

**If Not Now, When? Taking Charge of the Next Generation**

**A White Paper on Early Care and Education in the St. Louis Region**

Ryan Halvorsen, Breigh Montgomery, Helen Rodgers, & Nathan Reynolds

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Joshua Arthur, MD, Saint Louis University  
School of Medicine Department of  
Pediatrics  
M. Ryan Barker, Missouri Foundation For  
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John Constantino, MD, Washington  
University School of Medicine  
Department of Psychiatry  
Dan Coplin, City of St. Louis Department of  
Public Safety  
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Board  
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Carl Filler, City of St. Louis Mayor's Office  
Ken Haller, MD, Saint Louis University  
School of Medicine, American  
Academy of Pediatrics  
Brandon Haynes, PhD, Deaconess  
Foundation  
Liz Hoester, Vision For Children at Risk  
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Paula Knight, PhD, St. Louis Public Schools  
Peaches Loft, University City Children's  
Center

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Josie McDonald, University City Children's  
Center  
Pam Mitchell, Early Childhood Education  
Council  
Susan W. Nall, PhD,  
Professor Emeritus Southern Illinois  
University Edwardsville  
Lindsey Noblot, Beyond Housing  
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Kathy Osborn, Regional Business Council  
Rich Patton, Vision For Children at Risk  
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Brown School of Social Work  
Katie Rahn, Southside Early Childhood  
Center  
Linda Rallo, Raise Your Hands 4 Kids  
Rose Anderson-Rice, Maternal, Child and  
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Christopher Schlumm, City of St. Louis  
Department of Public Safety  
Nikki Scheele, Washington University  
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## EXECUTIVE SUMMARY

The purpose of this report is to provide guiding recommendations and actionable steps toward improving and centering early care and education as a regional priority. Community stakeholders have identified the needs of children in the St. Louis region. This report provides action steps and recommendations to improve the quality and accessibility of early childcare and education. A review of national best practices, aligning regional reports, and interviews with over 40 stakeholders informed this report's findings and recommendations.

### Key Findings & Recommendations:

- The St. Louis Region is well populated with agencies at stake in this issue. A lack of collaboration and coordination among available resources was identified, and the need for a convening body with a clear mission for early childcare and education in the region was surfaced.
- The social and economic capital of universities and business leaders in the region can be better leveraged to address the issues around early care and education. Business communities can become further involved in regional efforts by investing in CDIFs, matching CDA accounts, forming public-partnerships, and advocate for systematic improvements.
- Missouri is the only state without a QRIS system in use. Ensuring equity in quality early care and education for all children requires the state or regional government to implement a systematic funding, assessment, and improvement infrastructure.
- Quality improvement best practices include advanced educational opportunities for providers, teacher mentorship and shadowing, expansion of successful centers and models, and the use of technology as a resource.
- Missouri has the lowest cigarette tax in the nation. Raise Your Hands 4 Kids is a proposed 60 cent per pack cigarette tax that could raise \$225 million for early child care and education in Missouri. Research into other city and state initiatives shows areas where tax money has been funneled to further early childcare and education.
- Each \$1 invested in early childcare and education has a return on investment of \$4 and up to \$12. Investments in CDFIs, the use of CDA accounts, the establishment of alliances through a shared services model, and public private partnerships can maximize financial impact and sustainability.
- Supporting early childhood in the region demands a holistic consideration of the child. Greater awareness should be placed on the effects of trauma and toxic stress on a child. Adverse childhood experiences (ACEs) can have a significant impact on a child's development. Expanding home visitation services can also address, mitigate, and reduce incidences and long-term effects of ACEs on children.

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## **INTRODUCTION**

Children have 2000 days from birth to Kindergarten. Research shows that in the first five years of life, children are making over 700 new neural connections every second. In this narrow window of time, 90% of total brain development occurs and crucial foundations for social and emotional skills are cultivated that set the stage for adaptability and success in school and adulthood. Quality early care and education is crucial for fully supporting the development of a child in these vulnerable years.

Some of the most compelling research behind early childhood development stems from the Center on the Developing Child at Harvard University. When a child reaches 18 months, vocabulary disparities among children of different socioeconomic backgrounds begin to surface. The earliest experiences of a child's life can have the most lasting impact on the future of the child's development into adulthood. For instance, children growing up in a home with college-educated parents are reaching 1200 cumulative vocabulary words by 36 months, whereas children growing up with parents receiving welfare have a cumulative vocabulary of around 400 words.

The vital importance of investment in high quality early childcare and education (ECE) during these years, and the role of race, income, and place as predictors of access to such care, has been publicly surfaced in the St. Louis region. This report was completed in the context of a number of calls to action and initiatives surrounding early childhood specific to the St. Louis region, including the Forward Through Ferguson Report, For the Sake of All, and the Ready by 21 collective impact initiative.

With early care and education ranging vastly across the spectrum of quality, St. Louis cannot effectively support its population in eliminating race and socioeconomic status as predictors of life success.

### **Scope, Limitations, and Application**

Starting on January 6, 2016 and February 3, 2016, four Coro Fellows hosted by the Clark-Fox Family Foundation conducted extensive research, information gathering, and consolidation of findings for this report. In order to understand the current landscape of early childcare and education, over 40 interviews were conducted with primary stakeholders to uncover the varying perspectives on the issue. From these interviews, along with other policy research reports, a set of recommendations was formulated to be considered by the City of St. Louis and other key stakeholders as next steps in making early child care and education in the region a top priority.

### **Historical Context**

Federally funded childcare is not so much a fantasy, as it is a reality of a bygone era. As the United States prepared to enter World War II in the 1940s, the defense industrial sector required

more labor that drew on working parents. This prompted the government to pass the Defense Housing and Community Facilities and Services Act of 1940. This piece of legislation helped communities with defense industries by funding public works projects including childcare centers. Some of the benefits included families' eligibility for childcare up to six days a week, and parents had to pay what today would cost roughly \$9 to \$10 per day. More than 100,000 children received care from subsidized care centers.

This reflects a moment in the nation's history that had a workforce that relied on both men and women. According to statistics, when the law was passed in 1940, 28% of women were working. Five years later, the percentage of women in the workforce had increased by 6%. After the war effort, the Federal government reduced spending on childcare services as women were ushered back into the home.

By the early 1970s, early childcare, development, and education returned to the national stage. Congress passed the Comprehensive Child Development Act with a bipartisan vote that would have established federally funded and locally administered childcare centers to provide medical services, education, and nutrition to children. Unfortunately, President Nixon vetoed the bill as it would have appeared to side "with communal approaches to child rearing over family-centered approaches," showcasing political rhetoric during the Cold War.

Today, a familiar attitude and opinion prevails toward early childcare and education in Missouri. The cultural precedent of privileging family-driven early care and education over public support systems has made holistic implementation of early childhood initiatives tenuous at the state level.

### **Early Care and Education in Missouri and St. Louis**

In 2014, Missouri had 3% of all 4 year olds enrolled in public preschool. This is the lowest percentage in the United States, falling directly behind Kansas, which has 20% enrollment.

In the City of St. Louis, there are 20,576 children aged 0 to 4. According to the City of St. Louis Mayor's office, 16,614 children are registered as receiving care from a registered, licensed, and accredited center, as well as from St. Louis Public Schools (SLPS). There are only 11,814 slots in accredited and licensed facilities in the city, and 1,980 enrolled in SLPS pre-kindergarten. This leaves 2,820 children in unaccredited or unlicensed facilities, not including those children in unregistered facilities.

These unlicensed and undocumented centers and home-based providers are necessary to the communities they serve as they often represent the most accessible and affordable childcare option for many families. Yet this category of providers is problematic for the City of St. Louis, in that no systematic measure of safety and quality can be taken and addressed to ensure equity in the early care and education services consumed.

Moreover, some centers receive a state license to operate a childcare facility without ever having to go through inspection by the city. While a license allows a home to operate a care center, it does not establish any standard for health or safety. Consequently, a licensed home care center can operate without adhering to city health codes, potentially exposing countless children to unsafe conditions. Often, the only way that the city is alerted of such a problem is through a complaint or a referral by state licensing personnel at which point a building inspector comes to survey the home. In extreme situations this can look like homes operating for years in conditions that may be detrimental to the children in the program.

Based on the data collected by Child Care Aware of Missouri for the City of St. Louis, the cost for center-based childcare per week on average is \$166 (infant), \$160 (1-2 years), \$128 (2-3 years), and \$113 (preschool). Thus, the total cost of providing quality care in St. Louis City is estimated to be \$7,371 yearly per child. Then, taking into account the 2,820 children in unaccredited and unlicensed facilities we find that it would cost \$20,786,220 a year to provide all children with access to quality care in the City of St. Louis. The *entire state of Missouri* only funds \$37,000,000 in early childhood education. This puts us at the ranking of 38th in public funding of preschools. This cost calculation is stark because it shows that a much greater investment is needed in the region to provide children with the needed access and quality for their development.

### **National Perspective**

When contextualizing the current landscape of Missouri compared to the rest of the United States, there are two reports that conduct rigorous assessments to analyze a variety of factors. New America, a nonprofit civic enterprise based out of Washington D.C., released its “Crawling to Walking” report this past year. This report identifies 7 policy areas that are influencing children’s literacy development. They are 1) educators (teachers and leaders); 2) standards, assessment, and data; 3) equitable funding; 4) pre-K (access and quality); 5) full-day kindergarten (access and quality); 6) dual language learner supports; and 7) third grade reading legislation. The report’s assessment of Missouri suggests that the state ranks just above those with the most room for improvement and development. Moreover, Missouri does not provide requirements or recommendations for K through 2nd grade literacy or math assessments. This is evidence that there is still significant room for growth in Missouri to improve early childhood education.

Another perspective on the state of early child wellbeing can be found in the annual “Kids Count” report produced by the Annie E. Casey Foundation regarding the health and well being of children in the United States. The 2015 report is divided into 16 key indicators of child wellbeing grouped into four overarching categories: economic well being, education, health, family and community. While overall education improved nationally, there was a jump in the percent of children not attending preschool from 53% (2007-2009) to 54% (2011-2013). This report ranks

Missouri at #22 within overall education. Among other educational indicators, Missouri had 56% of children aged 3 to 4 not attending preschool from 2011 to 2013.

### **The Economic Impact of Investing in Early Childhood**

Professor James Heckman, a Nobel Prize winning economist, emphasizes the importance of investment in early childhood. According to his calculations, every dollar invested in high quality early childhood programs yields between \$7 and \$12 in benefits upon adulthood. Support beginning in early childhood enables children to become productive members of the workforce, thereby feeding the economy and contributing the nation's tax base. It also vastly reduces state costs in subsidizing E.R. visits, special education, incarceration, unemployment benefits, and other expenses.

Heckman uses the example of the Perry Preschool Project, a study that provided quality preschool and home visitations to underprivileged African-American 3 and 4 year olds in the 1960's. The study shows that children living in poverty benefit *more* from quality preschool than a privileged child would. Furthermore, the study proved that the costs to society are reduced for those who receive quality early care and education. The children in preschool had a 42% higher income than the control group in adulthood, and were significantly less likely to be incarcerated or receive government assistance.

What we know about investment in early childhood development and education illuminates the need for continued funding. The Center on the Developing Child at Harvard University shows that for every dollar invested in early child care and education, there is a return on investment of \$4-\$9. The Abecedarian Project saw returns around \$4, the Nurse Family Partnership saw close to a \$6 return, and the Perry Preschool project a \$7 to \$9 return. For the individual, this results in a higher quality of life and increased earnings. For the society, this correlates to reduced spending on special education, welfare, and crime costs.

