

# WHEN EARLY CHILDHOOD WORKS WE ALL WORK

## THE WORK of HUMANS:

PLAYING \* LEARNING \* EARNING \* CONTRIBUTING



COMMUNITIES WORK BY PROVIDING A CONTINUUM of ACCESSIBLE, QUALITY & EQUITABLE SERVICES & INTERVENTIONS.

## THE WORK of SYSTEMS: CREATING CONDITIONS for PEOPLE to THRIVE

- DEVELOPMENTAL SCREENERS •
- PRESCHOOL • CHILD CARE •
- PLAYGROUPS • LITERACY & NUTRITION SUPPORT •
- IMMUNIZATIONS • HEALTHCARE • AFTER SCHOOL CARE • JOB TRAINING •
- EARLY ON INTERVENTIONS • HOME VISITING •
- BASIC NEEDS SUPPORT •
- WELCOME BABY VISITS •

# WELCOME TO

WHEN EARLY CHILDHOOD WORKS WE ALL WORK

brought to you by:



# WHEN EARLY CHILDHOOD WORKS WE ALL WORK

## AGENDA

WELCOME

CELEBRATE:

Great Start Collaborative Updates, Early Childhood Story, WK Kellogg Foundation Annual Report

LEARN:

Keynote Presentations, Q & A

ENGAGE:

Moving To Action (Breakout) Sessions

PROGRESS:

Report Outs From Each Session

WHAT'S NEXT:

Opportunities To Further Engage

CLOSING & EVALUATION

This meeting is being **recorded**.

Please make sure you are on **mute** when not speaking but your cameras are on.

To have the best experience, make sure your zoom setting is in **speaker view**.

Please take care of your needs. Natural breaks will occur during Zoom polls.

Feel free to participate and share your **questions or comments** in the **chat**.

If you have any **technical issues**, please contact Samantha Flowers at 586-615-0131 or [samantha.flowers@specialdevents.com](mailto:samantha.flowers@specialdevents.com).

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**United Way of the  
Battle Creek and  
Kalamazoo Region**

[changethestory.org](http://changethestory.org)



& OUR FISCAL SPONSOR:



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EMIRRORA AUSTIN

eaustin1011@gmail.com

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WHO IS IN THE (Z)ROOM WITH US TODAY?





## SUSAN CLARK

Director Of Early Childhood Services  
Calhoun Intermediate School District  
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## AYSIA RUCKER

Family Coach  
Calhoun Intermediate School District  
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## Collaborative Co-Directors:

Susan Clark  
Aysia Rucker  
Kathy Szenda  
Wilson

## Parent Liaisons:

Zoe Brainard  
Anne Flynn

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PARTNERSHIPS:  
CONCRETE SUPPORTS IN TIMES OF NEED  
SUPPORTING ESSENTIAL WORKERS



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& Parent Coalition



LEARNING **TOGETHER** AT HOME

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Calhoun County

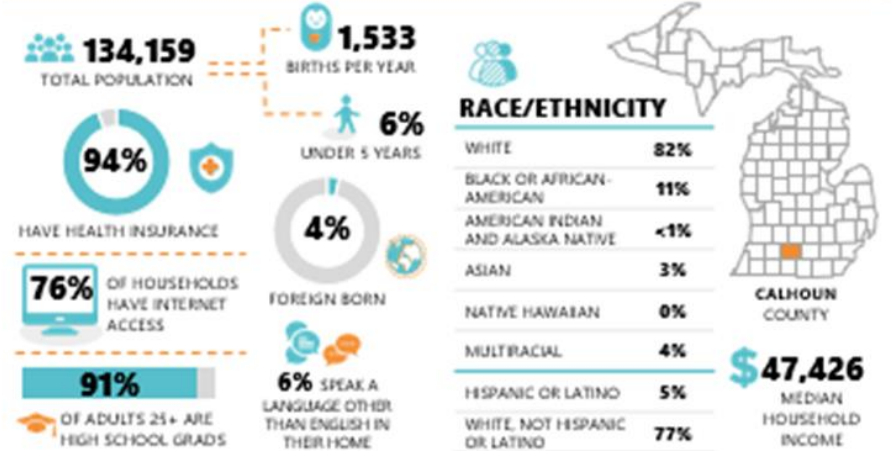
& Parent Coalition



WORKING TOGETHER TO IMPROVE THE SYSTEM

## 2020 HOME VISITING NEEDS ASSESSMENT CALHOUN COUNTY

### KEY DEMOGRAPHICS & CULTURAL CHARACTERISTICS



### OUTCOMES IMPACTED BY HOME VISITING

#### COUNTY PRIORITIES

- ☒ MATERNAL HEALTH
- ☐ CHILD HEALTH
- ☒ CHILD DEVELOPMENT & SCHOOL READINESS
- ☒ POSITIVE PARENTING PRACTICES
- ☐ CHILD MALTREATMENT
- ☒ FAMILY ECONOMIC SELF-SUFFICIENCY
- ☒ LINKAGES AND REFERRALS
- ☐ JUVENILE DELINQUENCY, FAMILY VIOLENCE, AND CRIME

Maternal health is a priority outcome because of the high rates of live births without any prenatal care, teen birth rate, and the maternal morbidity rate in Calhoun County. Many teens do not seek prenatal care until later in their pregnancy.

Children living in poverty often experience disparities in support for healthy development and may lack high quality early learning experiences due to cost, transportation barriers, as well as families with low educational attainment. 30.3% of all children 0-5 in Calhoun County are living in poverty, and child development and school readiness are directly impacted by poverty.

Positive Parenting strategies as an important intervention and prevention element in response to the child abuse and neglect rates in the county.

Poverty rates are high in Calhoun County. Prevention and intervention strategies that promote family economic security are essential to the health, education and overall family wellness of our community.

Linkages and Referrals are the responses to all the noted areas of concern. Coordination of and connection to a wide range of services for families is essential to their success.

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**MICHELLE WILLIAMSON**

CHIEF EXECUTIVE OFFICER  
COMMUNITY ACTION

&

**ERIKA BURKHARDT**

ASSISTANT SUPERINTENDENT FOR EARLY  
CHILDHOOD SERVICES

CALHOUN INTERMEDIATE SCHOOL DISTRICT

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# THE EARLY CHILDHOOD STORY

16.3%

OF KINDERGARTNERS SCORED READY (OVER 50TH PERCENTILE) IN LANGUAGE ON THE MAP



BATTLE CREEK PUBLIC SCHOOLS



50.7%

OF KINDERGARTNERS SCORED READY (OVER 50TH PERCENTILE) IN LANGUAGE ON THE MAP

ROUGHLY 69% OF THE NATION'S 4 YEAR-OLDS ATTEND PRESCHOOL

LOCALLY, WE AVERAGE 90% OF ELIGIBLE CHILDREN IN GSRP & HEAD START

AVERAGE ANNUAL COST FOR PRESCHOOL IN MI: \$1,313 / MONTH / CHILD



## CURRENT CHALLENGES

NEED TO ADDRESS ACCESSIBILITY & AFFORDABILITY OF PRESCHOOL:

- FURTHER UNDERSTAND WHO (AMONG THOSE ELIGIBLE) ISN'T PARTICIPATING IN PRESCHOOL & WHY.
- ADDRESS AFFORDABILITY FOR ALICE FAMILIES WHO DON'T QUALIFY FOR PRESCHOOL
- WORKFORCE SHORTAGES (INCL. COMP. INEQUITIES)
- HONOR FAMILIES WHO CHOOSE TO PROVIDE LEARNING AT HOME BY PROVIDING TOOLS & SUPPORT TO FAMILIES DIRECTLY.

ROUGHLY 26% OF BC RESIDENTS FALL WITHIN THE ALICE THRESHOLD.



## SHARED DATA

DATA SHARING & COORDINATION STRATEGIES:

- TRACKING CHILD DEVELOPMENT: AGES & STAGES QUESTIONNAIRE ONLINE
- BIRTH-TO-FIVE APPLICATION
- UNIQUE IDENTIFICATION CODES
- CISD/MDHHS SHARED POSITION
- IMAGINATION LIBRARY
- PULSE SURVEY
- HELP ME GROW
- PARTNERSHIP

WELCOME BABY HOME VISITS, HOME VISITING & PLAYGROUPS

## PARTNERSHIPS + CONTINUUM OF SERVICES

COMMITMENT TO A CONTINUUM OF EARLY CHILDHOOD SUPPORTS. EVIDENCE OF THEIR CUMULATIVE EFFECT:

LITERACY SUPPORTS INCLUDE: RAISING A READER & IMAGINATION LIBRARY.

QUALITY PRESCHOOL INCLUDES: GSRP & HEAD START

BCPS K SUCCESS PROGRAM



# Megan Russell Johnson

Program Officer

WK Kellogg Foundation

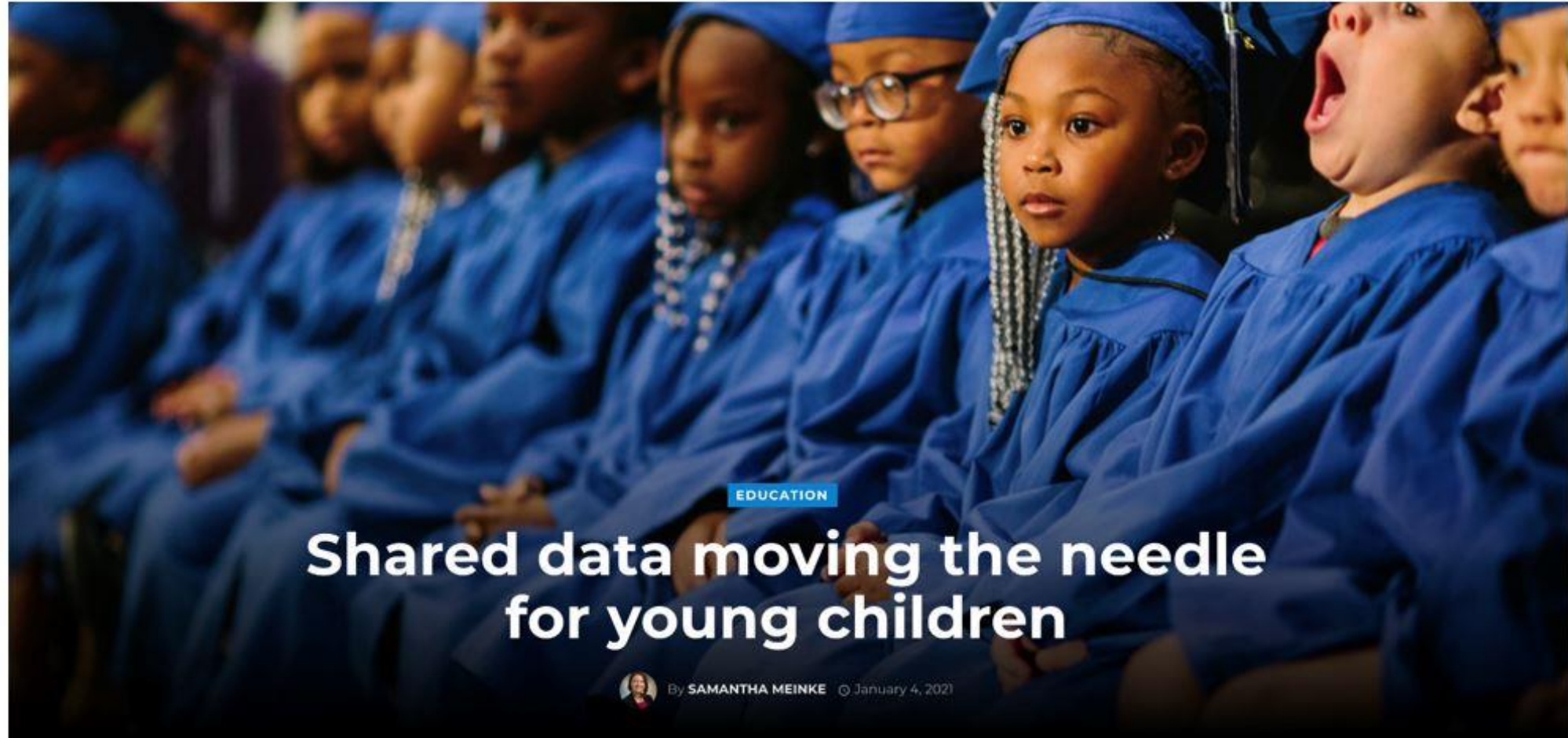
[mrj@wkkf.org](mailto:mrj@wkkf.org)

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# 2020 W.K. Kellogg Foundation Annual Report



EDUCATION

## Shared data moving the needle for young children



By SAMANTHA MEINKE © January 4, 2021



“Sharing data is an important initial step,” says Dr. Chandra Youngblood, director of elementary education for Battle Creek Public Schools (BCPS). “You realize your shared fate. ...It’s about our whole community and all of our kids.”



