



Early Childhood Education Task Force

February 17, 2016

Mesa Counts on College Access Center
635 East Broadway Road, Mesa, AZ (South entrance)
(Take stairs to 2nd floor meeting room)
Meeting Begins at 1 p.m.

Dr. David Luna, Chair	Rhonda Anderson, Member	Jake Brown, Member
Mike Hutchinson, Member	Paul Luna, Member	Dr. Anjum Majeed, Member
Cynthia Melde, Member	Linda McKeever, Member	Allison Mullady, Member
Nancy Salmon, Member	Dr. James Zaharis, Member	Deanna Villanueva-Saucedo, Member
Dr. Dawn Foley, Member		

1. Call to order
2. Review and take action on the Task Force meeting minutes of January 15, 2016
3. Hear opening remarks by Task Force Chair, Dr. David Luna
4. Hear a summary and discuss the Task Force's accomplishments to date
5. Hear a presentation and discuss how some other communities nationwide are addressing early childhood learning
6. Participate in a facilitated discussion to generate a list of possible actions to address Mesa's early childhood learning challenges and identify additional information/presentations needed.
7. Discuss next steps and meeting Schedule
8. Confirm next meeting: March 24, 2016, 1 p.m., Mesa Counts on College Access Center
7. Adjourn meeting (Motion and Second)

Task Force Members are highly encouraged to attend each meeting in person. By special request to the Chair, members might also attend by telephone conference call, if needed. City Council members may elect to attend the meeting for their own information, not for purposes of any legal action nor decision making by the Council. The City is committed to making its public meetings accessible to persons with disabilities. For special accommodations, please contact the City Manager's Office at 480-644-3333 at least two days before the meeting. Si necesita asistencia o traducción en español, favor de llamar al menos 48 horas antes de la reunión al 480-644-2767.

Agenda Item 2

MEETING MINUTES

CITY OF MESA
Early Childhood Education Task Force
Mesa Counts on College Access Center
635 E. Broadway Rd, Mesa, AZ 85201

Date: January 15, 2016 Time: 1:00 P.M.

MEMBERS PRESENT	MEMBERS ABSENT	STAFF PRESENT
Dr. David Luna, Chair	Jake Brown	Marrisa Ramírez-Ramos
Rhonda Anderson	Paul Luna	Natalie Lewis
Dr. Dawn Foley	Linda McKeever	Amy Trethaway
Mike Hutchinson	Dr. Allison Mullady	Niel Curley
Dr. Anjum Majeed		
Cynthia Melde		FACILITATOR:
Nancy Salmon		Karen Kurtz
Deanna Villanueva-Saucedo		
Dr. James Zaharis		

- 1. CALL TO ORDER AND WELCOME:** Task Force Chair and D5 Councilmember, Dr. David Luna, called the meeting of the Early Childhood Education Task Force to order at 1:11 P.M.
- 2. REVIEW AND TAKE ACTION ON THE TASK FORCE MEETING MINUTES OF JANUARY 8, 2016:** Chair Luna called for a Motion to approve the minutes of the January 8, 2015 meeting.
MOTION: Mike Hutchinson made a Motion to approve the minutes as presented
SECOND: Deanna Villanueva-Saucedo
DECISION: Passed unanimously
- 3. HEAR OPENING REMARKS BY CHAIR, DR. DAVID LUNA:** Chair Luna emphasized the importance of the role of this Task Force and thanked all the members for their participation. He noted the Mayor's State of the City will take place February 4th at 7:30 A.M. at the Mesa Convention Center. All are invited to attend and Marrisa Ramírez-Ramos will send out the information to the Task Force members. He believes the Mayor will recognize the Task Force and the work we have accomplished to date. We will plan to convene another meeting in February, one in March and possibly two meetings in April. The goal for today's meeting is to review and evaluate the report and to make some recommendations to allow Staff to finalize the report. The Mayor may use this report as a launching point as he addresses the issue related to early childhood education in the City of Mesa.
- 4. HEAR AN OVERVIEW OF THE DRAFT TASK FORCE REPORT BY NATALIE N. LEWIS, DEPUTY CITY MANAGER:** Natalie Lewis acknowledged that the Task Force has done a tremendous amount of work in a short amount of time. She noted that the Task Force agendas, minutes and all of the data and materials have been sent to City Council as well. At this time the

Mayor and City Council are our key audience and this report will document the key findings of this Task Force to date. We are looking for your recommendations to finalize this report and it will go back to the Task Force before it is presented to City Council. This is not the end product and Council knows that additional work is needed for this Task Force. A handout containing comments from community members was provided to the Task Force.

