case studies in five states as part of its project, “Tools for Building Statewide Support for Early Childhood Initiatives.” These five states represent substantial geographic, demographic, and programmatic variety, but in all instances they are states in which early childhood initiatives reflect a commitment to a comprehensive system of early childhood care and education. Each state has used a somewhat different set of approaches to developing and putting its vision in place, sustaining the effort, and expanding services.

The strategies highlighted below are intended as a reference that may have utility for other states seeking to initiate or expand their own early childhood initiatives. In instances where a particular state among the case study states used a strategy with exceptional results that are reflected in the case study report, the state is identified in parenthesis. It may be helpful to review that case study for further information about how the effectiveness of the strategy played out in that state over time.

Commissions, Task Forces, Conferences for Decision Makers, and Studies

Commissions, task forces and studies all can serve similar purposes. They can be useful at several different stages in the effort to create a comprehensive system of early childhood care and education, but especially in initial efforts to launch a new or major change in an initiative. They can serve to:

- Provide a vehicle for bringing a broad spectrum of stakeholders together to look at a problem
- Collect and share available information about an issue or problem
- Call for research that may be needed to study a problem in depth
- Give representation to varied points of view
- Start the process of creating wide-spread public visibility of the issue
- Educate policy makers and other stake holders about the many facets of the issue
- Launch the public information campaign that may be needed to create the public and political will to solve the problem
- Make recommendations, agreed upon by a broad spectrum of respected stakeholders, for solving a problem

Some of the issues and questions that were examined by early childhood education study groups, task forces, and commissions in the states where case studies were conducted include:

- What kinds of preschool programs exist across the state?



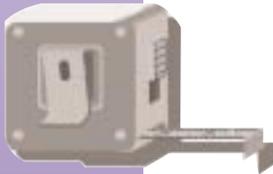
- What services are provided?
- Where are the services provided?
- How many children are served by the programs?
- What is known about program effectiveness?
- What are the program costs?
- Who else could benefit from the programs?
- How can a delivery system that is comprehensive, that coordinates related and overlapping services, and is cost effective be created?
- What funding mechanisms should be used?
- What kind of infrastructure of supports is needed to sustain early childhood care and education?
- What are the elements of an effective and efficient early care and education system?

In both Illinois and Texas, the activity and final report of the group, the Early Childhood Education Task Force in Illinois and the Citizens' Commission in Texas, led to quick action in the state legislatures to create new and expanded programs. In Missouri, the Commission report gave Governor Carnahan the clout he needed to push the 1998 General Assembly to move that state to a new level of performance and accountability on behalf of the state's youngest citizens. In Texas, sweeping educational reforms that included a preschool program were passed. (**Illinois and Texas**)

A Champion Spokesperson

There is no substitute for a highly placed, well respected spokesperson for an issue in bringing about change. This person needs to be known across the state and not in just one part of the state. In several of the case studies carried out by the Council of Chief State School Officers, this person was the governor of the state (**Missouri and North Carolina**). In another it was a combination of a business man of national, as well as statewide, stature appointed by the governor (**Texas**), and in another it was a highly regarded state legislator (**Illinois**). In each, leadership of the state department of education was critical in providing needed support in the areas of information, research, and organizing. Some of the important qualities of the issue's spokesperson include:

- Statewide name recognition
- Respected by a wide range of constituencies
- Willingness to spend political capital to see resolution of the problem to be solved
- Tenacity and a willingness to persevere
- Willingness to negotiate and compromise without giving up real or critical value
- Political clout



Local Control and Parent Involvement

In education, local control has always been a hot button issue. This is all the more true when it comes to educating our youngest children, those of preschool age. Advocates of early childhood education need to be sensitive to this fact of life and build in mechanisms for local control without negating standards and quality and the state's need for evaluation and oversight. It is a delicate balance. Some of the approaches below were successful in the five states that participated in the case studies:

- ❑ Developing a program structure that allows for responding to local concerns. (North Carolina)
- ❑ Strengthening learning from infancy by beginning with parents. Assist parents in being their “Child’s First Teacher” by providing assistance, training and information, usually in the home or a familiar setting in the local community. Families and communities become more comfortable with the notion of early childhood educational experiences for their very young children and come to trust the program providers. (Missouri—Parents As Teachers; Illinois—The Model Early Childhood Parental Training and the Prevention Initiative Programs of the Illinois Early Childhood Block Grant)
- ❑ Involving local communities, parents, and parent groups in the entire needs assessment process that is used to determine what the local preschool program will look like and include. Using local needs assessments to shape individual programs. (New Jersey)
- ❑ Creating local partnerships that include parents, early care and education program staff, health and human services practitioners, local government representatives, business and faith community leaders, and other interested citizens to decide how state dollars and local contributions will be spent in helping families care for their young children. (North Carolina)
- ❑ Providing training to local partnerships on collaborative decision-making and strategic planning. (North Carolina)
- ❑ Providing guidance, materials, and technical assistance to local program providers that are making programmatic decisions about how they want their program to operate and what it should include. (Texas)
- ❑ Making attendance in a preschool program voluntary but conduct broad outreach to the community to inform families of what is available, how and where to enroll their children, and the benefits of program attendance.



Comprehensive Services



A part of being ready for school and prepared to succeed is being healthy. Including health screening as part of the early childhood education process will prevent many problems that could become learning problems in school. Early identification of special needs and the provision of special services have been credited with reducing the numbers of children who would otherwise require special education. Some of the mechanisms used in the case study states include the following:

- ❑ Conducting medical and dental health screening for all children prior to school entry.
- ❑ Linking parents of children with identified health needs to affordable services in the community.
- ❑ Using a broad definition when screening children and families for service needs.
- ❑ Including a wide array of service providers with appropriate credentials on the screening team, including early childhood education teachers, counselors, psychiatrists, psychologists, and social workers.



Coalitions, Advocacy, and Public Information Campaigns

Educating the public about preschool issues can play a critical role in helping to establish a system of early childhood care and education and sustaining the effort, particularly in times of stress on state budgets when the competition for funds requires difficult choices by decision-makers. Advocates for preschool can create the public will to push legislators and governors to make needed decisions by mobilizing grass roots citizens and interest groups.

Public information campaigns are a useful tool in a state that has a champion who is pushing for change. They support and complement those efforts. But advocacy, coalitions and information campaigns are even more critical in states where that highly placed influential figure has not emerged. Letting the public know what kind of impact high-quality early childhood education programs can have on continuous improvement in student achievement and what is required to create these opportunities for very young children is the foundation of any advocacy campaign. Some of the elements of such a campaign include the following:

- ❑ Educating the public about the role of early childhood education in promoting academic achievement, economic vitality, and social well being. (Illinois)
- ❑ Forming coalitions of organizations and individuals that can develop shared goals, take common actions, have credibility, and have the capacity to reach constituencies across the state with information. (New Jersey)



- ❑ Reaching the public and decision makers through a wide range of media tools, including frequent topical articles in local newspapers; educational briefings for newspaper writers, legislators, the business community, and other decision-makers and leaders throughout the state and in local communities; and preparation and dissemination of informative video presentations that can be shown on public television and in other forums. (New Jersey)
- ❑ Preparing and providing information packets for legislators and candidates for public office. (New Jersey)
- ❑ Using questionnaires sent to candidates for public office and their responses for preparation of a voters' guide on children's issues—disseminating it through a press conference, at other public events and places, and through mailings to membership of coalition organizations. (New Jersey)
- ❑ Developing a cadre of speakers who can participate in and make presentations at events held by other organizations throughout the state.
- ❑ Collecting and disseminating relevant state and national data and research—summarizing findings in easily understandable language.

