SHARED
PROSPERITY
PHILADELPHIA

a running
START
PHILADELPHIA
for every child, birth to 5

2015

OUR CITYWIDE PLAN TO
IMPROVE EARLY LEARNING
QUALITY AND ACCESS

What happens—or doesn't happen—from infancy to the time a child enters kindergarten can set the course for his or her whole life. And what happens—or doesn't happen—in the first five years of life for Philadelphia's 110,000 children can set the course for the long-term future of our entire city.

A Running Start Philadelphia, the new citywide early learning plan, lays the foundation for providing our children with the best possible beginnings in life, while seeking to mitigate the damaging effects of poverty.

Persistent poverty is a major threat to Philadelphia's vitality as a city. It exacts a toll in lost revenue and a high demand for city services. It deprives us of the potential of thousands of our citizens and makes us less competitive. Even worse, it traps one in four Philadelphians, and over a third of our children.

Two years ago, the City unveiled Shared Prosperity Philadelphia, a comprehensive plan that brings together hundreds of individuals and organizations to address our city's unacceptable poverty level.

Early learning is a critical component of that plan: to avoid passing on the crippling legacy of poverty to a new generation, we must ensure that our youngest citizens enter school ready to learn.

Since scientific research shows that 90 percent of a child's brain develops in the first five years of life, a child's experiences during that time can make a fundamental difference in his or her health, learning, and behavior. Children growing up in families that are struggling to survive have a greater chance of experiencing health problems and hunger, abuse and neglect, parental depression, and even homelessness. As a result, they may not acquire the thinking, emotional, social, behavioral, and communications skills they need to succeed in school and in life.

Guided by the Mayor's Early Learning Advisory Council, *A Running Start Philadelphia* brings together a full spectrum of stakeholders to work toward a common goal. We are proud to join forces in this comprehensive plan with parents and caregivers; child care providers; local, state and federal agencies; advocacy groups; business leaders; philanthropists; and providers of technical assistance and professional development.

Please join us in giving all our children, and our city, *A Running Start* on the road to a prosperous future.

Charles H. Ramsey, Commissioner
Philadelphia Police Department

Eva Gladstein, Executive Director
Mayor's Office of Community
Empowerment and Opportunity

Dr. William Hite, Superintendent
School District of Philadelphia

Jack Brennan, Chairman
Emeritus and Senior Advisor
The Vanguard Group, Inc.

HIGH QUALITY EARLY LEARNING DEFINED

FORMAL SETTINGS:

- Regulated through licensing or other statutory rules, and includes child care centers, public pre-K, and family and group child care homes

- Addresses all of a child's learning and development needs—social-emotional, linguistic, cultural, cognitive, and physical—based on Pennsylvania's Infant, Toddler, and Pre-Kindergarten Learning Standards for Early Childhood

- Provides a cross-disciplinary approach with social-emotional, behavioral, health, and social service supports when appropriate

- Assists families in improving knowledge and skills about parenting, and partners with families

- Addresses poverty along with racial, ethnic, and cultural disparities in opportunity

- Professionalizes the workforce and retains experienced teachers by enhancing teacher training and compensation

In Pennsylvania, the top tier of Keystone STARS and equivalent child care programs, Pre-K Counts, and Head Start are considered high quality.

INFORMAL SETTINGS:

- Not regulated; also referred to as "family, friend, and neighbor care"

- Supports parents in their role as a child's most important and constant teacher

- Fosters warm, respectful relationships between children and adults

- Furthers respectful, caring relationships between parents and caregivers

- Attends to all aspects of a child's development: social-emotional, linguistic, cultural, cognitive, and physical

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Appendices are available online at: sharedprosperityphila.org

EXECUTIVE SUMMARY

A Running Start Philadelphia, Philadelphia's new citywide early learning plan, lays the foundation for a coherent system to provide high-quality early learning for all children from birth to age five.

The five years from infancy to kindergarten are the most important in life. Poverty and the trauma that often accompanies it can slow the development of infants, toddlers, and preschool children. It can affect how physically and emotionally healthy they grow up, how well they get along with others, and how well they learn. High-quality early learning is one of the most effective means to help children overcome the effects of intergenerational poverty and develop the tools they need to succeed in school, get good jobs, and raise healthy families themselves.

A Running Start is a crucial component of Shared Prosperity Philadelphia, the city's comprehensive anti-poverty strategy launched formally in the summer of 2013.

The plan is designed to meet a two-pronged challenge:

(1) ensure the early learning services that currently exist in child care centers and in homes are of the highest quality, and

(2) expand opportunities so the majority of Philadelphia's families with young children can benefit.

Like Shared Prosperity Philadelphia, *A Running Start* follows the philosophy of collective impact. It dismantles barriers to effective collaboration among the public, private, and nonprofit organizations addressing early learning issues. Specifically, it will create a public-private organization to coordinate the plan with all stakeholders, including parents and caregivers; more than 3,000 licensed child care providers; early childhood funders; local, state, and federal agencies; advocacy groups; philanthropic organizations; businesses leaders; and providers of technical assistance and professional development. It will develop a shared early learning policy and agenda for advocacy, while continuously measuring its impact and revising it for maximum effectiveness.

The plan includes these goals and related strategies:

1 All infants, toddlers, and preschoolers have the opportunity to experience high-quality, full-day/full-year early learning in formal and informal settings

- ▶ Advocate that all programs receiving public funds be required to participate in Keystone STARS, Pennsylvania's formal quality rating and improvement system.

- ▶ Create a one-stop system where parents and caregivers can determine whether their children are eligible for publicly-funded early learning services and use a streamlined application process to apply for all programs for which they qualify.

- ▶ Support early learning programs to meet the diverse needs of Philadelphia's families, with particular attention to populations that are currently underserved, including immigrant, refugee, dual language learner and homeless children and families.

- ▶ Establish a learning collaborative among child-serving agencies to improve understanding of child development, early childhood systems and parent engagement.

2 Philadelphia has an ample supply of high-quality public, private, and nonprofit providers with supports for entering, sustaining, and growing the number of high-quality opportunities

- ▶ Help providers enter and stay in the field by aligning city agency functions that pertain to early learning programs and services.

- ▶ Increase public and private financing for capital improvements for early learning programs in low-income neighborhoods.

- ▶ Create a local *"Close the Gap"* investment initiative to address other essential components of early learning programs, including the need for a well-compensated professional workforce.

3 Philadelphia has a sufficient, stable, and diverse high-quality early learning workforce with access to professional development supports and adequate compensation

- ▶ Advocate to increase average salaries and expand tuition support to pursue early childhood degrees.

- ▶ Strengthen pathways to early childhood degrees and credentials and increase the linguistic and cultural diversity of the early childhood workforce.

- ▶ Enlist the aid of colleges, universities, and professional development organizations to expand the number of highly qualified trained teachers and staff.

4 Children and families are continuously supported by the early learning and K–3 systems

- ▶ Bring together teachers from both of these systems for combined professional development to use aligned curriculum and instructional standards.

- ▶ Create Kindergarten transition networks, especially in neighborhoods with diverse language and cultural needs. In these networks early learning and elementary school teachers, social service agencies and community groups will work together to help parents prepare their children to start school.

5 Philadelphia has the required infrastructure and funding to support a high-quality, robust early learning system
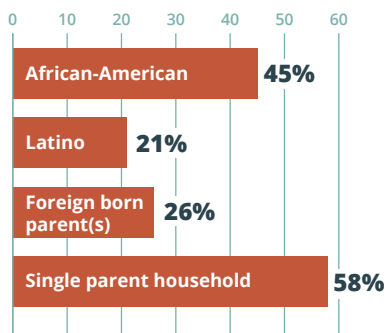
- ▶ Establish a public-private entity, with backbone support from the Mayor's Office of Community Empowerment and Opportunity (CEO), to coordinate the wide-ranging strategies in this plan. The organization will evolve from the Mayor's Early Learning Advisory Council (MELAC), which includes members from the public, private, and nonprofit sectors.

- ▶ Work with state and federal agencies to collect relevant data to support planning, decision-making, and periodic reporting of results, while also leveraging funding to implement *A Running Start.*

- ▶ Establish a local philanthropic collaborative to foster new approaches to funding and maximize the impact of investments.

- ▶ Join other major cities in devising a plan for funding and implementing universal pre-kindergarten programs for all of Philadelphia's three- and four-year-olds.

Why We Need a Citywide Early Learning Plan

Parents are children's most important and constant teachers, but high-quality early learning programs provide benefits for all children. These programs are particularly effective in bridging the gap between the opportunities available to children in low-income families and those with higher incomes. In addition, early childhood education helps identify children with developmental delays and disabilities, and supports children whose families speak a language other than English at home.

Quality programs reduce the need for special education, remediation and grade repetition. They increase the likelihood of high school graduation and college attendance, and reduce involvement with the juvenile justice and welfare systems as children grow up. Every one of Philadelphia's 110,000 children under age five should have the opportunity to experience them, starting with those who are at greatest risk of poor outcomes in school and later in life. Without such programs, poverty is more likely to persist from generation to generation.