W.K.  
KELLOGG  
FOUNDATION™



# Economic Impacts of Early Childhood Investments

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Tim Bartik

Senior Economist, W.E. Upjohn Institute for  
Employment Research

[bartik@upjohn.org](mailto:bartik@upjohn.org)

Early childhood investments increase the child's future earnings by many multiples

- Each **\$1** in income for low-income family increases child's future earnings by **\$2**
- Each **\$1** in pre-K spending increases child's future earnings by **\$5**
- Each **\$1** in childcare spending increases child's future earnings by **\$2**

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# Investments in “other people’s children” have spillover benefits

- Peer effects in K-12: High-quality pre-K increases test scores more than effects on participants, by **15-50%**
- Labor market spillovers: Overall earnings increase by **1.8 times** direct effects of higher skills.
- Example: 10% more of population gets college degree, directly increasing their earnings by 80%, overall earnings by **8%**. But average earnings will increase by **14%**.

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# Childcare increases parent earnings

- **Short-run:** childcare allows more parent work and schooling
- **Long-run:** increased work and education in SR increases parent earnings in LR
- Bottom-line: **\$1** in childcare spending increases parents' future earnings by **\$1**
- Total effect: **\$1** in childcare spending increases child's future earnings by \$2, parents by \$1, for total of **3 to 1** return.

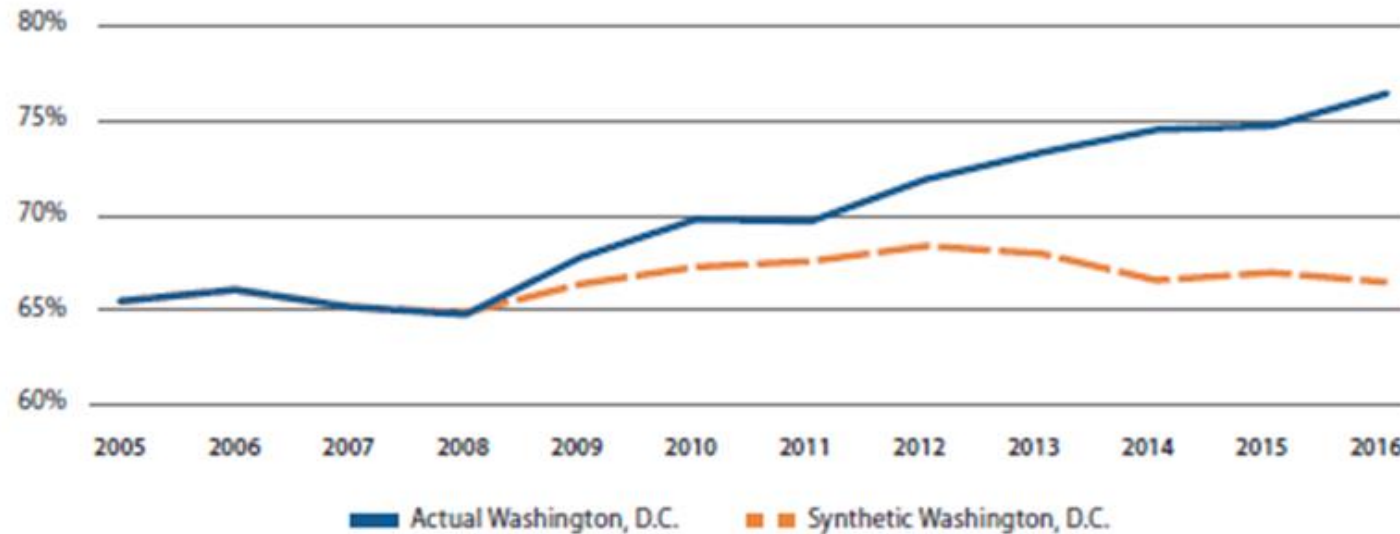
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# Universal pre-K in DC significantly boosted mothers' labor force participation

FIGURE 1

Universal preschool has increased labor force participation by 10 percentage points in Washington, D.C.

Washington, D.C., and synthetic Washington, D.C.



Note: "Maternal labor force participation rate" is for women with at least one child under age 5.

Source: Author's analysis of Integrated Public Use Microdata Series American Community Survey data. See Steven Ruggles and others, "Integrated Public Use Microdata Series, U.S. Census Data for Social, Economic, and Health Research, American Community Survey: 5-year estimates" (Minneapolis: Minnesota Population Center at the University of Minnesota), available at <https://usa.ipums.org/usa/> (last

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For more info, see my book, “From Preschool to Prosperity, at [https://research.upjohn.org/up\\_press/228/](https://research.upjohn.org/up_press/228/)

- Tim Bartik
- bartik@upjohn.org

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BC Pulse

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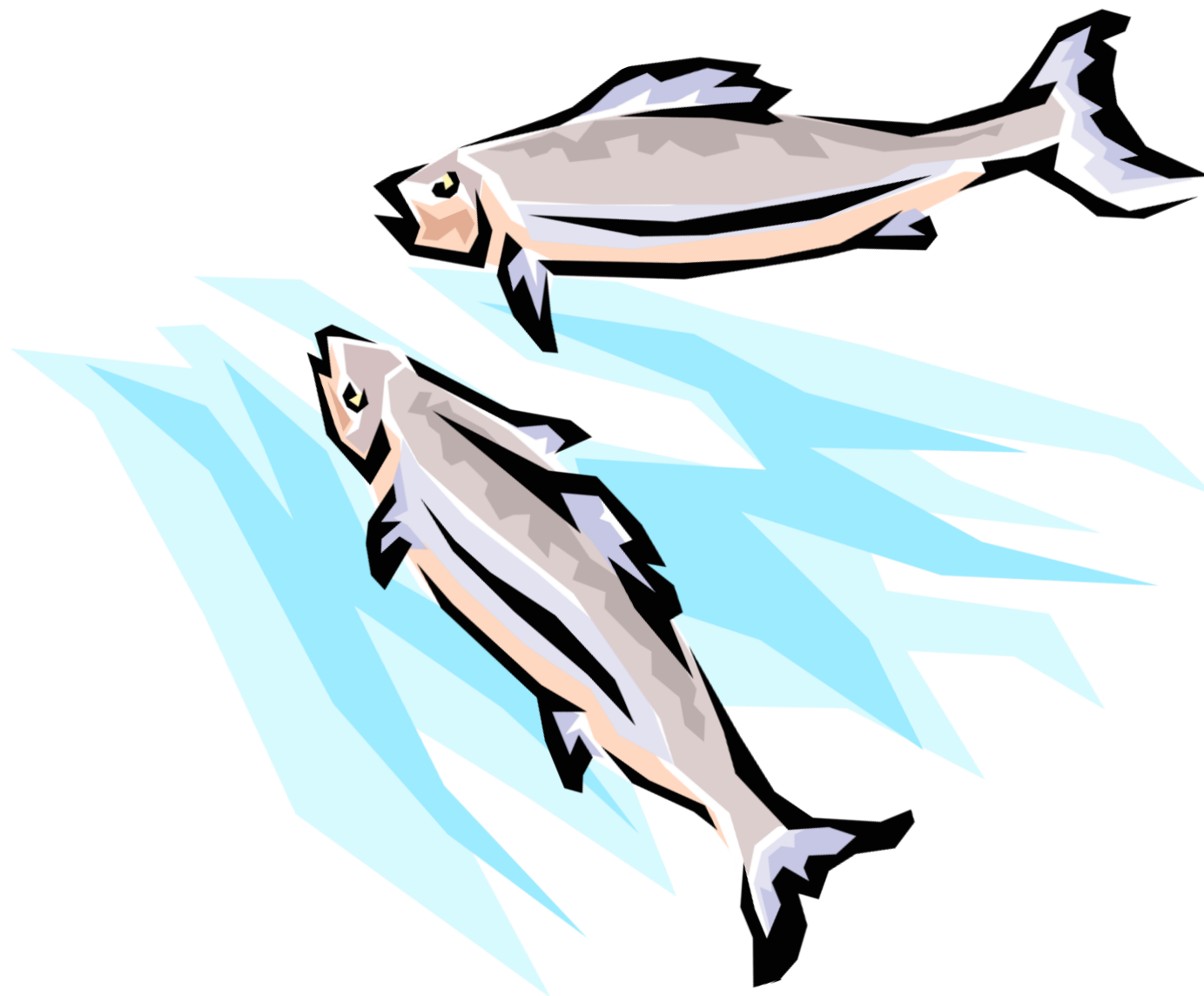
## BETH WASHINGTON