Coordination, Collaboration, and Partnerships

Coordination involves partners working together with some mutual goals and shared resources while maintaining their independence from one another. Collaboration goes even further and is an important ingredient in striving for high quality care and education of young children. It involves a partnership of representatives of families and diverse organizations that share in a decision making process to achieve common goals that are mutually beneficial. Collaboration allows partners to learn from one another's experiences and strengths. It helps avoid conflict, unnecessary overlaps in services and support mechanisms, and boosts the skills of all involved (**Texas Core Standards and Self-Assessment Tool for Center-Based Early Childhood Programs, Spring 1999**). Some of the activities and tools used by partnerships in the states involved in the case studies follow:

- ❑ Setting up local Community Advisory Committees or Local Partnerships to assist in conducting a community needs assessment and planning preschool services that will be provided. (Missouri and North Carolina)
- ❑ Using local partnerships to monitor public and private sector programs to leverage improved program quality, contributions of local resources to sustain and expand programs, and increase access to early childhood care and education programs for all children in need of services. (Missouri and North Carolina)



- ❑ Placing money in the hands of local citizens through local partnerships and allowing them to make decisions about how best to help families care for their young children. This helps to sustain public engagement and the active involvement of individuals at the local level who are required to take on challenging and time-consuming responsibilities. (North Carolina)
- ❑ Supporting local partnerships from the state level by providing them with training in collaborative decision-making and strategic planning. Training forums also provide opportunities for partnership members to spend uninterrupted time together, to share lessons learned, and exchange resource information. (North Carolina)
- ❑ Participating in evaluation activities and working cooperatively with researcher and sponsors of professional development. (Illinois)



Evaluation

Evaluation must be part of any system of early care and education. There is great appeal in putting dollars into early childhood education and assuring that youngsters are healthy and ready for school rather than waiting for student failure and trying remedial interventions that often are not effective for all youngsters. However, decision-makers will need to be assured that public funds are being well spent and achieving their goals.

Sustaining program budgets and expanding the availability of programs for more students will depend on being able to show that early childhood education is an effective use of dollars. Without evaluation of programs and student outcomes over time, policy makers and program providers will not know how to approach making program improvements and or plan budgets. Evaluation can be a challenging endeavor, particularly in states that have taken a local approach to assessing needs and planning programs, resulting in wide variations in program structure, content, philosophy, and resources. States have approached the evaluation challenge in a variety of ways:

- ❑ Measuring school readiness of preschool participants and similarly situated non-participants at the time of kindergarten enrollment can assess preschool outcomes. (North Carolina and Texas)
- ❑ Pre- and post-testing of participants in the *New Parents As Teachers Program* showed that children from families that participated scored higher on measures of intelligence, achievement, verbal, and language ability, and social development than non-participants. These results helped advocates and decision-makers argue for an expansion of early care and family education program budgets. (Missouri)
- ❑ Third grade assessment of achievement and comparisons of preschool participants and similarly situated non-participants will indicate the strength of the pre-kindergarten program. (Texas)

- Reporting to the legislature on the progress of students enrolled in preschool on a routine schedule of every three years keeps decision makers and the public constantly informed of the success, limitations, and needs of the program. This approach requires ongoing annual data collection that describes characteristics of student participants and programs, a measurement of student readiness and achievement outcome at the pre-kindergarten and kindergarten levels, and an identification and analysis of factors that contribute or relate to student success or lack of success. (Illinois)
- Where evaluation has not been built into the preschool program as an ongoing endeavor, state commissioned evaluation studies can be an effective tool for looking at multiple aspects of the program. Such studies give program administrators, as well as policymakers a picture of the progress being made and can offer recommendations for program improvement. (Texas)

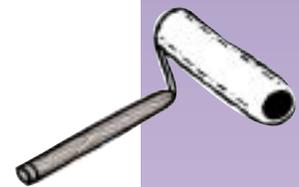
Research

The early care and education movement has benefited enormously from the brain research and the studies of the impact of early educational experiences on severely economically and socially deprived children. The brain research shows that the quality and quantity of relationships between very young children and their caregivers actually alter the architecture of the child's brain and thus the child's capacity for higher order cognitive processing. It is now clear that early experiences have a profound impact on the brain and a child's readiness to be an effective learner when entering kindergarten. The multiple regression analysis model has been able to show that interventions in child development are most effective during the first three years of life, indicating the potential to reduce the frequency of mild retardation and other learning problems among young school children.

Research in education economics tells us that high quality early childhood care and education is cost effective. Some researchers view the payoffs as \$7 saved for every \$1 invested. These savings come from reduced absenteeism and grade retention of students, reduced need for special education, fewer school dropouts, less juvenile and adult crime, less need for youth services and incarceration, fewer teen and unwanted pregnancies, and ultimately a better educated, productive, civil, and cooperative populace.

Research has been useful to all of the states that were part of the case studies. A few highlights are provided below:

- Research on the differential in school readiness of children from impoverished neighborhoods and those from non-poor areas, the success of high quality, well-planned preschool, the ingredients responsible for that success, and the likely cost of such programs was used by the state Supreme Court in looking at the constitutionality of the state's system of public schools. (New Jersey)



- ❑ Research was effectively used by child advocates to inform the public and decision makers about the value of preschool and the contribution dollars spent on early childhood education could make to improved achievement in the later school grades. (New Jersey)
- ❑ Research evidence documenting educational gains made by children who had participated in high quality early education programs armed the Task Force making recommendations to the State Board of Education at a time when the legislature was ripe for considering a number of education proposals. (Illinois)
- ❑ Research can be used, even within the context of local control over the assessment of needs and programmatic options, to set minimum standards for what is required to attain high quality programs. Standards in areas such as cost determinations and financial accounting, access to health care, teacher credentialing and compensation, class size, and appropriate curriculum and classroom practices can help assure program success. (North Carolina and Texas)



Targeting Services to Those Most in Need

Most states are not currently in a fiscal position to provide universal access to preschool for all three and four year olds. Even as programs were first being initiated at a time of a brighter economic outlook, states directed early childhood education services to where the need was most apparent. How they did this has varied, as briefly described below:

- ❑ All school districts that can identify as many as 15 four-year-olds who are educationally disadvantaged as defined by the family poverty criteria of the federal free and reduced price lunch program, unable to speak and comprehend the English language, or are homeless must provide a pre-kindergarten program to children who wish to attend. If districts have 15 similarly eligible three-year-olds, they may choose to offer them a pre-kindergarten program. Non-eligible children may attend at their own expense as long as it does not dilute the effectiveness of the program for those who are eligible. (Texas)
- ❑ Early childhood care and education services as determined by local partnerships in all of the state's one hundred counties are offered to all children and their families. The range of services that are offered varies from parent education and preventive and treatment oriented health and dental screenings, to childcare for working parents and comprehensive preschool education, based on the needs that have been determined by the partnerships. (North Carolina)
- ❑ A preschool program is provided to three through five-year-old children who are deemed "at risk" of school failure based on a locally conducted individual screening process. Parent training is offered on a fee basis and prevention services are also available. (Illinois)



- ❑ Full-day year-round preschool is available to all children in the thirty low-income urban school districts where twenty-five percent of the state's children reside. In approximately 100 additional school districts that have disadvantaged children, at least half-day preschool programs are offered to four-year-olds. (New Jersey)
- ❑ The Parents As Teachers program offers up to four home and four group visits to any interested parents of a child from birth to four years of age and one contact a year to all families of children from birth to age five. Periodic health screenings and additional services are made available to low income or high need families. The Preschool program is available to all three and four-year-olds based on a sliding fee scale that takes into account family income. (Missouri)

Many child advocates and educators in these states would like to see universal availability of preschool programs for all three and four-year-olds on a voluntary attendance basis some time in the future. Many also see it as the magic needed to substantially raise achievement levels of students overall. Until that day arrives, they will continue to argue for serving students most in need and expand their efforts from there.

Litigation

New Jersey is the only state that has provided preschool education to three and four year-olds under order of a Court. In June 1991, after more than a fifteen-year struggle to secure equitable funding for urban school districts where most of the state's poor and minority children reside, the Education Law Center reactivated the *Abbott* case. In 1990, the New Jersey Supreme Court ordered the state to not only equalize public school financing, but to provide extra or "supplemental" programs in order to "wipe out disadvantages as much as a school district can." When the state failed to comply, the ELC launched what became ten more years of effort and litigation. Eventually, a series of major school reforms that included the provision of preschool for three and four-year-olds in the 30 urban Abbott districts became a reality. The program has been up and running for only a couple of years now, but with the enthusiasm and skill of the current education leadership, the vigilance and many years of experience of the advocacy community, and the full backing of the governor, even a severe budget crisis cannot hold back the implementation of high-quality, well-planned preschool programs.



Where To Go For Help

Happily, there are now many very useful resources to turn to for a wide range of help with the various aspects of early childhood care and education. Rather than repeating them all here, we will highlight four of them. Two of these resources were instrumental in the case study research done for the CCSSO project “Tools for Building Statewide Support for Early Childhood Initiatives.” The two other resources include the CCSSO weekly electronic updates on the latest research, policy, and program developments in early childhood, and the other is an Advocacy Kit. These four resources, all accessible through their web sites as well as by telephone and land mail, are incredibly rich and can lead you to multiple other resources you may want to explore.