Fig. 1   PERCENTAGE OF CHILDREN
         UNDER AGE 5

Fig. 2   PERCENTAGE OF CHILDREN UNDER
         AGE 6 BY FAMILY INCOME, 2013

Fig. 3   PERCENTAGE OF SLOTS IN
         LICENSED PROVIDERS, 2014
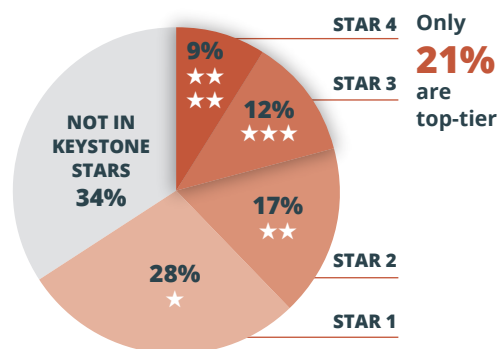
Fig. 1 — PERCENTAGE OF CHILDREN UNDER AGE 5

- African-American: **45%**
- Latino: **21%**
- Foreign born parent(s): **26%**
- Single parent household: **58%**

SOURCE: American Community Survey, 2013

Fig. 2 — PERCENTAGE OF CHILDREN UNDER AGE 6 BY FAMILY INCOME, 2013

- 22% >300% of poverty
- 39% <100% of poverty
- 15% 200-300% of poverty
- 24% 100-200% of poverty

63% of children under age 6 live in poverty or near poverty
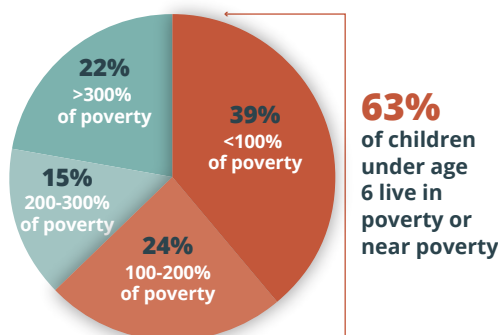
SOURCE: American Community Survey, 2013

Fig. 3 — PERCENTAGE OF SLOTS IN LICENSED PROVIDERS, 2014

- NOT IN KEYSTONE STARS 34%
- STAR 4 ★★★★ 9%
- STAR 3 ★★★ 12%
- STAR 2 ★★ 17%
- STAR 1 ★ 28%

Only **21%** are top-tier

SOURCE: childcaremap.org 2015

The Current Situation in Philadelphia

Thirty-nine percent of Philadelphia's children under age six are in families below the federal poverty line ($24,250 for a family of four), while another 24 percent are in families just above poverty level (100 to 200 percent of the poverty line).

Supports currently in place to reach children in their earliest years fall short. Philadelphia has only half the spaces needed for the federal Head Start program for three- and four-year-olds in poverty, and less than 2 percent of the slots needed for infants and toddlers in Early Head Start. Of the thousands of families that were potentially eligible, all other evidence-based home visiting programs combined reached a small fraction of those who were eligible in 2013-14.

Quality also is an issue: Philadelphia has some stellar early learning programs, but others are of fair, poor, or unknown quality. Only about 14,500 of the nearly 68,000 licensed slots are rated top tier, and quality is unknown for about 23,000 slots.

The Process

To create this plan, CEO engaged a team of professionals in the field of school readiness to gather data about current and past early learning efforts and research strategies that have proven successful in other cities. Based on information from interviews and focus groups with a broad group of stakeholders, the team drew up a draft plan, and then held community meetings and surveyed parents, community members, child care providers, and leaders in education and business, soliciting feedback from approximately 400 community members in the process.

Conclusion

The effects of poverty continue to limit the ability of Philadelphia's young children to develop to their full potential. In the time it has taken to create *A Running Start*, thousands of children have entered kindergarten not as ready to learn as they might have been. It's critically important not only to help these children where they are right now, but also to create a system in which future children will have the best possible chances to thrive. They—and Philadelphia—can't afford to wait.

THE NEED FOR A CITYWIDE EARLY LEARNING PLAN

Research in neuroscience, child development, and education provides compelling evidence of the importance of the early years in children's lives—starting at birth and continuing until kindergarten entry—for cognitive, social, emotional, and physical development. [1]

Studies also show that poverty, near-poverty, and extreme stress can have detrimental effects on children's growth and development during the first five years. High-quality early learning promotes school readiness and long-term life success by improving early literacy and math skills at kindergarten entry, reducing the need for grade repetition and special education in later years and ultimately increasing the likelihood of high school graduation, college attendance and employment. Economists calculate that large-scale public programs provide a return of $7–$16 on every dollar invested in high-quality early learning, especially when targeted to at-risk children. This research makes a strong case for investing in high-quality early learning programs.
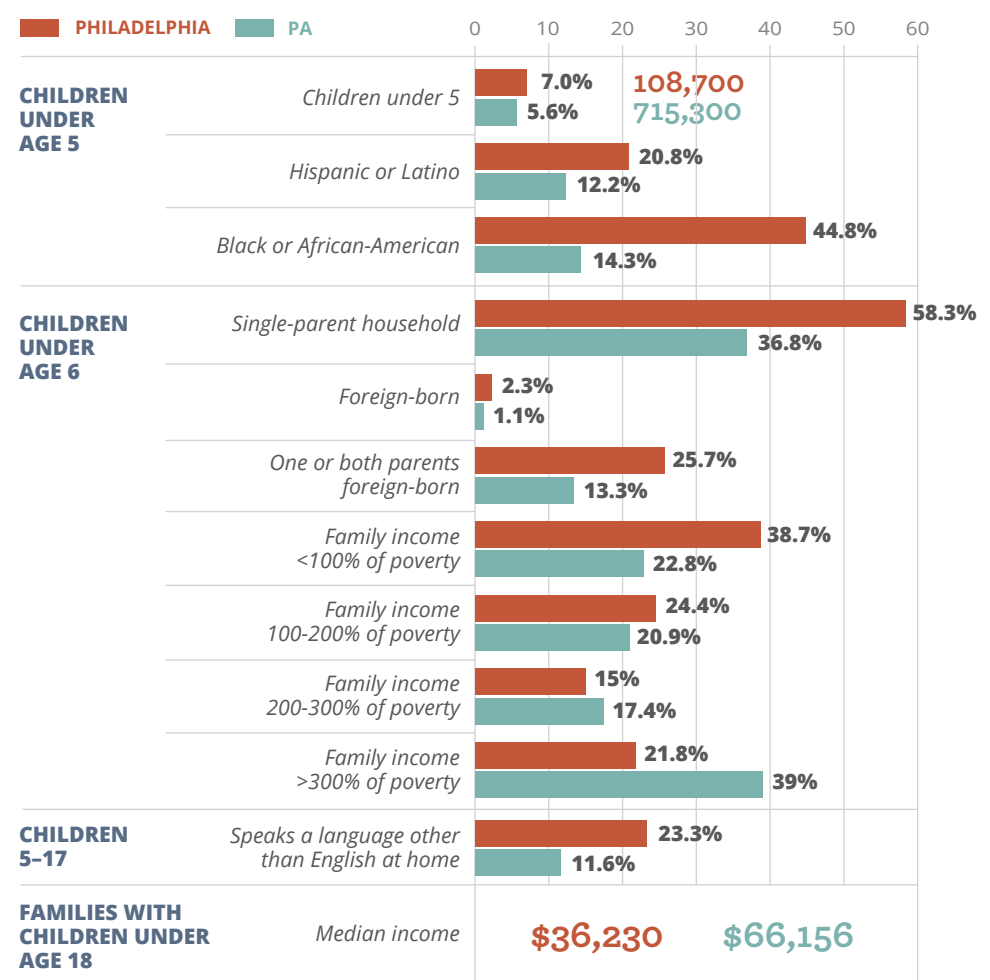
Philadelphia is home to nearly 110,000 children under age five. Almost 60 percent live in single-parent households, a significant factor contributing to their economic vulnerability. Thirty-nine percent of children under age six are in families with incomes below the federal poverty level, and another 24 percent are considered near-poor (100 to 200 percent of poverty). Just 22 percent live in families where annual income exceeds three times the poverty line at $72,750 for a family of four. Fewer than half of third grade students in the School District of Philadelphia (SDP) score advanced or proficient in reading and math and only 64 percent graduate from high school in four years.

By graduation, one in four students in the SDP has been involved with the child welfare system. In today's Philadelphia, with an economy marked by greater income inequality than at any point in a century, the number of children at risk of school failure threatens the city's long-term future.

Philadelphia's youngest residents reflect the rich ethnic, racial, linguistic, and cultural diversity of the city as a whole. Nearly one in two is African American, and about one in five is Latino. While fewer than 3 percent were born abroad, about 26 percent have at least one parent who is foreign-born.