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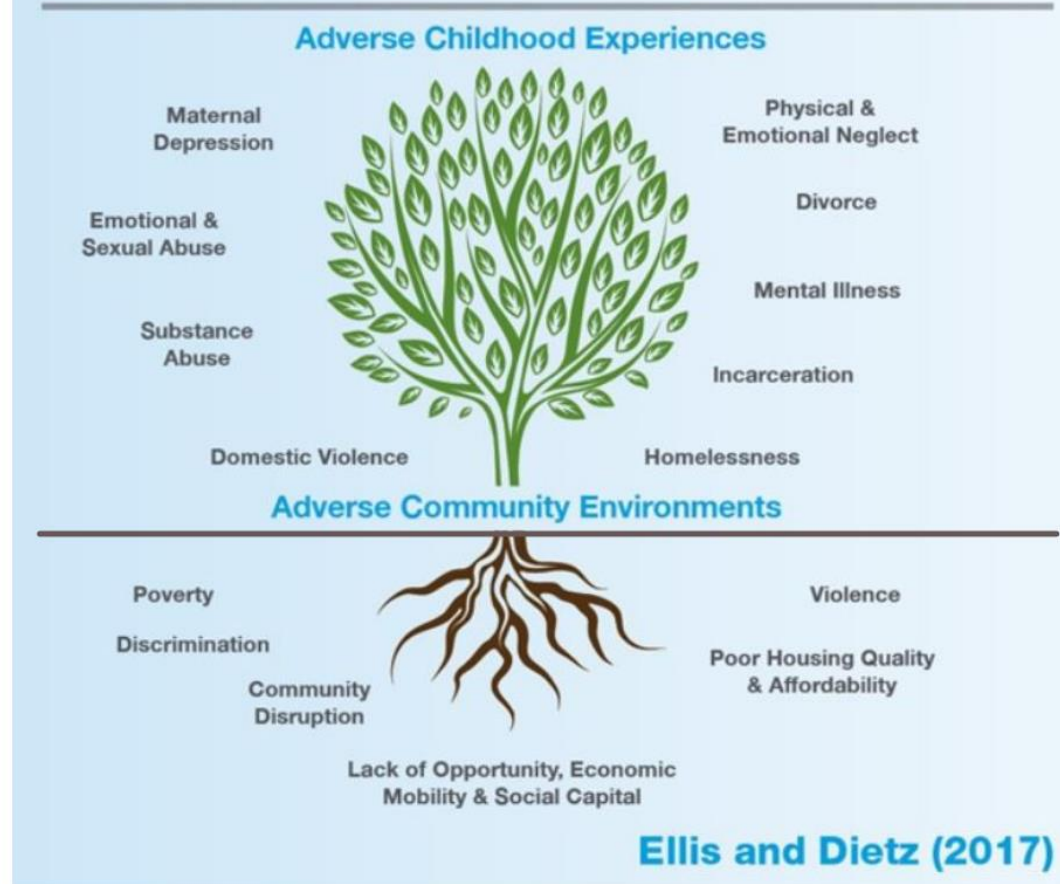






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# The Pair of ACEs



SOLUTIONS:

SUPPORTIVE  
ADULTS &  
HEALTHY  
HOUSEHOLDS

CONNECTED  
SYSTEMS &  
SUPPORTS

SOCIAL DETERMINANTS OF HEALTH:

Economic Stability | Access to Quality Education & Healthcare | Neighborhood Environment | Social Context

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The Centers for Disease Control and Prevention (CDC) estimates that the lifetime costs associated with child maltreatment total

**\$124 BILLION**





# UNDERSTANDING CHANGE

## The Prosci ADKAR Model

A

### AWARENESS

leading people  
to see the *need*  
for change

D

### DESIRE

establishing the  
desire for  
change

K

### KNOWLEDGE

providing people  
with what they  
need to achieve  
desired change

A

### APPLICATION

applying  
knowledge &  
skills to bring  
about change

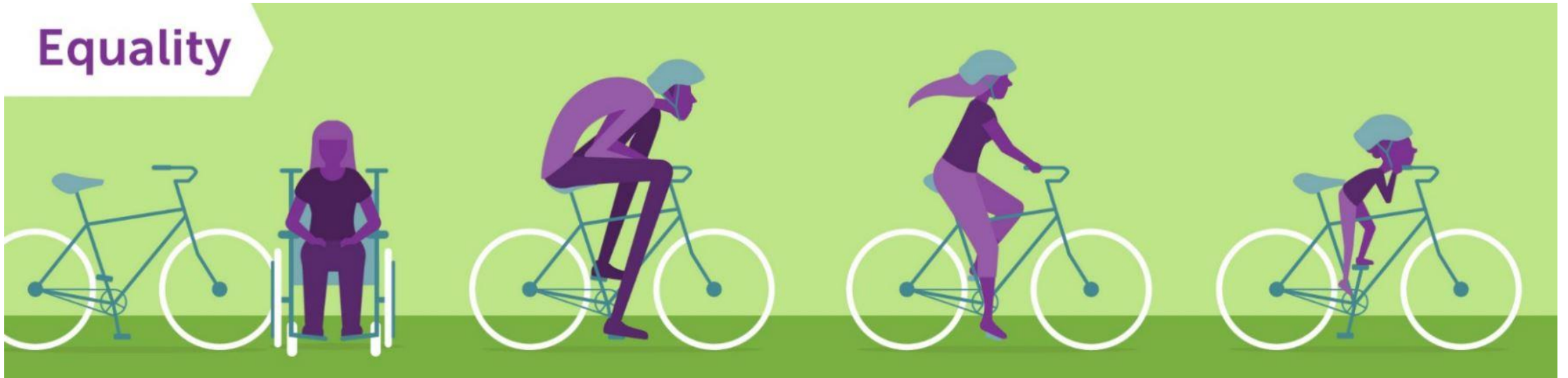
R

### REINFORCEMENT

making sure  
people continue to  
use new methods,  
incorporate into  
system

# UNIVERSALISM

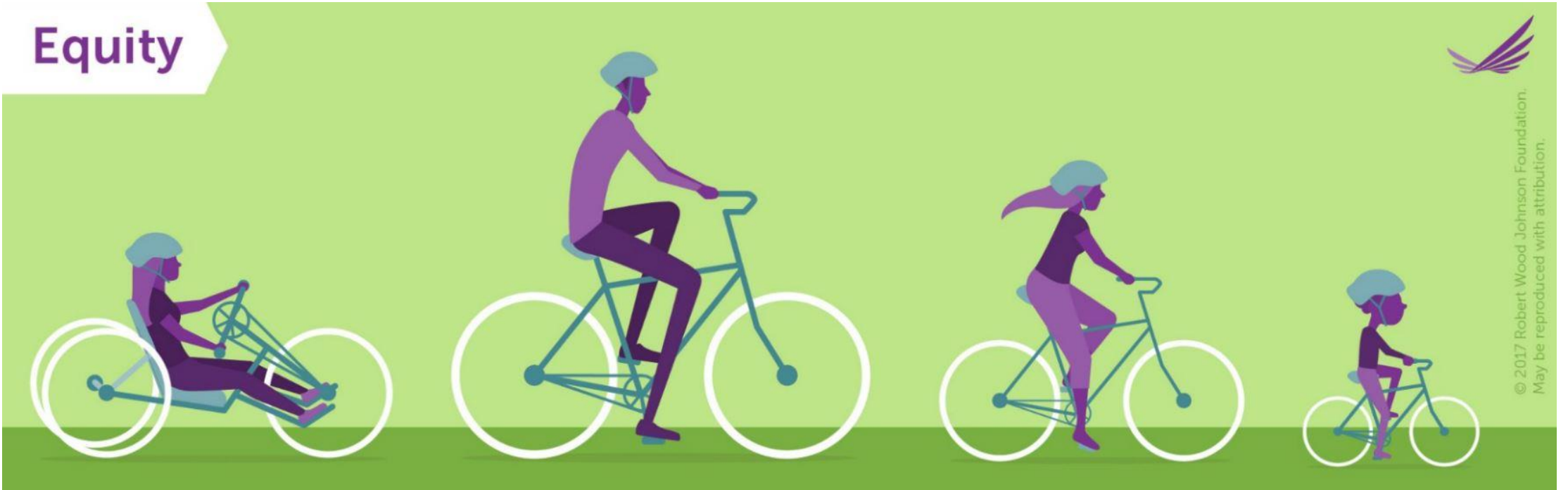
Equality



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# TARGETED UNIVERSALISM

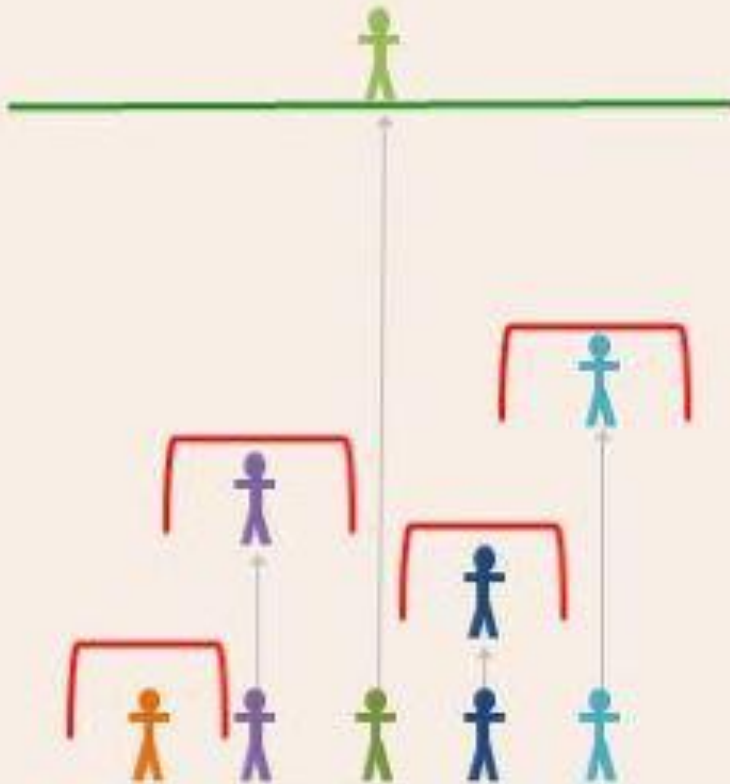
Equity



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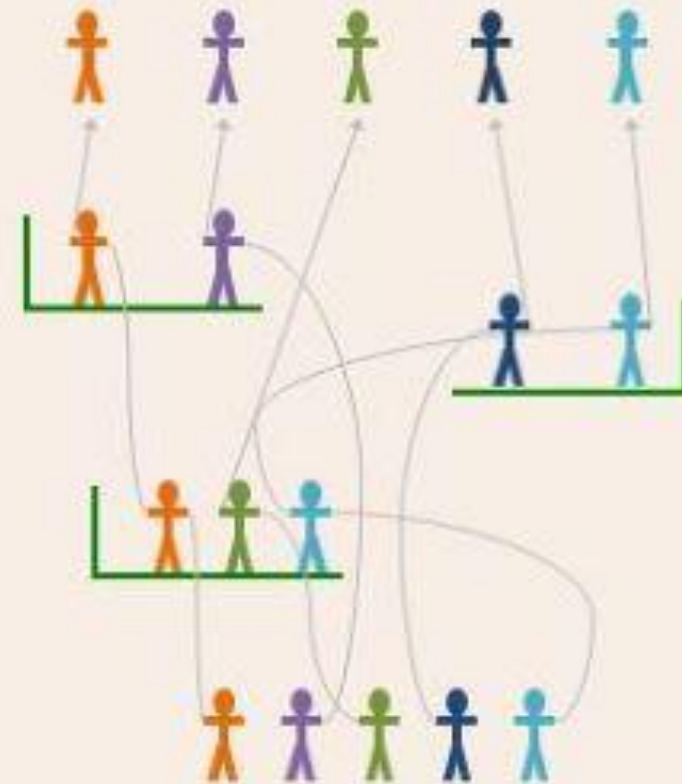


Structural inequity produces consistently different outcomes for different communities



VS.

**Targeted universalism responds with universal goals and targeted solutions**



# ARE WE WILLING TO DO IT?

UNIVERSAL GOAL:

*every family has the  
opportunity to thrive*



Sources: Elmina B. Sewall Foundation and Saskatoon Health Region Advancing Health Equity

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# OUR CHALLENGE

Do we understand what the problem is & where it comes from?

Do we care (enough) about the problem & the people it harms?