The National Institute for Early Education Research - NIEER

The National Institute for Early Education Research (NIEER) at Rutgers University supports early childhood education initiatives with objective, nonpartisan information based on research. NIEER’s goal is to produce and communicate the information that will help ensure that every American child gets a good education at ages three and four. NIEER offers a vision of early education excellence in terms that are useful to policy makers, journalists, educators, researchers, and others.

State and national policy makers can get the up-to-date information they need to debate and set policy affecting access, standards, and funding. NIEER research informs educators on strategies and classroom practices that can help raise teacher and program quality as well as student achievement.

Here are some of the features one will find on NIEER’s web site—

www.nieer.org:

- Breaking news: Daily postings of early education stories drawn from publications across the country
- Fast Facts: A translation of complicated data and research into easy-to-understand, concise information
- Online discussions: An open exchange of viewpoints on early education issues
- Online newsletter: Biweekly updates on early education news and events
- Publications: The latest, most relevant articles, reports, policy briefs, and book summaries
- Q&A: Top experts in early education provide technical assistance
- State Databank: A compilation of preschool standards in every state
- Web links: An extensive database of links to other sites useful to gathering information on early education

- ❑ Working Papers: New research conducted and commissioned by NIEER. Online discussion helps authors shape their work for publication
- ❑ Available experts: A listing of experts available on specific aspects of early childhood education, the experts' biographies, and information on how to reach them.

For more information about NIEER, contact:

Communications Director

Tel (732) 932-4350 x 225

120 Albany Street, Suite 500

New Brunswick, NJ 08901

<http://www.nieer.org>

NIEER was founded in January 2002 with a grant from The Pew Charitable Trusts. The organization works under the leadership of W. Steven Barnett, a Professor of Education Economics and Public Policy at Rutgers University.

“Starting at 3” - A project of the Education Law Center

In July, the Education Law Center (ELC), in partnership with the Rutgers-Newark Institute on Education Law and Policy, launched “Starting at 3.” The purpose of the project is to collect and disseminate research, information, and strategies on how to establish and secure a legal right to early education through legislation and/or court decree. The project is funded by the Pew Charitable Trusts through the National Institute for Early Education Research (NIEER) at Rutgers University.

ELC has led the highly successful effort to establish and delineate a right to high quality early education in the *Abbott vs. Burke* education adequacy litigation. As a result of this effort, *Abbott* requires the provision of full-day kindergarten and well-planned, high quality, needs-based preschool education for all three- and four-year olds in New Jersey’s urban communities, using an age-appropriate curriculum linked to the state’s content standards. *Abbott* has also triggered legislative expansion of full-day kindergarten and preschool in more than 100 other (non-urban) communities. The *Abbott* decree is the first judicially mandated preschool program in the nation and now serves as a model that advocates in other states are seeking to emulate.

ELC will be working in partnership with the Rutgers-Newark Institute on Education Law and Policy (IELP). IELP is an interdisciplinary research center, directed by Law Professor Paul Tractenberg, to analyze and find ways to improve public education in urban areas. Although the Institute is less than a year old, it has already held a highly successful national conference exploring the impact of school choice on urban reform and, along with ELC, convened a meeting of national leaders to begin exploration of legal strategies as a means to expand early childhood education, especially for disadvantaged youngsters.

The “Starting at 3” project will undertake the following work:

- ❑ Sharing research and legal information: Researching, collecting, and disseminating information on state laws, constitutional provisions, and statutes related to early childhood education
- ❑ *Abbott* preschool program and legal strategies: Disseminating information about the *Abbott* preschool program and the legal strategies utilized to establish, develop, and implement the program
- ❑ Legal network: Creating a network of lawyers, advocacy groups, and state and national policymakers working on potential legislative and legal strategies for establishing early childhood education programs
- ❑ Technical Assistance: Providing technical assistance to lawyers, advocacy groups, and state and national policymakers in their effort to secure legal rights for early education
- ❑ Conferences and forums: Organizing, hosting, and presenting at conferences and forums to stimulate national and state discussions on the right to an early childhood education
- ❑ Litigation and legislation database: Creating a national database on the status of early childhood litigation and legislation
- ❑ Web site: Creating a web site, linked to ELC’s web site, www.edlawcenter.org, to facilitate the dissemination of research and the provision of technical assistance
- ❑ Linking to NIEER: Linking lawyers and advocates with NIEER research and experts in the field to facilitate and support state-based legal strategies.

For more information, contact:

The Education Law Center
 155 Washington Street
 Suite 205
 Newark, NJ 07102
 Tel (973) 624-1815 x26
tluhm@edlawcenter.org

An Advocacy Kit from the Association for Supervision and Curriculum Development (ASCD)

The success of all learners is a goal shared by many nation wide, and indeed around the world. In order to change policies, programs, and perceptions to the benefits of students, it is crucial to effectively communicate with legislators, the media, and community members. The ASCD has created an Advocacy Kit with multiple resources and tools for planning an advocacy campaign, tips for communicating with policymakers, and the basics of communicating with the media.

The Advocacy Kit includes detailed “how to” information on the following topics relevant to any issue campaign:

- Getting Started:
 - Researching Education Issues
 - Building a Network
 - Communicating with your Network
 - Setting Goals
 - Devising an Action Plan
- Working with Policymakers:
 - General tips
 - Do your homework
 - Web pages to use to research legislators and bills
 - Tools for communicating with policymakers
 - Lobbying regulations
- Working with the Media:
 - General tips
 - Tools for communicating with & through the media
- Setting up Community Events and Forums
- Glossary of Legislative Terms
- Glossary of Media Terms
- References
- Advocacy Contact Directory

For more information about the Advocacy Kit or the ASCD, contact:

ASCD Education Issues Unit

Tel: (800) 933-2723 x5608 or

(703) 575-5608

See the ASCD Web site at www.ascd.org

Early Childhood and Family Education Electronic Messages from the CCSSO

One of the very best ways to keep up with what is happening that could be related to or have an impact on early childhood care and education is to receive the weekly electronic postings by the CCSSO’s Early Childhood and Family Education Electronic Message service. This thorough resource includes weekly descriptive updates on resources, reports, announcements, training and funding opportunities, and news. In addition to multiple new entries each week, users can click directly to the relevant source for detailed information. If you

would like to be added to the e-mailing list to receive these weekly updates write or send a message electronically to:

Jana Martella

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Funding Sources for Early Childhood Education

There are numerous sources of funds for the many various aspects of early childhood education, from program support to professional development. The Office of Elementary and Secondary Education in the US Department of Education (USDOE) alone provides grants for early childhood education under 22 separate programs, each using a somewhat different approach. This guide gives critical information about some of the major funding resources for early childhood care and education programs. Where the application deadlines are past, one can expect them to be at a similar time in the next fiscal year. The size of grants and some of the other particulars about each program may vary from year to year, but in many cases they will be the same. Always check the US DOE web site for the most recent information or use the contact information listed in this guide.

Early Reading First

Source of Funds: Title I of the Elementary and Secondary Education Act (ESEA), Part B, Subpart 2, as amended by the *No Child Left Behind Act* (NCLB), PL 107-110.

Who May Receive Funds: One or more LEA; one or more public or private organization or agency; or, a combination of the above.

Purpose of Funds: To transform existing preschool centers into centers of excellence by improving the instruction and classroom environment of early childhood programs that are located in urban or rural high-poverty communities and that serve primarily children from low-income families.

Range of Funding: \$250,000 to \$1,500,000. Grants are for a period of up to 3 years. The total appropriation for FY 2002: \$75 million. 175 grants were made for FY 2002.

How to Apply: Applying for funds is a two-stage process. A pre-application must be submitted and is reviewed by a panel of experts. From among these pre-applicants, 252 applicants are invited to submit a full application.

There may be a site visit in selecting grantees.

Applications available: June 7

Pre-Applications due: July 15

Invitations for full applications:
September 2 through 6

Full applications due: October 11

Applications are available on the US DOE Web site at

www.ed.gov/offices/OSES/earlyreading/grant.htm. Click on "Download the application package."

For More Information: Contact Tracy Bethel or Jennifer Flood, US Department of Education, Office of Elementary and Secondary Education, 400 Maryland Avenue SW, Washington, DC 20202-6132. Telephone: (202) 260-4555 or via Internet: erf@ed.gov.