Table 1.
POPULATION CHARACTERISTICS FOR YOUNG CHILDREN: 2013

		PHILADELPHIA	PA
CHILDREN UNDER AGE 5	Children under 5	7.0% — 108,700	5.6% — 715,300
	Hispanic or Latino	20.8%	12.2%
	Black or African-American	44.8%	14.3%
CHILDREN UNDER AGE 6	Single-parent household	58.3%	36.8%
	Foreign-born	2.3%	1.1%
	One or both parents foreign-born	25.7%	13.3%
	Family income <100% of poverty	38.7%	22.8%
	Family income 100-200% of poverty	24.4%	20.9%
	Family income 200-300% of poverty	15%	17.4%
	Family income >300% of poverty	21.8%	39%
CHILDREN 5–17	Speaks a language other than English at home	23.3%	11.6%
FAMILIES WITH CHILDREN UNDER AGE 18	Median income	$36,230	$66,156

SOURCE: U.S. Census Bureau, American FactFinder, Tables B05009, B16007, B17024, B19125.

While some publicly funded early learning opportunities exist for children in Philadelphia, they are insufficient to meet the need. Head Start is designed to serve three- and four-year-olds in poverty, but the program currently has spaces for about half of the children who qualify. Early Head Start, which targets children in poverty from birth to age three, had just 452 funded slots in 2013–14 to serve an estimated 25,000 eligible infants and toddlers. Limited funding for the Nurse-Family Partnership home visiting program meant that this program reached only about 700 families with infants and toddlers in 2013–14.

Among the nearly 68,000 licensed early care and education slots in Philadelphia, about 14,500 (about 21 percent) are rated at the top tier (STAR 3 or STAR 4) of Keystone STARS, Pennsylvania's quality rating and improvement system. About half of licensed providers are centers (the rest are family and group child care homes), but centers provide about 90 percent of the slots. Just under half of licensed providers participate in Keystone STARS, but nearly 70 percent of the slots are in STARS-participating providers.

Approximately 23,000 slots (34 percent) are in programs not participating in Keystone STARS, so their quality is unknown. New funding, including a 2014 Healthy Start grant for home visiting, will expand the number of children and families served in Philadelphia. Nevertheless, there remains a considerable need to extend the reach of high-quality programs for children from birth to age five.

Table 3.

LICENSED EARLY LEARNING PROVIDERS IN PHILADELPHIA BY TYPE: 2014

SOURCE:
TRF Childcaremap.org.
Additional information available online.
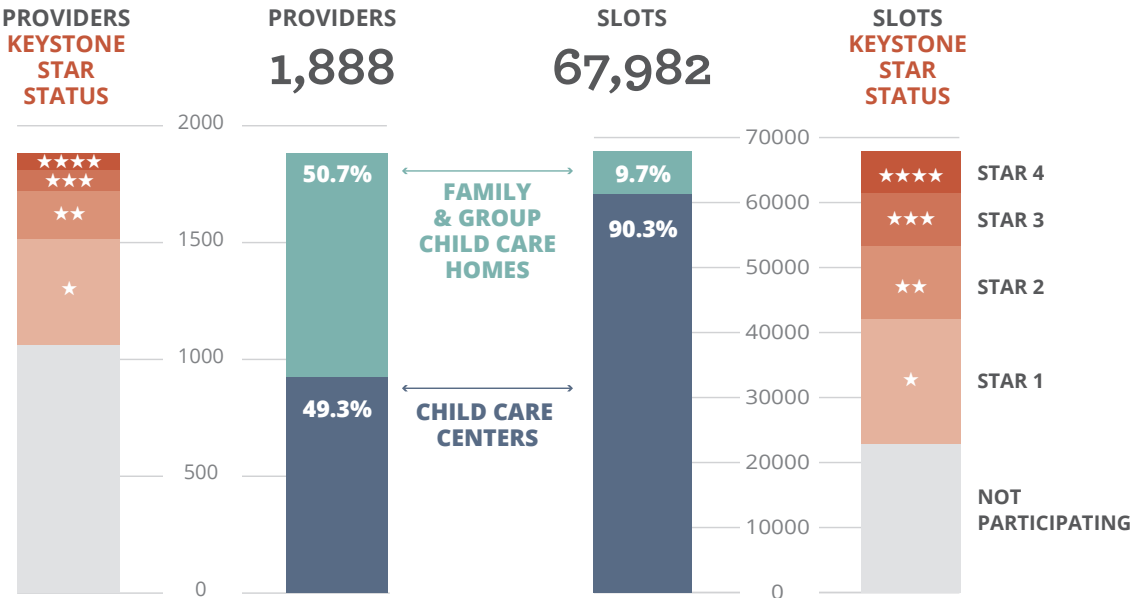
Keystone STARS

Keystone STARS is Pennsylvania's child care quality rating and improvement system. (The acronym stands for Standards, Training/Professional Development, Assistance, Resources, and Support.) This initiative benefits participating programs by making professional development, technical assistance, and grants available for continuous quality improvement. It also rates child care programs on the basis of teacher and staff qualifications, program quality, and management practices.

Higher-quality programs receive additional STARS (currently on a scale of one to four) and higher reimbursement rates for providing subsidized child care. The initiative benefits parents and caregivers by aligning standards across various types of early learning programs, including child care, Pre-K Counts, and Head Start. It provides them with the basis to evaluate the quality of center and home-based programs for their children. Begun in 2003, Keystone STARS is undergoing revision with support from a 2014 federal Race to the Top–Early Learning Challenge grant.

In light of these gaps, this plan meets three needs:

▶ **BUILD ACCESS TO QUALITY**
Increase access to high-quality early learning opportunities for children from birth to age five, especially for those who are most at risk.

▶ **ADVANCE A STRONG BIRTH TO FIVE SYSTEM**
Create an inclusive, efficient, and well-financed early learning system.

▶ **ENGAGE FAMILIES**
Empower parents and caregivers, our children's most important teachers, to have a lasting impact on early learning and development.

Using a collective impact approach, *A Running Start* will link a number of existing local efforts to promote the education, health, and well-being of Philadelphia's children and families.

And it will leverage these efforts for greater effect. The plan appears at a time of strong public support for early learning at the local, state, and federal levels: in a fall 2014 survey of likely Philadelphia voters, 77 percent identified "ensuring all children arrive in kindergarten ready to learn" as an important value.[2]

We have designed *A Running Start* with the awareness that many of the policies and the bulk of funding for early learning originate at the state and federal levels (Appendix B online). This plan identifies actions the local community can take to improve on those policies.

KEY ELEMENTS OF SUCCESSFUL LOCAL EARLY LEARNING SYSTEMS

The following key elements appeared across all cities surveyed for this report:

▶ Families are respected as a child's most important and constant teacher.

▶ Early childhood is defined as a birth to third grade continuum.

▶ Access to high-quality early learning services is available in every neighborhood.

▶ Early learning is linked to other support services for families.

▶ Services are delivered by public, private and nonprofit providers.

▶ Kindergarten transitions are consistent across the school district with parents and caregivers as well as early learning providers valued as key partners.

▶ Data is used to design programs and measure their efficacy.

▶ Local efforts are linked to state initiatives such as professional development and quality rating and improvement systems.

▶ Local public and private funds are combined with state and federal resources.

▶ Each city has a distinct office of early learning, either housed within an existing department or as a discrete entity, charged with coordinating various components of the early learning system and maintaining collaborative relationships with the school district on early childhood education.

Fig. 4 *A RUNNING START* WILL LINK TO THESE AND OTHER EFFORTS:

My Brother's Keeper
City of Philadelphia

West Philadelphia Early Childhood Education Initiative
Drexel University*

Shared Prosperity Philadelphia: Our Plan to Fight Poverty
City of Philadelphia

Improving the School Readiness of Kindergarten Students
School District of Philadelphia

a running
START
PHILADELPHIA

World Class Greater Philadelphia
The Economy League

READ! By 4th Philadelphia's Campaign for Grade Level Reading
Free Library of Philadelphia*

Success by 6
United Way of Greater Philadelphia and Southern New Jersey

* Lead partner.
Descriptions of these initiatives appear in Appendix A online.

APPROACH TO DEVELOPING THE PLAN

The Mayor's Office of Community Empowerment and Opportunity (CEO) engaged a nationally respected team through School Readiness Consultanting to design an inclusive, data-driven planning process. This team researched the local early learning environment, proposed the initial design for the plan, and solicited feedback about it. This process benefited from frequent consultation with the Mayor's Early Learning Advisory Council (MELAC) and a panel of national experts in early childhood policy.

In addition, nearly 400 parents, community members, child care providers, and education and business leaders shared their insights about the local landscape for early childhood education. They identified key goals, strategies, and organizational roles and helped build public support for the plan. Feedback was solicited in a variety of formats to engage as many stakeholders as possible. An overview of the approach and key findings from the consultants' analysis follow.

Information Gathering

Philadelphia has a rich history of communitywide action to support early learning. A review of earlier efforts led to the following findings:

▶ The city must build its early learning infrastructure while simultaneously expanding direct service to children;

▶ The plan should emphasize access to quality early learning settings in every neighborhood with young children;

▶ Two-generation approaches are needed to support children as well as parents and other caregivers;

▶ A strong advocacy and communications effort is needed to educate community members about the significance of early learning for future success; and

▶ Data collection, analysis, and continuous improvement are key to sustaining future efforts.

A synthesis of earlier efforts, which provided stakeholders with a common history and basis on which to build, is found in Appendix C online.