### **Policy Landscape**

Legal statutes in the state of Missouri pose a unique challenge to systematically addressing quality standards and improvement options for early child care providers. While accreditation and licensing are offered by the state and provide some measure of quality assessment, a quality rating and improvement system (QRIS) is outlawed in accordance with Missouri Revised Statutes Chapter 161 State Department of Elementary and Secondary Education Section 161.216 1-5. QRIS allows local and/or state government to assess the quality of care offered, identify and support improvement measures, and increase transparency in the standard of services consumed by parents and caregivers.

Public funding for preschool in Missouri is among the lowest in the country, ranking 38th. Raise Your Hand for Kids (RYH4K) is a proposed initiative to increase state funding of early



childhood. The initiative, “...establishes the ‘Early Childhood Health and Education Amendment,’ the purpose of which is to “improve the health and education of children, from birth through five, and to improve accountability for early childhood health and education funding.” The Amendment taxes cigarettes at a total of **60 cents per pack**, phased-in over four years (2017–2020) at 15 cents per year. An independent and reformed board will administer these new funds and to distribute grants targeting:

- Home Visitation Programs Like Nurses for Newborns and Parents as Teachers;
- Increasing Access To and Quality of Preschool;
- Providing Professional Development for Early Childhood Education Providers;
- Reducing Childhood Obesity and Infant Mortality;
- Preventative Health Care and Health and Developmental Screenings and Smoking Cessation and Prevention for Pregnant Mothers and Youth

### **Stakeholders**

St. Louis has a relatively expansive network of organizations operating in the region that support early childhood. They range from offering direct services to children and families, quality improvement coaching for providers, to public awareness, research, and advocacy. Support and administration of these resources span the spectrum of not for profit, governmental, and private entities. In interviews conducted for this report, however, it was observed by ECE stakeholders that a lack of coordination and fragmentation characteristic of the region’s polity has been reproduced in efforts toward holistically addressing early childhood.

A few coalitions have been convened to better drive momentum in the early care and education sphere, include St. Louis Regional Childhood Council and Ready by 21. Among development and quality improvement organizations in the region are Child Care Aware of Missouri, United 4 Children, Parents as Teachers, Beyond Housing, and Project LAUNCH, to name a few. There are also fierce advocates for early childhood in the private sector, notably the Clark-Fox Family Foundation. A cohesive map of identified stakeholders in the St. Louis region can be found in the Childhood Well-Being Ecosystem Map in the appendix and on the Clark-Fox website.

### **Zip Code Data**

To understand the distribution of documented early care and education providers in the region is important for addressing disparities in access and quality. Missouri WONK, a St. Louis based policy analysis and consulting group, produced maps that chart centers, homes, and public schools, along with accredited and non-accredited programs, using Child Care Aware of Missouri’s database and the 2010 census data. An excel spreadsheet of this data, separated by zip code, can be found in the appendix section.

There are some notable findings from these maps that illuminate access and quality disparities in the St. Louis region:

- Home-based child care, which has greater variance in quality than center based care, is highest in North and South St. Louis City and County
- The central corridor of the city of St. Louis has a greater number of center-based child care programs
- For roughly every 3 accredited programs in the region, there are 100 non-accredited programs, evidencing the unknowable variance in quality of care.

A more telling example of these disparities is the difference between zip codes 63105, Clayton, and 63106, North City. There are 7 center-based childcare programs in 63105 and 9 center-based childcare programs in both 63106. While this metric shows relatively similar access between the two zip codes, the number of home-based childcare centers illustrates another aspect of the current landscape. There are 0 documented home-based centers in 63105, compared to 40 home-based centers in 63106.

## **ALIGNING LOCAL STRATEGIES FOR GREATER IMPACT**

There have been a variety of studies and reports that address or incorporate early care and education. In order to maximize impact with existing resources and infrastructure, future efforts and initiatives should review and utilize the research that has already been done. This report and its recommendations were designed to better illustrate the need for a shared vision and mutually reinforce existing efforts and initiatives.

### **Forward Through Ferguson**

After the unrest following the death of Michael Brown in Ferguson on August 9, 2014, Missouri Governor Jay Nixon commissioned an independent group on November 18, 2014 to conduct a study of the St. Louis region. The Ferguson Commission identified four broad action areas: “Justice for All,” “Opportunity to Thrive,” “Racial Equity,” and “Youth at the Center.” Youth at the Center calls for children’s holistic well being to become a major regional priority. The report argues that a focus on the long-term benefits of early childhood investment in the St. Louis region will result in healthier, better educated children who will grow up to have better life outcomes. The report also serves as a powerful reminder to be unflinching, to avoid fragmentation, and to align our efforts in the most impactful way possible.

When considering early child development, the report demands consideration of the “whole child.” This paradigm centers the understanding that humans live intersectional lives and all experiences and environments ultimately have an impact on a child. In order to effectively address early childcare, development, and education, there are other issues that need to be considered, such as nutrition, housing, environment, and the well being of parents among others.

In order to support our youth as a whole, the Ferguson Commission specifically calls to establish health centers within schools and the need to invest in early childhood education through child development accounts. The life of a child at home can greatly impact their educational success and achievement. The Commission also suggests providing families with support and educational resources, including combined training and childcare education programs. Other calls to action include creating a universal pre-kindergarten program, changing the compulsory school attendance age from 7 to 5, and expanding home visitation programs.

### **For the Sake of All**

Starting in March 2013, Washington University and St. Louis University began an exploration of the unequal distribution of health outcomes in the St. Louis region. The For Sake of All report notes that access to quality programs is limited both by availability and affordability, with low state funding per child and limited capacity of licensed care centers.

With regard to expanding access to high quality early childcare and education, the report outlines 3 strategies. The first strategy is to reverse state spending cuts to early childhood programs. As it

stands, the Missouri Preschool Program only serves 3% of 4 year olds. The second strategy is to relax income eligibility requirements and increase childcare subsidies. Missouri has some of the lowest subsidy amounts in the nation, as well as the strictest eligibility requirements. The third strategy is to seek alternative funding and partners for early childhood programs. This strategy relies more on outside investment; combining grants, tax credits, and corporate donors.

The report recommends investing in quality early childhood development for all children, showing that every \$1 invested in early childhood returns from \$7 to \$17 of benefits to society. Targeted investments include: expanding all children's access to well-designed early childhood programs, fully funding early childhood programs at the state level, implementing a quality improvement process with accountability measures, improving the level of child care subsidies for low-income families, and expanding home visitation services and other supports to parents that cover the prenatal through childhood period.

In summary, the report details how early childhood development affects health and well being in adulthood. The report urges St. Louis to invest in improving the quality and accessibility of early childhood programs.

### **Where We Stand**

Since 1992, East-West Gateway has been producing Where We Stand (WWS) reports, a strategic assessment of the St. Louis region. It identifies 222 rankings and compares the St. Louis metropolitan area to the 50 most populated metropolitan areas in the United States. This year's findings show that St. Louis ranks #7 out of 50 for children enrolled in preschool. St. Louis had 55.6% of 3 and 4 year olds enrolled in preschool in 2013 compared to the national percentage of 46.1%. While this metric is somewhat positive, St. Louis needs to recognize that access and enrollment do not always correlate with quality. In order for our region to continue to grow in a direction that provides all children with quality education, additional measures will need to be implemented.

WWS also identifies childhood health rankings. The St. Louis region ranks #20 for infant mortality rates. For every 1000 live births, 6.5 deaths of infants less than one year old occur. This is slightly higher than the national average of 6.0 deaths per 1000 live births. This metric is telling of the wider health of the community as, "the rate is affected by maternal health, socioeconomic conditions, the availability of health care, and public health practices (p.92). Moreover, St. Louis ranks #13 in the prevalence of low-birth weight infants. 8.9% of infants at birth weigh less than 5 lbs. 8 oz., compared to the national average of 8%. This metric is also significant because low-birth weight puts infants at increased risk for infant mortality, developmental delays, and long-term health conditions (p.92). While infant mortality may be in a slight decline, St. Louis has seen an increase in low birth weight infants in recent years. WWS

asserts that this is due “in part to an increase in multiple births, obstetric interventions, and maternal age.”

### **Ready By 21**

The Ready By 21 Collective Impact initiative in St. Louis began in 2013 to bring organizations to the table. The initiative works to align policy and funding towards the needs of youth. The Ready by 21 framework outlines five areas for development across the cradle to career pipeline: thriving, connecting, learning, leading, and working. Ultimately, Ready By 21 will identify key indicators of success for these five areas that can be tracked over time. To maximize the collective impact process, other organizations doing similar work may want to consider aligning their data collection and metrics of success with those set forth by Ready by 21. While this collective impact initiative is important for the region, a need remains to retain significant focus and investment in early childhood (0-5 years of age).

Ultimately, an organization is needed to link existing efforts through structural re-alignment. The United Way of Greater St. Louis serves as the backbone organization to Ready By 21. This model shows that similar initiatives can rally around one centralized convener to organize the resources in a way that supports a specific goal effectively. The convener should establish big picture goals and frameworks, identify target goals and indicators, ensure shared action and accountability through mutually reinforcing activities, and track progress through shared measurement and evaluation. There are six activities that are key for a backbone organization, including 1) guide vision and strategy; 2) support aligned activities; 3) establish shared measurement; 4) build public will; 5) advance policy; and 6) mobilize funding. Themes that are essential for stakeholder involvement when working in a collective impact setting include commitment, neutrality, data and information, networks, and visibility.

## **NOTABLE NATIONAL EXAMPLES**

This section of the report offers summaries of noteworthy efforts to implement structural early care and education. Each case study provides a unique model, perspective, or approach that has significant relevance to future endeavors or initiatives. St. Louis can use these examples as points of reference for success and lessons learned.

### **Denver Preschool Program, Colorado**

In 2006, Denver passed an initiative to create and fund the Denver Preschool Program to ensure that all four year olds had access to affordable preschool. The program was initiated through a task force of business, philanthropic, and educational leaders convened with members of Denver's City Council. This team, known as the Mayor's Leadership Team on Early Childhood Education, was charged with increasing access to and quality of early care and education for all children in Denver.

The Preschool Matters campaign was launched to pass the initiative after the City's Mayor recommended universal preschool, and the city council voted to put in on the ballot. This initiative was funded by a 0.12 percent sales tax that was raised in 2014 to 0.15 percent, sustaining the program until 2026. Initially, the program was focused largely on ensuring quality among Denver preschools using the state quality rating system—Qualistar.

Today, the Denver Preschool Program operates as a 501(c)3 under contract with the city and county. Nearly three-quarters of expenditures generated from the tax (\$66 million) are directed to tuition support for families who their children to one of the 250 preschool partners. The last quarter (\$9.7 million) is routed to improving public and private preschools. Denver requires preschool partners to be licensed, rates them on quality using Qualistar, and offers coaching and improvement grants.

From 2006, when the measure was enacted, to 2013, the percentage of 3 and 4 year olds enrolled in preschool has increased from 41% to 56%, and nearly 90% of participating programs earned either three or four star ratings.

### **THRIVE Washington, Washington State**

In Washington, early learning has been championed at the state level since 2000. The partnership's five focus areas are High Quality Early Learning, Birth to Age 3, Racial Equity, Community Voice, and Coordinated and Well-Funded Education Continuum.