Early Childhood Educator Professional Development

Source of Funds: ESEA, Section 2151 (e).

Who May Receive Funds:

Partnerships of one or more institutions of higher education that provide professional development for early childhood educators who work with low-income families in high-need communities; or a public or private entity that provides such professional development; or one or more public agencies administering programs under the Child Care and Development Block Grant of 1990 or the Head Start Act; or private organizations.

Purpose of Funds: To enhance school readiness of young children, particularly those who are disadvantaged by improving the knowledge and skills of early childhood educators who work in communities with a high concentration of children living in poverty.

Range of Funding: \$600,000 to \$1,400,000 per year for a period of up to 2 years. The total appropriation for FY 2002: \$14,850,000. Ten to 25 awards to be made.

How to Apply: Application deadline: July 5, 2002. The FY 2003 application notice will be announced in the spring of 2003.

Applications are available on the US DOE Web site at www.ed.gov/offices/OSES/SASA/ecprofdev.html. Click on "Application."

For More Information: Contact Melanie Kodic at (202) 260-3793, or Virginia Berg at (202) 260-0926, or Patricia McKee at (202) 260-0991, or by e-mail at ecprofdev@ed.gov.

Even Start Family Literacy Programs Formula Grants to States

Source of Funds: ESEA Title I, Part B, Subpart 3.

Who May Receive Funds: State Education Agencies, which in turn make competitive grants to communities.

Purpose of Funds: To help families with at least one child under age 8, who are most in need of services gain literacy. Some services are to be home-based and involve interactive parent and child literacy activities. Parenting training may also be included.

Range of Funding: For a state's sub-grantees: A minimum of \$75,000 for each of 8 years, reduced to \$52,500 in years 9 and 10. (One sub-grantee per state may receive less). The total appropriation for FY 2002: \$250 million. 52 grants will be awarded, one per state, the District of Columbia, and Puerto Rico.

How to Apply: Application deadlines had not been determined at the time of this guide's publication. Check below for updated information.

For More Information: Contact Patricia McKees at (202) 260-0991 or check out the US DOE Even Start Web Page at

www.ed.gov/offices/OESE/SASA/evnstprogresp.html.

Even Start–Migrant Education

The William F. Goodling Even Start Family Literacy Programs (As amended by NCLB)

Source of Funds: ESEA Title I, Part B, Subpart 3, section 1232(a).

Who May Receive Funds: Local or State Education Agencies, or nonprofit organizations that work with migrant families.

Purpose of Funds:

Discretionary/Competitive Grants to improve the literacy of migrant families by integrating early childhood, adult literacy or adult basis education, and parenting education into a unified family literacy program.

Range of Funding: \$200,000 to \$300,000. The total appropriation for FY 2002: \$8,750,000. 25 awards are to be made.

How to Apply: Application deadline: July 15, 2002

For More Information: Contact Donna Marie Marlow at (202) 260-2815, or via e-mail at donnamarie.marlow@ed.gov, or by mail to the US Department of Education, Office Elementary and Secondary Education, Office of Migrant Education, 400 Maryland Avenue, SW, Room 3E343, FB-6, Washington, DC 20202-6132.

Temporary Assistance for Needy Families (TANF)

(In 1997 TANF replaced the Aid to Families with Dependent Children Program–AFDC and the Basic Skills Training Program [JOBS])

Source of Funds: Created by the Welfare Reform Law of 1996.

Who May Receive Funds: States receive funds under a block grant formula and an annual state Maintenance of Effort grant. The agency receiving and administering the funds differs from state to state.

Purpose of Funds: To provide funding and flexibility to states for a wide variety of employment and training activities, support services, and benefits to enable needy adults with children to get and keep jobs and improve their financial circumstances. Childcare is an allowable use of funds. Funds may be used to add to or expand Head Start or other care and education program services in order to serve TANF families. TANF funds may be transferred to the Child Care Development Fund in the state or spent directly on child care. Funds may be used to expand childcare quality, provide professional development, increase worker compensation, and establish or enhance incentives for providers who attain accreditation.

Range of Funding: Block grants to states are determined by a formula. States may receive financial bonuses or penalties depending on their performance.

How to Apply: Direct inquiries to the agency in one's state that administers the program. To find out the name of that agency, go to the US HHS Web site, Office of Family Assistance at www.acf.hhs.gov/programs/ofa/. Scroll down and click on "Names of state TANF Programs."

For More Information: Contact the US Department of Health and Human

Services at 200 Independence Avenue, SW, Washington, DC 20201 or call (202) 619-0257, Toll Free: 1-877-696-6775. See the US HHS Office of Family Assistance Web page at www.acf.hhs.gov/programs/ofa/.

Child Care Development Fund (CCDF)

Source of Funds: The Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

Who May Receive Funds: Each state appoints a lead agency to receive CCDF block grant funds. This agency becomes the single point of contact for all child care issues and may administer or implement child care programs directly or through other local public, private, non-profit or for profit agencies under a written agreement.

Purpose of Funds: To assist low-income families, families receiving temporary public assistance, and those in transition from public assistance in obtaining child care so they can work or attend training and/or education. Assistance is provided through certificates to eligible families or contracts with child care providers. Sliding fee scales may be used in providing childcare services. States may serve children up to age 13, or up to 19 if they are under court supervision or are mentally or physically incapable of self care.

Range of Funding: Funds are distributed to states on a formula basis that considers per capita income in the state and its number of young children, among other factors.

How to Apply: To seek funds, contact the lead child care agency in one's state, as funding mechanisms, which are spelled out in a state plan, differ from state to state.

For More Information: Contact the US Department of Health and Human

Services; Administration of Children, Youth and Families; Child Care Bureau; Switzer Building, Room 2046; 330 C Street, SW, Washington, DC, 20447. Phone number: (202) 690-6782.

Or, contact the CCDF office in one's state. To find out what and where that office is, use the US Department of Health and Human Services Web site at

www.acf.hhs.gov/programs/ccb/helloc/index.htm. Scroll down to OTHER CONTACTS and click on CCDF State/Territorial Offices.

Head Start

Source of Funds: The Economic Opportunity Act of 1964 as amended by the Head Start Act.

Who May Receive Funds: Grants are awarded on a competitive basis to public or private, non-profit or for profit organizations or public school systems based on a demonstration in the application of the most effective program. Criteria for this determination are set out in the regulations.

Purpose of Funds: To promote school readiness by enhancing the social and cognitive development of low-income children through the provision of health, educational, nutritional, social, and other services to low-income children and their families, that are determined, based on family needs assessments, to be necessary.

Range of Funding: The total appropriation for projects in the states and territories for FY 2002: \$5,887,432,000 plus \$439,926,000 for Native American and Migrant programs.

How to Apply: Announcements for the availability of funds for new programs are published in the Federal Register as a Request For Proposals (RFP), which specifies who is eligible

to apply, program requirements, and timelines for submitting proposals. Opportunities for current funding are listed on the Head Start Bureau Web page at

<http://www2.acf.dhhs.gov/programs/hsb/announce/fund/index.htm>.

Program announcements and application forms can be downloaded from the Head Start Web site at <http://www2.acf.dhhs.gov/programs/hsb>. Grants for Head Start and Early Head Start programs are awarded by the ten [Administration for Children and Families Regional Offices and the Head Start Bureau's American Indian-Alaska Native and Migrant and Seasonal Workers Program Branches](#).

Applications for FY 2002 were due May 13, 2002.

For More Information: Contact Head Start Information and Publication Center (HSIPC) 1-866-763-6481 (Toll Free) or send e-mail to: askus@headstartinfo.org.

Early Head Start

Source of Funds: Head Start Amendments of 1994.

Who May Receive Funds: Grants are awarded to public or private, non-profit or for profit agencies. 20% of program costs must be provided by the community.

Purpose of Funds: To expand Head Start to serve infants and toddlers from birth to age three who reside in low-income families, and also to promote healthy prenatal outcomes and healthy family functioning.

Range of Funding: Minimum funding levels for each state are established and grants are awarded by the ten [Administration for Children and Families Regional Offices and the Head Start Bureau's American Indian-Alaska Native and Migrant and Seasonal Workers Program Branches](#).

\$72 million was awarded in FY 2002 under a competitive grant process to local agencies with \$42 million going to un-served areas, \$20 million going to existing programs to expand services, and \$10 million going to Early Head Start Welfare Services to be provided by new or existing program providers.