5. PARTICIPATE IN A FACILITATED DISCUSSION TO REFLECT ON AND EVALUATE THE CONTENT OF THE REPORT RELATED TO THESE TOPICS:

Karen Kurtz facilitated the discussion on evaluating the report as a product and the message that it conveys about this issue. The Task Force members appreciated the brevity and focus of the report and how Staff captured the language and phrases generated in the meetings. The graphics are striking and emphasize key statistics. They felt this was a great springboard to help shape, define and clarify the Task Force's findings to present to Council.

a. Does the report adequately articulate the Task Force's key findings that define the challenge and opportunity related to early childhood care and learning in Mesa?

Convincing Points:

- Appreciate brevity
- Opportunity to do something good based on need
- Looking at various affordable options
- Statistics - National versus the Mesa Community
- Existing range of options – Leverage/optimize
- Quality matters in all early learning settings
- Professional development is critical
- Under-resourced families do not have access to resources

Clarify / Strengthen:

- “Kindergarten Readiness” remove the term “Assessment Tool”
 - Children need early learning experiences / opportunities that allow them to flourish
 - Define Readiness to include more than academic - social, emotional, fine and gross motor skills
 - Standards are in place for all levels
 - Developmental benchmarks
 - ADE Kindergarten Developmental Inventory – determine where child is now and know how to take child to next level
- Quality Matters
 - Change “Professional Development” wording to “Quality Teachers Matter” and include two messages:

- 1) Professional Development for Pre-K educators
 - 2) Parents/Caregivers are educators with a strong influence on a child's ability to learn
- Under-Resourced bullet point should be a statement not a question
 - Assessment map – identify gaps
 - Awareness
 - What resources are available
 - It is not the same Kindergarten, Kindergarten is the new first grade
 - Science of early brain development for 0-Kindergarten
 - How early child learning relates to long term success
 - Graphic on Benchmarks: How early childhood education leads to competent workforce development.
 - Change on Page 3, Paragraph 2: The Mesa community has an opportunity to ensure that every child has an optimal early **“learning”** experience... instead of **“education”**
 - Investment in early foundational years has impact for long term success. Return on investment - every dollar invested in early childhood equals \$16 returned to community
 - Stress the Urgency of the issue

Key Points:

- 1) Strengthen Families – First level of caregivers
- 2) Quality Matters regardless of setting
 - Professional development
 - Parent/Caregiver resources
- 3) Accessibility (geographic, financial):
 - Assessment map, connect those in need with existing resources, identify gaps
 - Under-Resourced Families bullet point as a statement instead of a question
- 4) Affordability – Not enough affordable options
 - Many families do not qualify for assistance, yet cannot afford Pre-K opportunities
- 5) Awareness – Many levels
- 6) Long Term Investment – early learning investment ties into economic development

- b. Does the report accurately convey the Task Force’s sense of urgency and importance around the need to ensure that Mesa’s children arrive at kindergarten ready and able to learn?**

Impression / Impact:

- Hope everyone sees themselves as part of the issue
- Hope for a collective “wow” with all audiences
- Entire community needs to be invested

Next Steps / Additional Information:

- Graphic - GIS layering on lower income populations, locations of resources, etc.
- Brainstorm ideas on possible options/solutions
- Look at other models / what other communities have done
 - San Antonio, San Diego, Denver, Seattle, Philadelphia, locally in AZ
- Connect with communities living in poverty
 - United Way - Project Thrive—possible guest speaker
- Multi-media approach / look at other avenues to share

Natalie Lewis advised the Task Force that this report will be viewed as preliminary tool to help the Mayor in his State of the City. Goal is that this report is owned by the Task Force. Feedback will be incorporated and a new draft shared by email prior to finalization.

6. DISCUSS SCHEDULING OF FUTURE TASK FORCE MEETINGS FEBRUARY – APRIL, 2016:

Marrisa Ramírez-Ramos has sent out a list of potential meeting dates to the Task Force.

