

Ready for School
2005 - 2007 STRATEGIC PLAN
Arlington Child Care Council
NOVEMBER 12, 2004



Bringing the Community Together for Children
817-496-6099 • P.O. Box 9, Arlington, Texas 76004

A member of the Tarrant County Youth Collaboration Children & Youth Network





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INTRODUCTION

In 2002, there were nearly 30,000 children under six years old in Arlington. Of those, 6,165 were newborn children. In 2007, those 6,000 infants will be five years old and most of them will be entering Arlington Independent School District. Will they be ready for school? Will we be ready for them?

Getting ready for school begins at birth; children are born ready to learn. Children are naturally motivated to make sense of the world around them. During the first three years of life, while trillions of connections between brain cells are being made, children develop crucial intellectual, emotional and social abilities. They learn to give and accept love, to be confident and secure, to show empathy, to be curious and persistent—all abilities that will enable a child to learn, relate well to others and meet the expectations of formal schooling. More than 15 years of compelling research tells us that the early experiences these 6,000 Arlington infants have will dramatically impact their ability to succeed in school and in life.

So, who is responsible for ensuring that 30,000 Arlington children under the age of six are indeed ready for school? Clearly, the primary responsibility falls upon **parents** (mothers and fathers). Parents are a child's first teachers, the primary adults to whom a child turns for love, protection and nurturance. Next, **relatives and neighbors** form a vital network through which families and young children receive the critical support so necessary to a balanced life. This essential relative/neighborhood network cannot be replaced by government or social service systems.

The next level of responsibility for these 30,000 Arlington children is found in the formal **child care provider** system: family child care homes, for-profit and non-profit child care centers, and government supported Head Start and Arlington Independent School District Pre-K programs. At least 50% of these 30,000 children will experience some, or all, of these formal child care arrangements in their first five years.

And finally, the **community-at-large** bears responsibility for these 30,000 Arlington children. The business, faith-based, and civic communities share a vested interest in ensuring that all Arlington children enter school ready to learn.

There are five essential reasons why it is important for Arlington citizens to embrace **Ready for School: the Arlington School Readiness Initiative**:

1. Enhance Economic Development

Basic to community economic development is the sale-ability of a school district through both the recruitment and retention of strong corporate partners. Leaders in Chambers of Commerce understand that a healthy school district is essential if they are to not only attract new businesses, but to sustain their current economic base. **Ready for School**, built in part by business community representatives, is a very concrete business plan designed to ensure that when children enter the Arlington Independent School District, they will be prepared – cognitively, emotionally, socially, and physically – to become enthusiastic, productive and committed learners. Successful early learning experiences pave the way for an attitude that supports life-long learning.



2. Operationalize Arlington 2025

Arlington is at a historical crossroads: how does this community begin to address the quality-of-life issues that will not only retain and recruit businesses, but will also recruit and retain families. How can we ensure that the families who live here have the optimum opportunity to experience a healthy, productive life?

Recently, Arlington citizens outlined the following essential goals they believed were necessary for Arlington to become an ideal community. According to citizen vision, in 2025 Arlington will be a community:

- with affordable, coordinated and accessible programs and services for children and youth,
- with aligned workforce development and educational systems in support of our economic development strategies,
- where citizens value a highly ranked educational system at all levels,
- where health and human services, including transportation and other supportive services, are accessible to persons of all ethnicities, economic levels and abilities,
- with strong and sustainable neighborhoods.

Ready for School is designed to specifically address and/or support these five 2025 goals.

3. Support Arlington Independent School District

Because of a declining property tax base and dramatically changing demographic issues, AISD is grappling with a range of challenges that will define school district success over the next decade. For many years AISD has been committed to early childhood preparation for school readiness. In 2002, AISD was recognized in the strategic plan proposed by the Texas Office For Early Childhood Coordination as one of a handful of school districts that have successfully collaborated with the local child care industry to prepare young children for public school. Ready for School is intentionally designed to effectively link parents, child care providers and the community-at-large in a focused partnership with the Arlington Independent School District.