The consultants reviewed best practices in Boston, New York, Providence, New York, San Antonio, San Francisco, Santa Monica, and Seattle, all cities that benefit from active leadership on early learning within city government. A compendium of best practices from these cities is provided in Appendix D online.

The team assembled relevant early learning data available through multiple sources, including the U.S. Census Bureau, Head Start, SDP, and the Pennsylvania Office of Child Development and Early Learning (OCDEL). This data confirmed the existence of a wide gap between the need for high-quality early learning programs and availability in many of Philadelphia's lowest income neighborhoods. An inventory of data sources and metrics by data domain provided a clear picture of what the data can currently tell us and highlighted potential metrics that will be necessary to track over time. This is available in Appendix E online.

This process also analyzed the current policy framework for early learning and the efforts of key local providers such as schools, Early Intervention, and community organizations; capacity building and technical assistance organizations that promote high quality; and informal early learning sites, such as libraries and recreation centers. These findings, which appear in Appendices A and B, informed the larger strategic planning effort.

Community Engagement

Stakeholders participated in interviews, focus groups, community meetings, and online surveys that shaped this plan. Specific focus groups were hosted for families; early learning program leaders, including those from family child care, multi-site centers, and single-site centers; health and human service leaders; and early learning leaders. There were a total of nine focus groups, seven in English and two in Spanish, involving 80 participants. Interviews were also conducted with more than a dozen leaders representing the business, education, philanthropic, immigrant and refugee, and workforce development sectors.

Participants touched on similar themes:

▶ Early learning occurs continuously from birth to age five;

▶ High quality programs are critical to maximizing the benefits;

▶ Increasing the supply of high quality programs is essential; and

▶ Access to publicly-funded services and the transition from pre-k to kindergarten are challenging for even the most knowledgeable families to navigate.

Many participants also emphasized the need for early learning programs that are linguistically accessible, culturally inclusive, and meet the needs of children with special needs.

Two community meetings were held to solicit input on the goals and strategies initially identified for the plan. These gave stakeholders opportunities to review findings and provide input on the priorities, strategy options, metrics, and key implementation partners. Over 100 participants attended these meetings. This group helped pare 60 proposed strategies down to 16 described in the following pages.

To obtain additional input, CEO distributed an online survey to contacts with a wide range of interests and received responses from over 200 individuals. Their responses were analyzed and added to data gleaned from community meetings.

> *"As a first-time mom, I think we have to make sure that children get the education that they need."*

> *"Our staff is not well aligned for our dual-language learners. We are reactive and not proactive here."*

GOALS, STRATEGIES AND RESULTS

Five goals make up *A Running Start Philadelphia* and 16 strategies have been identified to achieve them. A public-private entity will be established to lead implementation.

This entity will be responsible for coordinating efforts, aligning and securing resources, and harnessing the expertise of organizations and leaders throughout the city. It will comprise representatives from such groups as parents, early learning professionals, K–12 educators, and business and philanthropic leaders.

MELAC will provide the foundation for this entity. Working groups consisting of MELAC members and other stakeholders will take responsibility for implementing specific strategies. The City of Philadelphia will provide backbone support through CEO.

GOAL 1

All infants, toddlers and preschoolers have the opportunity to experience high quality, full-day/full-year early learning in formal and informal settings.

STRATEGIES 1–4

Although Pennsylvania has established early learning quality standards through Keystone STARS, fewer than one in four Philadelphia children had access to high-quality early learning opportunities in 2014. The economic and societal benefits of early learning programs make expanding opportunities make an urgent priority, especially for children with high needs.

1 QUALITY RATING AND IMPROVEMENT FOR PUBLICLY FUNDED PROGRAMS

Advocate at the state and local level to require all programs receiving federal, state and local investment to participate in Keystone STARS.

All child care and early learning programs in Philadelphia that receive public funds, whether federal, state or local, would be required to participate in Keystone STARS. Programs receiving child care subsidy and federal Head Start funds are not currently required to participate. Changing this will increase the transparency of the early learning system for parents and caregivers, providing consistent information about quality levels across multiple programs including subsidized child care, Head Start, and Pre-K Counts.

▶ Boston and Seattle work closely with child care providers to help them enroll and advance within their State's quality rating and improvement systems, providing coaching and mentoring as well as economic supports.

For some early learning programs, the initial application to Keystone STARS is a deterrent to participation. Streamlining the application and requiring all programs to participate in Keystone STARS would place them on a trajectory to improve quality from the start.

2 ONE-STOP ELIGIBILITY AND ENROLLMENT

Create a one-stop system to streamline enrollment in high-quality programs.

Enrollment for all publicly funded high-quality early learning programs would be streamlined through a single system that also determines for which programs families are eligible and provides real-time information about enrollment availability across multiple funding sources.

This would replace the current system in which parents apply at different locations based on the funding source, requiring them to submit the same information more than once to determine whether children are eligible for programs through the SDP, Child Care Information Services (CCIS), or other Head Start and Pre-K Counts programs.

Under the new system, parents would submit one universal application and local agencies would work together to determine eligibility. Once children are deemed eligible, parents would be able to enroll them at any qualified provider with space available, as they do now. For children enrolled in pre-K programs during the traditional school day and school year, this system would also improve access to full-time, year-round care. Once it is established, further consideration should be given to developing uniform eligibility standards for all publicly funded programs in the city.

▶ The San Francisco Child Care Connection (SF3C) is a web-based system that gives access to families seeking subsidized child care through a single application. The SF3C includes participating infant-toddler, preschool, and after-school programs and serves families with children from birth to age 13. Families can enroll online or at a local child care program.

> *"I think we have to make sure that children get the education that they need… when I started to bring him for early childhood education, I saw that he was learning faster."*

3 SUPPORTS TO ADDRESS UNDERSERVED POPULATIONS

Ensure that early learning programs have adequate supports to address the diverse language and cultural needs of Philadelphia residents, with particular attention to the needs of underserved populations such as immigrant, refugee, dual-language learners, and homeless children and their parents/caregivers.

Dual-language learners (DLLs) and homeless children experience greater challenges to accessing high-quality early learning programs than other children. The city requires a proactive outreach strategy to ensure equitable access for them.

DLLs are children who are in the process of developing two languages, typically their home language and English. At least 7 percent of kindergarten students in the SDP are DLLs, while roughly a quarter of all school-age children have at least one parent who was born in another country.

While the vast majority of children are citizens, their parents often face a complex web of challenges when enrolling children in publicly funded early learning programs. These families experience language barriers and unfamiliar cultural norms. Some encounter programs that aren't equipped to help children learn English while preserving ties to their families' languages and cultures of origin. Programs need support to work with trusted community messengers, ensure the availability of staff who can welcome and communicate effectively with DLL families, and hire culturally competent and supportive early childhood practitioners.

Supporting partnerships between immigrant-serving community organizations and early learning programs, and documenting and disseminating effective outreach practices, are important first steps.

There are more than 2,500 homeless children in Philadelphia below the age of five.[3] Their families also face a distinct set of challenges enrolling and sustaining participation in early learning programs due to frequent changes of address, as well as lack of transportation and needed documents. These issues can be compounded when early childhood professionals lack sufficient understanding of homelessness and referral pathways for homeless children. Additional enrollment activities at homeless shelters and the development of strong relationships between shelter staff and early learning providers will facilitate greater participation among these vulnerable children.

4 LEARNING COLLABORATIVE

Develop a learning collaborative of City and community outreach and service organizations to deepen knowledge of early child development, early learning, and best practices in family engagement.

The learning collaborative will bring together a wide array of individuals from health and human service agencies, libraries, museums, and other public and private institutions to deepen understanding of early childhood development,

early learning resources and referral strategies, and best practices in family engagement. This strategy reflects the desire for a more integrated approach among professionals who work with young children and families.

It will maximize the efficiency of existing professionals, many of whom already have relationships with families and are in a strong position to make referrals for additional services.

GOAL 2.

Philadelphia has an ample supply of high-quality public, private, and non-profit providers with supports for entering, sustaining, and growing the number of high-quality opportunities.

STRATEGIES 5–7

According to a 2014 study of the supply and demand for child care in Philadelphia, there is a substantial shortage of high-quality early learning programs.[4] Only 21 percent of Philadelphia's licensed child care programs are identified as high quality, with relatively few located in neighborhoods where there is a high density of poverty.

Challenges to increasing the supply of high-quality programs derive from the nature of the market. Providers can charge only what the private market can bear. Public payments for services do not provide sufficient funding to cover the added cost of delivering quality services. On average this leaves local Keystone STAR 3 and STAR 4 centers with a revenue gap of roughly $3,000 per child, which they struggle to fill.[5]

In neighborhoods where there is a big gap between the supply of high-quality care and the demand for it, there is a need for focused planning and development that fosters the improvement and expansion of quality programs.

5 ALIGN CITY GOVERNMENT FUNCTIONS

Coordinate and elevate City government functions related to children from birth to age five.

This strategy recognizes that City government can make low-cost, high-impact policy and procedural changes by incorporating early learning into community economic development planning and implementation; coordinating regulatory oversight and technical assistance for early learning providers seeking to increase the supply of high-quality early learning programs; and coordinating services for children from birth to age five, including access to Early Intervention.

