# City of Toledo Pre-K and School Readiness Planning Project

## *Phase 1 & 2 Final Report – Executive Summary*

**Presented to the City of Toledo Pre-K Principals Group**

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# Acknowledgments

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## Executive Summary

In the Fall of 2018, Toledo Mayor Wade Kapszukiewicz convened a group of key stakeholders to provide leadership and support for a Pre-kindergarten (Pre-K) planning effort for the City of Toledo. This "Principals" group included executive leaders from the City of Toledo, ProMedica, the Toledo Community Foundation, Toledo Public Schools, the United Way of Greater Toledo and Washington Local School District. A "Tactical Committee" comprised of direct representatives of the Principals served as the project's steering group. This group hired an expert consultant team funded by the philanthropic community to guide and manage the first planning phase and to ensure a data-driven decision-making process with appropriate stakeholder input.

This report presents the results of this process. The three main components of this exploration and planning phase included 1) identifying universal Pre-K initiative parameters, data analysis, stakeholder engagement, and review of Pre-K initiatives and research; 2) discussion of design parameters and creation of Pre-K scenarios using tuition credit cost models; and 3) analysis and updated modeling of Pre-K cost model scenarios, discussion of program parameters and challenges, and creation of this final report.

***The Importance of Quality Pre-K***

Research demonstrates that the early years (birth through age five) are among the most important phases for children's cognitive and social development. Preschool programs have been shown to improve outcomes for young children throughout their lives. Accordingly, Pre-K programs are among our most effective public investments: research shows an economic return of up to $8.90 per dollar invested in Pre-K programs.[1]

Half the nation's largest cities raise local funds dedicated to improving quality and/or access to Pre-K. All the major citywide Pre-K programs we examined during our research operate based on a public funding mechanism. Funding has chiefly been drawn from new sales taxes, city funds, school levies, or property taxes. While many programs serve exclusively 4-year olds, several also serve 3-year olds. Successful programs have a number of characteristics in common, including creating high quality settings to drive positive outcomes; ensuring access to high quality care; creating Pre-K to grade 3 alignment; engaging partners to ensure a successful mixed-delivery system; ensuring a system of continuous improvement; building in flexibility as

[1] Robert Lynch and Kavya Vaghul (2016). The fiscal, economic, and societal gains of a universal prekindergarten program in the United States, 2016-2050. Washington Center for Equitable Growth.

the program evolves; focusing on service coordination; and instituting effective outreach practices.

### *Access to Quality Pre-K in Toledo*

Toledo is home to about 4,000 4-year olds. Nearly 40% of these children live under the federal poverty level (FPL), which is only $25,100 for a family of 4, and 80% are in families under 200% of FPL. In 2018, only 18% of children across the city entered kindergarten "ready to learn" based on district Kindergarten readiness assessments.[2] Families with low incomes constantly struggle to afford the high cost of child care, particularly high quality care, which includes a strong component of early learning curriculum-led instruction.[3] While existing funding sources are an important part of the current early child care education (ECE) system[4], they are not sufficient to help all families access child care that goes beyond safe and affordable care to provide quality early education that prepares their children to succeed in kindergarten and beyond.

Significant support for child care in Toledo already exists, including publicly funded programs, philanthropies, and community organizations. Current funding totals about $27.5 million for 3- and 4-year olds, most of which derives from federal sources funneled through the state to local agencies. We estimate, however, the total cost to serve 3- and 4-year olds in high quality care would be $60 million.[5] Thus, less than half the total need is currently being met.

The city contains enough licensed center and family home child care slots – about 8,400 – to serve all 3- and 4- year olds. However, most of these slots are not high quality, which is defined as 3-, 4-, or 5-star ratings in the Ohio Step Up to Quality (SUTQ) system. We estimate that about 40% of these slots will be in high quality settings by September 2020, the projected launch date of the Toledo Pre-K program. This proportion is likely to grow over time, as the state's quality

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[2] At the beginning of each school year, children in public school kindergarten programs are assessed using Ohio's Kindergarten Readiness Assessment. This assessment includes ways for teachers to measure a child's readiness for engaging with kindergarten instruction while aligned to Ohio's Early Learning and Development Standards.

[3] "Child care" is defined in this report as formal, licensed care for children between the ages of birth to five offered between the hours of approximately 7:00 am to 6:00 pm, Monday through Friday, in family home or center based settings. Hours may be part-time to full time and should include educational based curriculum programming during the primary hours of the day. "High quality" child care is defined in this report to encompass ingredients of formal evidence-based curriculum for six hours a day, more highly qualified teachers, lower teacher and group size ratios, and other higher standards of care as supported by research.