4. Strengthen the Child Care System

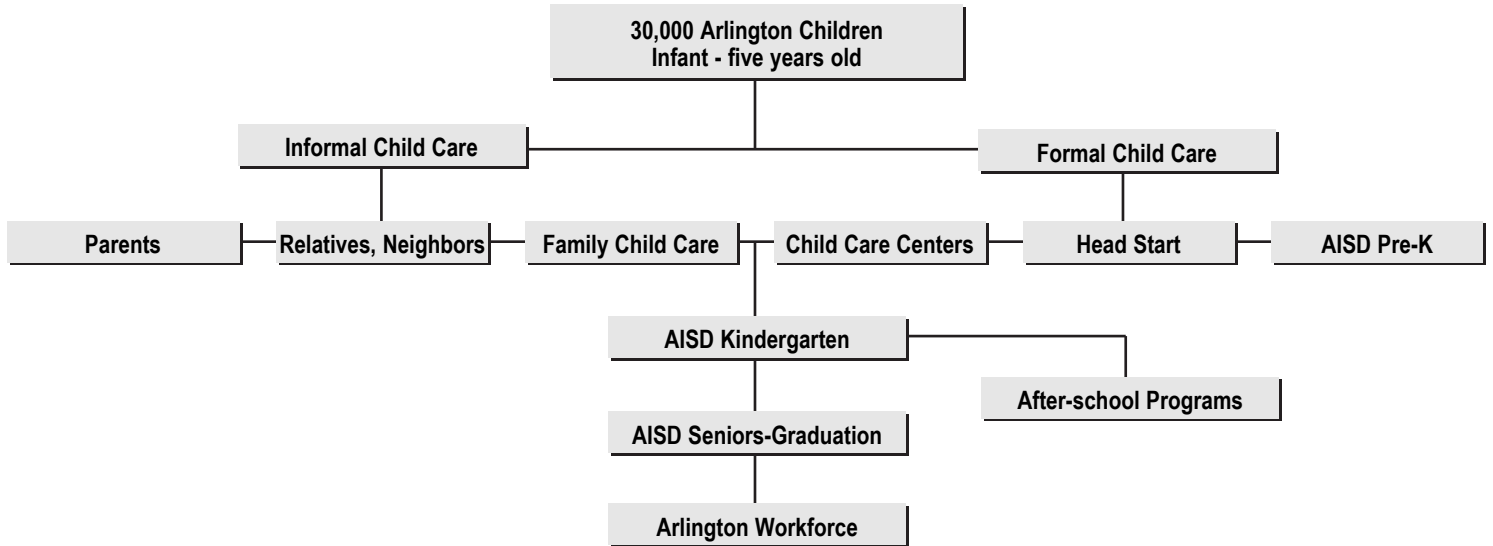
As the diagram on page 4 illustrates, Arlington's current 30,000 children five years old or younger pass through a maze of child care options before they enter school. This trend can be compared to national studies.

National statistics indicate that roughly 50% of young children are cared for in informal child care, care provided by parents, relatives, or neighbors. Reasons these children are in informal child care range from parent choice to economic necessity. Many parents choose not to access non-parental care during the preschool years because of religious or cultural preferences. Many working-poor parents often rely on informal child care with family or neighbors because they simply cannot afford formal child care. The annual cost of child care ranges from \$5,000-\$9,000 (depending upon the age of the child).

The other 50% of young children are cared for in formal child care, care provided by family child care providers (registered or regulated care provided in homes), for-profit child care centers (chains and independently owned), non-profit child care centers (faith-based and social service), and government supported and/or operated programs (Head Start and AISD Pre-K).



ARLINGTON CHILD CARE SYSTEM



Many Arlington children experience multiple child care environments in their first five years. Even more complex is that some of these same children can frequently experience multiple child care environments on a daily basis. How can we expect a young child to move through so many different, disconnected, and sometimes competing environments and emerge at five years old ready to succeed in school?

The formal child care system itself is faced with daily challenges. Child care professionals are some of the lowest paid professionals in our society, often making no more than \$7 per hour with no benefits. The turnover rate in the child care industry averages nearly 50% annually, challenging even the most competent child care center director. And training? The state of Texas only requires six hours of training to become a child care giver with another 15 hours required annually.