THRIVE Washington facilitates its early learning system in a number of ways. It funds, convenes, and supports 10 self-governed early learning regional coalitions that build their own community-relevant programs and initiatives. They also act as a grant maker, distributing monies based on clearly defined values that guide the organizations and issues in which they invest.

These values encompass home visitation, STEM, community and family engagement, advocacy and policy, trauma and resilience, and curriculum innovation.

THRIVE Washington has also designed, and now implements, a statewide quality rating and improvement system for licensed child care, called Early Achievers. Early Achievers is now working to align licensing and state-funded preschools with its QRIS framework.

### **The Children's Trust in Miami-Dade County, Florida**

Children's Trust was created in 2002 and serves Florida's Miami-Dade County by funding nearly 300 health, educational and safety programs. The trust is funded by a property tax that garners around \$100 million every year.

In 2008, the Children's Trust faced an uncertain reality. Embedded in its language was a sunset provision that required voter reauthorization to maintain its existence. The Children's Trust was reauthorized in perpetuity due in large part to a highly effective public awareness campaign. The messaging strategies used may offer guidance for the St. Louis region.

Primary messaging tactics from The Children's Trust campaign include the following:

1. While a focus on disadvantaged children is key, the language needs to encompass "all children" or use terms like "universal approach" in order to capture voters' attention
2. Include advertisements and outreach that encompass the many languages spoken in the region (For St. Louis, languages could include Bosnian, Spanish, etc.)
3. Maintain absolute nonpartisanship
4. Create comprehensive campaign strategies that use advertising, outreach, and media

### **Reaching for the Stars, Oklahoma**

Oklahoma was the first state in the nation to implement a Quality Rating and Improvement System (QRIS), called Reaching for the Stars. The program has four different levels of rating (one star, one star plus, two star, and three star) and all licensed centers are awarded a minimum one star rating. A major business coalition was crucial in developing and implementing the QRIS. The group, Oklahoma Champions for Early Opportunities (OKCEO), was a coalition created to convince the business community of the benefits to investing in early childhood by bringing together "business champions" who understood the economic value of such an investment. OKCEO volunteers were trained to present the benefits of the system to the media, as well as local and state organization.

In addition to its connection with the business community, Reaching for the Stars is also notable for its scholarship program; Scholars for Excellence in Childcare. Reaching for the Stars gives these scholarships to early care and education providers for continued education. To qualify, providers must work in a one-star plus or higher rated facility, and provide care for children

receiving subsidies. The program simultaneously incentivizes professional development and improves quality of care for underserved children. A provider's rating is tied to the level of education of the teacher. Upon their completion of the scholarship program, the provider's rating increases and in turn enhances their revenue capability. Any future applications of quality standards should note this model of tying incentives to rating.

### **Kansas City Early Education Commission, Kansas & Missouri**

Kansas City pioneered an initiative in 2013, when Kansas City Public Schools (KCPS) Board of Directors established the Kansas City Early Childhood Education Commission to improve kindergarten readiness. Through research of early childhood local history and an examination of programs nationwide, they established principles for the design and implementation of a voluntary early learning pre-K program. This program will be available to all children within KCPS starting at age three, regardless of income. The program will provide eight hours of guided instruction and up to four hours of childcare per request of the caregiver, and will be delivered by high quality preschool providers as identified through the Governance and Quality Rating Systems team.

It has been recommended that the Early Learning Commission (ELC) administer the program as a 501(c)3, and that it be governed by a Board of Trustees. They advocate for the formation of a Quality Rating Commission (QRC) as an independent agency. The QRC will define the standards by which a provider must adhere in order to be accepted as an arbiter of the program. In this way, Kansas City circumvents the state's legal blockade to implementing a rating scale by establishing a baseline of assessment that allows for or denies provider participation. QRC will be funded by ELC, although the ratings will be conducted independently and determine final program participants.

A small task force will address the financial needs and funding sources required to finance this early learning system. Thus far, they have established the cost of high quality program delivery to be \$8,000 per student per year, and determined the net new funding for the program to be between \$28 million and \$32 million. In addition to funds from Kansas City Public Schools and various foundations and governmental units, a tax levy may need to be instituted to finance the initiative. To provide context, the current total funding for ECE in Missouri is \$37 million.

### **Beyond Housing in Normandy, Missouri**

Although not a government directed example, 5byAge5, a Beyond Housing program, is a successful local example of supporting early care and education to improve kindergarten readiness. Beyond Housing is a St. Louis based organization that strives to make communities a better place to live. While Beyond Housing initially began with programs around housing structure and housing preservation, their focus has expanded to looking at the various areas that



make up community including education, housing, health, employment readiness and access, and economic development.

Beyond Housing works with United 4 Children on their early childhood collaborative called 5byAge5, a program that is part of the 24:1 Initiative. The collaborative works to ensure that children in the Normandy community are ready to begin school by age 5. The program works in 5 focus areas: providing healthcare services, screening, early learning, parenting skills, and community support. 5byAge5 also partners with over 20 organizations to ensure that children have access to the resources that they need.

**Key Takeaways:**

- Currently underway in Kansas City, St. Louis has the option to implement one holistic quality rating system that could be region certified. With the implementation of improvement grants and resources to aid economically disadvantaged home providers in qualifying for a city-sculpted QRS, pursuing this option allows the city autonomy in crafting a quality assessment system that addresses regionally relevant needs despite the law.
- A number of cities have implemented a local tax to fund early care and education improvements and universal pre-kindergarten. In the event that RYH4K is not passed in the 2016 election, instituting a local tax is a viable option to ensure that these recommendations remain actionable. A local tax can be easier to pass because of the voter's immediacy to the landscape around them and have a larger stake in addressing an issue.
- The business community has historically been a key stakeholder and partner in those cities and states with successful early childhood education programs. They are most effectively engaged when a clear vision for early care and education has been articulated.
- Public awareness campaigns are critical in garnering public and private support, especially when strategies align with existing efforts, and messaging casts the widest net on the populous to meet the needs of the entire community.

## RECOMMENDATIONS

Based on interviews with stakeholders representing the interests of the nonprofit, business, government, and advocacy communities; observations of the early care and education centers; and extensive research of the education landscape nationally and in Missouri, this report strongly urges the consideration of the following recommendations. While the recommendations are listed numerically, this does not reflect a priority order since these efforts require work to be happening in concert with each other. These recommendations are further explored in the following pages.

1. Establish convening body to coordinate and accelerate stakeholders
2. Launch advocacy efforts to amend restrictive early care and education policies at the state level
3. Consolidate administrative services among home-based care providers
4. Increase access to quality professional development
5. Increase access for home-based child care providers to existing resources and offer improvement grants
6. Expand established center-based child care programs with proven success
7. Increase opportunities for family and community partnerships
8. Develop strategies to involve the for-profit sector in early care and education initiatives
9. Increase the role of technology for easier access of early care and education resources
10. Encourage investments in Community Development Financial Institutions
11. Establish long term savings plans for all children starting at birth
12. Integrate a framework to address adverse childhood experiences in early care and education
13. Expand funding and access to quality home visitation services
14. Establish streamlined relationships among higher education institutions and early educators

## 1. Establish convening body to coordinate and accelerate stakeholders

There are many agencies, commissions, and coalitions in the St. Louis region that have claimed Early Childhood issues as their priority. Organizations often compete for funding while simultaneously duplicating services, and the region lacks a consensus vision specifically targeting Early Care and Education (ECE). There is an absence of a shared regional ECE identity, which limits the amount of community support and cross sector partnerships.

Establishing a convening body for early childcare and education tasked with coordinating and accelerating ECE efforts would greatly benefit the region. Responsibilities of such a body would include:

- Coordination of stakeholders
- Management of data from assessment of individual ECE programs
- Develop a clear mission statement and grant making process that articulates a set of values and funding priorities
- House incentive and improvement resources and information for parents and providers
- Support implementation of Shared Services Alliances in the region
- Develop a brand for the ECE system to proliferate messaging

Additionally, a convening body would be responsible for housing and distributing Raise Your Hand 4 Kids funds. Consequently, the first step for this body would be crafting a strategic plan for spending RYH4K funds in the region and would remain the body charged with managing grant applications. This convening body may be appointed from a pool of existing organizations. Alternatively, a public-private partnership could be formed and tasked with such responsibilities.

A public-private partnership is contractual arrangement between a public agency and a private sector entity. Among the strengths of such an agreement is that it encourages and leverages cross sector relationships and strengths, utilizes business strategies to grow and distribute RYH4K monies, establishes a blended funding stream to ensure fiscal sustainability.

At the state level, there are some initiatives that are helping shape early childhood policy in a cohesive direction. The Missouri Coordinating Board for Early Childhood (CBEC) was formed within the past 10 years to be in accordance with the State Advisory Council on Early Childhood Care and Education under the Federal Improving Head Start for School Readiness Act of 2007. The members of CBEC are nominated by the Governor and approved by the Senate. The structural design of **CBEC is notable as it is a public-private partnership** with the mission to coordinate a cohesive system of early childhood programs and services intended to support the healthy development and school readiness of all Missouri children from birth to age five. Ultimately, work of local St. Louis stakeholders need to be in alignment with statewide strategies. All efforts need to be in concert with each other in order to provide mutually reinforcing initiatives.

## **2. Launch advocacy efforts to amend restrictive early care and education policies at the state level**

While a number of action steps can be taken to address the quality and accessibility of early childcare and education in the St. Louis region, efforts to amend statewide policies are vital in order to see further progress for early childcare and education at the local level.

The first policy that raises concern is Missouri's compulsory student attendance law. In the state of Missouri, a child is not legally required to attend school until they are seven years old. This law is damaging for a child's development and future academic achievement as evidenced that over 90% of the brain is developed by age 5. If children are staying out of the school system until age 7, there is a significant likelihood that they are going to be developmentally delayed or academically behind their peers who attended pre-K and kindergarten. It is recommended that the state legislature move to pass a new statute or amendment to make the compulsory age to 4 or 5 years of age to put kids in the classroom during primary brain development stages.

Another issue that is causing significant delays in addressing quality in childcare programs is the lack of a quality rating and improvement system (**QRIS**) due to 2012 legislation that outlawed its implementation. This legislation has effectively halted any attempt at trying to assess the quality of care for children (0-5). Missouri is the only state that does not have some embodiment of QRS in place.

In looking to the future, developing some type of quality rating system should be further explored. Without a QRS or comparable system there will remain a large quality disparity in the St. Louis region between the many unknown, unlicensed providers and state and nationally accredited programs without a way to assess the levels of quality in between. While the political landscape is perhaps the most important factor to consider in the creation of a rating system, there should also be consideration with regard to the influence that business and other interest groups could have in the process, such as leveraging advocacy resources.

One national model that can help inform business community engagement is **ReadyNation**. ReadyNation recognizes that business competitiveness is ultimately improved through a well-educated workforce, and advocates for the proliferation of policies that have research-based solutions to early childhood issues. Business leaders who are members of ReadyNation educate policymakers and the public to advance policies and programs by communicating with elected officials, submitting opinion editorials and letters-to-the editor, participating in press events when new research reports are released, and participating in legislative hearings and briefings.

### **3. Consolidate administrative services among home-based care providers**

There is a large concentration of home-based care programs in the City of St. Louis especially in North and South City. There are over 100 home centers in the 63106 and 63107 zip codes combined, and many more homes that have early child programs that are left unaccounted. Each accounted care center has registered with the state of Missouri to be licensed, and all centers are eligible to receive a state subsidy on the amount of children in a home-based center. Often these subsidies are going to pay for necessary items for a child like snacks or learning materials. In addition to this reality, many home-based centers do not have a large staff, so one person is burdened with all of the administrative paperwork and child care services responsibilities, which reduces the quality of care and attention given to children.