[4] "Early child care education system" refers to the early learning and child care providers who are formally licensed; and, local and state agencies who provide technical support, collateral partnerships for children and staffing, funding, and regulatory licensing and quality standard rate setting.

[5] The projection is based on the number of likely participants in a Pre-K program and the true cost to provide high quality care. This estimate is based on $13,000 per child for a 3- and 4- year old receiving full-day high quality early education and child care.

rating regulations require all licensed providers to be rated at least 3 stars in the SUTQ program by 2025. The implication for a new Pre-K program is that by 2025 all child care providers in the city may meet the new programs quality requirements, thus providing enough quality-rated slots to serve all likely participants. However, funding will need to expand to keep pace with the number of available slots.

## Modeling the Costs of a Citywide Pre-K Program

A central focus of our work was to estimate the cost of the Toledo Pre-K program to provide city-wide high-quality preschool under various scenarios. This model uses a "last dollar in" approach, estimating the cost to fund the new Pre-K program after all other ECE funding has been considered, including federal/Ohio child care subsidies, Ohio Department of Education Pre-K half day funding, and the federal food program. The cost modeling also takes into account the population and demographics of young children within the city; the cost to provide high quality child care[6] for a full day and full year[7]; and likely participation rates in a citywide Pre-K program.[8] Our program cost estimates do not include the costs to serve Head Start children, who currently receive $8.5 million in funding.

We ran a total of six scenarios. Four scenarios cost out a program aimed at 4-year olds only, and two cost out a program for both 3- and 4-year olds. We projected costs for both year one and year eight of the program. Costs are based on a tiered tuition credit structure, in which a family's credits are determined by three factors: 1) the family's income; 2) the quality rating of the provider; and 3) the provider's tuition rate.

The program we modeled assumes an estimated program budget of $7 million, with $5 million derived from a city ballot initiative and $2 million from private funds. Tuition credits comprise about 75% of the program budget and the remaining percentage covers quality improvement and supports; evaluation and data support; outreach and marketing; and management and administration. Program costs assume around 1,000 eligible participants in each age cohort (i.e, age 3 or age 4) at the program's start, increasing over an eight-year period as more high quality preschool slots become available.

[6] The costs were based on an estimate of $13,000 per 3- and/or 4 year olds for a full day, full year of early learning and child care.

[7] The terms and conditions for the Toledo Pre-K program will be formulated over the Fall 2019 through Summer 2020. For purposes of the cost estimates, a full-day Pre-K program is estimated for a minimum of 6 to 9 hours of care. Participation is projected to be higher if a full-time program is offered vs. a part-day program.

[8] Likely participation rates are based on the Denver Preschool Program rates which has been functioning for over 10 years. These estimates for participation are 60% of target age group.

***Cost Modeling Results***

The results below estimate the total program costs for each of the six scenarios modeled, including tuition credits and additional program components described above. The specifics of what these program components cover will be defined more clearly in Phases 3 and 4 and modified as the program grows.

| Scenario | Description | Ages Served | Program Year | Number of Children | Tuition Credits Per Child | Total Program Cost |
|---|---|---|---|---|---|---|
| 1 | Baseline | 4 | 1 | 978 | $5,366 | $7.0 million |
| 2 | Constant $ Per Child | 4 | 8 | 1,718 | $5,366 | $12.3 million |
| 3 | Constant # Children | 4 | 8 | 979 | $5,366 | $7.0 million |
| 4 | Constant Total $ | 4 | 8 | 1,718 | $3,056 | $7.0 million |
| 5 | Baseline | 3 and 4 | 1 | 1,982 | $6,386 | $16.9 million |
| 6 | Serve All Eligible | 3 and 4 | 8 | 3,481 | $6,386 | $29.6 million |

The scenario results lead to three main conclusions:

1. There is not enough projected funding available to fully serve all 3- and 4-year olds in year one at the current proposed funding level;
2. There is not enough projected funding available to fully serve all 4-year olds in the long term at the current proposed funding level; and
3. The program will likely need to choose among several options for 4-year olds, including keeping the number of children constant, reducing the average funding per child and serving all children, or serving all children and keeping funding per child constant by raising more funding.