What impact does an underpaid, under-trained, complicated, fragmented child care system have on the school readiness of our young children? And is the formal child care system organized in a way that ensures that all of the children who pass through their doors receive the types of essential early childhood experiences that will ensure school readiness?

Ready for School is designed to begin the process of uniting the formal Arlington childcare system into a professional cooperative of organizations focused on finding collaborative solutions to issues that divide the childcare system while creating a voluntary standardized process for ensuring that all Arlington children are ready for school.

5. Focus on our Children

Putting economic, community-building, school district, and child care industry needs aside, can there be a more salient reason for supporting Ready for School than because it is what we must do for our children?

- Why not focus our collective community effort on ensuring that every infant born into Arlington will be nurtured and cared for?



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- Why not reach out to the parents of all newborns?
- Why not build neighborhoods that encourage families to thrive?
- Why not support the formal childcare system and the professionals who struggle every day to make sure that other peoples' children are safe, nurtured, and educated?
- Why not put young children first when determining local governmental priorities?
- Why not?

If not for the right reasons, one must only look at often cited research that tells us that our failure to ensure the well being and school readiness of 30,000 Arlington children will negatively impact Arlington through:

- increased school district costs related to under-performing students, behavioral management and learning disability problems,
- decreased ability to attract and retain businesses because of a lower performing school district,
- increased juvenile justice costs,
- increased social service agency needs related to dysfunctional family systems, and
- long term decreased workforce readiness.

Ready for School: the Arlington School Readiness Initiative takes a creative, business-oriented look at how to tackle, and hopefully solve, the many critical issues surrounding the ability of parents, the formal childcare system, the school district and the community to ensure that all Arlington children are ready to succeed in school and in life.





THE ARLINGTON CHILD CARE COUNCIL

Formed in February 2004, the Arlington Child Care Council (ACCC) is a freestanding, citizen-driven initiative designed to ensure that all children in Arlington will experience quality early childhood development opportunities and will enter school ready to learn.

The ACCC is responsible for designing and implementing a 2005 - 2007 Strategic Plan that will ensure that all Arlington children will experience quality early childhood development opportunities and will enter school ready to learn through improving the quality, accessibility and utilization of informal and formal child care opportunities in Arlington.

Arlington Human Service Planners 2002 - 2003 Child Care Report

Since it began in 1981, Arlington Human Service Planners (AHSP) has paid particular attention to the quality of life led by the children of working parents. A 1981 AHSP study determined that a high percentage of Arlington children were “latchkey kids”, spending after-school hours at home alone, without adult supervision or organized activities. AHSP helped to form an Arlington collaboration among after-school providers that exists to this date.

In 2000, AHSP decided to revisit child care issues facing infants, toddlers and preschoolers as well as those in early childhood education programs and after-school care. Don Kromer, the recently retired president of the Boys and Girls Clubs of Arlington, chaired a Child Care Task Force that met between February and October of 2002. The focus of the Task Force study was in four areas: quality of care, accessibility, affordability, and support for non-profit efforts.

The report, *Caring For Our Kids*, was presented to the community in Spring 2003. The report listed several areas of concern:

- low number of centers with high quality accreditation
- worker pay averages \$6.64 per hour
- weekly cost is 51% of gross income of low income family of two
- worker qualifications are high school diploma/GED and eight hours of training
- no official community body for oversight

The primary report recommendation was that an Arlington Child Care Commission should be established to oversee child care and after-school care for children from birth to 6th grade. The report suggested that the City of Arlington should consider a commission whose members would be appointed by the mayor and city council and would reflect the diversity of Arlington families.

United Way Kids Way Grant

After publication of the AHSP Child Care Report, members of the AHSP Child Care Task Force and AHSP Steering Committee began advocating for the development of an Arlington Child Care Commission. After some preliminary conversations with City of Arlington staff, it was decided that perhaps an independent, free standing community group would be best positioned to address the issues raised in the AHSP Child Care Report. In late summer 2003, United Way of Metropolitan Tarrant County Kid’s Way Impact Council sought proposals to improve the quality of child care in Arlington.