One way to address this reality is to implement the **Shared Services model**, which consolidates multiple providers into an alliance structure. The alliance shares one management office, which provides administrative services to each provider and splits the costs among each allied center. The alliance services can include providing payroll, benefits management, development, banking, janitorial and food services, and bulk purchasing. A shared services model also increases quality of care by providing a conduit to share best practices among the centers. It also relieves early educators from day-to-day administrative tasks, allowing them to redirect their focus on programming, curriculum implementation, teacher development, and mentorship.

#### **Action Steps - The City of St. Louis should explore options to pilot a Shared Services model:**

- In order to implement a pilot, it would be necessary to identify a backbone funder, administrative staff members, and willing home-based providers within the recently established Promise Zone in North St. Louis City and County.
- The alliance should develop a business plan and financial projections.
- To provide an incentive to join this new model, an outside source should initially subsidize buy-in cost for participating providers.

See Shared Services Alliances Models on the following page:

Other cities are rapidly beginning to implement the Shared Services Alliance model; there are successful operating alliances in over 15 states. One notable example is the Community Coordinated Childcare, an alliance in Louisville, KY that began as a pilot in 2013 and has plans for expansion in 2016. Attributes of this particular alliance are:

<b>Services Provided</b>	<b>Administrative Staff</b>	<b>Funding Partners</b>
<ul style="list-style-type: none"> <li>• Billing and fee collection- subsidy and parents</li> <li>• Bookkeeping and accounting</li> <li>• Payroll and HR</li> <li>• Budgeting and fiscal management</li> <li>• Facilitates completion of audit reports</li> <li>• Professional Development</li> <li>• On-site coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Assistant Director</li> <li>• Director of Finance</li> <li>• Shared Services Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Metro United Way</li> <li>• Two local foundations</li> </ul>

Another successful example of the Shared Services model can be found in Lorain, Ohio. The Coordinated Child Care Business Center of Lorain focuses on strengthening business operations to provide a solid foundation for delivering quality services. This particular alliance provides a menu-based approach by providing help with back-office, non-mission related activities, and forums for collaborative problem-solving. Attributes for this particular alliance include:

<b>Services Provided</b>	<b>Administrative Staff</b>	<b>Funding Partners</b>
<ul style="list-style-type: none"> <li>• Business services and tools</li> <li>• High-level child care business analysis</li> <li>• Free technology audits and implementation planning</li> <li>• Child care management software</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>• Nord Family Foundation</li> <li>• Nordson Corporation Foundation</li> <li>• Lorain County Community Foundation</li> </ul>

#### 4. Increase Access to Quality Professional Development

Testimony collected from several childcare providers, early childhood consultants, and academics asserts the importance of quality, sustainable models of early educator mentorship and shadowing. According to several early childhood education thought leaders, teacher credentials impact classroom efficacy. While CDA and AA credentials are acknowledged as assisting in quality of education administered to children, studies show that teachers with bachelor's and higher degrees yield better outcomes among their students.

In order to better assist those teachers who do not have as comprehensive of credentials, shadowing programs should be utilized to allow these teachers to learn about, observe, and debrief successful teaching models. Funding should also be aimed at assisting teachers and caregivers in receiving further education, training, and opportunities.

Job training and small business development is a much-needed resource in St. Louis. Although QRIS is not legal in Missouri, nonprofit agencies nonetheless facilitate quality improvement process among early care and education providers. **Programs Achieving Quality (PAQ)**, administered by United 4 Children, provides one-on-one consulting and professional development/job training for center directors and teachers tailored to each provider's goals. Through PAQ programs are mentored in a holistic manner, building capacity in areas including classroom environment, classroom instruction, and business capacity. With bolstered funding, this program and others like it could have a broader footprint in the St. Louis community, especially among economically disadvantaged providers.

Experts in the field state that the best way to develop new teachers is to have them watch qualified and experienced educators implement good skills in their classrooms. Consultation should follow up this shadowing in order to identify best practices by addressing strengths and weaknesses. Consultation can be facilitated using a third party coach (i.e. independent contractor or not for profit agency) or onsite director-level staff. Ultimately, observation and feedback should be given to new teachers to identify proper techniques and areas for improvement.

There are a variety of existing financial opportunities that can better assist early educators with the resources they need to access further professional development training. The United States Department of Education provides federal **TEACH Grants**, which offer \$4,000 to university students who are hoping to pursue a career in teaching. This is the one step in harnessing the next generation of early educators as well as an investment in a teacher's education and professional development. Another way to assist early educators access professional development resources is through state level funding opportunities. Child Care Aware of Missouri provides scholarships through their program **T.E.A.C.H. Missouri** (Teacher Education And Compensation Helps). This education scholarship is aimed at early childhood professionals who are working in licensed home-based and center-based programs.

**Local Initiative:** A third option is the LUME Institute, through their program Emotional Foundations for Early Childhood (EFFEC+), in partnership with Ameren and Emerson; the program provides early educators with learning opportunities. A cohort of 40 teachers participates in 3 training workshops throughout the program. Participation in the program includes \$350 for each classroom, a paid substitute teacher for the classroom of the participating teacher, 21 clock hours for teacher licensing standards, and 6 months free of Child Care Aware of Missouri's online service. Disseminate information around funding opportunities to early educators needs to be incorporated into a region wide strategy.



## **5. Increase access for home-based child care providers to existing resources and offer improvement grants**

A vast majority of children receive early care and education through home-based care programs, as they are often the most viable care option for families. Many home-based centers often lack the financial capacity to address infrastructural building code violations. If, and when, city building inspectors find violations, homeowners might not be able to pay for the necessary renovations or improvements required to be in compliance. This can either result in one of two things. The first results in a home-based center being condemned and shut down, and children being left with no place for care. The second often ends with a list of necessary infrastructure improvements, which translates into a high price tag for homeowners.

While the majority of home care educators express their concern in providing safe conditions for children, they also express the difficulty in paying for high costs of repair. Renovations may also deter home-based centers from entering into the licensing or accreditation process for fear they will be shut down by safety inspectors. This results in further isolation of home centers and inhibits the City of St. Louis' ability to ensure that children are being cared for in a safe and healthy environment.

One way to address this disparity and concerns from homeowners can be addressed by a comprehensive listing of resources in the event that a smaller home-based care center is seeking to expand or if a home-based center is found to be in violation of building or health codes and requires renovations to stay operational.

Centralizing a pathway to improvement resources will help close the opportunity gap for economic success between larger established centers-based and home-based programs. Furthermore increasing funding resources may incentivize non-licensed centers to engage in the licensing process if there are opportunities to receive funding for infrastructural issues.

There needs to be greater communication and cohesion between state licensing standards and local health regulations. Without connecting licensing with local safety standards, there is a risk of having unsafe and unhealthy centers operate legally. Furthermore, there needs to be an increase in the budget of the building inspection division within the city of St. Louis as to bring on more building inspectors. Additional safety inspectors will be able to help locate more childcare centers and ensure that they are adhering to proper health and safety codes.

With regard to expanding access to resources, there are several steps that can be taken including having the St. Louis City Building Inspector's Office compile a list of low-cost services including, but not limited to plumbers, contractors, and electricians, as well as funding opportunities to assist in paying for such services, facilitates engagement with quality improvement processes.

**Action Steps:**

- Utilize the City of St. Louis or other local institutions to partner with trade schools like Ranken to provide low-cost or free services through student work opportunities
- Utilize the City of St. Louis or other local institutions to partner with trade unions to leverage apprenticeship opportunities
- Compile resources for small centers using existing website database formats like Blueprint4SummerSTL or Child Care Aware of Missouri
- Direct a portion of RYH4K grant money to fund improvement grants
- Construct a small grant database similar to Foundation Center's Get on the Map initiative

## **6. Expand established center-based child care programs with proven success**

A number of established centers in the region have successful program models that employ a holistic approach, including research-based curricula, family partnership programs, and early intervention resources and support. These centers include evidence-based systems and utilize outcomes tracking.

These program models have already reached quality by creating evidence-based systems and utilizing outcomes tracking. Expanding the centers in St. Louis, which have proven successful would further improve accessibility.

Established centers can expand by using a blended funding stream that aids in fiscal sustainability. They can charge tuition for families that can afford it, fundraise from the community, and incorporate federal aid, such as the Child Care Block Grant and Head Start funding to integrate children from low-income families. The centers to be expanded should already be fully accredited, have experienced, degreed teachers in every classroom, and provide family resources and programs.

In order to expand centers, a quality metric should be decided upon, and centers ranking highest under that metric expanded. While individual centers know best what areas of expansion they could explore, options for directed expansion include subsidized scholarships for families, employing more caseworker oriented staff to help support challenged families and expanding family-focused programming. There are many options for expansion and each center has an individualized set of needs, the above represent specific steps that a center could take increase their footprint as well as better serve the children they currently serve.

Research for this report included interviews with multiple established centers that successfully execute innovative and evidenced-based approaches. Although the following may not need or seek expansion, their care and education models stand as examples for centers that could be scaled:

- Southside Early Childcare Center
- University City Children's Center
- Flance Early Learning Center

## 7. Increase Opportunities for Family and Community Partnerships

Families and home care providers may lack the knowledge of best practices of supporting child development techniques that could benefit the child. Additionally, small home based providers may not have access to professional development resources and lack the capacity to attend trainings because of care center time constraints.

Creating intentional learning spaces through parent and provider cafes will help expand access to resources. Parent and provider cafes are rooted in the idea of community relevant solutions whereby local providers or parents can come together to share ideas.

Parent cafes provide families with additional support when existing systems are not enough. Parenting resources can be more equitably distributed to parents who lack access to information. In a similar vein, provider cafes create spaces for home care educators to establish relationships, network, and share best practices with other educators. These events can serve as a first step to generate interest around implementation of shared service alliance models.

**Local Initiative:** One center already implementing parent cafes is Flance Early Learning Center, in partnership with Project LAUNCH. They offer monthly events to the community at no cost and provide childcare services for parents, so they can focus on the material and conversation. Parents are invited into the multipurpose space of the Flance Center, and this allows the center to establish rapport and build trust with members of the community. In addition to material produced by the LUME Institute and Project LAUNCH, the Flance Center also incorporates leading research from Be Strong Families, an organization created from Illinois' Strengthening Families Initiative. Each parent cafe places emphasis on 5 Protective Factors. These focus areas include 1) resilience; 2) relationships; 3) knowledge; 4) support; and 5) communication. Be Strong Families conducted an evaluation of 4,000 participants, their findings revealed that 97% of participants plan to attend a future café, which shows the impact of creating a supportive space for parents and the importance of finding that support outside of established systems. Their findings state that 60% followed through on a commitment from a previous café, and over 85% of participants report an increased awareness or knowledge of the Protective Factors overall as a result of their participation in the café.

There are several best practices in implementing provider cafes and expanding parent cafes like those at Flance Early Learning center including: providing child care services for attendees, providing meals or snacks, having giveaways and other prizes, providing alternative means of transportation, using a central location for target audiences like a local care center or public library, and offering sessions in the evenings or weekends.