Scenarios 1 and 3, which preserve a robust tuition credit per child, would be the best options because they would ensure a per-child funding level adequate to provide the level of high quality care necessary to improve school readiness outcomes. Without meaningful success in improving school readiness, it will be challenging to secure increased funding to reach full enrollment. Also, if current trends continue, the local ECE system may likely receive additional state and federal funding, thus contributing to the growth of the Toledo Pre-K program.

## Recommendations

In addition to the recommendation to serve 4-year olds at funding levels that sustain high quality programming, we created a set of program structural, quality, and infrastructure recommendations drawn from the Toledo Pre-K planning phase. A summary of these recommendations appears below, while a justification for each recommendation is presented in the full report.

| CATEGORY | RECOMMENDATION |
|---|---|
| **Structural** | **Geography**: Use the city of Toledo boundaries to determine eligibility of families and providers. |
| | **Program Access Type:** Operate as a "universal" program, accessible to families of all incomes, with sliding income tiers. |
| | **Age Group to Serve**: Serve 4-year olds as a priority; include 5-year olds who fall into a gap year between Pre-K and kindergarten; and extend enrollment to a targeted pool of 3-year olds if 4-year olds are under-enrolled. |
| | **Tuition Approach:** Use the tuition credit matrix method to determine tuition payments with a "last dollar in" requirement. |
| | **Provider Eligibility**: Prioritize slots in the private community-based provider sector (non-public school operated) in both center and family home settings with a high quality rating. |
| **Quality** | **Quality:** Design Toledo Pre-K to support "high" quality learning and classrooms.<br><br>**<u>Assurance</u>**<br><br>• Align the programs' definition of "high quality" with Ohio's Step Up to Quality high quality ratings of Star 3, 4 or 5.<br>• Use a cost model tool to evaluate true costs of high quality care in tandem with tuition credit rate setting.<br><br>**<u>Supports & Improvement</u>**<br>• Operate Toledo Pre-K for 12 months with a minimum six hours of tuition credit funded, curriculum-led instruction.<br>• Reduce class ratios from 1:14 to 1:12 preferably 1:10.<br>• Adopt best practice strategies and supports for teacher recruitment and retention. |

| | |
|---|---|
| | • Establish a "bridge to quality" approach to enable eligible Toledo Pre-K providers to increase their SUTQ rating.<br>• Develop a facility master plan for quality upgrades and capacity building. |
| **Program Infrastructure** | **Governance:** Select an existing or newly created independent non-profit or quasi-governmental agency with a dedicated Toledo Pre-K mission. |
| | **Administration:** Ensure the selected program leader possesses executive level skills appropriate for the complex set of responsibilities and has skillful and enough staff to deliver program scope. |
| | **Outreach and Marketing**: Create a multi-year public awareness and outreach campaign focusing on the value of early childhood education, marketing the Toledo Pre-K, and recruiting families. |
| | **Monitoring and Evaluation**: Secure an independent evaluator to ensure program accountability, focusing on both qualitative and quantitative outcomes.<br>• Establish a high-quality continuous improvement system.<br>• Use an evidence-based curriculum and assessment tools.<br>• Establish a comprehensive data management system. |
| | **Fund Development**: Establish a reliable, consistent and dedicated source of primarily public funding supplemented with private funding. |

## Summary of Phase 3 and 4 planning recommendations

With the conclusion of the foundational planning phase that began in the Fall of 2018 and concluded in July 2019, the Toledo community is poised to take the essential next steps to design and develop its Pre-K program. The first phase included community data analysis, Pre-K model comparisons, engagement of stakeholders, macro-modeling for tuition credits and program costs, and recommendations for program design. The Toledo Pre-K Initiative should build upon this foundational work and the impressive momentum, widespread stakeholder engagement and multi-sector leadership commitments it has secured. The final report includes our proposal for the next steps, in which this report's recommendations will be shaped into formal program and policy elements, as well as a road map to implement the program by September 2020.

## Conclusion

Toledo's young children have high needs and poverty is endemic throughout city. Every major city in Ohio, and a growing number of cities across the country, now have a publicly funded Pre-K program. Investing in preschool is recognized as a non-partisan investment with long-term educational, social, and economic benefits. Moreover, new programs can build upon a firm research base to develop best practices for success. This is an ideal time for Toledo to pursue this landmark education milestone.