The Partnership For Children (through Tarrant County Youth Collaboration) applied for the grant with a plan to facilitate the development of the Arlington Child Care Council. The Partnership For Children (PFC) received a United Way Kid’s Way Impact Council grant on November 1, 2003 to work with Arlington citizens to create an Arlington Child Care Council.



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THE ARLINGTON CHILD CARE COUNCIL (ACCC) PHASE I Recruitment: November 2003 - January 2004

According to the PFC proposal, Phase I of the ACCC process would include:

- ACCC co-chair recruitment
- Generate initial orientation packet
- ACCC member recruitment
- Phase II ACCC member education plan

To accomplish the Phase I tasks, an ACCC Planning Committee was convened. The ACCC Planning Committee members were:

Mel LeBlanc	Chair	Arlington Human Service Planners
Lynda Sherrieb	Vice Chair	Arlington Human Service Planners
Don Ellis	Member	Arlington Chamber of Commerce
Sylvia Nichols	Member	Arlington Independent School District
Cynthia Odom	President	Junior League of Arlington
Myriam Palmer	Member	Community Volunteer

The ACCC Planning Committee met in November and December 2003 to generate a recruitment list of potential candidates to serve on the ACCC. According to the UW proposal, the ACCC candidates had to be drawn from the Business, Civic, Faith-based, Media, Government, University, School District, Child Care Provider and Parent communities.

Additionally, the ACCC Planning Committee:

- Elected Lynda Sherrieb to be the ACCC Co-Chair representing the Civic Organization community.
- Recruited Gary Hardee, Publisher of the Arlington Star-Telegram, to serve as the ACCC Co-Chair representing the Business Community.

In January 2004:

- the ACCC Co-Chairs and AHSP Chair met with Dr. Robert Cluck, Mayor of City of Arlington, Dr. Mac Bernd, AISD Superintendent, and Wes Jurey, President & CEO of the Arlington Chamber of Commerce to discuss the ACCC.
- ACCC Co-Chairs, AHSP Chair and ACCC Facilitator recruited the ACCC members in preparation for the February 19, 2004 meeting.





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2004 ARLINGTON CHILD CARE COUNCIL MEMBERS

MEMBER:	TITLE:	ORGANIZATION:
Gary Hardee	Publisher ACCC Co-Chair	Arlington Star-Telegram
Lynda Sherrieb	ACCC Co-Chair	Community Volunteer
Sue Adams	Director	Children's World
Lesly Bosch Annen	Director of Development	UTA College of Education
Barry Anderson	Executive Director: (New Beginnings)	Mt. Olive Baptist Church
Kimberlee Burnette	Child Care Licensing Specialist	DFPS, Child Care Licensing
Shirley Cox	Market President	Frost Bank
Mary Tom Curnutt	President-Elect	Junior League of Arlington
Don Duke	Vice President	Coble-Cravens Financial Services, Inc.
Don Ellis	Vice President: Workforce Development	Arlington Chamber of Commerce
Marilyn Evans	Executive Director: Elementary Instruction	Arlington Independent School District
Aaron Franco	Senior Program Director	YMCA of Arlington
John Gaida	Senior Vice President	Texas Health Resources
Sandra Godfrey	Executive Secretary	Commissioner Marti VanRavenswaay
Marge Hampton	Director	First Presbyterian Preschool
Mary Hibbs	Community & Family Outreach Liaison	Arlington Independent School District
Wes Jurey	President & Chief Executive Officer	Arlington Chamber of Commerce
Mel LeBlanc	Executive Account Manager	Molnlycke Health Care, Inc.
Marisa Garcia-Luna	Director of Counseling	Tarrant County College, Southeast Campus
Grant Mathews	Board Member	Young Men for Arlington
Pat Montes	Owner	The Montes Law Firm
Andy Nguyen	President	AIT Technologies
Marti VanRavenswaay	County Commissioner, Precinct 2	Tarrant County
Lana Wolff	City Council Member	City of Arlington
John Ross	ACCC Facilitator	Tarrant County Youth Collaboration





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ACCC PHASE II Education: February – May 2004

In February 2004, the ACCC members began a four-month orientation on a range of child care and school readiness issues. Because the members of the ACCC were primarily non-child care professionals, it was essential to provide the members with a broad, thorough knowledge of child care issues to ensure that the ultimate strategic plan was a usable plan.