Do we know how to correct the problem & are we willing to do it?

DO WE CARE ENOUGH TO  
SWIM AGAINST THE CURRENT?

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# THANK YOU

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BETH WASHINGTON | [washingm@bronsonhg.org](mailto:washingm@bronsonhg.org)

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KEYNOTE

Q & A

PLEASE PLACE QUESTIONS IN CHAT

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# MOVING TO ACTION

## BEYOND THE NUMBERS

What does it take to understand our collective impact? Our pathway to equitable outcomes is built on sharing, understanding & using data. Learn more about our EC partners' successes & continued challenges.

## SMALL CHILDREN BIG POTENTIAL

Learning begins at birth. Battle Creek has made significant gains in improving children's outcomes. Learn what it took & what more we can do to ensure that children & their families are able to read, learn & thrive. Explore opportunities to create a literacy-rich community.

## EC WORKERS = ESSENTIAL

One of the most pervasive root causes challenging our early childhood system is attracting & retaining a qualified workforce. Learn about how pay inequities & the lack of a clear professional pathway fuel this challenge. Explore ways to address it locally & beyond.

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# BEYOND THE NUMBERS



## PANELISTS

SUSAN CLARK, Director of Early Childhood Services,  
Calhoun Intermediate School District

[clarks@calhounisd.org](mailto:clarks@calhounisd.org)

ROSALAND JONES, Co-Director of Elementary  
Childhood Services, Community Action

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## MODERATOR

MARIA ORTIZ BORDEN, Co-Executive Director, BC Pulse

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# BEYOND THE NUMBERS

*The Pathway to Successful Early Childhood Outcomes is Built on Sharing,  
Understanding & Using Data*

Rosaland Jones | [rosalandj@caascm.org](mailto:rosalandj@caascm.org)

Susan Clark | [clarks@calhounisd.org](mailto:clarks@calhounisd.org)

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# TURNING DATA INTO DREAMS

ROSALAND JONES  
ROSALANDJ@CAASCM.ORG





Current Issues  
affecting  
families in  
preschool: #1  
Poor Dental  
Health

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## How and Why We Collect Data

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- After a family is assigned to our program, an intake is completed
- We inquire if they have a dental home (source of ongoing dental care)
- We collect most current dental care info
- We store this information into our system so we can generate reports and provide resources (referrals) for families



# Dental Health and Education Findings

- Very young children with severe dental issues
- Adults not understanding the importance of primary teeth
- Conflicting messages about first dental visits
- Some dentist not accepting Medicaid
- Pediatric follow-up care not accessible to families

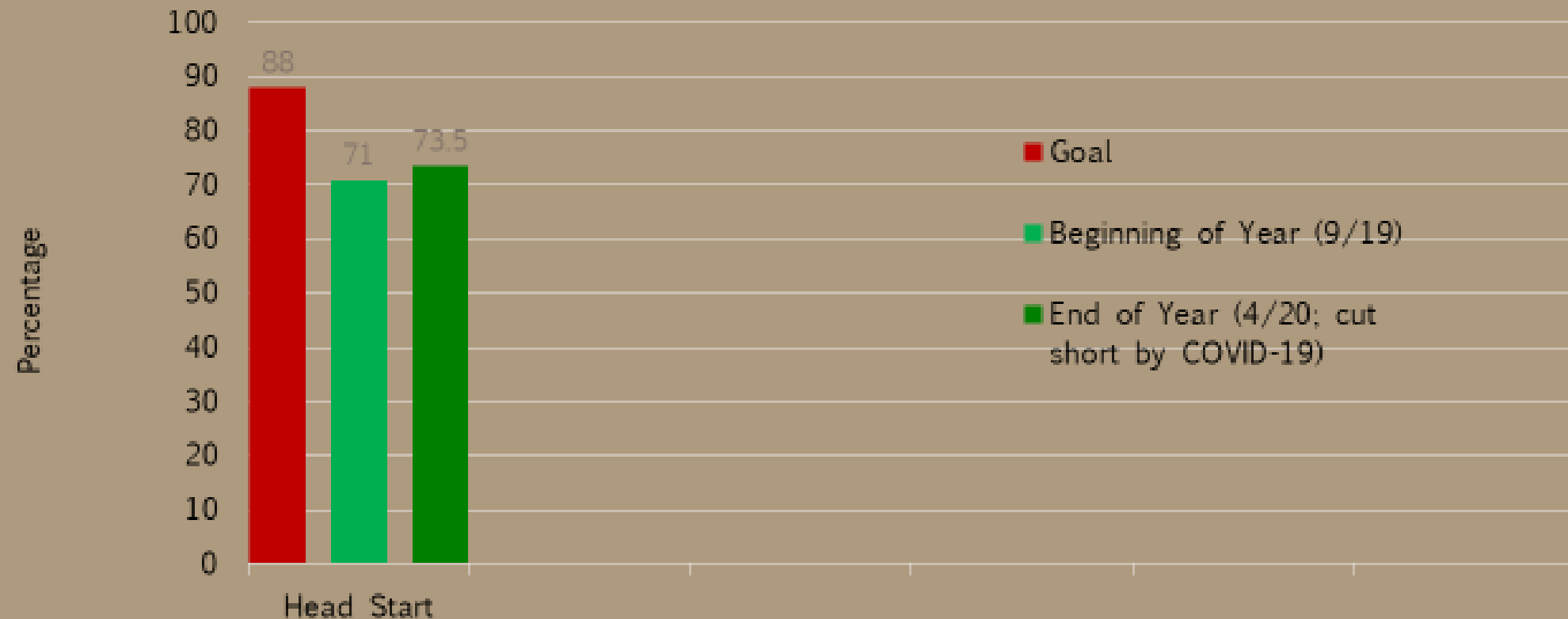




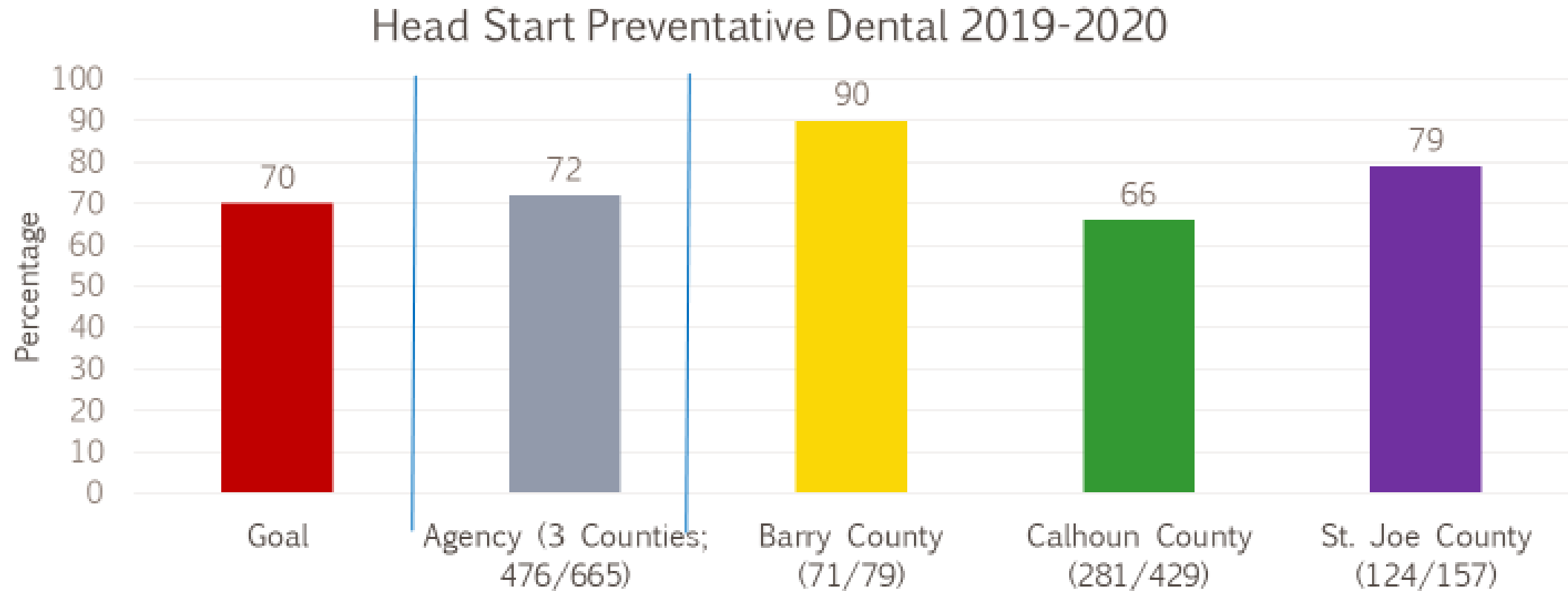
# Ongoing Care

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## Children with Dental Homes 2019-2020



# Preventative Care by counties that we serve



Health is a  
Basic Need—if  
not present,  
children can't  
develop

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A rectangular sign with a red border and the words "BASIC NEEDS" in large, bold, yellow capital letters. The sign is pinned to a yellow background with several colorful clothespins (red, green, blue, white, and purple) scattered around it.

**BASIC  
NEEDS**



# Strategies to help

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## Step 1 Educating Parents

Newsletters about dental health

Changing verbiage to Primary teeth instead of "baby teeth"

Inviting Dentist to Family meetings to discuss dental health

## Step 2 Internal

Staff model toothbrushing with children daily

Provide toothbrushes and toothpaste for families

Provide transportation to dental visits (pre Covid)

## Step 3 Community Partners

Partnered with Grace Health to provide dental vans and hopefully a dental home

Connected families with local dentist



# Reflection

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# AWARENESS OF IMPORTANCE OF PRESCHOOL

If children aren't  
present, they  
cannot learn.