How to Apply: Announcements for the availability of funds for new programs are published in the Federal Register as a Request For Proposals (RFP), which specifies who is eligible to apply, program requirements, and timelines for submitting proposals. Opportunities for current funding are listed on the Head Start Bureau Web page at

<http://www2.acf.dhhs.gov/programs/hsb/announce/fund/index.htm>.

Program announcements and application forms can be downloaded from the Head Start Web site at <http://www2.acf.dhhs.gov/programs/hsb>. Grants for Head Start and Early Head Start programs are awarded by the ten [Administration for Children and Families Regional Offices and the Head Start Bureau's American Indian-Alaska Native and Migrant and Seasonal Workers Program Branches](#).

For More Information: Contact the Early Head Start National Resource Center via the Internet at <http://www.ehsnrc.org>. For information about application requirements call: 1-800-458-7699, or send e-mail inquiries to ehsn@pal-tech.com.

Early Intervention Program for Infants and Toddlers with Disabilities, or State Grants: Grants for Infants and Toddlers, Special Education

Source of Funds: Individuals with Disabilities Act (IDEA), Part C, Sec.631 as amended.

Who May Receive Funds: A state agency identified in each state as the lead agency.

Purpose of Funds: To assist states in maintaining and implementing statewide systems of coordinated, comprehensive, multidisciplinary interagency programs of early intervention services for infants and toddlers with disabilities, or who are otherwise at risk of having substantial developmental delays. Funds also may be used to provide for direct services that are not otherwise available.

Range of Funding: Formula grants to states. The total appropriation for FY 2002: \$417,000,000. The range of the 57 awards in FY 2002: \$2,043,288 to \$49,954,044.

How to Apply: Formula grants to the states, the District of Columbia, Puerto Rico, the Secretary of the Interior and the outlying areas, are based on the number of children from birth to age 2.

For More Information: Contact Ruth Ryder, U.S. Department of Education, OSERS Office of Special Education Programs, 400 Maryland Ave., SW, Rm. 3609, MES, Washington, DC 20202-2640. Or, by e-mail to ruth.ryder@ed.gov. Or, call (202) 205-5547.

Preschool Grants for Children with Disabilities, or Special Education Preschool Grants

Source of Funds: IDEA, Part B, Sec. 619 as amended.

Who May Receive Funds: State Education Agencies.

Purpose of Funds: To provide special education and related services to children with disabilities ages 3 to 5. Children with developmental delays may be included.

Range of Funding: The total appropriation for FY 2002: \$390,000,000. 52 awards were made in FY 2002. Grants range in size from \$253,905 to \$39,848,701.

How to Apply: Formula grants to the states, the District of Columbia, Puerto Rico, the Secretary of the Interior and the outlying areas, are based on general population and poverty. Most of these funds are then distributed to local school districts and education services agencies.

For More Information: Contact Nancy Treusch, US Department of Education, OSERS, Office of Special Education Programs, 400 Maryland Ave., SW, Rm.3626, MES, Washington, DC 20202-2640. Or, by e-mail at nancy.treusch@ed.gov. Or, call (202) 205-9097.

State Program Improvement Grants for Children with Disabilities, or Special Education— National Activities—State Improvement

Source of Funds: IDEA, Part D, Subpart 1, Sections 651-656, as amended.

Who May Receive Funds: State Education Agencies.

Purpose of Funds:

Discretionary/competitive grants to assist State Education Agencies and their partners in reforming and improving their systems for providing education, early intervention, and transitional services for children with disabilities. The program also supports systems for professional development, technical assistance, and dissemination of knowledge about best practices to improve academic achievement for children with disabilities. Funds may be used to make an impact on programs for children in Pre-K, Early Childhood, and K-12 programs.

Range of Funding: The total appropriation for FY 2002: \$51,700,000. In FY 2002, 13 grant awards were made. The range of grants was from \$530,000 to \$2,120,000.

How to Apply: State Education Agencies may acquire applications for this competitive grant program from the State Improvement Grant Web site at <http://www.signetwork.org/>.

For More Information: Contact Larry Wexler at U.S. Department of Education, OSERS, Office of Special Education Programs, 400 Maryland Ave., SW, Rm. 3630, MES, Washington, DC 20202-2500. Or call (202) 205-5390. Or, by e-mail to larry.wexler@ed.gov. See the State Improvement Grant Web site at <http://www.signetwork.org/>.

Grants to States for the Education of Children with Disabilities

Source of Funds: IDEA, Part B, Sec. 611.

Who May Receive Funds: State Education Agencies.

Purpose of Funds: To assist in meeting the costs of providing special education and related services to children in early children programs and K-12.

Most of the funds are passed through to local education agencies.

Range of Funding: The total appropriation for FY 2002: \$7,528,533,000. 57 grants are awarded, and range in size from \$3,200,000 to \$650,000,000.

How to Apply: Grants are determined by a state formula that takes into account the amount of the states FY 1999 grant and the age ranges for which they mandate services.

For More Information: Contact Ruth Ryder, U.S. Department of Education, OSERS Office of Special Education Programs, 400 Maryland Ave., SW, Rm. 3609, MES, Washington, DC 20202-2640. Or, by e-mail to ruth.ryder@ed.gov. Or, call (202) 205-5547.

Research and Innovation to Improve Services and Results for Children with Disabilities

Source of Funds: IDEA, Sec. 672.

Who May Receive Funds:

Institutions of Higher Education, Local Education Agencies, Nonprofit Organizations, Other Organization and /or Agencies, and State Education Agencies.

Purpose of Funds: To produce and advance the use of knowledge to improve services to children with disabilities, including the practices of professionals and other staff who work with such children, and to improve educational and early intervention results for infants, toddlers, and children with disabilities. The use of funds may go to research, demonstration projects, outreach services, and other research-related activities that have an impact of children with disabilities in pre-K, early childhood education programs, K-12, and the Postsecondary levels.

Range of Funding: The total appropriation for FY 2002: \$78,380,000. In FY 2002 80 new awards were made. Grants range from \$20,000 to \$180,000 and are awarded on a discretionary/competitive basis.

How to Apply: FY 2003 competitions will be announced in the fall and winter of 2002-2003 on the Department of Education Web page at <http://www.ed.gov/offices/OCFO/grants/forecast.html>.

For More Information: Contact Barbara Edelen at the US Department of Education, OSERS, Office of Special Education Programs, 400 Maryland Avenue, SW, Rm.3519, MES, Washington, DC 20202-2500. Or, by e-mail at barbara.edelen@ed.gov. Or, call (202) 205-8522.

Title I—Education for the Disadvantaged Basic Grants to Local Education Agencies

Source of Funds: Title I of the Elementary and Secondary Education Act Amended by NCLB.

Who May Receive Funds: State Education Agencies, which then pass the money through to Local Education Agencies, based on a formula and a written plan.

Purpose of Funds: To provide additional academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects. Among the many approved uses of funds is the support of special preschool programs to extend and reinforce the regular school curriculum.

Range of Funding: The total appropriation for FY 2002: \$10,350,000,000. States received from \$22,379,000 to \$1,488,291,000.

How to Apply: State Education Agencies provide, process, and approve applications for funds from Local Education Agencies.

For More Information: Contact Susan Wilhelm at the US Department of Education, OSES, Student Achievement and School Accountability Programs, 400 Maryland Avenue, SW, Rm., 3W202, FB-6, Washington, DC 20202-6132. Or by e-mail to susan.wilhelm@ed.gov. Or, by phone at (202) 260-0826.

Education for Homeless Children and Youths Grants for State and Local Activities

Source of Funds: McKinney-Vento Homeless Assistance Act of 1987, Title VII, Subtitle B, as amended.

Who May Receive Funds: State Education Agencies.

Purpose of Funds: To ensure that homeless children, including preschoolers, have equal access to free and appropriate public school. States make sub-grants to Local Education Agencies for activities such as coordination and collaboration with other agencies to provide comprehensive services to homeless children and youths and their families that facilitate enrollment, attendance, and success in school.

Range of Funding: The total appropriation for FY 2002: \$50,000,000. States received from \$6,007 to \$7,045,604.

How to Apply: Funds are made available to states on a formula basis and reflect each state's share of Title I funds. States distribute these funds to Local Education Agencies on a competitive grant basis.