In addition to local child care experts, the ACCC brought in leaders from the Austin Child Care Council, Greater Houston Collaborative For Children and the North Carolina Partnership For Children (Smart Start) to provide regional and national best practice information.

Listed below are the topics and presenters during the ACCC Phase II:

- Child Care in Arlington overview:
 - Demographics & general child care system: John Ross, The Partnership For Children
 - Child Care Resource & Referral: Pam Rinn, Camp Fire USA First Texas Council
 - Head Start: Gloria Serrano, Child Care Associates
 - Child Care as an industry: Lisa Witkowski, Work Advantage
- AISD Pre-K and Kindergarten initiatives: Jo McGovern & Teresa Cook, AISD
- Quality Child Care, a definition: Linda Winkelman, Camp Fire USA First Texas Council
- Greater Houston Collaborative For Children: Carol Shattuck, Executive Director
- Corporate Champions For Children: Diane Lochtrog Johnson, Liaison
- North Carolina Partnership For Children: Karen Ponder, President
- Austin Child Care Council: Ron Hubbard, Coordinator

Focus Groups: Child Care Providers and Parents

In an effort to better understand the types of issues faced by parents and formal child care providers, three focus groups were hosted between May 18 and July 19, 2004.

One focus group was for 10 Arlington formal child care professionals representing the for-profit, non-profit and government supported child care centers. The core message that came from the child care provider Focus Group was how differently each sub-group (for-profit, non-profit and government supported child care centers) viewed a range of child care issues.

The two parent focus groups offered starkly different views on child care issues. Parents who utilized formal child care attended the first group; parents who utilized informal child care attended the second group. The parents who utilized formal child care talked about the need for supporting the child care profession while the parents who utilized informal child care talked about the need for the community to support parents who chose to care for their children at home.



ACCC PHASE III Strategic Planning: June – October 2004

The ACCC Co-Chairs determined that there were three gateway questions that, once resolved by ACCC members, would enable the strategic planning process to more smoothly enter the goals, objectives, and action planning process. Those issues were:

- Is there an “end-product” resulting from quality child care? In other words, how can Arlington as a community measure if the child care provided to its children (either from formal or informal child care providers) has indeed helped the children?
- Given the complexity of the child care issues, the strategic plan should cover how many years?
- What is the most effective business model through which the ACCC can best actualize the strategic plan?

Is there an “end-product” resulting from quality child care?

School Readiness is a national movement. By using School Readiness Indicators as the “end-product” resulting from quality child care, ACCC members decided they could create a template for community decision-making that essentially states:

- all Arlington children from birth through five years old will enter school, regardless of the different child care modalities they experience during their first five years, and,
- every Arlington child will exhibit certain essential skill-sets when they enter school.

Listed in the graph below are the three School Readiness programs ACCC members reviewed:

ISSUE	FLORIDA	MARYLAND	NORTH CAROLINA
Name of initiative:	Florida Partnership For School Readiness	Maryland Model for School Readiness	Ready for School
Initiative began:	1999	2000	1999
School Readiness Indicators:	Language & Communication Approaches to Learning Cognitive Development & General Knowledge Social & Emotional Physical Health Motor Development	Physical Well-Being and Motor Development Social and Emotional Development Approaches Toward Learning Language and Literacy Development Cognition and General Knowledge	Language and Literacy Mathematics Science Social Studies Creative Expression Social and Emotional Physical Development
Target age-range:	0-5; some local School Readiness Coalitions focus on After-school as well.	0-5	0-5
Target demographics:	Focus on children 150% of poverty.	At-risk preschoolers.	All children; priority on high-risk. Not seen as a poverty-welfare program.
Local Level Initiative Management:	Florida Statue 411-01: defines who will be on local School Readiness Coalition (Child Development Boards). 18-25 members. More than 1/3 private sector business people. Chamber or Economic Council recommends. Develop plan. Contract out to providers. Strategic Funder	State Coordinator works out plan for each of 24 ISDs. Maryland Committee for Children handles Child Care community. Coordinator works with MCC	Smart Start local partnerships