▶ Santa Monica has helped increase the child care supply by eliminating unnecessary regulatory barriers for providers who are looking to build or renovate facilities. Child care program staff in City Hall often act as navigators for providers who are interacting with the planning office.

6 ALIGN AND EXPAND FUNDING TO IMPROVE THE QUALITY OF EARLY LEARNING AND DEVELOPMENT FACILITIES

Develop a funding strategy that aligns current initiatives to improve the quality of early learning facilities and expands existing high-quality facilities in every neighborhood.

One of the barriers to expanding high-quality early learning opportunities is financial. Fees do not cover the full cost of high-quality programming, and finding resources for capital improvement is often far beyond the means of early learning providers. Currently, there are two funds available to increase the number of high-quality local facilities. A City-funded initiative provides $500,000 annually for capital improvement and deferred maintenance to help eligible child care providers maintain or improve their Keystone STARS ratings.

The Fund for Quality, a private effort, provides assistance with business planning and facilities financing for high-quality STARS providers that want to expand to reach more low-income families. Aligning and growing these funds will provide a clear pathway for providers who can meet the local need for high-quality services. Beyond aligning these two funds, this strategy provides an opportunity to leverage additional public and private investment for systemic change.

Fig. 5 HIGH QUALITY EARLY LEARNING PROVIDERS
IN PHILADELPHIA BY TYPE: 2014

◆ HEAD START

● KEYSTONE STARS 3-4 CHILD CARE PROGRAMS
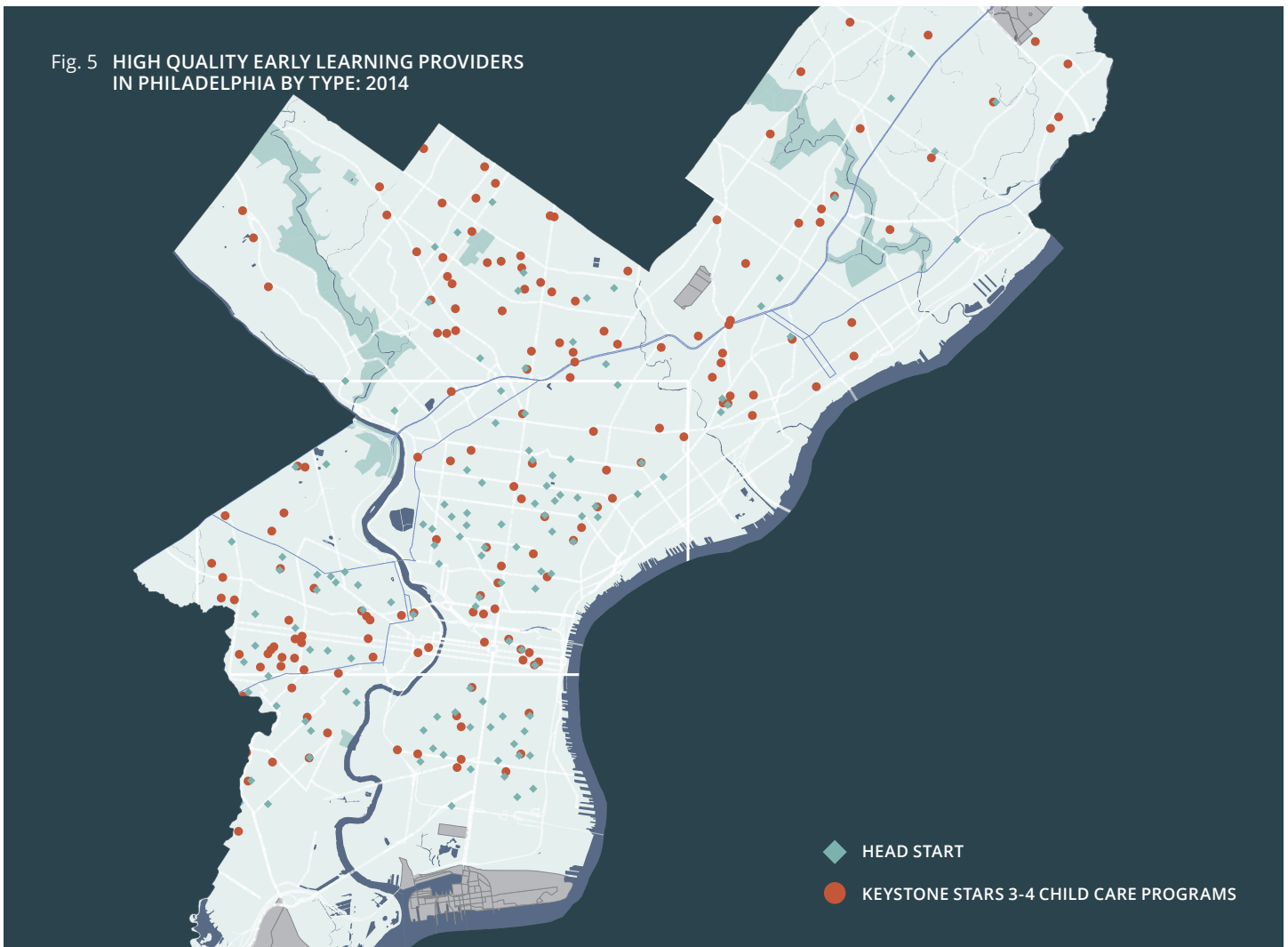
SOURCE: TRF www.childcaremap.org

7 DEVELOP A *CLOSE THE GAP* INVESTMENT INITIATIVE TO INCREASE THE NUMBER OF HIGH-QUALITY EARLY LEARNING PROGRAMS

Establish a local fund to sustain and increase the number of high-quality early learning slots by closing the gap between the cost of providing high-quality services—including improving workforce compensation—and resources available.

Stable funding as well as an increase in the total amount of funding is needed. The revenue gap experienced by high-quality providers is a deterrent to increasing the availability of high-quality services, especially in the city's lowest income neighborhoods. This gap becomes greater when the need for additional teacher compensation is addressed, as called for in Strategy 8.

In addition to advocating at the state and federal level for funding that reflects the cost of delivering high-

quality programs, additional local funds should be dedicated to closing this gap. This strategy addresses the costs of curricula, assessments, materials and supplies, furniture, and other items related to implementing quality programs, including the cost of increased staff compensation and benefits. The *Close the Gap* initiative must be flexible enough to support providers in addressing multiple barriers to achieving and sustaining the highest levels of quality.

▶ Santa Monica, Seattle, and San Francisco have specific early learning tax levies or special revenue streams.

▶ Boston and New York have dedicated resources from general funds to early learning programs and infrastructure supports.

GOAL 3.

Philadelphia has a sufficient, stable, and diverse high-quality early learning workforce with access to professional development supports and adequate compensation.

STRATEGIES 8–10

The cornerstone of high-quality early learning programs is teachers and caregivers who provide consistent, stable relationships to support children's cognitive, social-emotional, language, cultural, and physical development. Yet teachers of young children in Philadelphia are paid far less than teachers of older children. The average salary of a community-based early learning teacher ranges from $21,000 to $29,000, roughly half the $57,000 average salary of an elementary school teacher.

8 RECOMMENDED SALARY SCALE

Develop a recommended salary scale and implementation strategy commensurate with Pennsylvania's educational requirements for the early childhood workforce. Use this salary scale as a guide for the workforce component of the *Close the Gap* initiative.

Communities across the country are working to increase compensation for early learning professionals. As noted earlier, most early learning programs cannot, on their own, provide adequate compensation to retain experienced, competent staff. Low compensation results in high staff turnover and an exodus of trained and experienced teachers from the field.

Over 25 years ago, a national study showed the low levels of compensation for workers in the early childhood field.[6] A recent follow-up study concluded that wages have not increased in keeping with the increased costs of early learning programs.[7]

Addressing this issue requires the best thinking of a broad group of stakeholders. Initial efforts will include joint planning and greater collaboration with the Commonwealth to strengthen its current efforts, as well as developing a local model to ensure that more early learning programs in Philadelphia can provide salaries and benefits consistent with educational requirements and comparable to teachers of older children.

▶ Boston focuses on four key quality initiatives with pre-K providers: professional development, coaching and mentoring, wages and compensation, and implementing a high-quality curriculum. The wage and compensation initiative is aligned with the school district's compensation plan and is commensurate with credentials and experience. The goal is to build the supply of high-quality early learning programs and increase the number of high-quality, community-based pre-K providers.

▶ C-WAGES is San Francisco's approach to increasing compensation for early learning educators. This program supplements the wages of and contributes to health and retirement benefits for early childhood teaching staff in center- and home-based programs where at least 25 percent of enrolled children are in families living below 75 percent of the state median income. This effort is funded with local public dollars. Programs benefiting from C-WAGES must ensure a base wage for staff, differentiated by job and education level, and participate in quality rating and improvement activities.

Table 4.
WAGES FOR PHILADELPHIA METRO AREA EARLY LEARNING WORKFORCE

Center type	Mean hourly wage	Median hourly wage	Annual mean wages
Child care worker	$9.62	$10.16	$21,120
Preschool teachers*	$12.33	$13.79	$28,670
Kindergarten teachers*	–	–	$56,960
Elementary school teachers*	–	–	$63,320

SOURCE: Bureau of Labor Statistics, Occupational Employment Statistics, May 2013, Philadelphia Metro Area.
*Excludes special education teachers.