## **8. Develop strategies to involve the for-profit sector in early care and education initiatives**

The children of today will be the work force in the next 20 years. Investment in early childhood needs to come from all parts of a community including the for-profit sector. There are several existing for-profit organizations and banking institutions in St. Louis that care deeply about early childhood education. While it is not necessarily the responsibility of the business community to provide financial resources, some businesses and banks have taken it upon themselves to contribute time and money to advance this cause.

One partnership that currently exists is a reading program sponsored by the Urban League of St. Louis and U.S. Bank. The program has set up lending libraries in 4 Head Start centers in the St. Louis region. Gently used and new books are collected for children to read. U.S. Bank allows its employees to spend time with kids in the classroom and read to them. Moreover, the program encourages parents to get involved in their child's development by promoting a program of readership. This is a great way to take best practice strategies of parent engagement and incorporate them into a child's daily routine.

There are other methods that have employed in the region. U.S. Bank sponsors a program called Financial Genius. The program is aimed at children to teach them how to save money through introductory materials about needs versus wants, savings, coins and dollars, etc. PNC Bank and PNC Foundation has a national initiative called Grow Up Great. This particular initiative is aimed at underserved children between ages 0 to 5. In partnership with Sesame Street Workshop and National Head Start Association, PNC Bank promotes its "Words Are Here, There, and Everywhere" content. This is a bilingual, multimedia, research-based curriculum that provides young children with resources that can help them build vocabulary and basic inquiry related to math, science, and the arts.

These initiatives aimed at early childhood education provide evidence on positive involvement from the for-profit sector in the St. Louis region. There are other ways for businesses to get involved. Some methods can include in-kind donations: computers, software, installation, and IT services. Technology is a growing component of today's society, and getting access to multimedia products can be a positive investment for the for-profit sector.

Existing early care and education providers, nonprofits, and advocacy groups have a responsibility to communicate with the for-profit sector. Aligning the same efforts and messages across multiple businesses throughout the region can have a wider impact. Strategic communication with the Regional Business Council, Regional Chamber, and Civic Progress is an efficient way to disseminate information and get business leaders on the same page about the need and importance of early care and education in the St. Louis region.

## **9. Increase the role of technology for easier access of early care and education resources**

Raising a child requires support when existing structures are not enough, and families may lack the knowledge of where to go to find for their child the appropriate resources if an issue were to arise. One way to make resources more accessible is to improve access and dissemination of quality childcare information.

There are resources that exist like the Child Care Aware of Missouri online database. This information source provides listings of certified centers found through various search criteria; however, users who want access to the site are required to make an account, which unintentionally inhibits people from getting information in quick, easy and streamlined manner. There is a need for this type of service for families who are exploring child care options, and many parents may not even know that these resources exist. One method to promote these resources could be employing similar branding and messaging strategies of Blueprint4SummerSTL that utilized billboard ads and more traditional print strategies.

Child Care Aware of Missouri is already moving in a direction that collects this type of data, and additional information that could help illuminate further needs of the region should include licensing information, accreditation status, any unlicensed or license exempt centers, trainings attended or documents received, usage of Head Start funding or state subsidies, and number of students who have reported incidences of adverse childhood experiences. A notable example that has seen success can be found in the Georgia Alliance for Quality Child Care online resource. It is a great place for centers to access information that can help provide administrative services and marketing support. In addition to this resource for childcare providers, the All Georgia Kids phone app is a helpful technological tool for parents who can compare over 6000 childcare programs that can fit a family's need.

Data availability and collection would be greatly improved by the utilization of a singular online database that could be used and accessed by all childcare program providers for early childhood assessment. One system that is currently employed by Southside Early Education Center utilizes the GOLD software. This could be a possible way to align curriculums across the region by having the same software that provides research-based objectives that can predict school/in-classroom success. In addition to this, utilization of the GOLD software aligns with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework. Ultimately, it can prove to be a help resource for early educators, so they can focus on what matters most for a child's success.

## **10. Encourage Investment in Community Development Financial Institutions**

**Community Development Financial Institutions (CDFIs)** are nonprofit corporations that serve as intermediaries between businesses and the community to better leverage financial contributions to have a large positive social impact. A CDFI raises investor capital through banks, philanthropic dollars, and loans. Businesses can loan money to a CDFI, and the CDFI can then blend that investment with other philanthropic dollars and loan capital in order to give low-interest loans to early care and education providers.

Banks are the largest loan source for CDFIs as their investments satisfy the community reinvestment act requirements. This money is blended with philanthropic dollars, along with loan capital. By further promoting bank investments in CDFI's, we can direct community reinvestment act funds into improvement and expansion support for early childhood education.

This model is a practical investment because, hypothetically, money loaned from the business community can be blended with philanthropic dollars and loan capital, then leveraged three or four times to produce more investable dollars. A \$50,000 loan to an early childhood education center could be used as a 10% equity contribution towards a \$500,000 loan for expansion, and produce more profit.

**Local Initiatives:** Two CDFIs that operate in St. Louis are IFF and Great Rivers Community Capital. IFF helps to expand equity in early childcare by loaning money to providers in St. Louis's economically distressed areas. In these populations, loans and grant monies would not typically be allocated due to these recipients not having the financial knowledge or fundraising resources to access them. These loans can help daycares and centers to improve their facilities, expand, or stay licensed. The Justine Petersen Great Rivers Community Capital partners with credit unions to provide loans to daycare providers who may not otherwise qualify for a loan from a bank. Banks and other businesses provide loans to these CDFIs because it is the most direct and financially prudent way support early childhood care and education in the region.

## **11. Establish long-term savings plans for all children starting at birth**

Financial Genius, a financial education program by U.S. Bank, defines Individual Development Accounts (IDAs) as, “restricted savings accounts designed to help people with no (or minimal) assets accumulate savings toward a predefined goal within a set period of time. IDAs are a powerful tool used by community organizations to stimulate participants' savings rates, build their assets, and connect these individuals to the economic mainstream by building a relationship with a financial institution.”

**Childhood Development Accounts (CDAs)** are a form of Individual Development Accounts (IDAs), which serve to incentivize low-income families to save for a lifelong asset. These matched savings accounts go towards educational costs and are also a direct way of investing in our children. An early seed leads to higher total accumulation in the account. Thus, initiating these accounts at birth through a linkage to a baby's social security number is the best way to maximize their impact.

Early investments in children help families to recognize the benefit of saving for future education plans, and matching programs incentivize them to save. The Ferguson Commission Report asserts that CDAs can change “how parents think about and engage with their children's early development, which in the long term has correlated to improvements in grade retention and better social/emotional development for children.” This also increases financial literacy among historically marginalized communities. Studies also show that the more a city contributes to the CDA account, the more a family will contribute. One study shows that the initial matching grant, annual matching grant, and use of direct deposit have positive associations with average contributions and deposit frequency.

To implement a CDA, a government entity provides a certain amount of seed money to start a savings account. The for-profit community can make an important and unique contribution by sponsoring financial literacy programs, housing CDA accounts, and providing matching incentives. The city and county can combine their efforts to provide a large-scale branding of these incentives, which can include life benchmarks, good grades, and putting savings into the account.

**Local Initiative:** A version of this program is currently underway in the City of St. Louis. City Treasurer Tishaura Jones launched an opt-out college savings account program in November 2015 called College Kids. Savings accounts were opened for every kindergartener enrolled in St. Louis Public Schools and charter schools with \$50 in seed money, paid for by parking fees. College Kids has a number of incentive programs to grow the funds, including matched savings up to \$100, perfect attendance rewards, and deposits for parental completion of online financial education courses.



## **12. Integrate a framework to address adverse childhood experiences in early care and education**

One area of growing emphasis in early child development is adverse childhood experiences (ACEs). ACEs include:

1. Abuse (physical, emotional, and sexual)
2. Neglect (physical and emotional)
3. Household dysfunction (mental illness, mother treated violently, incarcerated family members/relatives, substance abuse, and divorce).

Leading scholars and educators in the field have identified ACEs as a major health and success outcomes indicator. ACEs have the most significant effect on life outcomes in early childhood (0-5), as the vast majority of brain development and the foundation for behavioral patterns occur during these years. As curriculums in schools become more rigid beyond Kindergarten, individualized attention for behavior modification among children who have dealt with several, ongoing ACEs is increasingly less available and effective.

A study conducted at Washington University's Brown School of Social Work examined the prevalence of ACEs and their consequences for 5,994 low-income children in St. Louis, 3,521 of whom had experienced documented maltreatment. The findings of their report assert that more maltreatment experiences were "a robust indicator of future negative outcomes across a range of systems." The report's conclusion indicates the need for early detection and increased service provision through addressing developmental and behavioral needs in socioeconomically disadvantaged children. A physician interviewed in Saint Louis University's Department of Pediatrics added that while Medicaid coverage of kids is decent, families from socioeconomically challenged neighborhoods are still underserved and face accessibility challenges to health care.

Toxic stress in the home alone, such as by prolonged financial security concerns has shown to lead to parental emotional detachment. This can result in a reduction of language protection and an increase in childhood depression and ADHD, and vastly increases the likelihood of heart disease and diabetes later in life. Exposure to ACEs can even cause stress genes to "turn on," while simultaneously directing feelings of trust, comfort, and security to turn off.

New methods to mitigate and treat the effects of toxic stress are on the horizon. The Center for Disease Control has developed the Essentials for Childhood Framework, which outlines ways to create safe, stable, nurturing relationships and environments for children and parents. Today, there are evidence-based clinical treatments to implement when intervening with a child who is experiencing trauma or adversity. These treatments include Trauma-Focused Cognitive-Behavioral Therapy and Parent-Child Interactive Therapy, and place special emphasis on parenting ability and behaviors that promote resilience in the child and parent.

Advocacy and intervention for ACEs is happening at a localized level as well. The Center for Youth Wellness in San Francisco, founded by physician Nadine Harris Burke, works to integrate ACE screenings and interventions into the primary care setting, and includes relationship building with families. They have also recently launched an extensive public awareness campaign called #ChildrenCanThrive, which identifies the key types of ACEs and promotes the importance of asking questions and leveraging pediatricians as a resource for accessing all children.

**Action Steps:**

- The framework to address ACEs in 0-5 children should include awareness, prevention, identification, and intervention.
- Early care and education centers can partner with clinics to perform screenings and interventions.
- Primary prevention methods that are most effective to combat ACEs include home visitation services, parent training, and mental health treatment of parents/caretakers.
- Integration of an onsite ACE consultant at early care and education centers can be an effective way to identify ACEs early on and find appropriate channels for additional intervention.

Given the intersectional nature of this issue, bringing focus to ACEs in the field of early child care and education can open the door to regional partnerships with health-focused organizations, such as the Regional Health Commission and Missouri Foundation for Health. Such partnerships have the potential to not only address ACEs themselves, but further push early care and education into the spotlight as a regional priority.

### 13. Expand funding and access to quality home visitation services

Information and experts consulted for this report identified that family support is a critical component of early childhood education. Home visitation usually involves a visit from a trained professional in the field of early child care and education. This person visits a child's home to assist a family in learning how to best educate their child, referred them to other services or programs as necessary. They also provide a confidant who will listen, give a helping hand, and be another person who truly cares for the wellbeing of your child.

One doctor at Washington University's Department of Psychiatry expressed how preventative programs are separated from child care services, thus resulting in child care providers often lacking the knowledge about how to integrate prevention strategies. Many are unaware of the resources or programs that are available to work with ACE's. Caregiver support and competency are critical, and sometimes require additional instruction on emotional availability and engagement.