7. ADJOURNMENT: Chair Luna adjourned the meeting at 2:25 P.M.

Submitted By:

Dr. David Luna, Chair

(Prepared by Dana Desing, TE: 14082507)

Agenda Item 5

Community Early Childhood Learning Programs

Early Childhood Education Taskforce

Wednesday February 17, 2016



Boston Thrive in 5



- Created in 2008
- Public-Private Partnership between City of Boston, United Way, and Merrimack Valley
- 3 Program Areas
 - Boston Children Thrive
 - Screen to Succeed
 - Ready Educators

Denver Pre-school Program



- Approved by voters in 2006
- Funded by 12 cent sales tax on purchases greater than \$100
- Focuses on improving quality of pre-school programs
- Provides tuition assistance based on income and quality of program

Hartford Blueprint for Young Children



- Strategic planning effort to develop comprehensive early childhood framework
- Plan carried out by Mayor's Cabinet for Young Children and Hartford's Office for Young Children
- Focus on 6 building blocks of childhood services
 - Newborn screenings and home visiting for families;
 - Neighborhood-based family supports;
 - Child care and early childhood education;
 - Transition from preschool to kindergarten;
 - Educational excellence and school success in the early grades; and
 - Universal access to and use of primary health care.



Pre-K 4 San Antonio

- Service delivery began in 2014 with 4 facilities offering:
 - Pre-k instruction
 - Parent engagement and classes
- Offers competitive grants to local school districts to provide pre-k
- Provides professional development opportunities for pre-k to 3rd grade educators
- Funded by 1/8 cent sales tax

First 5 San Francisco



- Statewide program administered at the county level
- Funded by 50 cent cigarette tax
- Composed of 2 program areas
 - Pre-school for All
 - Provides reduced tuition
 - Training and professional development to participating providers
 - Funded by City of San Francisco
 - Family Resource Centers

Smart Start San Jose

- Focuses on expanding quality care and education through:
 - Funds for capital improvement and educational equipment
 - Training programs
- In order to receive support affiliate providers must meet quality standards and kindergarten readiness standards
- Funded through redevelopment agency, CDBG funds, and philanthropic foundations

Seattle Pre-school Program



SEATTLE PRESCHOOL PROGRAM

- 2015-2016 school year is first year of operation
- Provides pre-k to 3 and 4 year olds at no or little cost depending on income
- Providers required to adopt approved curricula and receive professional development
- Funded by property tax levy

Educare Tulsa



- Public Private Partnership funded by federal, state, and philanthropic organizations
- Holistic approach to serve children beginning a 6 weeks of age to 5 years old at 3 locations
- Beyond the Walls program partners with local agencies to provide opportunities and experiences to nurture early learning and parent-child interactions for families not enrolled in quality early childhood education programs

Community Early Childhood Learning Programs

Early Childhood Education Taskforce

Wednesday February 17, 2016



Early Child Care Information Packet

Community Early Childhood Learning Programs



Early Childhood Education Task Force

Dr. David Luna, Chair	Rhonda Anderson, Member	Jake Brown, Member
Mike Hutchinson, Member	Paul Luna, Member	Dr. Anjum Majeed, Member
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Dr. Dawn Foley, Member		

As part of the next steps in the Early Education Taskforce's mission to ensure that all Mesa youth arrive at school ready and able to learn staff has compiled information on programs and efforts in the early childhood education space from other communities. This overview includes a range of programs from across the country at various stages of implementation.

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Boston, MA - Thrive in 5

Thrive in 5 is Boston's initiative to ensure that all children have the opportunities and support they need for success in school and beyond. Launched in 2008 by Mayor Thomas M. Menino and the United Way Thrive in 5 focuses on creating sustainable change in organizations, communities, policies and systems by developing and supporting effective approaches, investing in capacity building and advocating for policy and systems change to achieving positive outcomes for at-risk young children and their families. Thrive in 5 is comprised of the following three strategies that form a multifaceted approach to achieving their mission:

Boston Children Thrive

Thrive in 5's signature family engagement initiative that partners with neighborhood-based organizations in engaging parents as leaders, building relationships with families, and evaluating the impact of family engagement in the community.

Screen to Succeed

Thrive in 5's effort to build a citywide, universal screening network to measure children's development in their early years and ultimately provide a snapshot of children's developmental progress across the city.

Ready Educators

Thrive in 5's effort to increase the quality of Boston's early care and education programs by using child outcomes to drive program improvement as well as supporting other innovative outcomes-based models.