Continued



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ISSUE	FLORIDA	MARYLAND	NORTH CAROLINA
Funding streams coordination:	CCDF, General Revenue, TANF go through local School Readiness Coalition. Some local groups have local taxing authorities have put extra revenue into these coalitions. United Way puts funds into them. Strategic Funder: RFP out the funds.	Child Care Administration and Maryland Dept. of Education. Local Management Boards in each county sets aside funding for planning at local level. LMB: social service agencies, community groups, local government.	Range of ways depending on the entrepreneurial skills of the local partnerships
Universal Pre-K:	State funded pre-k. No chance for Universal pre-k. Faith community and private child care providers feel like State is taking over their system.	State funded pre-k only for at-risk 4 year olds.	More at 4, at-risk four year olds.
Linkage to child care system:	Coalition has voluntary program with the child care providers. State looking to compare outcome profiles for centers with parents.	Professional Development: Head Start, Child Care Centers, Family Child care providers through community colleges	Depends on each county local partnership. Some do, some don't. Can provide us with county local partnership examples that do so.
Child Care licensing:	No tiered system. Not likely politically.		5 star tiered system.
Testing tools:	Uniform screening of all Florida kindergartners: Early Screening Inventory Work Sampling system Ready for School behavioral screener	Work Sampling system Portfolio system (Maryland protocol)	No formal screening. Kindergarten & 1st grade teachers do a process evaluation with results utilized in the classroom, not for data purposes. Don't want standardized testing in early grades.
Outcome reports:	Baseline report for 1st year just out. Informal care: only if parent received funding through CCMS.	LMBs use Results Based Accountability Format (Annie E. Casey).	North Carolina Kindergartners and Schools report: www.fpg.unc.edu/~schoolreadiness report is in first paragraph, click on Summary
Parent involvement:	Can be involved in local School Readiness Coalition, but not very involved. Public Awareness Campaign through local School Readiness and CCR&R	Through the Maryland Committee for Children. Informal caregivers: public awareness campaign (Ready at 5).	Local partnerships. Some counties have done a great job reaching out to informal caregivers.
Corporate involvement:	Local School Readiness Coalition. Corporate funding does come into local School Readiness Coalition.	Maryland Business Roundtable, Ready at 5. Two goals: public awareness and establish regular symposium for Early Care & Education.	Local partnerships. 10% of all state dollars come from corporate contributions.
Contact information:	Gladys Wilson 850-922-4299 gladys.wilson@schoolreadiness.org www.schoolreadiness.org/ac/index.asp	Dr. Rolf Grafwallner 410-767-0342 rgrafwal@msde.state.md.us www.md12.org/instruction/ensure/readiness/index.html	Donna Bryant 919-966-4523 bryant@mail.fpg.unc.edu www.fpg.unc.edu/smartstart/reports.html www.smartstart-nc.org/parents/school.htm



ADDITIONAL INFORMATION

Florida

Florida School Readiness 2002 Annual Report:

www.schoolreadiness.org/atp/atp_report.asp?recordid=107

When you open this page, scroll down to the 2002 Annual Partnership Report.

Go to page 12 and 13 of the report for:

- Setting Expectations
- Measuring Readiness

3-5 year old performance standards: www.schoolreadiness.org/lc/lc_performance.asp?recordid=83

Maryland:

Annual Report: www.md12.org/instruction/ensure/readiness/pdfs/lap_report.pdf

North Carolina

Two reports at: www.fpg.unc.edu/smartstart/reports.html

- Smart Start and Preschool Child Care Quality in NC: Change Over Time and Relation to School Readiness.
- Smart Start Effectiveness for Young Children and Their Families in North Carolina

At the July 8, 2004 ACCC meeting, members voted unanimously to adopt the Florida School Readiness platform as a template that would be blended with current AISD Pre-K efforts to form the development of the ACCC 2005 - 2007 Strategic Plan.