AVERAGE DAILY  
ATTENDANCE  
IN OUR  
PROGRAM WAS  
85%.....OUR  
GOAL WAS 95%

---

Children cannot learn if they do  
not attend

## Messaging: Why Attendance Matters

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It is a school  
readiness goal

Good attendance is  
habit-forming

Attendance increases  
when parents feel  
welcomed and  
included

If children aren't  
present, they cannot  
learn

Literacy and math  
outcomes are directly  
tied to attendance

Pre-K attendance  
helps support the  
wider narrative (it  
does not start with k)

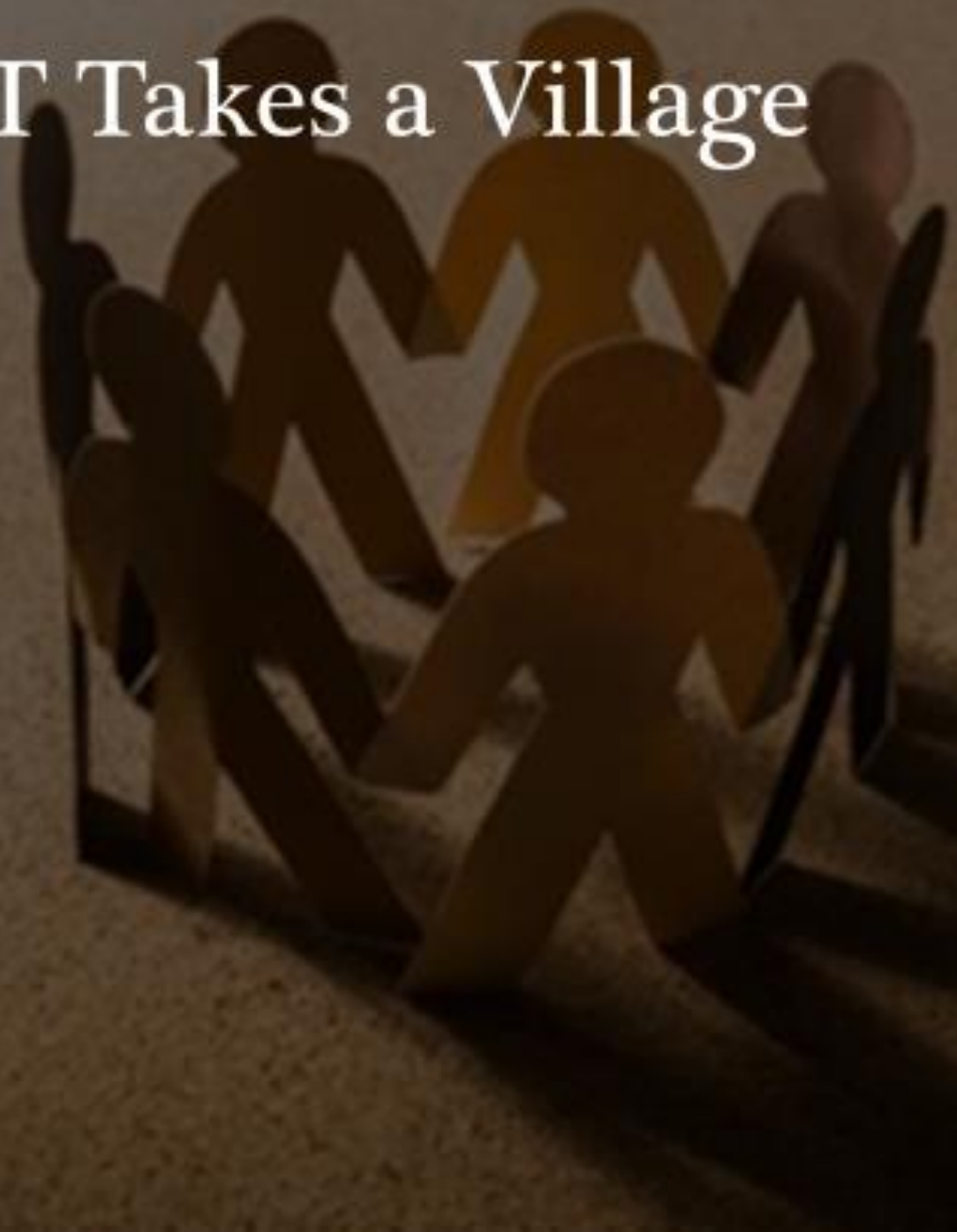
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# HOW WE SHARE

- Annually, we produce a "Data Carousel" and invite all stakeholders to share information and offer feedback
- CA produces an annual report and shares with the community
- We partner with local ISDs
- We build community partnerships and collaborate within the community



# IT Takes a Village



WE

CAN

DO

IT







## THE DREAM

- All children have access to preventative and follow-up dental care
- Everyone understanding the importance of primary teeth
- Good attendance starts with Pre-K
- Entire community supporting ECE
- The dream starts with Pre-K

# DATA DRIVEN PRACTICE:

Children — Families — Programs — Systems

Susan Clark

Calhoun ISD, Great Start Collaborative

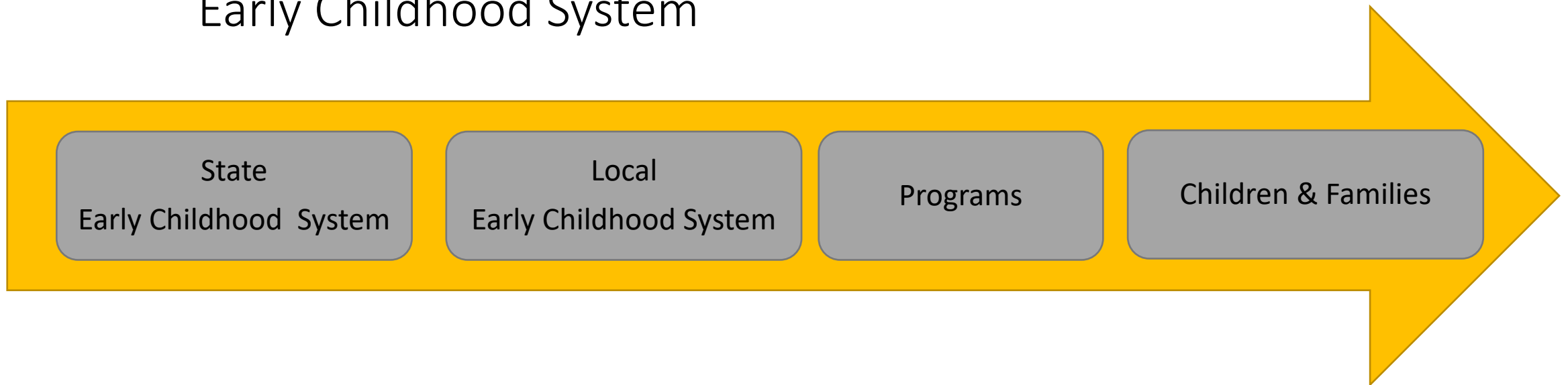
& Early Childhood Connections

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# Using & Sharing Data Across All Levels of the System

- Data tells the story
- Data uncovers important details
- Data must drive our plans at ALL levels of the Early Childhood System



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# Using Data to Support Individual Children & Families

ASQ-3 and ASQ-SE & Family Centered Assessments

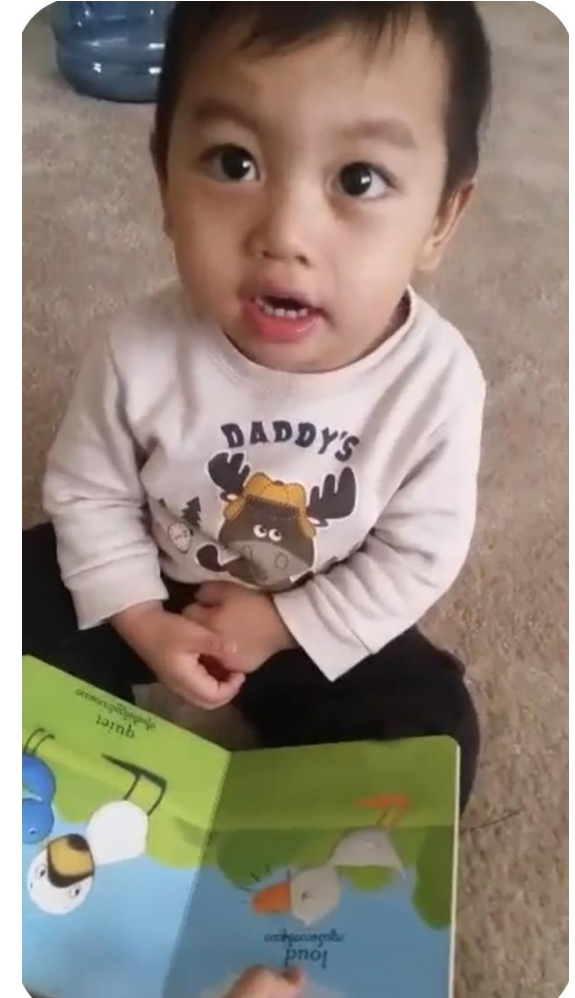
**89%**

Improved Scores in Parenting: Affection, Encouragement, Responsiveness, Positive Behavior Support



**67%**

Improved Scores in Parenting: Teaching, Conversation and Interaction and Parenting: Routines



Early Childhood  
Connections  
CUSD  
CALHOUN INTERMEDIATE  
SCHOOL DISTRICT  
An Educational Service Agency

GREAT START  
COLLABORATIVE  
Calhoun County



# Using Data to Support **Program** Strategic Planning

**2011-2016**

Welcome Baby Basket Program: **18-20%** retention of families in HV and Playgroups

**2017**

Data-Informed Program Redesign to three-visit  
WELCOME BABY EARLY LEARNING PROGRAM

**2020**

**58%** of families who participated in an initial Welcome Baby Early Learning Visit continued with 1 or more additional visits

**36%** of families who participated in Welcome Baby Early Learning Visits continue to participate in Home Visits and or Playgroups



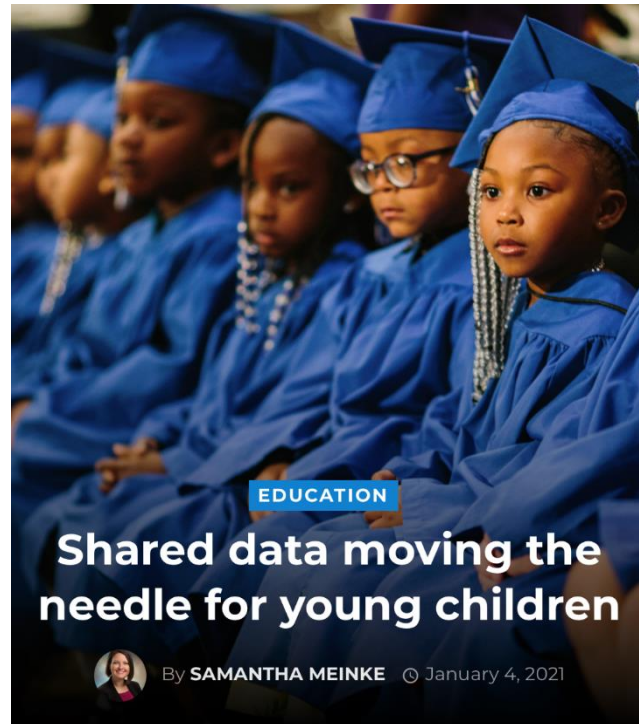
# Using Data to Support the Local Early Childhood System

In 2014, just **16.3%** of Battle Creek's children were ready for kindergarten. By 2020, that rate has more than tripled to **50.7%**.

Improvement on that scale doesn't happen by accident – or in silos.

It truly takes a village...

a DATA-INFORMED, EQUITABLE,  
COLLABORATIVE, RESPONSIVE Village!