It is important to start leveraging the federal **Maternal, Infant, and Early Childhood Home Visiting (MIECHV)** grant program that provides federal money to support evidenced-based home visiting services to at-risk families. As outlined in the report "An Investment in Our Future" by Center for American Progress, MIECHV was designed to address health, neglect, exposure to abuse, a reduction of emergency department visits, school readiness, and the coordination of community resources and supports. Zero to Three Policy Center indicates that MIECHV is helping states make strides to build high-quality, comprehensive statewide early childhood systems in at-risk communities. A comprehensive integrated early childhood system includes: 1) collaborative planning and systems building; 2) identification, screening, and referral; 3) professional development; 4) quality improvement; and 5) evaluation.

A few home visitation programs already operate in St. Louis. **Parents as Teachers** uses an evidenced based early childhood home visiting model that empowers parents to be the primary educator of their children. The model emphasizes parent and child interaction and provides parents with the support and resources they need to be their child's best teacher. In Missouri, Parents as Teachers connects with parents through school districts and operates in every district in the state. The program receives significant support from the state but in 2009 saw a 60% cut to their budget. Additionally, while Parents as Teachers is among the most trusted model for ensuring children are kindergarten ready, they also provide an opportunity to expand knowledge of adverse childhood experiences (ACEs) and address some of the preventable root causes that lead to students falling behind once they enter elementary school.

**Nurses for Newborns** provides healthcare services to mothers and children, including education and goods. They serve as a preventative care safety net for families who are most at-risk. While 30-35% of Nurses for Newborns clientele are enrolled prenatally, many do not think that they

provide prenatal care due to their name. However, prenatal and mental health can be the preventative forces that drive infant outcomes, so they strive to get mothers enrolled in the program as early as possible. Barnes-Jewish Hospital does scan for postpartum depression, although a one time mental health screening for a mother is not enough to find out whether or not her mental health is detrimental to her child. It is important to increase prenatal screenings of mothers and identify mental health issues so as to involve the necessary agencies as soon as possible.

#### **14. Establish streamlined relationships among higher education institutions and early educators**

Universities have historically been integrated in the city of St. Louis as key stakeholders that help finance large initiatives. University infrastructure and their human capital can be a natural leverage point for creating mutually beneficial partnerships that include professional development opportunities support for local early care and education providers.

Universities are training the next generation of early child educators, and it is important to get these teachers into the classroom for practicum training. Teacher shadowing allows aspiring teachers to work alongside seasoned educators to develop their skills. Universities can provide training classes for existing teachers who need additional professional development. Universities can help existing teachers continue to advance their teaching degrees (CDA, AA) through post-baccalaureate programs

Universities can also establish or sponsor low cost classes for local home care providers in order to increase awareness and capacity around quality early child care and enriching curriculums. To offer capacity to providers, universities can coordinate placement of education and social work practicum students to in-need center and home providers.

Universities also possess the social capital and established branding resources to be leveraged in public awareness campaigns for disseminating the importance of and initiatives surrounding early care and education.

Washington University Nursery and the Clay Early Learning Center at Harris Stowe University provide quality education to their enrolled students and their affiliation to early child care and education is evidence to explore partnership options. One of the drawbacks of these centers can be their high tuition cost. This can be a barrier to entry for many socioeconomically disadvantaged children. Future discussion with universities to discuss possible scholarship opportunities and inclusion for more diversity in the classroom is strongly recommended.

**Local Initiatives:** The University of Missouri St. Louis ED Collabitat is modeling an approach that could be well utilized by the other colleges and universities in the region. The ED Collabitat is an incubator for intentional collaboration between science, art and design, and education innovators. Their purpose is to prepare educators to be intentional collaborators and doers, and collaborate among students, practitioners, scholars, and innovators. They can offer video coaching for teachers and one-credit courses designed to enhance teaching practices; workshops sessions to improve strategic short term planning; and as consultations for professional development options.

## NEXT STEPS

The issues surrounding early care and education are immense. These problems are not going to be solved in one day. However, if the St. Louis region can begin to align greater goals and missions to address the recommendations of this and other reports, we will see progress and a brighter future for the next generation of youth.

There is much work to be done, and the task is not easy. Change will not come without a united effort in which all stakeholders contribute their best strengths to the cause. Too many times have reports similar to this been reviewed and stored away. Let this be the moment where we champion this cause and make the changes that St. Louis needs in order to become a better region to grow up and thrive.

The title of this report is less rhetorical, and more an opportunity to take charge of the next generation of youth. Therefore, we leave you with this final question. **If not now, when?**

## **ADDITIONAL RESOURCES**

A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade-National Governor's Association

Building the Foundation for Bright Futures-National Governor's Association

Child Care Business Center-Child Care Aware of Missouri

Forward Through Ferguson-Ferguson Commission:  
<http://forwardthroughferguson.org>

For the Sake of All-Washington University and St. Louis University:  
<https://forthesakeofall.files.wordpress.com/2015/08/for-the-sake-of-all-report-2.pdf>

From Crawling to Walking-New America:  
<https://static.newamerica.org/attachments/11902-from-crawling-to-walking/50-State-Scan.fe1ae7082db6418dabeb3eee29cea669.pdf>

Kids Count-Annie E. Casey Foundation:  
<http://www.aecf.org/m/databook/aecf-2015kidscountdatabook-2015-em.pdf>

Missouri Quality Rating System-Office of Planning, Research and Evaluation Administration for Children and Families

Reaching for the Stars-Oklahoma Child Care Services

Support for Working Parents: The State of Missouri Child Care-Child Care Aware of Missouri

The Billion-Dollar Bet On A Communities Future

The System We Need: A Neighborhood Snapshot of Early Childhood Education in Detroit-IFF

Where We Stand-East-West Gateway Council of Governments:  
<http://www.ewgateway.org/pdf/files/library/wws/wws2015.pdf>

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- “Teach Missouri | About T.E.A.C.H. MISSOURI.” N.p., n.d. Web. 3 Feb. 2016.
- “The Impact Report 2010.” Web.
- “The Parents as Teachers Program: Its Impact on School Readiness and Later School Achievement.” Web.



## **APPENDIX**

This section includes additional paperwork and helpful material that the Coro Fellows uncovered throughout their project that is relevant for future efforts and initiatives.

Clark-Fox Family Foundation Child Well Being Ecosystem Map

“Where Does Missouri Rank?” Fact Sheet

Child Care Aware of Missouri 2015 Child Care Needs Assessment for the City of St. Louis

Child Care Aware of Missouri “The Virtual Child Care Business Center Flow” Chart Sheet

Child Care Aware of Missouri “Show Me Child Care Resources” Fact Sheet

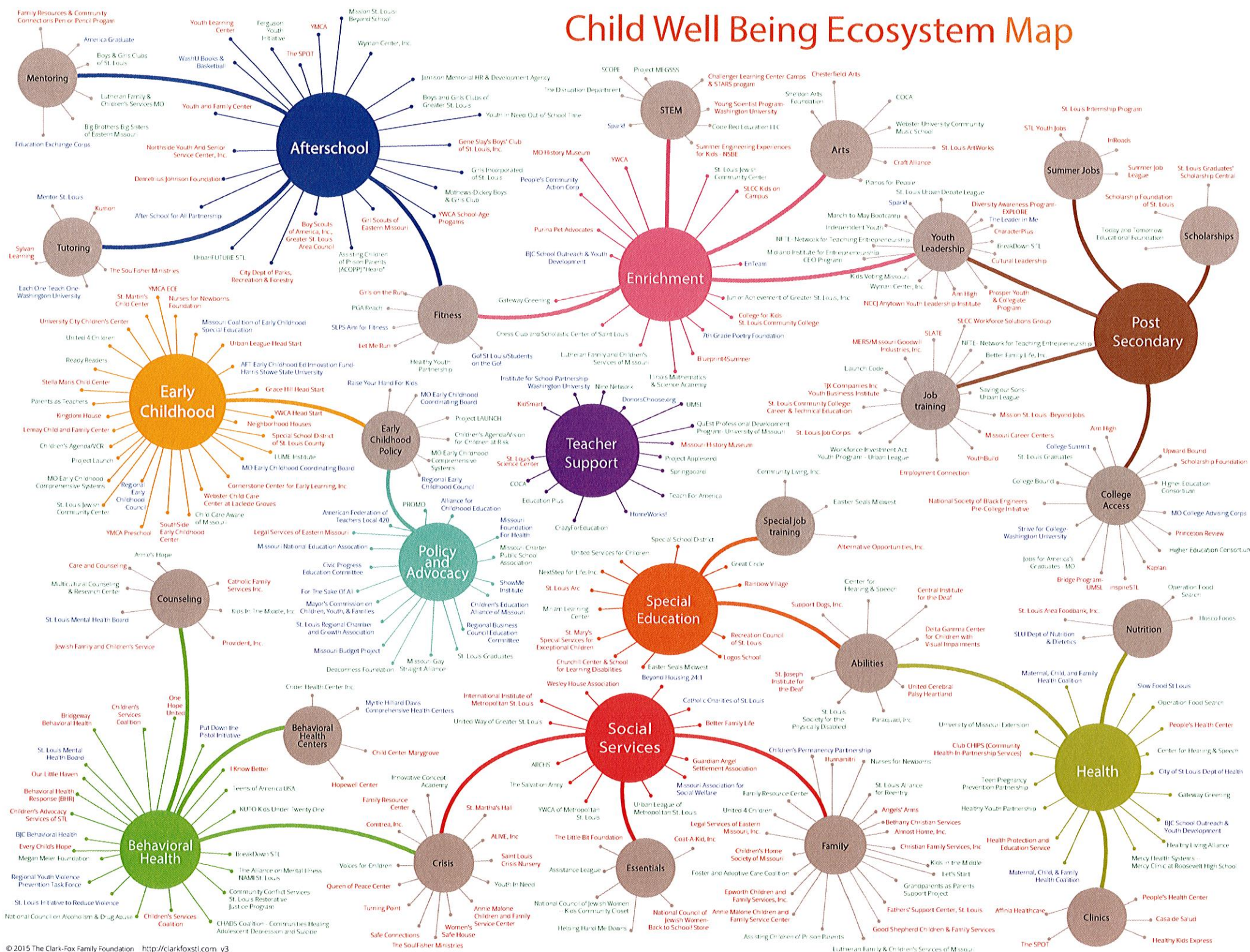
Funding for Early Childhood Programs in St. Louis, Missouri Sheet

Flance Early Learning Center Parent Café Information Flyer

Flance Early Learning Center Parent Café Agenda for January 14, 2016 Meeting

Data table of zip codes produced by Missouri WONK that display child care homes and centers

# Child Well Being Ecosystem Map





# WHERE DOES MISSOURI RANK?

*Missouri children play catch up from the start.*



## READING AND MATH

30<sup>th</sup> in fourth-grade math  
27<sup>th</sup> in fourth-grade reading

31<sup>st</sup> in eighth-grade math  
24<sup>th</sup> in eighth-grade reading

\*Missouri schools move up in Nation's Report Card rankings" by Allison Colburn, *The Missourian*, November 2, 2015.



## PRESCHOOL ENROLLMENT

"Preschool enrollment for 3- and 4-year-olds exceeds 50% in 10 states and the District of Columbia, which leads the nation with a 76% enrollment rate."