9 SUPPORTS FOR EARLY CHILDHOOD DEGREES

Improve access to tuition support and career advising for early childhood degrees, including targeted strategies to ensure linguistic and cultural diversity in the city's early childhood education workforce.

One of the most effective ways to increase the quality of early learning programs is for early educators to get degrees and credentials. They are deterred by a lack of information about higher education requirements, tuition cost, and time constraints.

State tuition assistance is available to low-income early childhood teachers, although many encounter bureaucratic obstacles along the way. This strategy will improve access to state tuition vouchers through advocacy and intensive career advising for members of the early childhood workforce.

It includes a focused effort to recruit and train teachers and staff who will provide bilingual and culturally competent early childhood education to meet the needs of children from Philadelphia's diverse communities.

10 CONSORTIUM TO ADDRESS PROFESSIONAL DEVELOPMENT NEEDS

Establish a consortium with joint leadership from higher education and early learning professional development organizations to identify and address gaps in the professional development continuum.

Philadelphia has some of the best higher education institutions in the country and a strong community base for early learning professional development. This consortium will help ensure that professional development offered to the early learning workforce is designed to meet the city's current and anticipated needs by involving key decision makers from all of the city's relevant higher education and professional development entities.

The goal will be to ensure that the city has a sufficient number of well-trained teachers and staff as it expands the number of children served in high-quality settings.

The consortium will identify gaps in the local professional development system and work to ensure access to training for teachers with a wide range of professional development needs. It will establish measurable goals and annual benchmarks to evaluate its work.

GOAL 4.

Children and families are continuously supported by birth to age five and K–3 systems and services.

STRATEGIES 11–12

Children's skills and competencies shift gradually from birth to age eight. Children develop best when everything they learn reinforces what they have already learned and prepares them for what comes next. This requires close alignment between the birth to age five and K–3 systems. While administrative alignment is crucial, it must also reach students at the school and classroom levels.

11 JOINT DELIVERY OF BIRTH-TO-GRADE 3 PROFESSIONAL DEVELOPMENT

Develop and implement a plan for mutually aligned professional development across current birth to age five and K–3 systems.

Communities and school systems across the country are approaching early learning as part of a larger effort to improve the quality and coherence of children's learning opportunities. There is a need for instructional continuity to ensure that the gains a child makes in one year are sustained and expanded in the next.

Establishing continuous and well-aligned curriculum standards and instructional practices from preschool through third grade is imperative for improving student achievement and setting children on a path to success.

▶ Each of the cities reviewed has an overarching goal of integrated programming for young children, from birth to age eight. Cities with independent school districts maintain formal agreements, and cities and school districts have established specific staff positions to sustain successful working relationships across the two systems.

While state and federal policies are becoming more closely aligned, changing practice depends on bringing teachers and administrators together at the local level for combined training, coaching, and planning across the pre-K to third grade continuum.
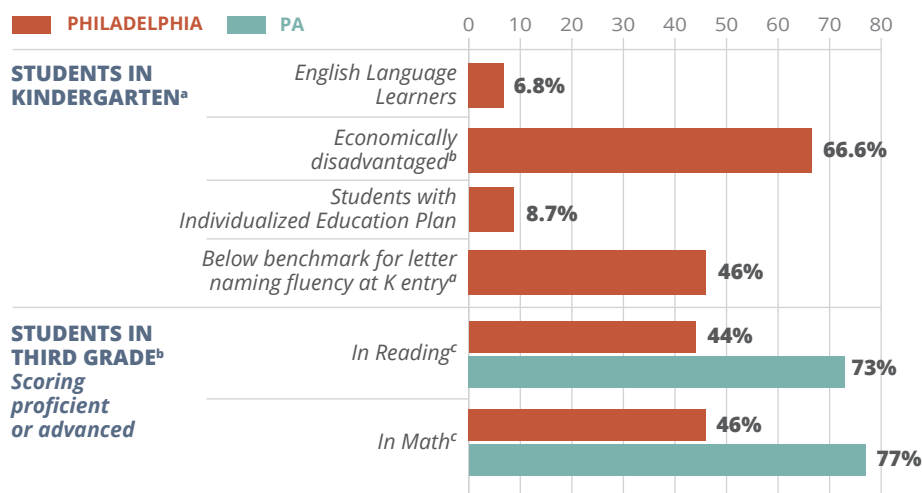
Table 2.

CHARACTERISTICS FOR STUDENTS IN PHILADELPHIA AND PENNSYLVANIA

SOURCE: SDP and Pennsylvania Department of Education.

a Based on fall 2014 assessments performed using the DIBELS 6th edition.
b Based on free/reduced price lunch eligibility.
c Based on spring 2013 PSSA achievement test.

	PHILADELPHIA	PA
STUDENTS IN KINDERGARTEN[a]	*English Language Learners*	6.8%
	Economically disadvantaged[b]	66.6%
	Students with Individualized Education Plan	8.7%
	Below benchmark for letter naming fluency at K entry[a]	46%
STUDENTS IN THIRD GRADE[b] *Scoring proficient or advanced*	*In Reading[c]*	44% / 73%
	In Math[c]	46% / 77%

12 KINDERGARTEN TRANSITION NETWORKS

Work with the SDP to create linguistically and culturally appropriate school readiness and transition networks beginning in selected neighborhoods. These should actively engage families, children, early childhood providers, and community outreach and service organizations.

Kindergarten is the point of entry into the K–12 system; effective kindergarten transition sets the stage for future success. Schools often establish procedures that neglect the role of families, caregivers, and early childhood teachers in helping children make effective transitions to kindergarten. Early learning and elementary school teachers must work together to inform parents how to prepare their children for school, enroll them in kindergarten, and ensure the continuity of behavioral health, special education, and other services. Throughout the transition period, children must be supported by curricula, instruction, and assessment that are closely aligned from birth to grade 3.

Transition practices vary depending on the city, but a common theme nationally is ensuring engagement at the neighborhood level. This strategy focuses on developing neighborhood-based transition networks that help foster parent engagement, contributing to greater success in school attendance, more positive behavior, and success in the early grades. These networks will be supported through the exchange of best practices and effective district-level transition policies and practices.

▶ **Ready for K!, a collaboration with the Providence Community Library and Providence Schools, is a free, 12-session weekly program for parents offered in English and Spanish during the day at branches of the Providence Community Library. Storytelling, reading, story acting, science projects, and other parent-child activities are provided. Participants can borrow literacy kits that include high-quality children's books and related games to continue the learning at home.**

"Keystone STARS is wonderful; it has challenged and stretched me."

GOAL 5.

Philadelphia has the required infrastructure and funding to support a high-quality, robust early learning system.

Philadelphia's early learning services are provided by public, private, and nonprofit organizations. The city has over 3,000 licensed child care providers; multiple early childhood funders; several local, state and federal agencies; advocacy groups; and technical assistance and professional development providers. The decentralized nature of this system makes it difficult to effect large-scale change. The City of Philadelphia has an important coordinating role, but it cannot do this alone. Goal 5 outlines a structure to provide oversight and mutual accountability in this early learning environment.

13 PUBLIC-PRIVATE ENTITY

Establish a public-private entity with support provided by CEO to coordinate the implementation of *A Running Start Philadelphia.*

The success of any local early learning initiative requires a formal structure for implementation. The role of this public-private entity will include development, coordination, and oversight of working groups attached to each goal and strategy; development of a shared early learning policy and advocacy agenda; engagement of key stakeholders, including families, community groups, philanthropic organizations, and business leaders; continuous measurement and revision; communication about the key benchmarks and progress indicators; and ensuring independent evaluation of the plan.

The public-private entity can evolve from MELAC, which presently includes members from the public, private, and nonprofit sectors, and would adopt a more formalized governance structure. The entity would eventually become an independent structure.

- ▶ Seattle Early Education Collaborative (SEEC) partners work together to increase the number of school-ready children in Seattle by improving access to high-quality early learning and preschool programs, starting with the publicly funded programs that serve low-income children. SEEC partners leverage funds and improve outcomes through joint professional development, assessment, data collection, and kindergarten transition services.

- ▶ Boston's Thrive in 5 focuses on increasing the quality of early education and care across all settings in Boston's mixed (public and private) delivery system.

"Many good efforts are going on but they are fragmented. We need an organization to coordinate across the nonprofit, government, and for-profit worlds, help allocate the opportunities, and maximize the quality of what we're doing."

14 DATA SYSTEMS AND REPORTING

Work with relevant state and federal agencies to ensure existing data systems meet local needs for accurate, timely information to support planning, decision making, and periodic reporting to communicate the progress of *A Running Start Philadelphia* and leverage funding to support sustained implementation.

Successful initiatives must have reliable data to align resources with what is shown to work.

Existing data systems at the state and local levels have the potential to represent strong measurement points for the plan's progress and success.

However, not all potential data sources are easily accessed. Coordination and advocacy are required to ensure that these data sources are made available and brought together in one place.