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# Using Data to Support the Local Early Childhood System



Shared Data Across Programs to  
monitor the **Local Home Visiting System**

Longitudinal Data to Measure  
Outcomes and Inform  
**Program Strategies**

Short-Term Effect on Fall 2019 Kindergarten MAP Scores		
Program	MAP Reading	MAP Math
Home Visit	1.24	2.04
Playgroup	2.13	2.53
Raising A Reader	0.93	2.12
Great Start Readiness Program	.28	.26

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# Shared Data Across Programs to monitor the Local Home Visiting System

Longitudinal Data to Measure Outcomes & Inform  
Strategies across the Early Childhood System

## 2017-2018 Kindergarten Cohort

Effect of One Program on Various Racial and Ethnic Groups:  
2017-18 Kindergarten Cohort

	Reading	Math
Asian	0.54	-0.11
Black	1.30	-0.26
Hispanic	0.71	0.58
White	0.12	-0.90

## 2019-2020 Kindergarten Cohort

Effect of One Program on Various Racial and Ethnic Groups:  
2019-20 Kindergarten Cohort

	DIBELS Fall First Sound Fluency	DIBELS Fall Letter Naming Fluency	MAP Fall Reading	MAP Fall Math
All Children	1.64	4.31	0.11	0.34
Black	3.56	3.06	0.70	1.67
Hispanic	-0.83	0.98	-2.46	1.15
White	1.49	4.84	1.06	1.20

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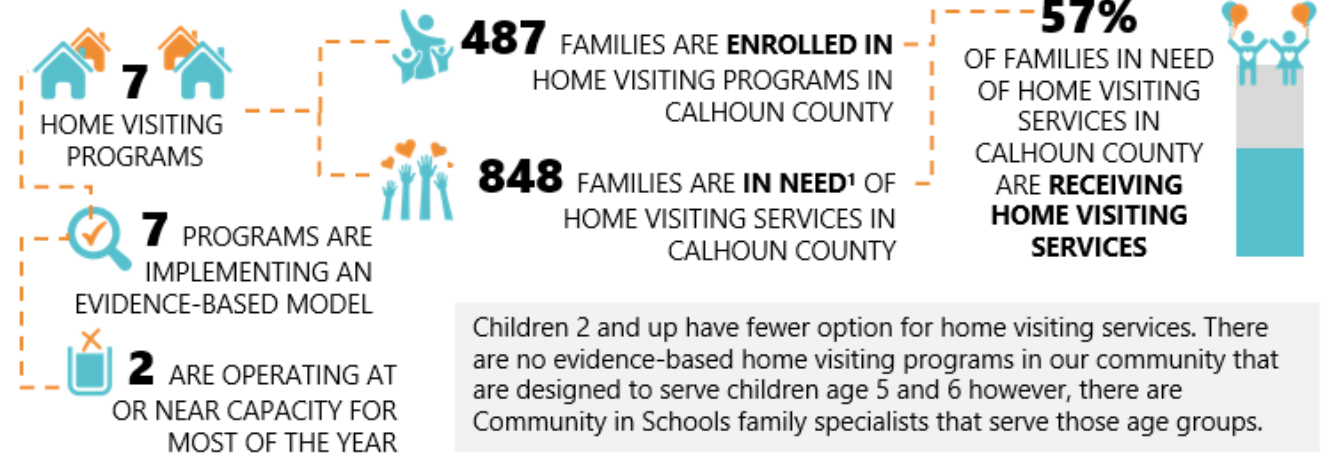
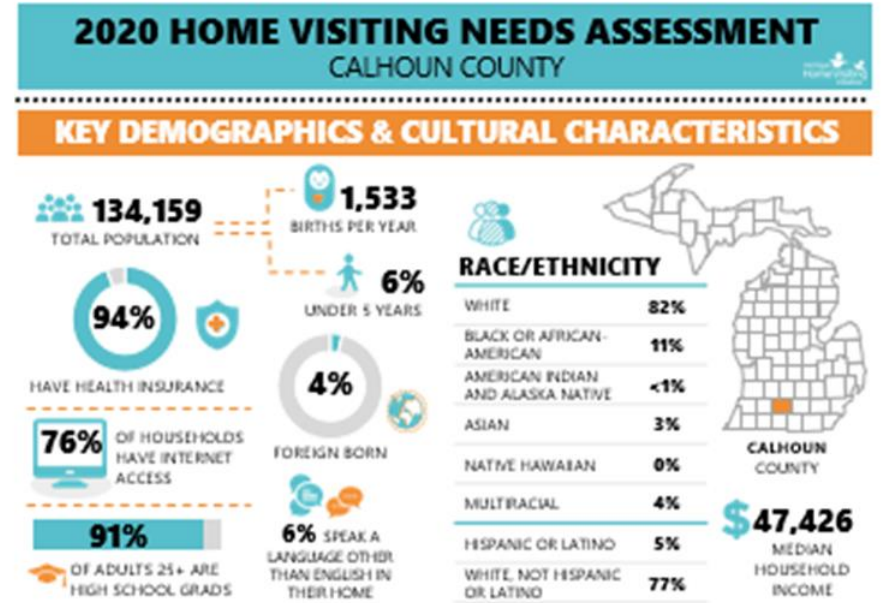
# Using Data to Support the Local Home Visiting System

## Strengths & Needed Improvements:

- Reach and Capacity
- Referrals and Transitions

## Data-Driven Action:

- Align Referral Practices across the system



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# Using Data to Support the State Home Visiting System

- Participating in State Steering Committees & Work Teams
- Bringing Local Experiences to inform State-Level Planning
- Sharing Best Practices & Local Strategies with other communities across MI

## Data-Driven Action:

- Facilitating a Strategy Session at the State Parents As Teachers Community Of Practice Meeting in March

Your voice matters.



## MOVE TO ACTION: we ALL play a role!

What role could you play in improving the collection, sharing and/or use of data in the Early Childhood System?

What ACTION will you take to make that happen?

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# THANK YOU

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"When schools create a collaborative culture around data use—when they use data not to point fingers but to inform collective decisions—something powerful can happen."

—KATHRYN PARKER BOUDETT  
AND JENNIFER L. STEELE,  
*DATA WISE IN ACTION*



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# DATA BREAKOUT JAMBOARD

What role could you play in improving the collection, sharing, and/or use of data in the EC System?

What action will you take to make that happen?

Explore why organizations/systems withhold from sharing

April - Getting information from out providers and sharing this information with our providers.

Want more information about DHHS partnership

how can more programs be connected in the overall k readiness data? That would tell a bigger story!

Being supportive and helping to provide resources to staff



## PANELISTS

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# SMALL CHILDREN | BIG POTENTIAL



## Why Literacy Matters

WHEN EARLY CHILDHOOD WORKS WE ALL WORK



## Adult Literacy Facts

**36**  
million

adults in the  
United States  
cannot read,  
write or do basic  
math above a  
third-grade level



Children whose parents  
have low literacy levels  
have a

**72%**

chance of being at the  
lowest reading levels  
themselves. These  
children are more likely to  
get poor grades, display  
behavioral problems, have  
high absentee rates,  
repeat school years or  
drop out.



**\$225 billion**

Cost each year in  
non-productivity in the  
workforce, crime and  
loss of tax revenue.

**\$232 billion**

a year in health care  
costs is linked to low  
adult literacy skills



**43%**

of adults with the lowest levels  
of literacy live in poverty

Sources: National Bureau of Economic Research, National Center for Education Statistics,  
National Council for Adult Learning, American Journal of Public Health

**36 million** adults in the US cannot read, write, or do basic math above a 3<sup>rd</sup> grade level

**\$225 billion:** cost each year in nonproductivity in the workforce, crime and loss of tax revenue

**\$232 billion** a year in health care costs linked to low adult literacy skills

**43%** of adults within the lowest levels of literacy live in poverty

Children whose parents have low literacy levels have a **72%** chance of being at the lowest reading levels themselves. These children are more likely to get poor grades, display behavior problems, have high absentee rates, repeat school years or drop out

## WHAT IMPACTS 3RD GRADE READING?

**CHRONIC  
ABSENTEEISM**



**SCHOOL READINESS**

**FAMILY  
STRESSORS**



**SUMMER  
LEARNING  
LOSS**



**HIGH  
QUALITY  
TEACHING**

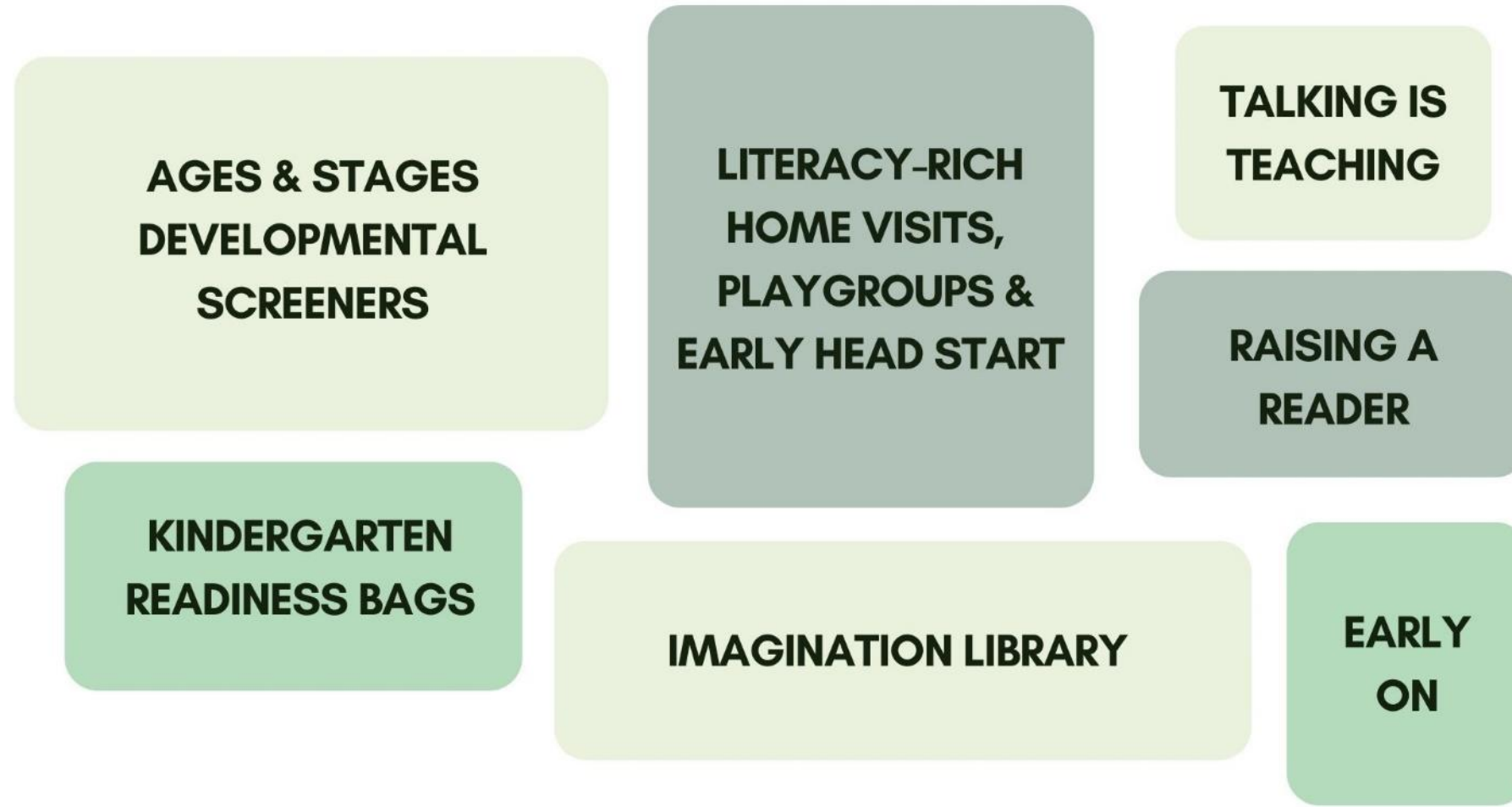


ANNIE E. CASEY  
FOUNDATION

WHEN EARLY CHILDHOOD WORKS WE ALL WORK

# **BATTLE CREEK EARLY LITERACY EFFORTS**

## **BIRTH - 3 YO**



≡≡≡ **WHEN EARLY CHILDHOOD WORKS WE ALL WORK** ≡≡≡

# **BATTLE CREEK EARLY LITERACY EFFORTS**

## **PRE-KINDERGARTEN**

**LITERACY RICH  
GREAT START  
READINESS  
PRESCHOOL**

**LITERACY-RICH  
HEADSTART  
PRESCHOOL**

**BCPS KINDERGARTEN  
SUCCESS PROGRAM**

**STAFF LITERACY  
SUPPORT**

≡ **WHEN EARLY CHILDHOOD WORKS WE ALL WORK** ≡



# THE EARLY CHILDHOOD STORY

16.3%

OF KINDERGARTNERS SCORED READY (OVER 50TH PERCENTILE) IN LANGUAGE ON THE MAP

50.7%

OF KINDERGARTNERS SCORED READY (OVER 50TH PERCENTILE) IN LANGUAGE ON THE MAP



AVERAGE ANNUAL COST FOR PRESCHOOL in MI: \$1,313 / MONTH / CHILD.