A universal Pre-K program focused on high-quality care to 4-year olds in Toledo is financially feasible within the proposed funding amount and would have a great positive community and economic impact in both the short term and the long term. With its initial investment in the exploration and planning phases, the community has already made impressive progress toward making such a program a reality. However, much work remains, and birthing a high-quality, sustainable Pre-K program will require maintaining community-wide momentum and multi-sector leadership commitment through the next developmental phases. We are optimistic about Toledo's ability to be successful in their quest for this legacy achievement.

# Appendices

## Appendix A: Toledo Pre-K Governance Members

### *Pre-K Principals Group*

- Wade Kapszukiewicz, Mayor, City of Toledo
- Keith Burwell, President, Toledo Community Foundation
- Susan Hayward, Superintendent, Washington-Local Public Schools
- Randy Oostra, President and Chief Executive Officer, ProMedica
- Wendy Pestrue, President and Chief Executive Officer, United Way of Greater Toledo
- Romules Durant, Superintendent, Toledo Public Schools

### *Pre-K Tactical Group*

- Gretchen DeBacker, The City of Toledo
- Amy Allen, Toledo Public Schools
- Stephanie Cihon, ProMedica
- Anneliese Grytafey and Patrick Johnson, Toledo Community Foundation
- Libby Schoen and Emily Avery, United Way of Greater Toledo

### *Pre-K Working Group*

- Lovi Aldinger, Toledo Opera
- Amy Allen, Toledo Public Schools
- Emily Avery, United Way of Greater Toledo
- Sheena Barnes, Parent Representative
- Stephanie Cihon, ProMedica
- Matthew Daniels, Diocese of Toledo-Catholic Education
- Gretchen DeBacker, The City of Toledo
- Nancy Eames, Toledo/Lucas County Public Library
- Katie Enright, Aspire
- Deb Ernsthausen, PNC Bank
- Julie Esparza, Board of Developmental Disabilities
- Suzanne Gall, YWCA Child Resource Center
- Amanda Goldsmith, PNC Bank
- Anneliese Grytafey, Toledo Community Foundation

- Kristi Hannan, Lucas County Family Council
- Casey Holck, YMCA
- Patrick Johnson, Toledo Community Foundation
- Stephanie Kynard, Kynard's Child Development Center, LLC
- John Jones, ProMedica
- Jane Moore, Independent Contractor –Stranahan Foundation
- Craig Palmer, YMCA
- Julie Payeff, The Andersons, Inc.
- Pastor Donald Perryman
- Serena Rayford, Ohio Jobs and Families Services
- Neil Rochotte, Washington Local Schools
- Bob Savage, Jr. Savage Consultants
- Libby Schoen, United Way of Greater Toledo
- Donna Seed, Lucas County Job & Family Services
- Kate Sommerfeld, ProMedica
- Delores Williams, Mental Health & Recovery Services
- Raymond Witte, Dean of the Judith Herb College of Education

