



**Early Childhood Achievement Gap
Solutions Program
(ECAGS)**

How Does The Program Meet Our Mission?

OUR MISSION:

The Greenwich United Way identifies unmet local health, educational and self-sufficiency needs, raises awareness and support, and works collaboratively with community partners to initiate solutions and implement programs that have a lasting and positive impact.

OVERALL PROGRAM GOALS:

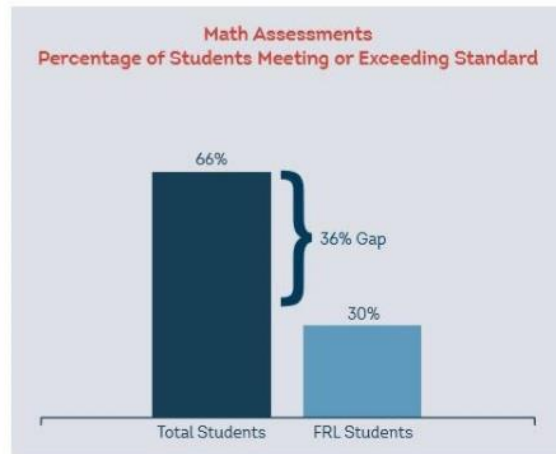
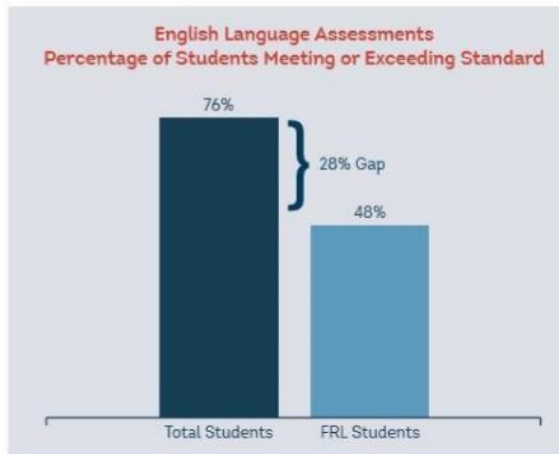
Narrow the Achievement Gap in Greenwich
Support families through home visitation (PAT model)
Enrich community pre-schools through instructional coaching

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Greenwich Has a Large and Persistent Achievement Gap

Greenwich Has a Large and Persistent Achievement Gap

2016 Standardized Assessments for Grades 3-8
Highlight the Achievement Gap in Greenwich



FRL are students qualifying for free and reduced price lunch

Why Does Greenwich, Which Has Well-Funded Public Schools, Have Such a Large Achievement Gap?

- National Research shows that 60-70% of the achievement gap is evident by age 5
 - “Toxic Stress” in many low-income families impairs cognitive development &
 - Lack of access to high-quality pre-school impairs kindergarten readiness
- Almost all of the Town’s education funding targets grades K-12
- The percentage of low-income children in Greenwich has doubled to 15% in the past 10 years and continues to increase: <https://www.greenwichtime.com/local/article/Greenwich-enrollment-rises-along-with-student-13331031.php>

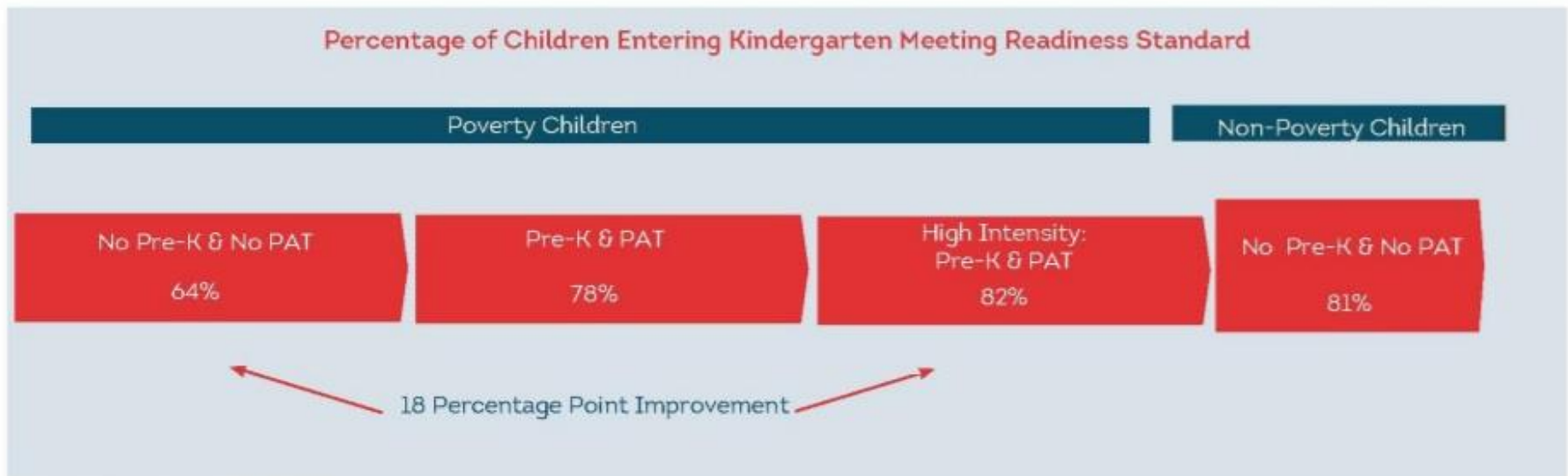
“We should start (educating) prenatally and not stop at age 3. In Connecticut we're really pushing preschool. It provides a basis of what we need now.” – Dr. Janice Gruendel