ROUGHLY 69% OF THE NATION'S 4 YEAR-OLDS ATTEND PRESCHOOL

LOCALLY, WE AVERAGE 80% OF ELIGIBLE CHILDREN IN GSRP & HEAD START



## CURRENT CHALLENGES

NEED TO ADDRESS ACCESSIBILITY & AFFORDABILITY OF PRESCHOOL:

- FURTHER UNDERSTAND WHO (AMONG THOSE ELIGIBLE) ISN'T PARTICIPATING IN PRESCHOOL & WHY.
- ADDRESS AFFORDABILITY FOR ALICE FAMILIES WHO DON'T QUALIFY FOR PRESCHOOL
- WORKFORCE SHORTAGES (INCL. COMP. INEQUITIES)
- HONOR FAMILIES WHO CHOOSE TO PROVIDE LEARNING AT HOME BY PROVIDING TOOLS & SUPPORT TO FAMILIES DIRECTLY.

ROUGHLY 26% OF BC RESIDENTS FALL WITHIN THE ALICE THRESHOLD.



## SHARED DATA

DATA SHARING & COORDINATION STRATEGIES:

- TRACKING CHILD DEVELOPMENT: AGES & STAGES QUESTIONNAIRE ONLINE
- BIRTH-TO-FIVE APPLICATION • UNIQUE IDENTIFICATION CODES •
- CISO/MDHHS SHARED POSITION • IMAGINATION LIBRARY •
- PULSE SURVEY • HELP ME GROW • PARTNERSHIP

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WHEN EARLY CHILDHOOD WORKS WE ALL WORK

## WHAT WE KNOW:

## THE RIGHT INTERVENTIONS ARE IN PLACE

### REACH MATTERS

CAPACITY EXISTS  
WITHIN EACH OF OUR  
PROGRAMS. SOME  
FAMILIES ARE HARD TO  
REACH.

### TIME MATTERS

IDENTIFYING  
DEVELOPMENTAL  
CHALLENGES EARLY IS  
IDEAL

### INVESTMENT MATTERS

PRESCHOOL ACCESS  
GAPS REQUIRE  
ADDITIONAL  
INVESTMENT

## SOLUTIONS EXIST:

BUILD NEW  
PARTNERSHIPS  
IMPROVE REFERRAL  
PROCESSES

HELP ME GROW  
ASQ ONLINE

COMMUNITY INVESTMENT  
IN IMAGINATION LIBRARY  
INNOVATIVE INVESTMENTS  
FOR PRESCHOOL

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# BATTLE CREEK EARLY LITERACY EFFORTS

## BATTLE CREEK PUBLIC SCHOOLS' KINDERGARTEN - 3RD GRADE

### **STUDENT PROGRAMS:**

READING BUDDIES  
ENGLISH LANGUAGE TUTORS  
ONLINE PROGRAMS  
SMALL GROUP INSTRUCTION  
KINDERGARTEN SUCCESS PROGRAM  
SUMMER SCHOOL  
KIDS READ NOW (SUMMER BOOK MAILING)  
21ST CENTURY AFTERSCHOOL PROGRAM

### **COMMUNITY EFFORTS:**

READING BUDDIES  
ATTENDANCE SUPPORT  
(W/ COURTS)  
CAPACITY BUILDING

### **STAFF SUPPORT:**

TUTORS, SPECIALISTS,  
CAPACITY BUILDING W/ COMMUNITY

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# ADDRESSING THE DOUBLE SLIDE (COVID + SUMMER)

COORDINATION  
ALIGNMENT  
RESOURCES

TARGETED UNIVERSALISM  
(focus on 2<sup>nd</sup> graders struggling  
to read)

WHEN EARLY CHILDHOOD WORKS WE ALL WORK



## PARTNERSHIP BETWEEN CISD & WILLARD LIBRARY

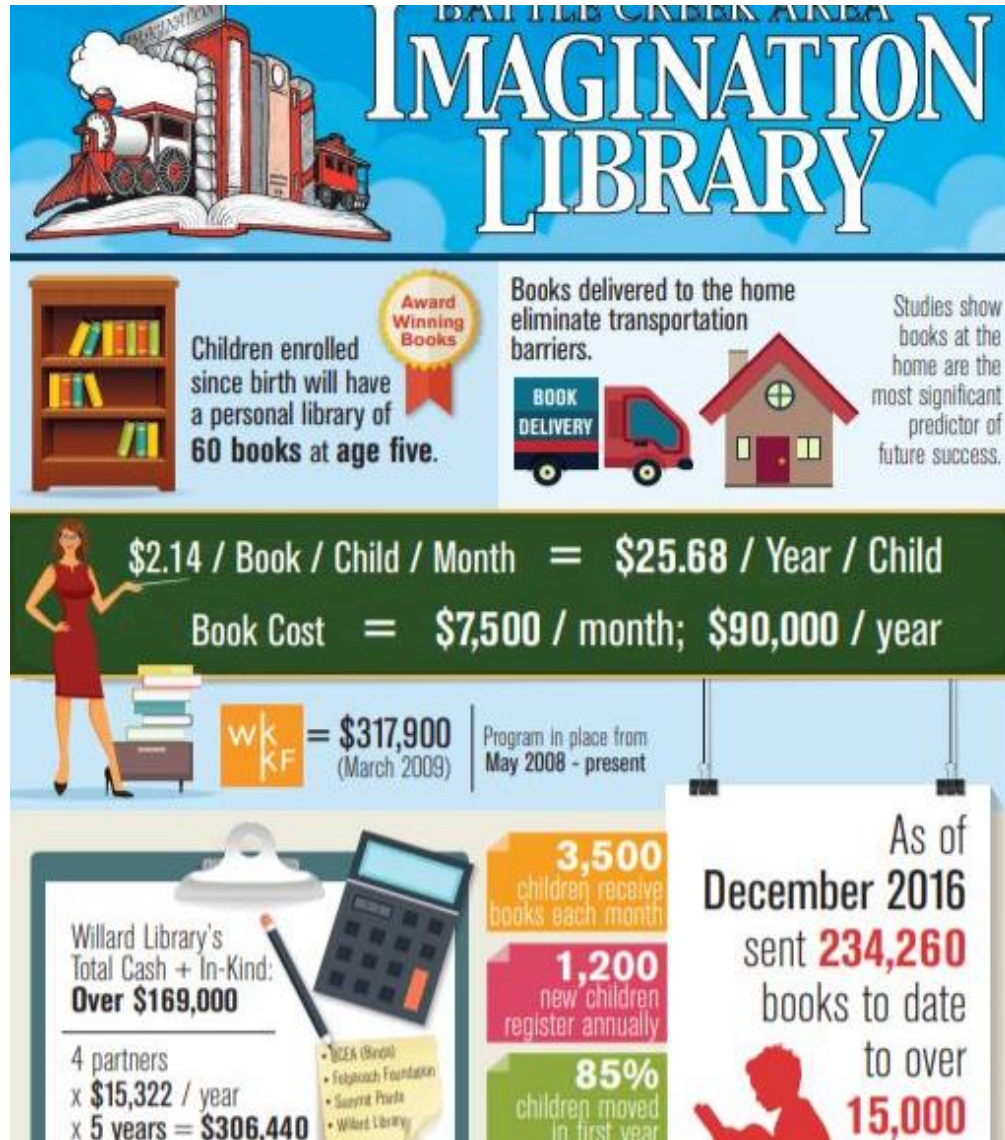
REACH: 2984 SERVED OF 3500 ELIGIBLE

336,518 CUMULATIVE BOOKS SENT 2008-2019

SUSTAINABILITY REQUIRES COMMUNITY INVESTMENT

ANNUAL COST TO COMMUNITY IS ROUGHLY \$100,000 (BOOKS, POSTAGE, ADMINISTRATION)

\$125 PROVIDES (JUST BOOKS) FOR A CHILD FOR 5 YEARS



# SMALL CHILDREN | BIG POTENTIAL JAMBOARD

## Reach

Do families know what we mean by literacy?(ideas, activities, goals, etc.)

Can we also partner with cereal city pediatrics with literacy bags?

universal home visiting - even in k-5 system

New ways to educate families on resources and supports available to them. More ways to spread the message.

partner more with Voces and Burmese center

What about a partnership with libraries?

More information on available adult literacy training/resources

Partner with puppeteers or early childhood literacy professionals that will excite and encourage children and family participation with literacy. Reading stories, singing songs etc

market local pre-k-5 resources to families with young children - direct marketing, mail, not just self printed trifolds in public service centers

Utilize the library more effectively to connect parents to the community resources available.

letting go of systems / paper work/ double work that we know are not working to allow for more time in what matters

How do we identify literacy fluency and use a universal approach beginning at birth.

how do we share the data and impact to the families we serve? Did they know the impact?

Using the BCPS Parent University as a vehicle

Provide training so all persons teaching literacy practices to families are using best practices.

reach out to community social media sites and share pre-made visual posts with literacy stats, early childhood education, stats, and local resources links

## Time

How do we share the impact with easy to understand language without causing shame. Maybe including info GED opportunities to increase family literacy

support families that don't know how to read, read to their children or ways they can help them.

## Investments

Continued conversation and advocacy around ways to connect Federal, State, and local dollars to support new innovative supports and services.

Look at policies that may stand in the way of shared positions within agencies to support families. Ex. MDHHS shared positions can not use state and federal dollars as the match.



## PANELIST

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# ECE & Implications on the Workforce

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# ECE & IMPLICATIONS ON WORKFORCE

Perspectives from the workforce system include:

Childcare remains one of the biggest barriers to employment

Childcare providers are not positioned as employers or an industry

The public workforce system has not historically “invested” in the childhood industry despite job openings

The issue can be hidden from public view

# ECE & IMPLICATIONS ON WORKFORCE

Requires multi-pronged approach & broader coalition building to address challenges, both immediate & long-term:

build partnerships to navigate eligibility & enrollment

pivot towards an “industry” will bring greater voice, resources & power

the true cost is unknown to the broader public, calculate & integrate into campaign

lead efforts to create robust career pathway, beyond just instructional roles

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# ★ EARLY CHILDHOOD WORKFORCE INDEX

## ✱ BATTLE CREEK ✱

- IT IS WIDELY AGREED THAT THE CURRENT EARLY CARE & EDUCATION (EC) SYSTEM ACROSS STATES IS WOEFULLY UNDERFUNDED. THE COST OF SERVICES IS OUT OF REACH FOR MANY WORKING FAMILIES, INCLUDING THOSE EARNING MIDDLE CLASS WAGES.
- 37.9% OF BC CHILDREN 6 & UNDER ARE PART OF LOW-INCOME FAMILIES. 52% OF LOCAL FAMILIES STRUGGLE TO MAKE ENDS MEET (ALICE REPORT). THE MEDIAN FAMILY INCOME IS \$39,679 (OVERALL) WITH WOMEN OF COLOR EARNING MUCH LESS (\$28,646 FOR AFRICAN AMERICAN WOMEN & \$22,456 FOR LATINAS)
- AT THE SAME TIME, LARGE SWATHS OF BC TEACHERS, EVEN THOSE WITH COLLEGE DEGREES, EARN UNLIVABLE WAGES. MORE THAN 520 MEMBERS OF THE BC WORKFORCE PROVIDE SERVICES TO CHILDREN IN BATTLE CREEK.