"On average, 44% of Missouri's 3- and 4-year-olds were enrolled in public or private preschool from 2011 - 2013. Only **36% of children from families with incomes under 200% of poverty were enrolled.**"

\*Early-Childhood Education in the U.S.: An Analysis", Education Week, January 2, 2015; \*Children in the States Fact Sheets 2015", Children's Defense Fund, May 6, 2014.



## STATE SPENDING

39<sup>th</sup> in state spending per child enrolled in state-funded preschool:

**Missouri average spending per child enrolled is \$2,009**

**National average spending per child enrolled is \$4,121**

Barnett, W.S., Carolan, M.E., Squires, J.H., Clarke Brown, K., & Horowitz, M. (2015). *The state of preschool 2014: State preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research.



## COST OF EARLY CHILDHOOD EDUCATION

"In 2013, the average cost of center-based child care for an infant was \$8,736 - 7.9% more than the average annual in-state tuition and fees at a public four-year college in Missouri."

\*Children in the States Fact Sheets 2015", Children's Defense Fund, May 6, 2014.



## CHILD CARE SUBSIDIES

50<sup>th</sup> in gap between reimbursement and cost (*Missouri has the biggest gap between state reimbursement for child care and average cost*)

49<sup>th</sup> in income level to be eligible for child care subsidy (*only very low income families receive the subsidy*)

Blank, Helen, and Schuman, Karen. *Turning the Corner: State Child Care Assistance Policies 2014*, National Women's Law Center, October 22, 2014.

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### More Resources:

**Vision for Children at Risk and St. Louis Regional Early Childhood Council:** [stearlychildhood.org](http://stearlychildhood.org)

**American Graduate:** [americangraduate.nineNet.org](http://americangraduate.nineNet.org)

**Early Childhood Discussion Guide and Action Toolkit:** [forthesakeofall.org/take-action/early-childhood/](http://forthesakeofall.org/take-action/early-childhood/)

**Ferguson Commission Early Childhood Education Call to Action:**  
[forwardthroughferguson.org/report/call-to-action/providing-quality-early-childhood-education/](http://forwardthroughferguson.org/report/call-to-action/providing-quality-early-childhood-education/)





## 2015 Child Care Needs Assessment for: St. Louis City

data as of 12/29/2014



Demographics of County	St. Louis City	Missouri
Total residents	318,416	6,044,171
Percent of people below poverty level	27.40%	15.50%
Children under 6 with working parents	16,930	300,694
Median Family Income**	\$33,770	\$46,640
Unemployment rate - population 16 and older	8.90%	5.40%
Number of children in child care receiving state assistance	6,037	31,291

### Child Care Supply as of 12/29/14

#### Child Care and Early Learning Programs (all regulation types: licensed, licensed exempt and exempt from regulation)

Centers	288
Group Homes	9
Preschools	45
Family Child Care	952
School Age Only Programs	54
<b>Total Child Care and Early Learning</b>	<b>1348</b>

#### Licensed Child Care and Early Learning Programs

Licensed Centers	132
Licensed Group Homes	9
Licensed Preschools	1
Licensed Family Child Care Programs	77
Licensed School Age Only Programs	44
<b>Total Licensed Child Care and Early Learning</b>	<b>263</b>

#### License Exempt/Inspected Child Care and Early Learning Programs

Licensed Exempt Centers	21
Licensed Exempt Preschools	5

#### Known Exempt/Not subject to regulation Child Care and Early Learning Programs

Exempt Centers	134
Exempt Preschools	39
Exempt Family Child Care Programs	875

#### Licensed Capacity

Licensed Centers	9,237
Licensed Group Homes	203
Licensed Preschools	131
Licensed Family Child Care Programs	749
Licensed School Age Only	2,707
<b>Total Licensed Capacity</b>	<b>13,027</b>

#### Desired Enrollment (Licensed Exempt & Exempt)

Desired Enrollment Capacity - Center-based Care (10 of 143 reported)	520
Desired Enrollment Capacity - Family Child Care Programs (875)**	3,500
Desired Enrollment Capacity - School Age Only (4 of 8 reported)	270
<b>Total Desired Enrollment (Licensed Exempt and Exempt, Self Reported)</b>	<b>4,290</b>

## Cost of Care - Full Time Weekly

	Center			Family Child Care			School Age		
	Min	Avg	Max	Min	Avg	Max	Min	Avg	Max
Infant	\$85	\$177	\$385	\$75	\$122	\$250			
4 Year Old	\$50	\$121	\$345	\$50	\$99	\$200			
School Age	\$35	\$103	\$310	\$40	\$87	\$175	\$15	\$36	\$68

\*\* calculated by taking FCC Programs multiplied by 4 as that is the maximum unrelated children acceptable by law for exempt programs

**Income of Families** – In compiling statistics on family income, the incomes of all members 15 years old and over related to the householder are summed and treated as a single amount. Although the family income statistics cover the past 12 months, the characteristics of individuals and the composition of families refer to the time of interview. Thus, the income of the family does not include amounts received by individuals who were members of the family during all or part of the past 12 months if these individuals no longer resided with the family at the time of interview. Similarly, income amounts reported by individuals who did not reside with the family during the past 12 months but who were members of the family at the time of interview are included. However, the composition of most families was the same during the past 12 months as at the time of interview.

### Data Sources from United States Census Reports:

- DP03 2011-2013 ACS Economic Characteristics 3-year estimates
- State and County Quickfacts (Census.gov)

### Missouri Subsidy Data:

- DSS Early Childhood & Prevention Services Block Grant Child Care Monthly Management Report - October 2014

*Information included in this report is maintained by Child Care Aware® of Missouri and is based on reports from the Department of Health and Senior Services and other sources. Because child care programs change frequently, the Department of Health and Senior Services should always be contacted for the most exact number of licensed programs and licensed capacity data.*

*Child Care Aware® of Missouri tracks data on licensed child care, early learning and after-school programs across the state, as well as on early learning and after-school programs that opt-in to regulations or listing for referrals to families. Therefore, Child Care Aware® of Missouri recognizes that there is a group of child care, early learning and after-school programs that are not captured in these totals because they are not required to provide information about themselves to any authority. Child care facilities operated by religious organizations and nursery schools (facilities that serve each child for no more than four hours a day) are required by statute to be inspected but are exempt from licensure. Family child care homes that serve four or fewer unrelated children and child care provided by public or private K-12 education are some examples that are not subject to regulation.*



# The Virtual Child Care Business Center

*Changing the Business Models of Early Care and Education Programs To:*  
**Save Time. Share Costs. Improve Quality.**

## EVIDENCED BASED RESEARCH SHOWS

QUALITY EARLY CHILDHOOD  
EXPERIENCES

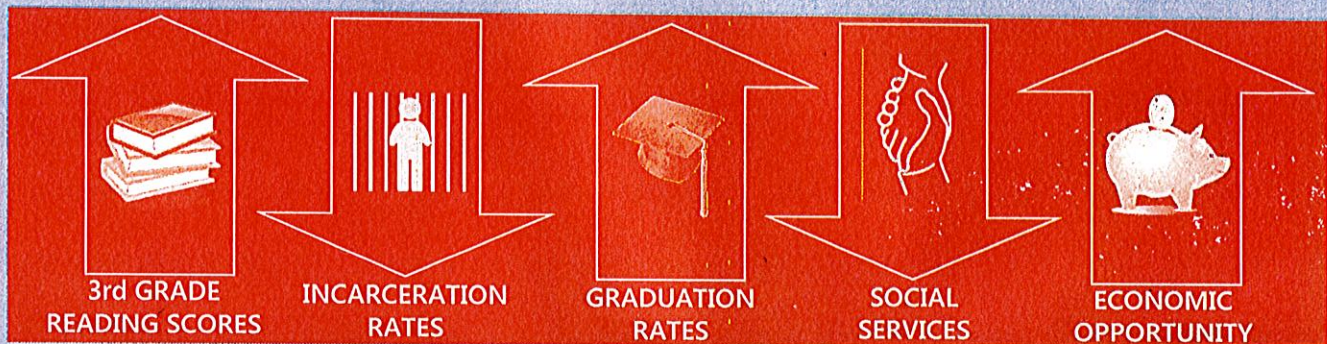
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PROGRAMS CANNOT PROVIDE THIS LEVEL OF QUALITY BECAUSE:



NO BUSINESS  
PLAN



LITTLE MONEY FOR  
TRAINING



NEED FOR FULL  
ENROLLMENT



OVERWHELMED  
MANAGER



NO ECONOMIES OF  
SCALE



PROGRAMS RELIANT  
ON PARENT FEES



# A NEW BUSINESS MODEL

## SHARED PURCHASING DISCOUNTS

- Show Me Child Care Resources on-line
- Child Care Aware® of Missouri holds exclusive license for Missouri
- Hundreds of bulk purchasing agreements; tens of thousands in annual savings
- \$600 annually for centers, \$300 annually for homes
- Launched March 2015

**\$54,000 ANNUALLY TO  
OPERATE WEB PORTAL**

### TOTAL PROGRAM COST:

**\$558,000 ANNUALLY  
(FOR ST. LOUIS AREA)**

## SHARED BACK OFFICE SUPPORTS

- Billing and collections
- Invoicing for government subsidies
- Enrollment and attendance data
- \$4,500 average annually per center/home

**\$360,000 ANNUALLY  
FOR 80 PROGRAMS**

## SHARED PERSONNEL; OTHER SHARED FUNCTIONS

- Training on business planning and development
- On-site business coaching
- \$14,400 per alliance

**\$144,000 ANNUALLY  
FOR 10 ALLIANCES**

### OUTCOMES

- ☒ Excellent
- ☐ Very good
- ☐ Good
- ☐ Average
- ☐ Poor

INVESTMENT IN  
TEACHING

FOCUS ON  
TRAINING

TIME FOR  
DIRECTORS

PROGRAM  
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# SHOW ME CHILD CARE RESOURCES

[www.showmeresource.org](http://www.showmeresource.org)

Save time.  
Share costs.  
Increase quality.

A website designed  
to help you...

**Save time.  
Share costs.  
Increase quality.**

Saving money just  
became easier!  
Show Me Child  
Care Resources  
has taken the  
work out of  
finding the  
suppliers and  
negotiating deals.  
Companies you know  
provide discounts  
on products  
or services  
you need.

## Save on the most valuable assets of your business!



**SAVE TIME**

Lesson Plans  
HR Materials  
Marketing Materials  
Administrative Tools  
Missouri Regulations



**SAVE MONEY**

Toys  
Books  
Cleaning Supplies  
Paper Products  
Food

### Exclusive cost-saving programs just for you!

Savings from these name brand vendors... AND MORE! Resources and partner discounts are updated continuously so check back often!

**CONSTRUCTIVE  
PLAYTHINGS**



**FoodSource**  
Food & Supply Specialists

**DISCOUNT  
SCHOOL SUPPLY**

**Sprint**

**STAPLES**

that was easy:

**Lakeshore**  
products designed with learning in mind™

**CHASE**  
Paymentech

**ADP**  
IN THE BUSINESS OF YOUR SUCCESS®

### **SAVE 20%**

on Child Products & Supplies

### **SAVE 10-30%**

on Food Services & Supplies

### **SAVE 25-30%**

on Payroll Processing & HR

### **SAVE 12-45%**

on Office Supplies

"I saved \$52 on our first order to  
Discount School Supply! Can't  
wait to see what other savings and  
resources are available for us!"  
— Jefferson City Director

"The number of resources  
available is almost overwhelming,  
in a good way!"  
— Nixa Director

SPONSORED BY:

**ChildCare  
Aware**  
OF MISSOURI

800-243-9685 • [TheTeam@showmeresource.org](mailto:TheTeam@showmeresource.org)







**PROGRAM ADMINISTRATION** A variety of administrative policies and forms to help you administer your child care program safely and smoothly.