15 COMMISSION ON UNIVERSAL PRE-K

Create a commission to develop an implementation and funding plan to provide universal pre-K for three- and four-year-olds.

▶ In San Francisco and Boston, a local oversight committee of providers, philanthropists, business leaders and other stakeholders participate in the design, policy development and implementation of the pre-K system.

Establish an independent commission that will study how to fund and implement universal pre-K for three- and four-year-olds and make recommendations to Philadelphia's next mayor and City Council. Cities are implementing universal pre-K programs as an important tool to increase access to high-quality early learning and finding this to be an important way to complement federal and state early learning resources.

16 EARLY CHILDHOOD FUNDERS COLLABORATIVE

Establish a local early childhood funders collaborative to develop an action plan to support *A Running Start Philadelphia*.

Throughout the country, local philanthropic groups are forming with the intent of ensuring funding for early childhood initiatives. No single group has the capacity to transform the early childhood landscape. But the existence of a funders collaborative maximizes investment impact.

A collaborative provides an opportunity for foundations and corporate funders to learn from one another and develop new approaches to supporting early learning systems and services. The national early childhood funders collaborative will be a supportive partner and advisor in the development of the Philadelphia early childhood funders collaborative.

▶ In San Francisco, the Bay Area Funders Group is focused on improving grantmaking effectiveness in the early childhood field. Membership in ECF is voluntary. Members meet three to four times a year to broaden their knowledge of the early childhood field, share information, engage in dialogue, and participate in joint funding initiatives to improve the lives of young children and their families.

FIRST YEAR ACTION STEPS

GOAL 1.	All infants, toddlers and preschoolers have the opportunity to experience high quality, full-day/full-year early learning in formal and informal settings	
STRATEGIES	**FIRST YEAR ACTION STEPS**	**PARTNER EXPERTISE**
Quality rating and improvement for publicly funded programs. Advocate at the state and local levels to require all programs receiving federal, state, and local investment to participate in Keystone STARS.	Plan and coordinate state-level advocacy, and identify local opportunities.	Policy, advocacy, professional development, technical assistance
One-stop eligibility and enrollment. Create a one-stop system to determine family eligibility and streamline enrollment for high-quality programs.	Establish consensus with agency leaders on programs to be included, and review procedures to determine where alignment already exists and areas for improvement.	Policy, government
Supports to address underserved populations. Ensure that early learning programs have adequate supports to address the diverse language and cultural needs of Philadelphia residents, with particular attention to the needs of underserved populations such as immigrant, refugee, dual-language learners, and homeless children and their parents/caregivers.	Review existing supports, assess the needs of parents and professionals who work with each population, and develop recommendations for improvement.	Quality improvement, philanthropy, parent advocacy
Learning collaborative. Develop a learning collaborative of City and community outreach and service organizations to deepen knowledge of early child development, early learning, and best practices in family engagement.	Develop a vision, mission, and initial activities for collaborative, and launch programs.	Professional development, child development

GOAL 2.	Philadelphia has an ample supply of high quality public, private, and non-profit providers with supports for entering, sustaining and growing the number of high quality opportunities	
Align city government functions. Coordinate and elevate city government functions related to children from birth to age five.	Assess local regulatory, planning, public health, and human service systems. Make recommendations to increase supply of high-quality early learning programs and coordination among City human service agencies.	Government, early childhood providers and human services, economic development
Align and expand funding to improve the quality of early learning facilities. Develop a funding strategy that aligns current initiatives to improve the quality of early learning facilities and expands existing high-quality facilities in every neighborhood.	Review current policies and resources available, and develop plan to align and increase investment to fill gaps.	Advocacy, communications, government, business, philanthropy
Develop a *Close the Gap* investment initiative to increase the number of high-quality early learning programs. Establish a local fund to sustain and increase the number of high-quality early learning slots by closing the gap between the cost of providing high-quality services—including improving workforce compensation—and resources available.	Determine the cost model and advocacy and communications strategies.	Advocacy, communications, business, government, early childhood providers

FIRST YEAR ACTION STEPS

GOAL 3. Philadelphia has a sufficient, stable, diverse, high quality early learning workforce with access to professional development supports and adequate compensation		
STRATEGIES	**FIRST YEAR ACTION STEPS**	**PARTNER EXPERTISE**
Recommended salary scale. Develop a recommended salary scale and implementation strategy commensurate with Pennsylvania's educational requirements for the early childhood workforce.	Obtain data on existing salary scales, current and future workforce needs, cost of living and salary scales in comparable professions.	Human resources, finance, professional development, early learning providers, advocacy, government
Supports for early childhood degrees. Improve access to tuition support and career advising for early childhood degrees, including targeted strategies to ensure linguistic and cultural diversity in the city's early childhood education workforce.	Identify the current resources and supports available. Survey the early learning workforce regarding perceptions of access to resources and supports.	Research, professional development, college access, policy, communications
Consortium to address professional development needs. Establish a consortium with joint leadership from higher education and early learning professional development organizations to identify and address gaps in the professional development continuum.	Assess the current professional development landscape and prioritize key areas for improvement. Concurrently plan the consortium and identify key leaders.	Higher education, professional development, workforce development, K-12 education leaders
GOAL 4. Children and families are continuously supported by birth to age five and K–3 systems and services		
Joint delivery of birth-to-third-grade professional development. Develop and implement a plan for mutually aligned professional development across current birth to age five and K–3 systems.	Identify current opportunities for shared professional development, solicit input from early childhood and K–3 teachers, identify priorities, and implement initial offerings.	Early childhood and K-3 education leaders, professional development organizations
Kindergarten transition networks. Work with the SDP to create linguistically and culturally appropriate school readiness and transition networks beginning in selected neighborhoods. These should actively engage families, children, early childhood providers, and community outreach and service organizations.	Identify priority neighborhoods for the first year and strategies to support them. Implement in a limited number of neighborhoods.	Professional development, parent and community organizations, schools, communications

GOAL 5.	Philadelphia has the required infrastructure and funding to support a high quality, robust early learning system

STRATEGIES	FIRST YEAR ACTION STEPS	PARTNER EXPERTISE
Public-private entity. Establish a public-private entity with support provided by CEO to coordinate the implementation of *A Running Start.*	Develop operational plan for working groups and committees, and formalize governance structure.	Government, K-12 education, business, philanthropy, parents, early childhood providers
Data systems and reporting. Work with relevant state and federal agencies to ensure existing data systems meet local needs for timely information to support planning, decision making, and regular progress reporting.	Establish outcome measures based on available data. Clarify future data needs and data sharing agreements.	Intergovernmental relations, data analysis, communications
Commission for universal pre-K. Create a commission to develop an implementation and funding plan to provide universal pre-K for three- and four-year-olds.	Identify members, conduct research, present to mayor and City Council, and develop an advocacy strategy.	Policy, government, education, early childhood, business
Early childhood funders collaborative. Establish a local early childhood funders collaborative to develop an action plan to support *A Running Start.*		Philanthropy

RELATIONSHIP BETWEEN PLAN GOALS AND STRATEGIES

	Access to Quality	Supply	Workforce	Alignment	Infrastructure and Funding
1. QUALITY ACCESS					
S1 Keystone STARS for publicly funded programs	●	●			●
S2 One-stop eligibility and streamline enrollment	●				●
S3 Supports to address underserved populations	●		●		
S4 Learning collaborative	●		●		●
2. QUALITY SUPPLY					
S5 Align City government functions	●	●		●	●
S6 Align/expand funding to improve quality of early learning facilities	●	●			●
S7 Develop a *Close the Gap* initiative to increase number of high-quality programs	●	●	●		●
3. QUALITY WORKFORCE					
S8 Recommended salary scale		●	●	●	
S9 Supports for early childhood degrees		●	●	●	●
S10 Consortium to address professional development needs		●	●	●	
4. BIRTH TO AGE FIVE AND K–3 SYSTEM ALIGNMENT					
S11 Joint delivery of birth-to-grade-three professional development	●	●	●	●	
S12 Kindergarten transition networks	●	●		●	
5. INFRASTRUCTURE AND FUNDING FOR QUALITY					
S13 Public-private entity	●	●	●	●	●
S14 Data systems and reporting	●	●	●	●	●
S15 Commission on universal pre-K	●	●	●	●	●
S16 Early childhood funders collaborative	●	●	●	●	●

METRICS

GOAL 1.

All infants, toddlers, and preschoolers have the opportunity to experience high-quality, full-day/full-year early learning in formal and informal settings

- ▶ Number of all high-quality early childhood slots for children from birth to age five
- ▶ Share of children from birth to age five who participate in all high-quality early learning programs
- ▶ Share of children from birth to age five who receive timely and appropriate Early Intervention services after referral
- ▶ Existence of pilot effort to streamline eligibility determination and access to publicly funded high-quality early learning opportunities
- ▶ Number of entering kindergarten students who are kindergarten-ready
- ▶ Number of children from birth to age five receiving Early Intervention who place out of Special Education by grade 3

GOAL 2.