THESE ARE the FACTS in the STATE:

49% OF MICHIGAN CARE WORKER FAMILIES PARTICIPATE in ONE or MORE PUBLIC INCOME SUPPORT PROGRAMS.

Occupation + median wage  
CHILD CARE WORKER: \$10.65  
PRESCHOOL TEACHER: \$15.09  
CENTER DIRECTOR: \$25.08  
KINDERGARTEN TEACHER: \$34.00

690,000 CHILDREN

26,370 MEMBERS of the Early Childhood Workforce

LOCALLY

520 MEMBERS of LOCAL EARLY CHILDHOOD WORKFORCE

Occupation + median wage  
CHILD CARE WORKER: \$11.24  
PRESCHOOL TEACHER: \$15.99  
CENTER DIRECTOR: \$22.98  
KINDERGARTEN TEACHER: \$27.99

WHAT WOULD it TAKE ANNUALLY to ENSURE A LIVABLE WAGE for EACH EC WORKFORCE IN BATTLE CREEK?

0-5

3,699 CHILDREN

THAT'S A GAP of \$2,189,824!

# THANK YOU

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# Early Childhood Career Pathway Program

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# Our Challenge: Recruitment & Retention of Diverse Early Childhood Professionals

## ROOT CAUSES INCLUDE:

Image of Early Childhood Profession “Day Care”

Compensation

Required credentialing

Diversity in the profession

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# Our Strategy:

## Early Childhood Career Pathway Program

Our approach: *It takes a village*. Collaborative effort to build a program that offers different career pathways and avenues to draw members of the community into the profession and to stay in the profession:

BUILD THE TEAM: the creation of the *Early Childhood Education Collective*

BUILD AWARENESS: development of a Marketing Toolkit

UNDERSTAND & REMOVE BARRIERS: using data and relationships to understand issues & adapt programming as needed

REPRESENTATION MATTERS: building a workforce that looks like the children we serve, having people of color and cultures at all levels of education is powerful and necessary

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# A NATIONAL MOVEMENT: NAEYC'S POWER TO THE PROFESSION

15

TASK FORCE MEMBERS

38

STAKEHOLDER GROUPS

11,000

EARLY CHILDHOOD  
EDUCATORS ENGAGED

7

ROUNDS OF PUBLIC  
COMMENT

**QUALITY  
IS TIED TO**

*compensation*

**Voters agree:** Early childhood educators are paid too little and their wages should be raised.

**naeyc**<sup>®</sup>

[www.naeyc.org/profession](http://www.naeyc.org/profession)

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HEARING FROM YOU

We'd love to hear from you:  
What are your thoughts in attracting and retaining  
individuals to and in the ECE Profession?

THANK YOU

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# EC WORKFORCE = ESSENTIAL JAMBOARD

What are your thoughts in attracting and retaining individuals to and in the ECE Profession?

Restore real GSRP funding per child to what it was at its peak, adjusted for inflation.

many elementary schools are treated separate from K-12. Look at the vaccine roll out, Pre-K is not being included in the roll out. EC needs to be seen as professionals, teachers and an important piece to the Pre-K-12 school

We need families and employers to advocate at the legislative level for change in the system.

Encourage employer investment in early care with the help of champions who have already chosen to invest.

Adding benefits to a salary feels important.

What is attractive to individuals to help retain them in the ECE profession? Not just wages... but homes, paid continuing education, affordable/free ins, etc. What is a whole look approach including, but not limited to wages.

Is it the possibility to infuse ECE within the K-12 space in order to increase wages?

Need to address the wage issue statewide in order to attract people into working in the industry

Critical to map out the career pathway within the ECE space

Agreed - how can the ECE field/industry create the talking points and policy options they should lobby for?

teachers away from childcare in to seeing the VITAL work they do as teachers... changing the image might change the dynamic and buy in of parents not only with dollars but votes for those who support funding for ECE

<--- Key (in my opinion) is marketing - the broader public doesn't know what is required to work in this field, from education, etc.

have greater opportunity for ECE scholarships

Back in 2000-2001, GSRP per half-day slot was \$3,300, or \$6,600 for full-day implied. If we adjust for inflation, that would imply in the fall of 2021 a half-day payment of about \$5,000, or \$10,000 for full-day. For 2019-2020, gsrp was \$7,250

attracting and retaining is providing assistance in gaining educational credentials, growth opportunities starting at preschool to elementary education and administrative positions.

We need to do more to build the leadership skills of child care directors. We also need to support the learning of all of the early care providers.

# MOVING TO ACTION: MODERATOR REPORT OUT



===== WHEN EARLY CHILDHOOD WORKS WE ALL WORK =====





CHECK IN:  
HOW ARE YOU FEELING?

## WHAT 'S YOUR ROLE?

### **REFORMER:**

USES OFFICIAL CHANNELS TO MAKE CHANGE;  
USES A VARIETY OF MEANS: LOBBYING, LEGAL  
ACTION, ELECTIONS; MONITORS SUCCESS

### **SUPPORTER:**

PROMOTES CHANGE; INVESTS  
RESOURCES (FINANCIAL,  
INTELLECTUAL, TIME)

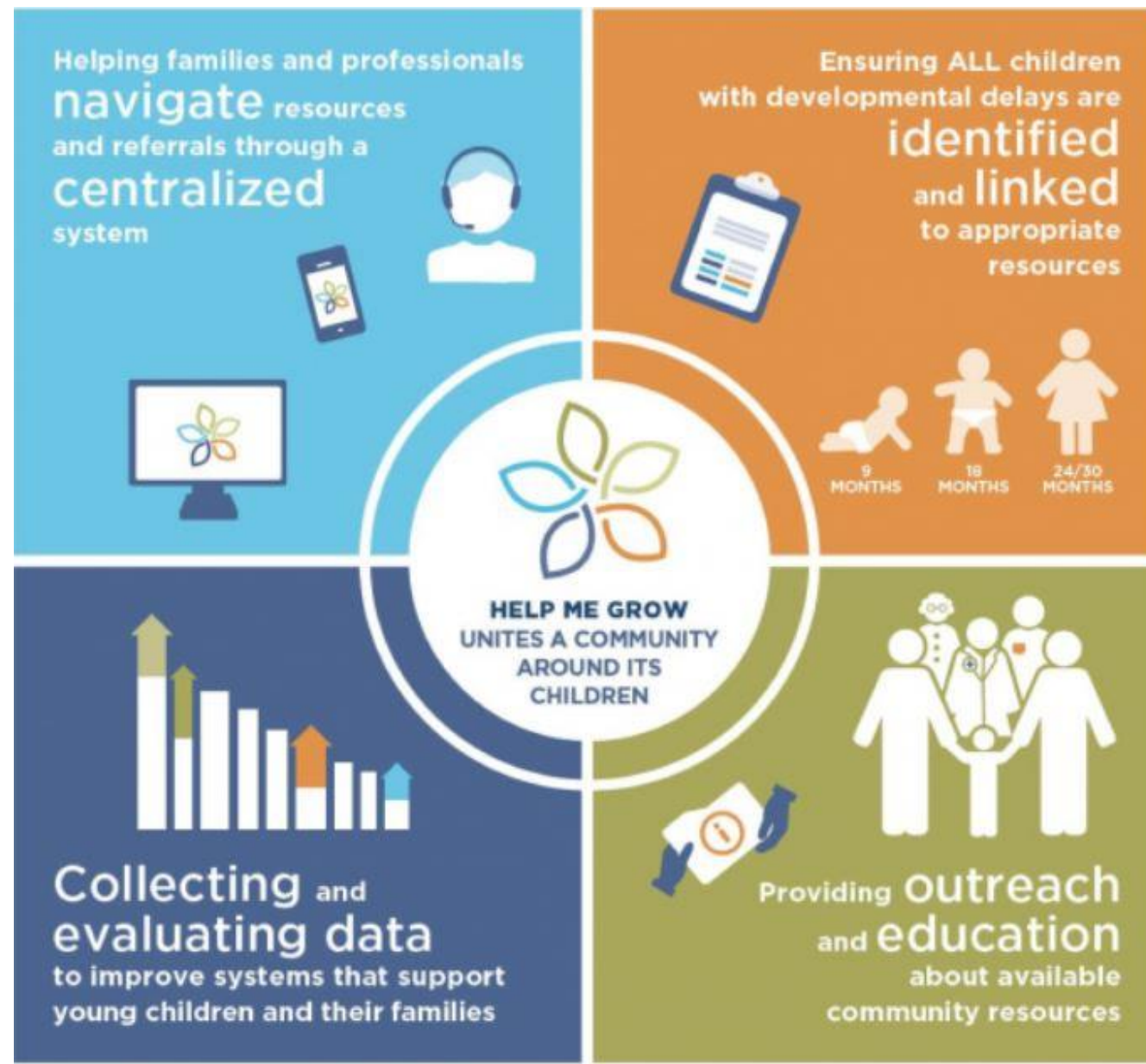
### **ENDORSER:**

PUTS PROBLEMS IN PUBLIC SPOTLIGHT;  
PROMOTES EFFORTS & CELEBRATES  
WINS PUBLICLY; CHAMPIONS THE  
CAUSE

### **CHANGE AGENT:**

PUTS KNOWLEDGE INTO PRACTICE;  
EMPLOYS STRATEGY; PROMOTES  
ALTERNATIVES & PARADIGM SHIFTS

===== **WHEN EARLY CHILDHOOD WORKS WE ALL WORK** =====



WHEN EARLY CHILDHOOD WORKS WE ALL WORK



# BECAUSE...

Preschool prepares  
your child for life.



CommunityAction  
Head Start



# PORQUE...

El Centro Preescolar le prepara  
a su hijo para toda la vida.



Inscriba a su hijo en el Centro Preescolar ahora  
269-660-1606 ext. 6141

[MyChildNeedsPreschool.com](http://MyChildNeedsPreschool.com)



CommunityAction  
Head Start



WHAT ROLE CAN YOU PLAY TO ENSURE EVERY CHILD IN OUR COMMUNITY  
HAS A QUALITY EARLY LEARNING EXPERIENCE?





PLEASE SHARE YOUR COMMITMENT IN THE CHAT

PLEASE COMPLETE THE EVALUATION

PLEASE ENJOY THE REST OF YOUR DAY

THANK YOU!

===== WHEN EARLY CHILDHOOD WORKS WE ALL WORK =====