Program Overview

In May of 2018, the Greenwich United Way reached its goal of 3 years of funding (\$1.26mm) and launched a research-based approach to narrow the achievement gap. The program focuses on two core components:

- 1) Home Visitation: Greenwich Parents as Teachers (GPAT), using a national, evidence-based home visitation model, for low-income families and their children, ages prenatal to 3.
- 2) Instructional Coaching: Coaching, utilizing the Jim Knight model, with assistance from our Early Childhood Consultant, for the Family Centers and YMCA pre-schools will serve a large percentage of low-income families that serve children ages 3 to 5.

Research shows that a combination of Parents as Teachers and high-quality pre-school can narrow the achievement gap



Source: Dr. Zigler, Yale Child Study Center

Home Visitation – Prenatal to 3

Greenwich Parents as Teachers (GPAT):

- With Family Centers as our impact partner, two bi-lingual Parent Educators, with support from two part-time supervisors and an administrative assistant, will serve 40 families from prenatal to 3, utilizing the Parents as Teachers Curriculum. Program services began in June 2018.
- **Four primary goals:**
 - 1) Increase parent knowledge of early childhood development and improve parent practices
 - 2) Provide early detection of developmental delays and health issues
 - 3) Prevent child abuse and neglect
 - 4) Increase children's school readiness and success

Currently (as of October 2018): Our bi-lingual Parent Educators are serving over 10 families and conducting home visits.

One of many benefits: GPAT detects delays and refers children to appropriate resources for early intervention reducing taxpayer burden in the future.

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Instructional Coaching

- With Family Centers and the YMCA as our impact partners, our bi-lingual Instructional Coach is working with teachers and students, utilizing the Jim Knight model. Program services began in September 2018.
- The quality of pre-school varies across Greenwich
- The Family Centers and YMCA pre-schools serve a high percentage of low-income families

The pre-schools face several challenges in delivering a high-quality education to their students:

-Fewer staff members have college degrees

-The hours per day and the days per school year are longer, minimizing the time available for professional development and training

Currently (as of October 2018) : Our Instructional Coach is serving 40 teachers, 200 students, in 13 classrooms, across 4 sites with assistance from our Early Childhood Consultant

One of many benefits: Research has shown instructional coaching is far more effective than traditional workshops, increasing best practice implementation by eight times.

GUW will monitor results to ensure ECAGS delivers expected results

- PAT will use multiple measures to assess outcomes

Program staff will use Penelope (a database) to track all program data and use various measurement and assessment tools to track progress.

- Pre-School Instructional Coaching progress

Pre-school Leadership will provide Teaching Strategies Gold comparative data which will be used to compare students served by our instructional coach.

- Kindergarten Readiness

Greenwich Public Schools will provide the results of the Kindergarten Entrance Inventory (KEI) which will be used to compare against the student population served by ECAGS.

The Lasting Value of your Investment

- Increase parent knowledge of childhood development and improve parenting practices
- Provide early detection of developmental delays and health issues
- Prevent and reduce child abuse and neglect
- Improve school readiness and success
- Build teacher capacity
- Improve the quality of community pre-schools
- Most importantly, narrow the Greenwich Achievement Gap

Economic Benefits of ECAGS

- The GUV's Early Childhood Achievement Gap Solutions (ECAGS) Programs will cost \$420,000 per year for a total of \$1.26 million over a 3-year period.

Greenwich invests \$22,000 per year per child to educate students grades K-12. We propose that by spending \$1,750 per year per child *before* kindergarten, we can provide these children with an opportunity to thrive and maximize the benefits of a GPS education.

Early intervention should improve student achievement and reduce Greenwich funding for special education and remedial services for students grades K-12.

Special education students account for 10% of the overall Greenwich student population, but the total cost of special education services represents over 20% of the Board of Education budget.

- In 2015, the President's Council of Economic Advisors reported that every \$1 spent on early childhood education generates a return on investment of \$8.60.

Half of this return on investment comes from increased earnings for children when they grow up.

Other economic benefits include: parents securing higher-paying jobs and a reduction in crime rates.