### *Early Childhood Education Pre-K Committee Coordinators:*

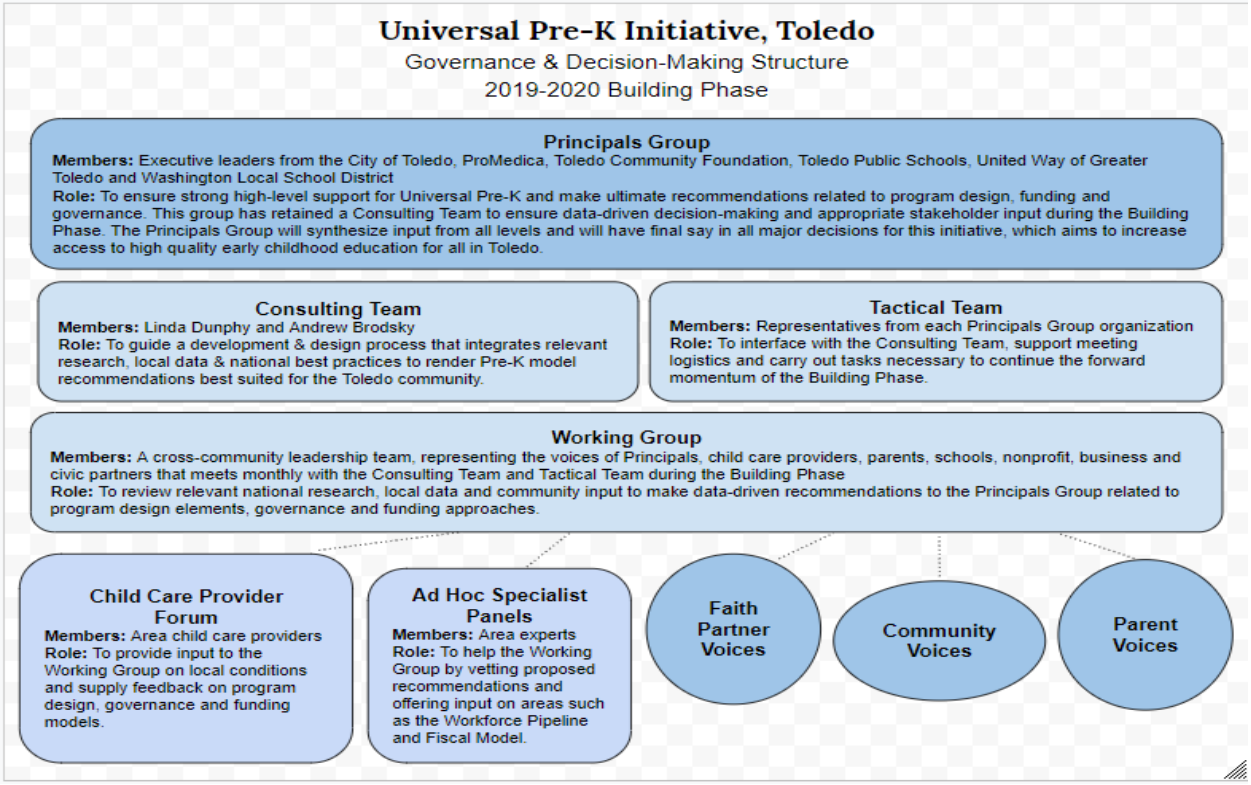
- Suzanne Gall, YWCA Child Resource Center
- Michelle Bieber, Over The Rainbow Early Learning Center
- Mary Ann Rody, Ohio Association of Child Care Providers
- Libby Schoen, United Way of Greater Toledo

Over 50+ City of Toledo ECE Centers and Family Homes representatives attended 7 Pre-K Provider Forums and Committee meetings.

### *Pre-K Workforce Committee*

- Amy Allen, Toledo Public Schools
- Kimberly Ann Christensen, BGSU
- Stephanie Cihon, ProMedica
- Deb Ernsthausen, PNC
- Suzanne Gall, YWCA Child Care Program
- Kristi Hannan, Lucas County Family Council
- Elisa Huss-Hage, Owens Community College
- Libby Schoen, United Way of Greater Toledo
- Ruslan Slutsky, University of Toledo
- Raymond Witte, University of Toledo
- Representatives from Early Childhood Education Providers

## Appendix B: Governance Chart



## Appendix C: ECE and Workforce Committee Charters

**City of Toledo Pre-K Planning Initiative**

**Early Childhood Education Pre-K Committee Charter**

**Coordination Group:** Michelle Bieber, Over the Rainbow ELC; Linda Dunphy, Evolve Potential, LLC; Suzanne Gall, YWCA Child Care Resource and Referral; Maryann Rody, Ohio Association of Child Care Providers (OACCP); and, Libby Schoen, United Way of Greater Toledo.

**Provider Group:** Any person(s) that is owner/director or administrator with representation from Type A, B and C licensed programs along with, for-profit, non-profit, rated (1-5), non-rated, faith-based, PFCC, Head Start, ODE Preschool, ODE Expansion slots.

**Scope of Committee:**

- ADVISORY- The committee will give advice/opinion on topics pertaining the development of the City of Toledo Pre-K initiative not limited to education, economy, and curriculum.
- INFORMATION GATHERING- The committee will take on tasks to gather relevant information/data.
- ALIGNMENT- The committee will align with the Toledo Pre-K Initiative's Working Group on goals and task set forth with transparency.
- COMMUNICATION- The committee will assist with communications between consultants to committee, committee to provider, provider to provider, committee to working group.
    - Awareness and understanding
    - Input and direction on key policies and updates
    - Upward and downward mobility of information and feedback within the Toledo planning structure.
    - Means of communication will be through monthly meetings but not limited to; along with email and social media

**Rules of Engagement:**

- Ongoing commitment to committee
- Attend ALL meetings
- Professional conduct
- Confidentiality
- Consensus of format of meeting committee goals
- Meaningful engagement

