Educare Learning Network
Vision Statement

• The Educare Learning Network will demonstrate that research-based early childhood education prevents the persistent achievement gap for our nation’s most at-risk young children. The Network’s evidence, practice expertise and dynamic partnerships will help ensure that all children and families, especially those at greatest risk, will have access to effective early learning, and that the first five years will be an integral part of the nation’s education system.
Educare Model Framework

**EDUCARE CORE FEATURES**

**STRONG LEADERSHIP**
- Data Utilization
- Embedded Professional Development
- High-Quality Teaching Practices
- Intensive Family Engagement

**COMMUNITY LINKAGES**

**CHILD AND FAMILY OUTCOMES**

- Increased student achievement and kindergarten readiness
- Strong parent-child relationships, school-family partnerships and parent support for learning
- Parent and family outcomes
**Vocabulary:** Children who spend more years in Educare emerge better prepared for kindergarten.

**Language Scores (PPVT) of Kindergarten-Bound Children by Entry Age and Home Language**

- **English speakers (n=952)**
  - 0-1.5 Years: 97.4
  - 1.5-3 Years: 98.1
  - 3-4 Years: 95.2
  - 4+ Years: 93.3

- **Dual-language learners (n=502)**
  - 0-1.5 Years: 94.5
  - 1.5-3 Years: 93.1
  - 3-4 Years: 88.6
  - 4+ Years: 82.3

National Mean = 100
Average Operating Expenses By Category

- Salaries: 59%
- Fringe Benefits: 15%
- Contractual: 5%
- Supplies: 9%
- Utilities/Telephone: 4%
- Facility Maintenance: 5%
- Other Program Costs: 2%
- Administrative Overhead: 1%
- Facility Maintenance: 1%
Average Operating Revenues By Source

- Early Head Start and Head Start: 49%
- Education—State and Local: 20%
- Child Care: 16%
- Private Sector: 10%
- Other: 5%
Structural Cost Drivers

• Birth to age 5 enrollment

• Full day, full year operations

• Education staff/child ratios:
  o Infant-toddler rooms – 3 adults / 8 children
  o Preschool rooms – 3 adults / 17 children

• Family engagement caseloads:
  o 30-50 families per staff member
Practice Cost Drivers – Data Utilization

- Partnership with external researchers
- Full-time Masters-level instructional coaches
- Regular, reflective data dialogues by interdisciplinary teams
- Data used to:
  - Set goals and inform action plans at the individual child, family, classroom and school levels
  - Guide communication with families about children’s progress
  - Set staff professional development goals
  - Drive individualization with children and continuous program improvement
Practice Cost Drivers – High Quality Teaching and Learning

**Master Teachers -- M.A.s in ECE** and 5+ years ECE classroom experience
- Full Time
- Supervise 4-6 classrooms
- Provide practice guidance
- Instructional coaching
- Facilitate regular opportunities for reflective practice and peer learning

**Lead Teachers -- B.A. in ECE** and 2+ years classroom experience

**Assistant Teachers -- A.A. in early childhood** and 2+ years classroom experience

**Teacher Aides -- H.S. diploma** and courses in child development or child care (CDA)
Practice Cost Drivers – Intensive Family Engagement

- **Family Support Supervisors** -- Master’s degrees in Social Work or related fields. Supervisory experience

- **Family Support Workers** -- B.A. or M.A. degrees in Social Work or equivalent

- **Interdisciplinary, data driven planning** to strengthen child and family outcomes
Practice Cost Drivers – Embedded Professional Development (EPD)

• On the job professional development supports

• Transfer knowledge into practice

• Individual and group learning, reflection and problem solving

• Routines of collaboration – individual and team coaching, reflective supervision and communities of practice
Practice Cost Drivers – Embedded Professional Development

Cost Drivers:

- Strong school leadership and qualified supervisory staff
- Organizational infrastructure, capacity and systems
- Time for staff to participate in reflective supervision, coaching and reflective groups during work hours
- A cadre of qualified substitute teaching staff to maintain classroom ratios during professional development activities
Educare’s effective use of resources drives quality

Educare’s quality and cost drivers allow schools to:

1. Generate strong child outcomes
2. Meet requirements of multiple public funding streams
3. Support continuous quality improvement
4. Share lessons learned with the field
Looking Ahead

• Extend the reach of Educare practices in the field

• Understand the cost drivers for implementing components of Educare in other settings