- Editable templates of forms and policies
- A jump start on creating documents
- Reflect the unique nature of your program; add your own photos and logo
- Professional documents in a fraction of the time
- Other administration resources: business insurance, planning, volunteer management.



**CLASSROOM** Lesson planning resources to support lively and developmentally appropriate classroom learning.

- Books by age group, with companion learning activities
- Recommended classroom materials and curriculum ideas
- Templates for classroom events
- Resources on developmental issues
- Parent handouts with guidance on sensitive issues like biting, emotions, and more



**HUMAN RESOURCES** Effectively manage your HR function and avoid costly mistakes.

- Job descriptions
- Employee handbooks
- Performance appraisals
- Interview guides
- Termination policies and procedures
- Guidance on other HR topics



**MARKETING** Create quality communication materials quickly and affordably with the comprehensive marketing toolbox.

- Beautiful templates you can customize with your logo, branding, and messaging
- Professional email services
- Handy step-by-step 'How To' guides
- Savings on printing



**TRAINING** The "Online University" provides a wide range of courses available 24/7 from the convenience of your own computer.

- Link directly to the Missouri Workshop Calendar for clock-hour credit
- Quick orientation sessions: Hand washing, OSHA safety tips
- Microsoft Office training (Word, Excel, etc.)
- Introduction to Public Relations and Marketing



**LIBRARY and COMMUNITY GROUPS** Share documents, calendars, and other resources.

- Stay current on trends, general interest, and research
- Handouts for parents about child development
- Collaborate and learn from other professionals
- Online news sources
- Connect with peers on-line 24/7
- "Find a Colleague"



**REGULATIONS** No more hours searching for Federal and State regulations to operate your program and fulfill your obligations as an employer...here they are, all in one place.

- Background and criminal investigation requirements
- Regulations on labor and employment practices
- Americans with Disability Act
- Early learning standards
- Missouri child care regulations
- Required workplace posters
- OSHA health and safety requirements

Trouble finding something?  
1,200+ resources overwhelming?  
We have technical assistance available Monday-Friday, 7 am to 6 pm.

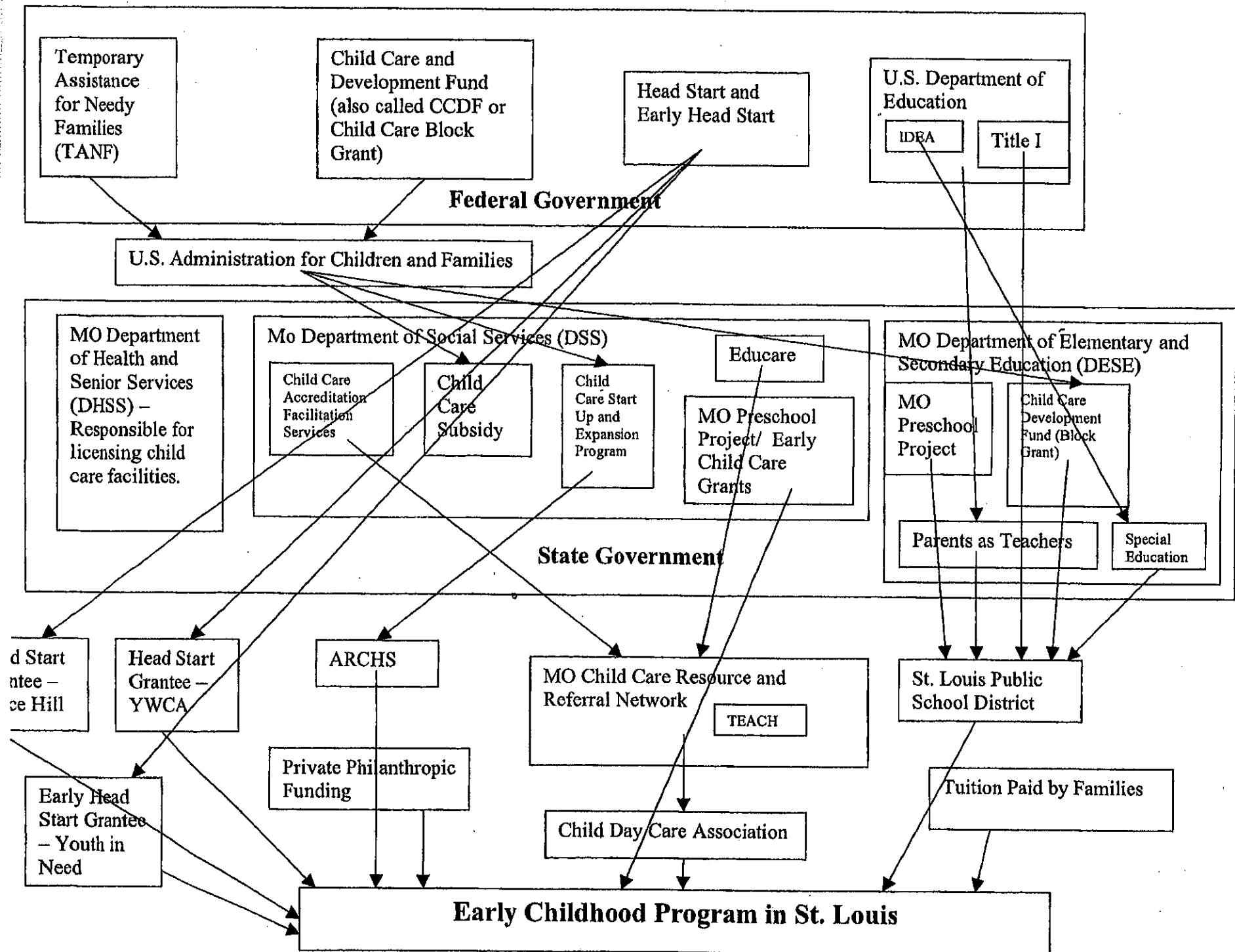
Many tools are templates you can download and customize to your program. Parent communication tools available in Spanish and English!

Need your teachers to learn about the resources available but no time to show them? Have them join an information webinar or join a hangout session.



Email [TheTeam@showmeresource.org](mailto:TheTeam@showmeresource.org) or call 1-800-243-9685 for purchasing options, pricing and discounts currently available. Tiered Pricing available for family child care businesses, child care centers and preschools. A three-month introductory membership comes with a conditional money-back guarantee. **Sign up today at [www.showmeresource.org](http://www.showmeresource.org)**

# Funding for Early Childhood Programs in St. Louis, Missouri





# Parent Café

## family dreams series

### Connect with parents and strengthen our community

Build relationships and engage in conversations with other parents. Participate in upcoming Parent Café sessions and increase your knowledge of parenting and child development. We will focus on the following topics as part of the Family Dreams series:

#### A Vision for Me

Thursday, January 14  
5:00 p.m. to 7:30 p.m.

#### Building Our Families

Thursday, February 11  
5:00 p.m. to 7:30 p.m.

#### Empowering Community

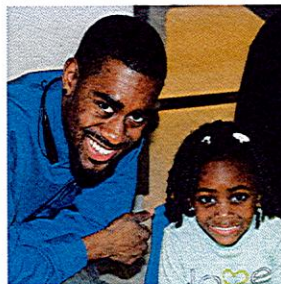
Thursday, March 10  
5:00 p.m. to 7:30 p.m.

All are welcome, especially parents  
with children birth through 8 years.

#### Where:



Flance Early Learning Center  
1908 O'Fallon Street  
St. Louis, MO 63106



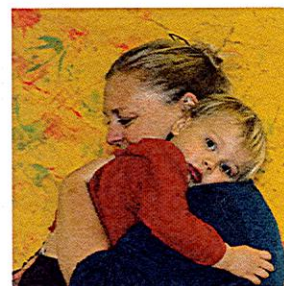
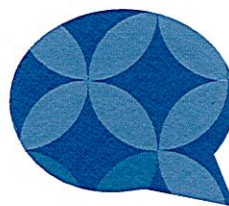
#### Registration:

Registration by January 11 appreciated  
Please register by contacting  
Roxeanna Steiner, 314.469.9805 ext. 143

#### Session includes:

- ◆ child care
- ◆ dinner
- ◆ raffle drawings
- ◆ bus passes if needed

#### In partnership with:





**Flance Center Parent Café:  
Family Dreams Series  
January 14, 2016 5 pm-7:30 pm**

- Dinner
- Welcome
- Pre-Café Survey
- Parent Café Agreements
- Introduction to Theme & 5 Protective Factors
- One-on-One & Debrief
- Café Conversations
- Commitment Card/Letter
- Harvesting/Debrief
- One Word Closing
- Evaluation
- Resource Table—*This table has information about concrete supports in our community, and our staff and hosts are also available to help connect you. Please don't hesitate to ask.*
- Next Parent Café is scheduled for 2/11/2016 from 5:00 pm-7:30 pm at the Flance Center

Thank you for your participation!

Data Produced By Missouri WONK

Zip Code	Number of Centers	Number of Group Homes	Number of Homes	Number of Public Schools	Accredited Programs	Nonaccredited Programs
63005	5	0	2	0	2	5
63011	11	1	8	0	1	19
63017	11	0	5	0	1	15
63021	9	0	5	0	1	13
63025	5	0	0	0	0	5
63026	6	0	5	0	0	11
63031	16	0	45	0	1	60
63033	15	0	80	0	1	94
63034	6	0	26	0	0	32
63038	2	0	0	0	0	2
63040	4	0	0	0	0	4
63042	0	9	28	0	1	36
63043	4	0	4	0	0	8
63044	5	0	6	0	0	11
63045	1	0	0	0	0	1
63074	4	0	20	0	0	24
63088	2	0	0	0	0	2
63102	1	0	1	0	1	1
63103	8	0	10	0	3	15
63104	11	0	33	4	4	44
63105	7	0	0	0	2	5
63106	9	0	40	6	2	53
63107	9	2	71	4	0	86
63108	9	0	27	1	3	34
63109	7	0	8	2	0	17
63110	13	0	26	4	1	42
63111	9	0	63	1	1	72
63112	12	1	49	3	3	62
63113	19	0	56	2	4	73
63114	16	0	53	0	3	66
63115	9	0	100	3	2	110
63116	7	0	55	3	0	65
63117	1	0	3	0	0	4
63118	16	1	89	3	2	107
63119	11	0	5	0	1	15
63120	11	0	59	1	5	66
63121	16	1	105	0	2	120

63122	12	0	7	0	3	16
63123	16	0	14	0	6	24
63124	7	0	1	0	0	8
63125	22	0	14	0	2	34
63126	6	0	0	0	1	5
63127	3	0	0	0	0	3
63128	11	0	4	0	1	14
63129	11	0	6	0	1	16
63130	13	0	50	0	3	60
63131	3	0	0	0	0	3
63132	2	0	14	0	1	15
63133	10	0	45	0	2	53
63135	8	0	87	0	4	91
63136	50	0	506	0	12	544
63137	16	0	206	0	2	220
63138	22	0	168	0	2	188
63139	9	1	15	4	0	29
63141	16	0	3	0	3	16
63143	4	2	6	0	2	10
63144	5	1	36	0	1	41
63144	4	0	1	0	1	5
63146	7	0	14	0	3	18
63147	11	0	59	2	3	69