**Duration:** April 2019 – April 2020

**City of Toledo Pre-K Planning Initiative**

**Teacher Workforce Pre-K Committee Charter**

**Scope of Committee:**

- ADVISORY- The committee will give advice/opinion on teacher workforce topics pertaining the development of the City of Toledo Pre-K initiative.
- INFORMATION GATHERING- The committee will take on tasks to gather relevant information/data.
- ALIGNMENT- The committee will align with the Toledo Pre-K Initiative's Working Group on goals and task set forth with transparency.
- COMMUNICATION- The committee will assist with communications between consultants to committee, committee to provider, provider to provider, committee to working group.
    - Awareness and understanding
    - Input and direction on key policies and updates
    - Upward and downward mobility of information and feedback within the Toledo planning structure.
    - Means of communication will be through monthly meetings but not limited to; along with email and social media

**Rules of Engagement:**

- Ongoing commitment to committee
- Attend ALL meetings
- Professional conduct
- Confidentiality
- Consensus of format of meeting committee goals
- Meaningful engagement

**Duration:** April 2019 – April 2020

## Appendix D: Draft Mission, Vision, and Values Statement

**Proposed Vision, Mission and Values statements –** derived from Working Group's brainstormed statements for values, priorities, outcomes at January 24, 2019 session. Linda Dunphy, Consultant synthesized the 20+ participant responses into the following. The Working Group then gave their votes to those they felt strongest about – those counts are indicated next to each. The results should serve as the building block and touch point for the program design developmental process, and a basis for final adoption for the program.

**Vision – Options:**

- Every Toledo child is prepared to succeed in Kindergarten and beyond.
- All Toledo children are optimally ready to succeed in Kindergarten and beyond.
- All Toledo children enter Kindergarten ready to learn and succeed academically and in life.

**Mission – Options:**

- Deliver an innovative, high-quality, early childhood education (or preschool) initiative designed to prepare all Toledo children to succeed in Kindergarten and lifelong learning.
- Provide a high-quality early learning opportunity for all Toledo preschoolers to succeed in both Kindergarten and life.

**VALUES**

- **High quality and results-driven** early education program design [*grounded in evidence-based research and innovative practices]*.
- **Research** guided use of evidence-based and innovative program design.
- **Effective teaching** that leads to meaningful learning--positive interactions, effective curricula, and social development and self-regulation practices. (covers *instructional leaders, P.D. supports*)
- **Opportunity** for all children to thrive as learners.
- **Equitable** access and experience for all children.
    - (covers *Inclusive of all socio-economic areas, convenience, access* and *affordability*)
- **Community wide** support, engagement**,** and collaboration.
- **Family focused** engagement valuing role of parents and community partners.
- **Health and wellness** integration with education approaches.
- **Inclusive** services for children with special needs.
- **Families choose** from among participating Providers.
- **Culturally competent** services to meet Toledo's rich diversity of families and early learning Providers.
- **Continuity** of early learning experience that minimizes transitions.

- **Sustainable, leveraged, predictable and increasing funding** streams to reach all eligible children**.**
- **Fairness** for early learning providers to support high quality in teacher wages, professional supports, and programming.
- **Systemic** impact that builds upon and strengthens 0-5 private/public early learning Provider community **(**covers mixed market of delivery, capacity, collaboration, incentives for quality, workforce pipeline).
- **Robust governance, systems and data infrastructure** to support results-driven program accountability.
- **Alignment** with public school K-3 pedagogical approach, State of Ohio early learning and quality standards, measurements, and curricula.
- **Flexibility** for governance to respond aptly to continuous improvement needs and changes in external environment.
- **Coordinated services** within larger systems of health, mental health, and family supports.

## Appendix E: City Preschool Program Profiles

### *Denver*

- *Denver Preschool Program*
- Launched in 2007 based on city ballot initiative, reauthorized in 2014
- Administered by independent non-profit; revenue collected by City & County of Denver
- Serves 4 year olds, 2/3 of whom are less than 185% FPL
- Average tuition is $617 per month
- Tuition credits based on family income and provider quality level
- About 70% of revenue goes to tuition credits; has also funded $12 million in quality improvement since 2007

### *Montgomery County (Dayton)*

- *Dayton PreK Promise*
- Evolved from early learning imitative launched in 2007
- Piloted in 2014-2015 and 2015-2016 in Kettering City School District; demonstration year in 2016-2017 served 800 children in 35 Providers
- Administered by independent non-profit