Thrive in 5 is a public-private partnership between the City of Boston, the United Way of Massachusetts Bay, and Merrimack Valley that receives funding from the following sources:

- Barr Foundation
- Blue Cross Blue Shield of Massachusetts
- Boston Children's Hospital
- Boston Foundation
- Harold Whitworth Pierce Charitable Trust
- Jessie B. Cox Charitable Trust Fund at The Boston Foundation
- W. Clement and Jessie V. Stone Foundation
- Massachusetts Department of Early Education and Care
- Partners HealthCare
- United Way of Massachusetts Bay and Merrimack Valley
- Verizon Foundation

More info can be found at:

<http://thrivein5boston.org/>

Denver, CO - Denver Pre-School Program (DPP)

Approved by voters in 2006 for an initial period of 10 years, the Denver Preschool Program makes high quality preschool possible for all Denver families, regardless of income, neighborhood, or socio-economic status, through tuition support and access to information. Denver Pre-School Program is funded by a 12-cent sales tax on purchases of \$100 or more. The Denver Pre-School Program, Inc. is an independent, non-profit organization under contract with the City and County of Denver that is made up of a seven-member Board of Directors, comprised of six mayoral appointees and one current member of City Council. A 25-member Board of Advisors, also appointed by Denver's mayor, counsels the organization on issues related to program policy and operation. The Denver Pre-School Program provides tuition assistance based on family income and pre-school quality and focuses funding to measure and improve the quality of Denver's pre-school programs. Currently over 250 pre-school programs in Denver have participated as a pre-school partner and have gone through an assessment determining the level of quality they provide to Denver 4 year olds.

Denver Pre-school Program Fact Sheet:

http://www.dpp.org/results-and-research/DPP_2015_FactSheet_InHousePrint_FINAL.pdf

Hartford, CT - Hartford Blueprint for Young Children

In developing the first Hartford Blueprint for Young Children, the city and its partners sought to articulate the building blocks of a comprehensive early childhood framework, create organizational leadership and capacity within the city to implement the Blueprint and engage key stakeholders in the process. This effort was designed to be outcomes-focused, with accountability toward short- and long-term targets. The Blueprint also focused on improving the efficiency and effectiveness of programs by consolidating city and school services for young children where appropriate.

The Blueprint set forth six interrelated building blocks for a comprehensive continuum of early childhood services and programs for all of the city's children from birth to age 8, including:

1. Newborn screenings and home visiting for families;
2. Neighborhood-based family supports;
3. Child care and early childhood education;
4. Transition from preschool to kindergarten;
5. Educational excellence and school success in the early grades; and
6. Universal access to and use of primary health care.

Initiatives that have been developed during the implementation of this plan can be found below, representing key components of an educational alignment strategy for young children:

- Partnerships and Governance Structures
- Alignment of Curricula and Assessments
- Programs to Facilitate Smooth Transitions to School
- Family Civic Engagement
- Communication and Data Sharing

The 2005 Blueprint was the first comprehensive plan of its kind for any municipality in the state.

Blueprint for Young Children

<http://www.hartfordinfo.org/issues/documents/education/projectreportBlueprint.pdf>

San Antonio, TX – Pre-K 4 SA

In 2011 former Mayor Julián Castro convened a blue ribbon task-force of Chief Executive Officers, Superintendents, and education professionals to identify the most effective method for improving the quality of education in San Antonio. The taskforce recommended the development of a program focused on high quality prekindergarten services for four-year-old children. Pre-K 4 SA was further developed to provide four-year-olds high-quality prekindergarten education through:

- Four model center facilities serving 500 students each with full-day Pre-K instruction
 - Includes parent engagement and classes to educate parents
- Competitive Grant Awards to local independent school districts and other education providers to educate 1,700 children annually
- Professional Development for Pre-K through Grade 3 educators

2014 was the first year the program was operational and is funded for an eight year period which includes a three year ramp up to become fully operational and a five year assessment period. Pre-K 4 SA is funded and approved by the voters of San Antonio through a 1/8 cent sales tax.

Program Guide

<http://www.sanantonio.gov/Portals/0/Files/prek4sa/programguideEng.pdf>

Program Fact Sheet

http://www.sanantonio.gov/Portals/0/Files/PreK4SA/ProgramDetails/PK4SA15_Synopsis_Bil.pdf

San Francisco, CA – First 5

First 5 San Francisco is dedicated to the healthy development of children birth to five years by supporting young children, from birth to five, and their families with abundant opportunities to be healthy, to learn, and to grow. Services and the network of providers is available to families regardless of their income.

