



How Foundations Can Support Use of Title I Funds for Early Childhood

Build
Strong Foundations For
Our Youngest Children

Goals for Today

- Discuss two innovative communities' use of federal Title I funds for early education services
- Fuel a discussion of the role that grantmakers can play in supporting use of Title I for early childhood and school readiness



State Early Childhood Development System

Comprehensive health services that meet children's vision, hearing, nutrition, behavioral, and oral health as well as medical health needs.

Early care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life.

Early Learning

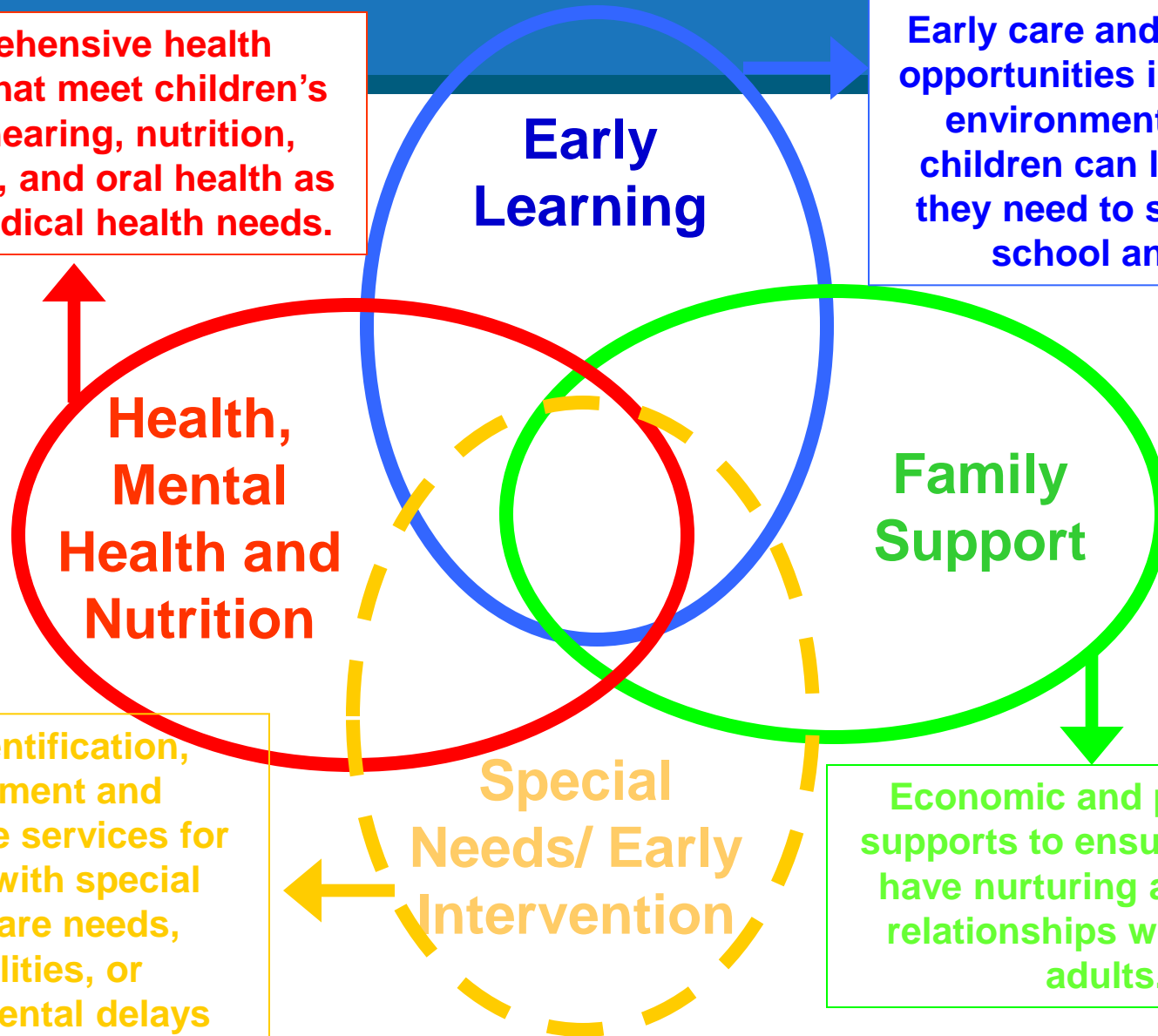
Health, Mental Health and Nutrition

Family Support

Early identification, assessment and appropriate services for children with special health care needs, disabilities, or developmental delays

Special Needs/ Early Intervention

Economic and parenting supports to ensure children have nurturing and stable relationships with caring adults.