- Funded by earned income tax increase with additional funding from KCSD, City of Kettering, and private funders
- Serves 1,353 4-year olds at Preschool Promise sites, about 1/3 public schools, 1/3 community child care, 1/3 Head Start
- Provides public education, coaching, and outreach

***Boston***

- Boston Preschool
- Initiated by then-Mayor Menino in 2005
- Serves 16,000 children in Pre-K through 2nd grade
- Nationally recognized model with high-quality curriculum and coaching support
- Financing includes federal Preschool Expansion Grant funds;
- Rigorous data collection and evaluation methods reveals impressive student gains
- Teachers are on BPS salary scale and subject to BPS educational requirements

***Columbus***

- Early Start Columbus started in 2014
- Agency: City of Columbus Department of Education (established with ESC)
- Funded with General City Funds – no ballot or levy
- $4.7 million for tuition grants; NO QUALITY IMPROVEMENT $'S
- Serve 4 year olds
    - Currently serving 1,000 out of 12,000 (total 4's);
- Mixed Delivery - 50% CPS and 50% CBO's
- Aiming for universal but right now targeted
- Boundaries of the Columbus City School District.
- Operate School Year not Full Year and School Day (6 hours)
- "Last dollar in" grant making
- "Working Well" – Demand outpacing available dollars
- Family income must fall within 300% of FPL; Favor PFCC receiving Children; Scholarship assistance to families earning up to 400% FPL
- Grant contracts with Providers for x number of slots
- Grant applications from eligible Star 3-5 Providers, NAEYC or LEA.
    - 30% of City CPPs are 3-5* rated

- 25 hours instruction per week (850 hours annually exclusive of before and after care, recesses and breakfast/lunch periods)
- Providers -direct responsibility for recruitment, enrollment, recordkeeping, administration, invoicing and reporting,
- Applications reviewed and evaluated by independent panel
- Standards utilized and monitored through SUTQ
- Meet teacher qualification requirements prescribed by Section 3301.311 of the Ohio Revised Code
    - (50 percent of Early Childhood Education teachers with a BA and 50 percent with an AA in Early Childhood Education or a related degree)
- 3rd party assessment of ESC children through OSU Crane Center Ready4success initiative
- Provider must submit external audit by CPA.
- Provider submits ESC Income Verification Form for each student ESC city funding only (no PFCC or ECE).
- Provider enter student attendance in CeeHiVE. Reports used to determine aggregate grant amounts for children and provider payments.
- Providers paid in 4 installments
- Payments determined by category of funding, SUTQ star rating and number of children served.
- Payments contingent upon compliance with Ohio's Early Learning and Development standards and compliance with SUTQ.

***Seattle***

- Seattle Preschool Program
- Approved by Seattle voters as $58 million pilot in 2014; launched by the City of Seattle's Department of Education and Early Learning
- Serves 1,200 3-and 4 year olds (universal for 4 year olds; 3-year olds must be under 300% FPL); $340 million 10-year tax levy to expand to 2,500 children approved in 2018
- 77% receive fully subsidized tuition (about $10K/year)
- Quality measured by Early Achievers (WA QRIS); must be Level 3 or higher
- Administered by Seattle School District in collaboration with the City of Seattle
- Provide mental health and health services on site at Pre-K provider locations and specialized consultation to teachers.

### *Cincinnati*

- Preschool Promise
- 10 year planning effort building from Success By Six public and STRIVE in education campaigns and supports to early learning.
- Engage Rand Corporation for in-depth studies
- Launched Preschool Promise in 2017; Issue 44 tax levy for CPS and Pre-K for 6,000 three- and four-year-olds
- Serve kids who live with CPS boundaries; 200% of FPL
- 1,341 children in year 1 – approx. 50% in CPS schools and 50% in CCP
- 81 Providers participating (and 8 family child care)
- Average tuition assistance $6,100
- 55% 4s' and 44% 3 s'
- Support Providers in two tiers – 1) Quality Improvement: 2) Tuition Assistance
- Teacher Promise Grants
- Innovative approach to education and health