Proposition 10, passed in November of 1998, and added a 50 cent per-pack tax on cigarettes and tobacco products, which is distributed to individual county First 5 programs and First 5 California. Twenty percent of the Proposition 10 revenue is allocated to First 5 California, which supports statewide education and outreach programs, and the remaining 80% is distributed to California's 58 counties. Currently the Proposition 10 tax generates approximately \$500 million annually. First 5 San Francisco receives approximately \$6 million annually in Proposition 10 funds, which are used to support locally based initiatives.

Pre-school for All

Since 2004 preschool access for children in San Francisco County has been expanded, regardless of family income. Funded by Proposition H, Preschool for All is a citywide preschool program that offers free and reduced cost preschool for 4-year olds who reside in San Francisco County. Preschool for All funds both private and public preschools that meet First 5 quality standards. Along with reduced tuition First 5 also provides training and professional development opportunities to the providers that participate in its quality program. First 5 San Francisco also provides Preschool for All programs with home literacy programs, early childhood mental health consultation services, arts residencies, science enrichment, and other educational supports.

Family Resource Centers (FRC)

Since 2009, San Francisco has been home to the Family Resource Center Initiative, a system of Family Resource Centers funded by First 5 San Francisco, the Department of Children Youth, and their Families, and San Francisco Human Services Agency. The Initiative consists of primary, lead agencies that offer a full scope of services, as well as agencies that are subcontractors offering additional services in focused areas. Agencies and their subcontractors are funded to serve either a specific geographic neighborhood or a particular target population of families (e.g. homeless families and pregnant or parenting teens). FRCs operating in San Francisco offer a wide range of essential services including:

- Parent education classes
- Ongoing support groups for fathers, grandparents, mothers, and parents
- Fun parent child interactive activities and family events
- Monthly educational and informational workshops

- Opportunities to build leadership skills and strengthen your community
- One-on-one support as identified by individual family need such as food, housing , employment, child care, and health care.

First 5 Community Report

<http://www.first5sf.org/first-5-san-francisco-community-report-2012-13/>

San Jose, CA - Smart Start San Jose

In 1999, the City developed the model Family Care Small Business Assistance program, now called Smart Start San José, to create and retain family child care businesses. This ten month tuition-free Family Care Training Program was developed for people interested in operating their own family child care homes. Smart Start San José expands accessible and affordable quality early care and learning facilities in low income areas through monies from the Redevelopment Agency and grant funds. In order to assure program quality at these sites the City established Smart Start San José Program Quality Standards and established developmental guidelines for kindergarten readiness. All programs receiving funding and support from the City of San José must meet these two sets of standards.

In 2005 professional development training was provided through a one day Smart Start San José Conference. The Smart Start San José initiative has added or improved early education spaces for nearly 7,000 children with funding from redevelopment agency and federal Community Development Block Grant (CDBG) dollars and foundation grants for facility construction and renovation, family child care business development and training and program quality improvement projects. Fifty-six centers and 64 National League of Cities Institute for Youth, Education and Families family child care homes have received funding for facility construction and renovation or program quality improvement. Examples of these projects include the conversion of a liquor store into a Montessori preschool for 84 children, construction of a center for the children of young parents attending San José Conservation Corps training and a Head Start center for 48 children on the campus of an elementary school. More than 450 family child care providers have graduated from the 10-month Smart Start Family Child Care Training program since 2000.

Providers participate in 80 hours of academic coursework, workshops and technical assistance to support program quality and improve business skills. Program quality standards were established as part of the Smart Start program. In the fall of 2010, the city received a \$300,000 federal grant to support a culture of continuous quality improvement in Smart Start San José's early education facilities by providing sites with the tools and resources needed to assess and improve the quality of programs serving children ages 0-5.

Smart Start offers all San José licensed child care sites the opportunity to become affiliated with the Smart Start San José program (current Smart Start sites have had to receive some type of funding from the city such as redevelopment funds or program quality improvement grants and are under a formal

contract). This affiliation will require sites to meet the Basic Quality Strategies of the Smart Start guidelines for each of the nine Smart Start standards. These strategies include ensuring regular communication with elementary schools, ongoing parent engagement, inclusion of children with special needs, cultural competency and children's access to technology. Local partners hope that this will increase the quality of early education programs in the city and give families a way to make more informed program choices.