Why MPS Embraced ECE

Up to half of the gap in achievement scores in school can be attributed to gaps already evident at the time of school entry.

-- Rouse, Brooks-Gunn, & McClanahan, *School Readiness: Closing Racial and Ethnic Gaps*



Early Education in Minneapolis

- **VISION**-80% of all incoming Minneapolis kindergarteners will be ready for school in 2012.
- **MISSION**-Enhance early childhood education, outreach, and partnerships to support and promote the healthy growth and development of children birth to age seven to ensure school readiness and school success.



MPS Early Education Components

- Early Childhood Screening and Follow Up
- Early Childhood Family Education
- School Readiness and High Five Preschool Services
- Dedicated Early Childhood Education Resources



Expanding emphasis on professional development



Title I Saves the Day

- State eliminated “High Five” funding, cutting MPS preschool services in half. Started funding High Five with Title 1 in ‘04-’05
- Invested 6.6% of MPS Title 1 funds for High Five (2008-2009)
- Expanded investment of Title 1 funds in Early Childhood Education to exceed 2004 levels to serve 880 children in ‘09-’10)



Where They Go From Here

- **Expand Professional Development**
- **Use ARRA money to add slots for highest-need children**
- **Continue to push quality higher**
- **Continue Strong Sup't Leadership for EC**

Canton, Ohio

SPARK Ohio is one of eight Kellogg-funded Supporting Partnerships to Assure Ready Kids Projects

- Program in its sixth year
- Getting kids ready for kindergarten by building reading, language and social skills
- Focusing on 3-6 year olds
- Getting schools ready for kids



SPARK in Canton

Funding and Support:

- Kellogg Foundation SPARK funds supported neighborhoods for 3-4 years
- Recently expanded to an additional 2 schools by adding Sisters of Charity Foundation funds
- Now using Title I/IDEA funding as new replication sites begin



Data and Leverage Drive Agenda

- State DOE suggested using ARRA funds for SPARK Ohio, stressing its alignment with Ohio's Early Learning Content Standards and “assistance that links families to needed community resources”
- Leaders used data on child outcomes to make the case. SPARK kids' scores on Ohio's kindergarten readiness test were higher than non-SPARK kids in the same classrooms and across the district.
- Sisters of Charity offered to extend current grant if district agreed to utilize Title I funds for SPARK for 2 years, allowing them to use foundation dollars in years 3 and 4
- District then agreed to allocate federal funds to cover full cost of SPARK , including salaries, books, supplies, materials, assessments, etc.



An Array of SPARK Services

Family Support and Early Learning focus includes:

- Home visiting and trainings
- Books
- Information about child development
- Free screenings and assessments
- Connection to follow up services (health, mental health, special needs)
- Connection to community resources
- Activities to do at home to prepare children for kindergarten and a guided learning plan
- Networking opportunities with other parents
- Information about school expectations
- Focus on transitions to K-12



Challenges to Title I EC Use

- Timing of different funding streams
- Mixed public-private delivery system makes it complicated
- Leadership: whose job is this?
- Limited state role in Title I
- Tight competition for Title I dollars



Key Roles for Funders

- *Educate* district and state leaders about allowable uses of Title I for EC
- *Partner* with districts: challenge grants tied to Title I
- *Convene* players and facilitate conversations about Title I EC use
- Work with associations, Title I directors, etc on *HOW* to do it



The Build Initiative

For more information, visit
www.buildinitiative.org

Contact: Gerrit Westervelt, Ph.D.
Executive Director
gwestervelt@buildinitiative.org
303-929-5011