For More Information: Contact Gary Rutkin at the US Department of Education, OSES, Compensatory Education Programs, 400 Maryland Avenue, SW, RM. 3W214, FB-6, Washington, DC 20202-6132. Or, by e-mail to gary.rutkin@ed.gov. Or, call (202) 260-4412. Or, contact your State Education Agency.

Migrant Education

Source of Funds: Elementary and Secondary Education Act, Title I, Part C, as amended.

Who May Receive Funds: State Education Agencies.

Purpose of Funds: To identify eligible children and provide education and support services to them, including preschool services.

Range of Funding: The total appropriation for FY 2002: \$396,000,000. Formula grants to the states were from \$70,000 to \$128,000,000.

How to Apply: Formula grants to states are based on each state's per pupil expenditure for education and counts of eligible migratory children aged 3 through 21, residing in the state.

For More Information: Contact Sam Harris at the US Department of Education, OSES, Office of Migrant Education, 400 Maryland Avenue, SW, Rm.3E3441, FB-6, Washington, DC 20202-6135. Or, e-mail to sam.harris@ed.gov. Or, call (202) 260-1334. Or, contact your State Education Agency.

Indian Education—Formula Grants to Local Education Agencies

Source of Funds: Elementary and Secondary Education Act, Title VII, Part A, Subpart 1, as amended.

Who May Receive Funds: Local Education Agencies, Indian Tribes under certain conditions, Bureau of Indian Affairs (BIA) supported schools and BIA- operated schools.

Purpose of Funds: To reform elementary and secondary school programs that serve Indian students, including preschool children.

Range of Funding: The total appropriation for FY 2002: \$97,133,000. In FY 2002, 1,273 grant awards were made, ranging from \$3,000 to \$2,000,000.

How to Apply: Funds are distributed under a formula by the federal government based on a comprehensive plan for meeting the needs for Indian children.

For More Information: Contact Cathie Martin at the US Department of Education, OSES, Office of Indian Education, 400 Maryland Avenue, SW, Rm. 3W115, FB-6, Washington DC 20202-6335. Or e-mail to cathie.martin@ed.gov. Or, call (202) 260-7779.

Demonstration Grants for Indian Education

Source of Funds: Elementary and Secondary Education Act, Title VII, Part A, Subpart 2, as amended.

Who May Receive Funds: Local Education Agencies, State Education Agencies, Indian Tribes, Indian Organization, Federally supported elementary and secondary schools for Indian students, Indian institutions, including Indian institutions of higher education, or a consortium of such institutions.

Purpose of Funds: To provide financial assistance to projects to develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary school students.

Range of Funding: The total appropriation for FY 2002: \$10,550,000. In FY 2002 15 new grant awards were made, ranging from \$150,000 to \$400,000.

How to Apply: Grants are awarded on a discretionary/competition basis. Application packages and additional information is available at the Department of Education Indian Education Web site at the time that the application process is opened at <http://www.ed.gov/GrantApps/>.

For More Information: Contact Cathie Martin at the US Department of Education, OSES, Office of Indian Education, 400 Maryland Avenue, SW, Rm. 3W115, FB-6, Washington DC 20202-6335. Or e-mail to cathie.martin@ed.gov. Or, call (202) 260-7779. Or, visit the Indian Education Web page of the Department of Education at <http://www.ed.gov/offices/OESE/oi/index.html>.

Alaska Native Education Program

Source of Funds: Elementary and Secondary Education Act, Title VII, Part C, as amended.

Who May Receive Funds: Native Alaskan Organizations.

Purpose of Funds: To help meet the unique educational needs of Native Alaskans in Pre-K, K-12, and adult programs and to support the development of supplemental education programs to benefit them.

Range of Funding: The total appropriation for FY 2002: \$10,200,000. In FY 2002, 16 grant awards were made, ranging from \$500,000 to \$2,000,000.

How to Apply: Grants are awarded on a discretionary/competition basis.

Application packages and additional information is available at the Department of Education, Alaskan Native Education Web site at <http://www.ed.gov/offices/OESE/SIP/programs/anp.html#grant>.

For More Information: Contact Lynn Thomas at the US Department of Education, OSES, School Improvement Programs, 400 Maryland Avenue, SW, Rm. 3C126, BB-6, Washington DC, 20202-6140. Or by e-mail at lynn.thomas@ed.gov, or, call (202) 260-1541.

Native Hawaiian Education Program

Source of Funds: Elementary and Secondary Education Act, Title VII, Part B, as amended.

Who May Receive Funds: Native Hawaiian education organizations that are public, private, for profit or non-profit.

Purpose of Funds: To develop innovative educational programs to assist native Hawaiians and to supplement and expand programs and activities in the area of education, including early education and care programs and family-based education centers.

Range of Funding: The total appropriation for FY 2002: \$30,250,000. In FY 2002, 17 grant awards were made, ranging from \$200,000 to \$1,000,000.

How to Apply: Grants are awarded on a discretionary/competition basis.

Application packages and additional information is available at the Department of Alaskan Native Education Web site at <http://www.ed.gov/offices/OESE/SIP/programs/nhp.html>.

For More Information: Contact Lynn Thomas at the US Department of Education, OSES, School Improvement Programs, 400 Maryland Avenue, SW, Rm. 3C126, BB-6, Washington DC, 20202-6140. Or by e-mail at lynn.thomas@ed.gov. Or, call (202) 260-1541.



Snapshot of Parents As Teachers and Missouri Preschool Project

Missouri's Early Childhood School Readiness Programs

BACKGROUND

- Half century old focus on early childhood education through licensing and rules for early care programs
- 1970's & early 80's—Conferences for Decision Makers educated public and high level policy makers on need for early childhood and parent education programs
- Parents as Teachers launched in 4 pilot sites in 1981—goal: a parent education/family support program to improve outcomes for young children
- PAT expanded in 1988 to add developmental screenings and parent education up to K entry
- 1998 - Early Childhood Development Education and Care Fund (MPP) created to expand school readiness services
- Gaming Fund used to support early childhood services
- Governor's "Show Me Results" Initiative established assessment of pre-K outcomes
- Commission recommends integrating preschool and school reform strategies

CORE SERVICES

Parents As Teachers

- School districts are required to provide parent education and developmental screening for children birth through kindergarten entry
- Universal services to all families that choose to participate
- Four in-home and four group parent education sessions per year for families of children up to age three
- At least one in-home visit to families of 3 and 4 year-olds
- Developmental screenings for children birth through 4 years old
- Additional services for high need families

Missouri Preschool Project

- Early learning programs for 3 & 4 year olds
- Public & nonpublic agency providers
- Service providers must meet child care licensing requirements
- Programs must operate a minimum of 3 hours per day, 5 days per week
- Community Advisory Committees assist in needs assessments and planning

KEYS TO SUCCESS

- Public education about the importance of early childhood education conducted by state government education leaders, the Governor, and education advocates working together statewide
- Personal, committed, and consistent leadership of the reelected governor
- Recognition and support of parents as a child's first teacher
- Availability of services for all families on a voluntary basis

- ❑ State/local/community partnerships in conducting needs assessments, program planning, professional development, and resource acquisition
- ❑ Initial use of a prevention model to create supportive environments for child development and to reduce the need for special education services
- ❑ Early inclusion of program evaluation showing positive results in terms of school readiness of children
- ❑ Availability of unused Gaming Funds, and the support of veterans groups for whom these funds were designated, to redirect their use for preschool services (MPP)
- ❑ New source of funds available from the tobacco settlement to expand PAT to 3 to 5 year olds
- ❑ Pressure from the standards and accountability movement to show continuous improvement in student achievement, especially among poor and minority youngsters

RESULTS

- ❑ Children of PAT families scored higher on measures of intelligence, achievement, verbal & language ability, and social development than children of non participants
- ❑ Second Wave Evaluation in 1991 indicated that more than half of PAT children identified with developmental delays had overcome them by age three
- ❑ 1993 study showed that the higher levels of achievement of PAT children were sustained through first grade
- ❑ The 1998 school readiness assessment showed that when PAT was combined with any other pre-K experience for high poverty children, the children scored above average on all scales of school readiness

- ❑ Families participating in PAT and MPP programs view schools as trusted partners in assuring good education for their children
- ❑ Local programs that receive MPP funds use 10% of their budget for professional development activities
- ❑ PAT served 47% of families with children under age 5 in 2000-01
- ❑ PAT funding for 2001-02 set at \$30.3 million
- ❑ MPP funded at \$15.1 million in 2001-02, to serve 1,350 3 & 4 year olds