GUW Is Uniquely Positioned to Implement ECAGS

- **Long track record in successful collaboration:** For ECAGS, the GUW will collaborate with the Greenwich Public Schools, Family Centers, YMCA, Greenwich Department of Human Services, Greenwich Hospital, CCI and Greenwich Alliance for Education.
- **Extensive experience in early childhood education:** The GUW has been the Town's largest funder of pre-school scholarships.
- **ECAGS: a very cost effective solution:** The annual cost of these combined programs is \$1,750 per child served. The goal is that each child entering GPS will have an opportunity to leverage the benefits of our town's \$22,000 per year investment in their education.
- **On-going monitoring of ECAGS results:** The GUW will closely monitor PAT and instructional coaching results.
- **GUW-funded early childhood expert:** Expert to bring best research practice to Greenwich and ensure collaboration among early childhood agencies.

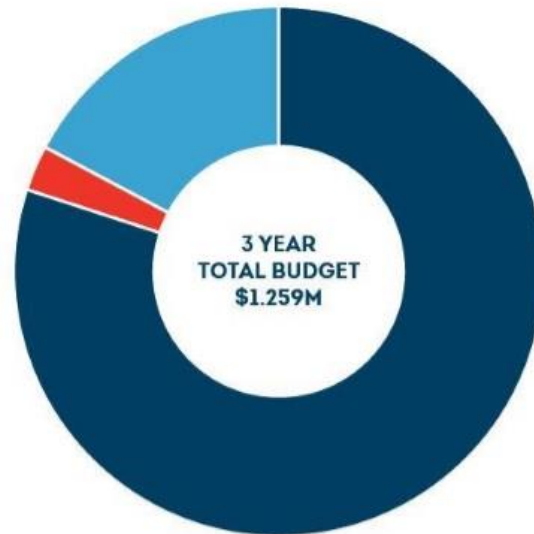
Collective Impact

Together, our aim is to:

- Through ECAGS, improve service delivery at our impact partner agencies
- Empower 240+ families and their children, from the ages of prenatal to 5, and beyond
- Build capacity for 40+ pre-school teachers
- Improve pre-school education across 13 classrooms at 4 sites
- Narrow the Greenwich Achievement Gap



ECAGS Cost Structure



Core Program Costs	\$1,007,089	80%
• PAT Costs (\$493,817)		
• Instructional Coach (\$234,908)		
• Program Leadership (\$102,423)		
• Early Childhood Expert (\$61,818)		
• Supplies (\$87,297)		
• Direct Program Space Costs (\$26,826)		
Program Support Costs	\$48,504	3%
Management and Administrative Costs	\$203,421	17%

Areas to Invest

	3 YEAR TOTAL	EXAMPLES OF WHAT'S COVERED*
Lead Benefactor	\$500,000 - \$1,000,000	Overall sponsorship of GUW's Direct Impact Initiative
Program Sponsor	\$300,000	Overall sponsorship of Early Childhood Achievement Gap Solutions
Patron	\$150,000	Overall sponsorship of Parents as Teachers Program for one year
Major Donor	\$100,000	Sponsor program leadership, coordination, and development costs for 3 years
Underwriter	\$75,000	Sponsor Pre-School Instructional Coach staffing costs for one year
Contributor	\$50,000	Sponsor fundraising and donor communications costs for 3 years
Friend	\$25,000	Sponsor early childhood expert for one year
Supporter	\$15,000	Parents as Teachers Program supplies for one year

**Any funding raised that exceeds initial budgeted amounts will be held in reserve to expand or sustain programs in consultation with donors.*



Research Supporting ECAGS

Achievement Gap:

The Economics of Early Childhood Investments. (2015). *President's Council of Economic Advisors*.

Jones, S. Lesauz N. (2016). *The Leading Edge of Early Childhood Education*.

Bradbury, B., Corak, M., Waldfogel, J., Washbrook, E. (2015). *Too Many Children Left Behind*.

Tough, P. (2016). *Helping children succeed: what works and why*. Boston: Houghton Mifflin Harcourt.

Klein, L., & Knitzer, J. (2007). *Promoting Effective Early Learning* (Rep.). National Center for Children in Poverty.

Reardon, S. (2011). *The Widening Achievement Gap between the Rich and Poor*. Stanford University

Kristoff, N. (2016, June 2). Too Small to Fail. *New York Times*. Retrieved from <http://www.nytimes.com>

Parents as Teachers (PAT) Program:

Parents as Teachers (www.parentsasteachers.org)

Zigler, E. & Pfannenstiel, J. (April 2007) *The Parents as Teacher Program: Its Impact on School Readiness and Later School Achievement*.

Home Visiting Evidence of Effectiveness Review: Executive Summary. (September 2015). *Mathematica Policy Research*.

Instructional Coaching:

Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*.

Knight, J. (2011). *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction*.

Thank You!

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