Philadelphia has an ample supply of high-quality public, private, and nonprofit providers with supports for entering, sustaining, and growing the number of high-quality opportunities

- ▶ STARS participation rate—providers (number and share of providers in Keystone STARS)
- ▶ STARS quality rate—providers (number and share of providers with top Keystone STARS ratings)
- ▶ Neighborhood supply shortages (estimated supply gaps by neighborhood)
- ▶ Change in amount of public investment in high-quality early learning

GOAL 3.

Philadelphia has a sufficient, stable, and diverse high-quality early learning workforce with access to professional development supports and adequate compensation

- ▶ Early learning workforce development plan that responds to local needs
- ▶ Share of early learning teachers and staff with required credentials to teach in high-quality early learning programs
- ▶ Language diversity (number and share of teachers with credentials to teach DLLs in high-quality early learning settings)
- ▶ Salary scale (recommended salary scale is published and implementation strategy developed)

GOAL 4.

Children and families are continuously supported by birth to age five and K–3 systems and services

- ▶ Number of early childhood and K–3 teachers who participate in joint training and coaching opportunities
- ▶ On-time kindergarten enrollment (number and share of on-time enrollments, including DLLs and children with Individualized Education Plans
- ▶ Parent participation and satisfaction (percentage of parents who participate in transition activities and judge their child's transition to kindergarten as satisfactory or better)

GOAL 5.

Philadelphia has the required infrastructure and funding to support a high-quality, robust early learning system

- ▶ Citywide public-private entity (established and active)
- ▶ Data systems (required data systems are in place and accessed)
- ▶ Short-term private funding to build capacity and sustainable public funding to support implementation of Goals 1–4 including universal pre-K
- ▶ Early childhood funders collaborative (established and active)

NEXT STEPS

Parents and Caregivers	Child Care, Head Start and Pre-K Providers	Other Child-Serving Professionals	Business
▶ Read to your child every day.	▶ Participate in Keystone STARS and develop a plan to achieve high quality.	▶ Participate in the citywide early learning collaborative.	▶ Establish a high-quality early learning program for children of your employees or share information with employees about early learning options available to them.
▶ Learn what makes a high-quality early learning environment for your child.	▶ Partner with parents to support the children in your care.	▶ Talk to parents about the importance of high-quality early learning and partner with them to support their children outside of school.	
▶ Enroll your child in a high-quality early learning program and partner with teachers to reinforce school readiness during your child's first five years.	▶ Contact elementary schools in your area to learn about their kindergarten transition plans and share information with them about the needs of families you serve.	▶ Provide developmental screening and follow-up.	▶ Support the construction of high-quality early learning facilities in high-need neighborhoods.
▶ Learn about developmental milestones and observe your child's progress. If you have any concerns, talk to your child's health care provider or teacher.	▶ Advocate for greater public investment in high-quality early learning programs at the local, state, and federal levels.	▶ Advocate for greater public investment in high-quality early learning programs at the local, state, and federal levels.	▶ Take an active role in community-based kindergarten transition networks located near your business.
▶ Advocate for greater public investment in high-quality early learning programs at the local, state, and federal levels.			▶ Advocate for greater public investment in high-quality early learning programs at the local, state, and federal levels.

GLOSSARY OF TERMS

Child Care Information Services (CCIS)
Local organizations that determine eligibility for Child Care Works (subsidy for low-income working families) and provide families with information about quality early learning services; funded through a state-federal partnership.

Dual-Language Learners (DLL)
Children who acquire two or more languages simultaneously, learning a second language while continuing to develop their first language. The term dual-language learners encompasses other frequently used terms, such as Limited English Proficient (LEP), bilingual, and English-language learners (ELL).

Early Intervention
Services for children with developmental delays and disabilities from birth through age five. Early Intervention for children from birth to age three is administered through the City of Philadelphia and for children ages three to five through Elwyn, a private nonprofit agency.

Early Learning Programs
Child care, Early Head Start, Head Start, home visiting, Keystone STARS, Nurse Family Partnership, Pre-K Counts, and preschool, among others. This term encompasses other terms such as early care and education, early childhood education and early education.

Federal Poverty Level (FPL)/ Federal Poverty Guidelines (FPG)
Federal calculation of household poverty taking into account family needs for food, clothing, transportation, shelter, and other necessities. They are updated each year by the Census Bureau. The poverty guidelines are a simplified version of the federal poverty thresholds used for administrative purposes. This plan references both FPL (thresholds) and FPG (guidelines).

Individual Education Plan (IEP)/ Individual Family Service Plan (IFSP)
Written plan that outlines the goals and services for a child in Early Intervention. IEPs are for children ages three to five and IFSPs are for children ages birth to three.

Keystone STARS
Pennsylvania's quality rating and improvement system for early learning programs. The acronym stands for standards, training/professional development, assistance, resources, and support.

Mayor's Early Learning Advisory Council (MELAC)
Advisory body to the Mayor of Philadelphia, composed of public, private, and nonprofit partners.

Mayor's Office of Community Empowerment and Opportunity (CEO)
City agency working to combat poverty; one of its goals is to ensure that children enter school ready to learn. CEO is Philadelphia's Community Action Agency.

Office of Child Development and Early Learning (OCDEL)
State agency providing policy and funding for early learning programs.

Professional Development
Structured learning opportunities for the early childhood workforce including pre-service preparation, continuing education, and acquisition of degrees and credentials in early childhood education.

Quality Rating and Improvement System
A method to assess and improve the quality of early learning that provides standards, supports and financing, and a public rating of program quality. Keystone STARS is Pennsylvania's quality rating and improvement system. OCDEL also accepts some forms of accreditation as equivalent to the highest level of Keystone STARS (for example, from the National Association for the Education of Young Children). When referred to in this document, Keystone STARS includes all forms of accreditation accepted as equivalent by OCDEL.

School District of Philadelphia (SDP)
The local education agency in Philadelphia.

References

1 See, for example, H. Yoshikawa and others, *Investing in Our Future: The Evidence Base on Preschool Education,* 2013; *Harvard Center on the Developing Child, The Foundations of Lifelong Health are Built in Early Childhood,* 2010; L. Karoly and others, *Early Childhood Interventions: Proven Results, Future Promise,* 2005; J. Shonkoff and D. Phillips, eds., *From Neurons to Neighborhoods: The Science of Early Childhood Development,* 2000.

2 Lake Research Partners and Bellwether Research & Consulting. Survey conducted for the Economy League of Greater Philadelphia, September 2014.

3 Office of Supportive Housing, October 1, 2012–September 30, 2013. This includes children who used the city's emergency shelter system and those who were in transitional housing for the homeless.

4 The Reinvestment Fund, *Estimating the Supply and Demand for Child Care in Philadelphia,* 2014. This percentage includes community-based child care programs designated Keystone STAR 3 or higher, Pre-K Counts and Head Start.

5 Nonprofit Finance Fund, *Overcoming Barriers to Expanding High-Quality Early Care & Education in Southeastern Pennsylvania,* Kristine Alvarez, Alex Epps, and Sonia Montoya, April 2015. This study is based on existing salary scales; if salaries were commensurate with education and experience, the gap would be larger.

6 M. Whitebook and others, *Who Cares? Child Care Teachers and the Quality of Care in America. Final Report National Child Care Staffing Study,* 1990.

7 M. Whitebook and others, *Worthy Work, Still Unlivable Wage: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study,* 2014.

Philadelphia's comprehensive anti-poverty strategy, Shared Prosperity Philadelphia, brings together governmental, private, and philanthropic agencies already working to reduce poverty across the city to better coordinate and expand efforts and improve progress-tracking methods.

In announcing the plan in 2013, Mayor Nutter said: "Shared Prosperity Philadelphia is a critical first step in creating a new, holistic approach to understanding, confronting, and reducing the effects of poverty and creating a more thriving, prosperous Philadelphia for every citizen."

To read the full Shared Prosperity Philadelphia report, visit www.sharedprosperityphila.org.

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MAYOR'S EARLY LEARNING ADVISORY COUNCIL

The Mayor's Early Learning Advisory Council includes representatives of these organizations:

AmeriHealth Caritas Family of Companies

Brightside Academy

Child Care Information Services–Northeast Philadelphia

Children's Hospital of Philadelphia

Children's Literacy initiative

Childspace West

Congreso

Delaware Valley Association for the Education of Young Children

Drexel University

Economy League of Philadelphia

Elwyn

Free Library of Philadelphia

Mayor's Office of Community Empowerment and Opportunity

Montgomery Early Learning Centers

Pennsylvania Early Learning Investment Commission

Pennsylvania Office of Child Development and Early Learning

City of Philadelphia Adult Probation and Parole

City of Philadelphia Department of Behavioral Health and Intellectual Disabilities

City of Philadelphia Department of Commerce

City of Philadelphia Department of Human Services

City of Philadelphia Department of Licenses and Inspections

City of Philadelphia Department of Parks and Recreation

City of Philadelphia Department of Public Health

City of Philadelphia Office of the District Attorney

Public Citizens for Children and Youth

School District of Philadelphia

Southeast Regional Key

Stoneleigh Foundation

Temple University

United Way of Greater Philadelphia and Southern New Jersey

William Penn Foundation

Woodland Academy

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References for information contained in this report are available at our website, sharedprosperityphila.org.