CHALLENGES

- ❑ A 2001 state budget deficit of \$300 million narrows political and fiscal options
- ❑ Tension and competition for funds between PAT and MPP
- ❑ Lack of a sufficiently comprehensive policy structure to facilitate coordination between PAT and MPP
- ❑ Improving quality and access
- ❑ Encouraging school district providers of MPP to spend the funds necessary to meet state child care licensing requirements
- ❑ Accreditation conflicts between agencies that interfere with staff retention at the local program level



Snapshot of the Abbott Early Childhood Education Program

New Jersey's Early Childhood Education Program for Urban School Districts

BACKGROUND

- ❑ Plaintiffs in two decades old school finance suit prove in 1987 that disadvantaged students begin school 2 years behind their suburban peers in language and other skills essential for early school success
- ❑ 1990–New Jersey Supreme Court in *Abbott v Burke* requires state to provide preschool in 30 urban (Abbott) districts where nearly 75% of all students live
- ❑ Goal: to wipe out the disadvantages with which New Jersey's urban children begin kindergarten
- ❑ State, in 1996 funds preschool in 30 Abbott and 98 other districts serving disadvantaged children, but the effort is found unconstitutional by the court for its lack of established funding adequacy
- ❑ 1998—the New Jersey Supreme Court orders and defines “well-planned, high quality” preschool for Abbott districts, making preschool at least a half-day program for 3 and 4-year-olds as a part of whole school reform
- ❑ 1998 - court requires the State to provide facilities and funding adequate to meet district needs

- ❑ All 3 and 4-year-olds in Abbott districts are eligible for a full-day, year-round pre-school program

CORE SERVICES

Court Ordered High Quality Programs

- ❑ Universal eligibility of all 3 and 4-year olds in the 30 Abbott urban districts, with enrollment on demand
- ❑ Full-day, full-year preschool programs in Abbott districts
- ❑ Class size of 15 in the Abbott districts
- ❑ A qualified teacher with a state P-3 certificate and an assistant for each Abbott class
- ❑ A developmentally appropriate curriculum that is aligned with the state's Core Curriculum Content Standards and elementary whole-school reforms
- ❑ Related services, such as social, dental and health services, transportation, and services for children with disabilities and limited English proficiency

Court Ordered Planning Activities

- ❑ Collaboration between district and community programs to assure that all programs meet Abbott quality standards
- ❑ Intensive outreach to and recruitment of un-served children
- ❑ Assessment of student needs used in the design of programs
- ❑ Documentation of needs for professional development, staffing, and facilities

In Non-Abbott Districts

- ❑ 1/2 day program for 4-year-olds in 102 districts with disadvantaged children, including some but not all of the Abbott standards

KEYS TO SUCCESS

- ❑ On-going commitment, intensive support, and intervention of public interest law center representing disadvantaged students in New Jersey
- ❑ Adverse coalition of over 40 individuals and organizations dedicated to development of a comprehensive, quality system of early childhood education
- ❑ Massive multi-media public education campaign about issues related to pre-school education and the state's efforts to provide needed programs
- ❑ State Supreme Court committed to the rights and needs of disadvantaged children
- ❑ Expertise of a local, nationally respected academic research center to support the litigation and coalition efforts
- ❑ Court ordered plan that addresses a broad range of pre-school program needs in urban areas, including facilities, health and social services, teacher quality, classroom size, and curriculum
- ❑ Commitment of the current state government to fully and competently implement the intent of the court's order for pre-school programs that are well-planned and of high quality
- ❑ Continuous and consistent monitoring by children's advocacy organizations

RESULTS

- ❑ 55,119 children in the Abbott and other districts receiving Early Childhood Program Aid participated in preschool programs in 2001-02
- ❑ 39,392 Abbott children will be enrolled in preschool in 2002-03 - 12,029 in district programs, and 27,363 in community provider programs

- ❑ State Supreme Court has fashioned the most comprehensive framework of programs and reforms for the education of disadvantaged children anywhere in the nation, and has directed the State to implement them
- ❑ Research on the need for and impact of early childhood education is embraced by the new Governor and the Department of Education and is being infused into the delivery of pre-school programs
- ❑ 2002-3 budget adds \$150 million in Abbott districts for early childhood education making it possible for an additional 10,000 children to attend pre-school
- ❑ Upgrading of Head Start centers and other community provided care to meet standards for pre-school articulated by the court
- ❑ Pre-school and state support for providing it is becoming the expected norm as rural districts petition for inclusion in the kinds of relief and services the 30 Abbott and 102 other districts with disadvantaged children receive
- ❑ State level collaboration through the Abbott Implementation and Compliance Coordinating Council that facilitates participation of major stake holders in the state

CHALLENGES

- ❑ Time to build the capacity to deliver the Court ordered well-planned, high quality pre-school programs after nearly 30 years of hesitation by the State
- ❑ Availability of sufficient staff who meet credential standards
- ❑ Adequate and sufficient facilities to house the number of children entitled to a pre-school education
- ❑ Management capacity at the state and local levels that can meet the technical assistance, collaboration, assessment, evaluation, and data needs of the program

- Bringing Head Start and other community provided programs up to court required standards without alienating long time providers of child care services and the communities they serve
- Tensions between the State Departments of Education and Human Services over turf
- Development of programs based on needs assessments rather than provision of one size fits all programs
- Divisiveness between geographical areas of the state and between pre-K and K-12 programs as fiscal resources become scarce
- Measurement of program success based on student outcomes



Snapshot of Early Childhood Block Grant

Illinois' Early Childhood Initiative

BACKGROUND

- ❑ 1985–General Assembly created Pre-kindergarten Program and designated State Board of Education as lead agency
- ❑ Goal of Pre-kindergarten Program is to improve school readiness of children ages 3-5 deemed at risk of academic failure
- ❑ 1998–General Assembly created Early Childhood Block Grant, combining Pre-kindergarten Program with Prevention Initiative and Parental Training Programs
- ❑ Goal of Early Childhood Block Grant is to give greater flexibility to local school districts in serving children birth through age 5
- ❑ 8% of Block Grant targeted to programs for infants and toddlers
- ❑ Pre-kindergarten funding distributed on competitive basis to local school districts and sub-grants from schools can be given to Head Start and non-profit child care agencies
- ❑ Parental Training and Prevention Initiative grants go to local districts as well as non-profit social service agencies who work with children and families
- ❑ Teachers must have an early childhood teaching certificate for the Pre-kindergarten
- ❑ Currently funded at \$184 million

KEYS TO SUCCESS

- ❑ Evidence of academic gains for children participating in the Pre-kindergarten Program
- ❑ Parent education and involvement strongly supported
- ❑ Continuous support of General Assembly members who sponsored initial Pre-kindergarten Program
- ❑ Growing support of principals and superintendents
- ❑ Requirement that Pre-kindergarten Program staff meet state certification requirements
- ❑ Continuous professional development opportunities provided for Early Childhood Block Grant providers and school district administrators
- ❑ Children's advocacy leadership able to keep media focus on research and programmatic evidence of educational gains made by children participating in quality early childhood programs
- ❑ Creation of the Block grant has placed fostered deeper understandings of the relationship between early childhood education, parenting education and involvement, and future school success

CORE SERVICES

Pre-kindergarten Program

- ❑ Screenings to determine children at risk of academic failure
- ❑ Pre-kindergarten education programs that must encompass developmentally appropriate practices, such as language and literacy, parent involvement, and individual child assessments
- ❑ Collaboration with other community service providers is encouraged

Parental Training Initiative

- Provides grants to conduct parent education programs for parents of children from birth to kindergarten
- Special emphasis on single and married parent(s) who are expecting their first child

Prevention Initiative

- Provides grants for partnerships to support the development of children from birth to age 3 networks of child and family service providers.