### *Cuyahoga County*

- *Universal Pre-Kindergarten (UPK) Cuyahoga*
- *Invest in Children* – county program with larger mission than UPK
- 2006 Planning Year; 2007 Launch; 2016 Expanded with $10 mil new public $ ; $12.8 private funding
- Serve 3- and 4- year old children
- SUTQ 3-5 star requirement
- 100 preschool programs; 42% of Pre-School Aged kids enrolled in 3-5 Star Rating
- 4,818 students enrolled in high-quality preschools - 69% increase to baseline 2,857 in high quality preschools 2013.
- Class size capped @ 20 with 1:10 teacher/student ratio
- Pay Providers on per-pupil based on need/school performance; Low-income parents provided with some tuition assistance.
- 50% of lead teachers must have Bachelor's Degree and the remaining 50% of Lead Teachers must have minimum of an Associate's Degree and be working towards appropriate BS degree
- Solid research results and national awards for parent engagement approach

### *Cleveland*

- *4-Pre-Cle* - a “Plan”, not a program
- 3 Aims: Increase Access -- accelerate #’s high-quality preschool; Advocacy & Leadership; Building Collaboration
- Cleveland’s Plan for Transforming Schools called for high-quality preschool education across city.
- Housed within *Educational Service Center of Cuyahoga* – fiscal agent
- Independent Board chaired by Cleveland Metropolitan School District (CMSD) CEO and Executive with The George Gund Foundation
- *Early Childhood Compact* governs and oversight; *Starting Point* and ESC lead implementation
- *Provider Advisory Committee* help implement, including quality improvement in classrooms, family engagement, and recruitment strategies
- Prior to launch 2014 - 15% kids kindergarten ready per state standards. 2018 - 65% kids "ready“
- Accelerated Quality Improvement Model for SUTQ

### *San Antonio*

- Pre-K 4 SA
- NIEER gold medal winner
- 4 year olds, Universal
- Led with quality, not access, and has 2,000 children served
- City Funded voters approved a 1/8th of a cent increase city’s sales tax in 2012.
- 10:1 student: teacher Ratio
- Settings and teaching reflect the *Indispensables for Quality Pre-K*
- 4 Quad Centers serving 2000 children & Private Partners through grants
- Professional Development resources through 14 full-time instructional coaches
- Sliding Scale Tuition based on need, never more than 4% of HH income
- No Summer, but extended days
- $11,500 per child - 3 times more than Texas spends
- “Master teachers”, 3 yrs experience and mastery of curriculum earn high salaries. Teachers are certified and assistant teachers have CDA credentials. Teacher aides need a highs school diploma
- WestStat five-year report shows high gains in 3 areas of CLASS; quality varied across settings; attendance mattered.

## Appendix F: Consultants' Biographical Sketches

**Linda Dunphy, Principal, Evolve Potential, LLC**

Linda Dunphy has 25 years' experience leading, developing and advancing high impact business and organizational approaches for early childhood and family services. As owner of Evolve Potential, LLC and Senior Consultant with Foundations for Families, her portfolio of clients involved the early childhood sector on the national, state, regional, and local level. Most recently her focus has been on cost modeling for early childhood quality rating systems with clients in the Florida, Montgomery County Maryland and the District of Columbia. She has long standing work with Early Head Start/Head Start grantees, particularly with the EHS-Child Care Partnership (EHS-CCP), independent child care businesses and related initiatives. She delivers start up and organizational design and capacity assessments and consultation, direct technical assistance, grant writing, and training to enhance and re-structure for success in mostly management and fiscal areas. With Maryland Women's Business Center, she led the Child Care Business Initiative to provide business training and technical assistance. She worked with independent child centers to facilitate and re-design organizational pillars of the agency in the board, personnel and fiscal areas. She has coached Child Care Resource & Referral agencies on how to deliver business services. From 1991-2003 as founder of the Early Childhood Division at Northern Virginia Family Service she led and established the home visiting and childcare initiatives of Healthy Families America, Early Head Start, and Parents as Teachers serving 1,200 families. She has received multiple awards in Washington, DC area for excellence in leadership, management and fiscal stewardship.

**Andrew Brodsky, Principal of Brodsky Research and Consulting**

Andrew Brodsky is Principal of Brodsky Research and Consulting. He has worked in the educational research field for nearly two decades and is a nationally-recognized expert in early childhood needs assessment and cost modeling. His clients have included the U.S. Office of Child Care; the states of Colorado, New York, and Ohio; and numerous counties, school districts, and other organizations. Dr. Brodsky led the cost modeling efforts associated with the original Denver Preschool Program initiative and has conducted similar work in the Roaring Fork Valley, Summit County, and Adams County, Colorado. He holds a Ph.D. in education research methods and policy from the University of Colorado, Boulder.