Seattle, WA - Seattle Pre-School Program (SPP)

In September 2013, the Seattle City Council unanimously adopted a resolution that supported the creation of a program to make voluntary, high-quality preschool available and affordable to all of Seattle's 3- and 4-year-old children. In May 2014, Mayor Murray and the Seattle City Council proposed a taxpayer-funded property tax levy to support a four-year demonstration project. In November 2014, Seattle voters approved the demonstration project which will build toward serving 2,000 children in 100 classrooms by 2018. The 2015-2016 school year is the first year Seattle's Pre-School Program has been operational. Currently there are 196 children attending pre-school programs at nine different locations.

Seattle's Action Plan Highlights:

- Participation will be voluntary for providers and participants.
- Tuition will be free for children from families earning less than 300% of the federal poverty level.
- Tuition will be on a sliding scale for families earning more than 300% of the federal poverty level with at least some level of subsidy for all families.
- Classrooms will operate on a full-day schedule (6 hours/day and 5 days/week).
- Teachers will receive on-site curriculum support and off-site training in areas of need, likely including: best practices in inclusion, bilingual education, cultural relevancy, and classroom management.
- Providers will be required to adopt the approved curricula.
- Priority will be given to providers that: provide more than two classrooms, provide dual language programs, offer before/after school child care, offer summer childcare, are located in neighborhoods with low academic achievement, and are located in neighborhoods with higher concentrations of low-income households, English Language Learners, and incoming kindergartners.
- A four-year, \$58 million property tax levy (average annual cost of \$14.5 million) will fund the program

Link to full document:

http://www.seattle.gov/Documents/Departments/OFE/AboutTheLevy/EarlyLearning/SPP_118114a.pdf

Tulsa, OK - Educare

Tulsa Educare is an early childhood program that provides education and care for over 550 children (from birth to age five) and their families with full day, year round early childhood education, family engagement services, and ongoing health promotions in three facilities. Those eligible to attend include infants, toddlers, and preschool age children from low-income families. Tulsa Educare is the result of a partnership between public and private entities including:

- George Kaiser Family Foundation
- Tulsa Public Schools
- State Department of Education
- Department of Human Services
- University of Oklahoma
- Tulsa Children Project
- Early Childhood BA program
- School of Community Medicine
- Community Action Project-State Pilot Project
- Sooner Start
- National Partners
- Educare Learning Network
- Buffet Early Learning Fund
- Frank Porter Graham at the University of North Carolina-Chapel Hill
- Health and Human Services-Office of Head Start
- Department of Education
- West Ed-Program for Infants & Toddlers
- National Association for the Education of Young Children

By combining best practices in early childhood education and collaborative partnerships with Head Start, the local school district, social service agencies, and healthcare practitioners, Tulsa Educare is able to enhance the early learning curriculum with wraparound family engagement services. Tulsa Educare has three center-based schools supported by an array of funding streams. Each school has 16 classrooms with small group sizes and low teacher/child ratios. Tulsa Educare's core features include:

- A Program to eliminate the achievement gap for children before entering school
- Full day, full year program for children six weeks to five years of age and their families
- Classrooms with high staff – child ratio & small class size
- Each classroom has a BA degree teacher, and an Associates degree teacher assistant.
- Each pod of four classrooms has a Master Degreed Teacher with early childhood classroom experience
- Continuity of Care – each child stays with the same teacher for the first three years to develop secure relationships
- Research based curriculum for positive school readiness outcomes
- Curriculum has an emphasis in language and literacy in addition to social-emotional development
- Seamless transition plans with the public schools
- Interdisciplinary approach to meet the needs of the whole child
- Nutritious home cooked made-from-scratch meals prepared on site

- On-site mental health specialist to assist parents and teachers
- Specific focus on family engagement, goal setting, advocacy, parent education & involvement
- On-site family support with resource and referral as needed

Beyond the Walls is a program from Tulsa Educare which started early in 2014. The goal of the program is to provide opportunities and experiences to nurture early learning and parent-child interactions for families not enrolled in quality early childhood education programs. Offering a variety of program options to target different family interests and needs, Tulsa Educare collaborates with local agencies in order to ensure community partnerships are established to support child and parent development through a child's first five years of life, and beyond.

Educare Annual Report

<http://www.tulsaeducare.org/wp-content/uploads/2011/12/Annual-Report-October-2015-FINAL1.pdf>

Additional Information:

National League of Cities Case Studies

<http://www.nlc.org/documents/Find%20City%20Solutions/IYEF/Early%20Childhood/educational-alignment-for-young-children-case-studies-april-2012.pdf>

National Institute for Early Education Research (NIEER) The State of Preschool 2014

http://nieer.org/sites/nieer/files/Yearbook2014_full3.pdf