RESULTS

- In 2000, 80% of the children served in the Pre-kindergarten Program were ranked by their teachers as “above average” or “average” in their kindergarten readiness skill level
- Data available on former pre-kindergarten program participants (kindergarten through 8th grade) indicate that downstate, 70% are ranked as “above average” or “average” by their teachers in reading, mathematics, and language; results from the Illinois Standards Achievement Test (ISAT) reveal that except in math, almost 2/3 of these students are in “meet” or “exceed” categories; in math, 41% are in these categories
- Data from Chicago indicate that at least 50% of former pre-kindergarten participants are ranked as “above average” or “average” by their teachers in reading and mathematics and about 35% in language from first-eighth grade. Results from ISAT reveal about 53-57% of these students “meet” or “exceed” standards in writing and reading and about 20% are in these categories in math
- More than 90% of parents participated in one or two activities during their child’s attendance in the Pre-kindergarten Program

CHALLENGES

- The State board of Education estimates that about 140,000 three- and four-year old children are at risk of academic failure, which means that they are only serving about 38% of the total eligible number of children through the Pre-kindergarten Program
- General Assembly support for the Early Childhood Block Grant is strong but in light of significant increases for early childhood programs in the early to mid-1990’s, growth in the budget is now slowing
- There are not enough certified teachers for the Pre-kindergarten Program
- School districts do not have sufficient facilities to serve all the children eligible for services
- Most school districts have not forged partnerships with community-based early childhood programs to expand the availability of Pre-kindergarten Programs



Snapshot of Smart Start

North Carolina's Early Childhood Education and Development Initiative

BACKGROUND

- Launched by Gov. James B. Hunt, Jr., in 1993 through Early Childhood Education and Development legislation
- Goal: to “ensure children enter school healthy and ready to learn”
- North Carolina Partnership for Children created as a state level policy cabinet, charged with oversight and integration of local county partnerships for children
- Local partnerships mandated to involve of all sectors of the community
- All 100 counties in state funded by end of 5th year
- Fiscal year 1999-2000 funding level was \$220 million

CORE SERVICES

- Smart Start encompasses a holistic approach to serving the needs of children and their families, including:
 - Expanding and improving the availability of quality, affordable child care and early education services for all families needing these services;
 - Enhancing and expanding the provision of preventive health care services for families with young children; and
 - Supporting parents and other family members in their child rearing responsibilities

KEYS TO SUCCESS

- Visionary political leadership
- Local partnership control over allocation of funds
- Community collaboration required among all sectors
- Local partnership decision making fosters shared vision for how to improve early childhood education services
- Comprehensive array of services made available to all families with young children
- Built upon existing services in communities
- Voluntary participation of children and families in services provided
- Leaders from business and faith communities engaged in design and implementation phases
- Intentional focus on creating and supporting grassroots infrastructure

RESULTS

- Approximately 295,000 children have received higher quality early education experiences
- NC has benefited from a 435% growth in nationally accredited child care centers and homes
- More than 26,000 early childhood education teachers have improved their education and wages
- More than 48,000 new child care spaces have been created
- More than 158,000 mothers and fathers have received parenting education services
- More than 132,000 children benefited from child care subsidies
- More than \$125 million has been leveraged from foundation, private sector and in-kind contributions in last 5 years
- Over 1 million volunteer hours have been donated from community leaders

CHALLENGES

- ❑ Loss of original political champion—Gov. Hunt—means other champions need to be cultivated
- ❑ Current state budget deficit (approximately \$800 million) means budget cuts across the board; this and other legislative proposals threaten to narrow scope of Smart Start
- ❑ Ruling of a NC superior court judge recommending state give priority to early childhood educational services for at-risk 4 year olds is shifting focus of some key political leaders away from Smart Start
- ❑ Newly elected Gov. Easley proposing a “More at Four” early childhood initiative to expand services for at risk 4 year olds through school-based or school-linked preschool programs that would have to meet special pre-kindergarten standards for licensing, staff credentialing and compensation, and per pupil funding levels that exceed Smart Start funding allocations for early education programs
- ❑ Lack of sufficient school readiness impact data has been interpreted as a failure of Smart Start evaluation and has led to some legislators proposing a significant cut in the evaluation budget
- ❑ Lack of statewide forum or leader to keep focus on big picture of Smart Start’s original mission and future direction



Snapshot of Prekindergarten Programs

Texas' Pre-kindergarten Program

BACKGROUND

- Focus on early childhood education in 1960's with use of Title I funds to start kindergarten programs for disadvantaged children
- Growing interest in Kindergarten programs inspired State funding by the mid-1970's
- Early 1980's-Governor Mark White appointed Ross Perot to head citizens commission on improving education in the State
- 1984-special legislative session passed sweeping reforms of education, including addition of pre-kindergarten for school-year 1985-86
- Goal: to break debilitating cycle of costly remediation and school failure in later grades of 'at risk' students
- Law amended in 2001 to permit inclusion in preschool programs of ineligible students with tuition paid by the family
- Addition of \$200 million for pre-kindergarten and kindergarten in 2000-01, allowing 140 districts and 17 charter schools to expand to full-day programs for 4-year olds or start new programs, and another \$200 million appropriated for 2001-02 and 2002-03 school years
- Districts with lowest third grade scores on the Texas Assessment of Academic Skills received preference in the distribution of expansion grants

CORE SERVICES

- Districts must offer pre-kindergarten classes if they identify 15 or more eligible four-year-olds
- Districts may offer pre-kindergarten classes if they identify 15 or more eligible three-year-olds
- Children are eligible to attend pre-kindergarten at state expense if they are at least three years old and are:
 - Unable to speak and comprehend English language
 - Educationally disadvantaged (eligible for the national free or reduced-price lunch program)
 - Homeless
 - Ineligible children may attend on a tuition bases if attendance does not interfere with serving eligible children
 - Programs must be at least half-day and are voluntary in attendance
- Purpose of the program is to develop the skills necessary for success in the regular school curriculum, including language, mathematics, and social skills
- Districts encouraged not to exceed a 22:1 student/teacher ratio, unless they contract with a private entity for the program, in which case program must meet child-care licensing standards
- Teachers must be certified and hold an early childhood education or kindergarten endorsement; many have a bilingual endorsement as well
- Classrooms must have at least 36 square feet per pupil or 800 square feet per classroom

KEYS TO SUCCESS

- Strong support of Governor Mark White in appointment as head of citizens commission on education of Ross Perot, charismatic figure

willing to invest his own unlimited resources in gaining support for massive educational reforms that included pre-kindergarten

- Commissioner of Education, Dr. William Kirby, experienced with and a strong supporter of early childhood education
- Public demand for early childhood education
- Strong economy at the time of the educational reforms
- Protecting pre-kindergarten education by making it part of regular foundation program for funding education
- Governor Bush's leadership in the 90s emphasizing every child reading on grade level by grade 3, gave impetus to \$200 million expansion grants for pre-kindergarten and kindergarten to achieve this goal
- National focus on education in Texas due to former residency of President Bush and leadership in federal DOE, pressuring state to "keep up the good work" and to do even better

RESULTS

- 1995 evaluation study of pre-kindergarten programs indicated positive trends in academic performance, especially of students with limited English proficiency, for students who attended pre-kindergarten
- 1995 evaluation found use of NAEYC guidelines had impact on movement toward developmentally appropriate classroom practices
- 164,359 children (22,030 3-year-olds and 142,329 4-year-olds) enrolled in pre-kindergarten in 2000-01
- \$267 million appropriated for pre-kindergarten in 1999-00 plus addition of \$200 million to expand pre-kindergarten and kindergarten programs for 1999-00 and 2000-01 school years; with another \$200

million appropriated for 2001-02 and 2002-03

- Much of public wants and expects pre-kindergarten to be available
- 72% of all eligible children attend pre-kindergarten programs
- Pre-kindergarten now offered in 925 of 1,264 local school districts

CHALLENGES

- 1995 law prohibited the adoption of Texas Essential Knowledge and Skills for pre-kindergarten and with sun-setting of "Essential Elements" in 1998, pre-kindergarten is left with no standards
- Current pre-kindergarten curriculum guidelines are only voluntary
- No limitation on class size or student/teacher ratio
- Insufficient numbers of certified teachers, especially bilingual teachers
- Lack of facilities suitable for 3 and 4-year olds
- Mid-day transportation is not required, though districts may provide it with foundation funds
- No formal assessment of program success or student readiness for kindergarten other than student assessments conducted in third grade
- Current economic downturn and a significant budget deficit likely to leave program level funded rather than expanded in next biennial legislative session
- Lack of sufficient staff in DOE and in Regional Education Service Centers, leaving programs to local control unless program operators ask for assistance
- No program monitoring or oversight from the state level
- Students from families that are not sufficiently low-income to make them eligible nor wealthy enough to pay tuition do not have access to pre-kindergarten programs



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