Given the complexity of the child care issues, the ACCC strategic plan should cover how many years?

When reflecting on the many complex issues that go into quality child care and school readiness, ACCC members understand that it will take a focused community effort stretching over 7-10 years to fully operationalize the goals encompassed in this strategic plan.

However, for the purposes of focusing community energy, it was decided that this plan should be a 3 year plan covering January 1, 2005 through December 31, 2007.

What is the most effective business model through which the ACCC can best actualize the strategic plan?

To move forward in the strategic planning process, ACCC members had two primary Strategic Plan delivery models from which to choose: Strategic Funder or Program Doer. During ACCC Phase II, members heard about several different community models focused on child care:

- North Carolina Smart Start: state level
- North Carolina Smart Start: county level
- Houston's Greater Collaborative for Children
- Austin Child Care Council
- Corporate Champions for Children in Tarrant County

At the July 8 ACCC meeting, members reviewed the pros and cons of each model. At this same meeting, members unanimously agreed that the ACCC should be a Strategic Funder entity. Note the Strategic Funder/Program Doer comparison grid on page 13.



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COMPARE	STRATEGIC FUNDER	PROGRAM DOER
Community model:	<ul style="list-style-type: none"> • North Carolina Smart Start: state level • Houston's Greater Collaborative for Children • Corporate Champions for Children 	<ul style="list-style-type: none"> • North Carolina Smart Start: county level • Austin Child Care Council
ACCC members:	<ul style="list-style-type: none"> • Similar to current ACCC membership: heavy on Business, Civic, Faith, Government, School District, Parents 	<ul style="list-style-type: none"> • Would need a heavier emphasis on Early Care & Education professionals
Member roles & responsibilities:	<ul style="list-style-type: none"> • Ensure that funding streams are available to implement Strategic Plan • RFP funds to Program Doers to implement Strategic Plan and/or • Review Program Doer applications for non-ACCC funds related to ACCC Strategic Plan 	<ul style="list-style-type: none"> • Ensure that funding streams are available to implement Strategic Plan • Would design and implement programs designed to actualize the Strategic Plan
Strategic Plan Accountability:	<ul style="list-style-type: none"> • Would ensure that Program Doers are meeting agreed upon outcomes 	<ul style="list-style-type: none"> • Would evaluate selves on meeting agreed upon outcomes
Staffing roles & responsibilities:	<ul style="list-style-type: none"> • Provide support for ACCC fund development • Design & implement RFP process • Review Program Doer applications for non-ACCC funds related to ACCC Strategic Plan • Provide ongoing ACCC administrative support 	<ul style="list-style-type: none"> • Provide support for ACCC fund development, to include grant writing • Support ACCC members in designing & implementing programs, to include committee work • Monitor program implementation • Provide ongoing ACCC administrative support





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STRATEGIC PLANNING COMMITTEES

On July 26, 2004, members of the ACCC Executive Committee created the following committees, with the noted members, to generate the 2005 - 2007 Strategic Plan:

Administration & Public Awareness Committee

CO-CHAIRS

Gary Hardee
Lynda Sherrieb

MEMBERS

Barry Anderson
John Gaida

Sandra Godfrey
Mel LeBlanc

John Ross
Marti VanRavenswaay

School Readiness Committee

CO-CHAIRS

Marilyn Evans
Mel LeBlanc

MEMBERS

Shirley Cox
Mary Tom Curnutt
Don Duke

Gary Hardee
Mary Hibbs
Wes Jurey
Marisa Garcia-Luna

Pat Montes
Andy Nguyen
Margaret Puckett

Early Care & Education Committee

CO-CHAIRS

Grant Mathews
Lynda Sherrieb

MEMBERS

Sue Adams
Barry Anderson
Lesly Bosch Annen
Kimberlee Burnette

Don Ellis
Aaron Franco
John Gaida
Sandra Godfrey

Marge Hampton
Marti VanRavenssway
Lisa Witkowski
Lana Wolff



2005 - 2007 STRATEGIC PLAN

STRATEGIC PLAN OVERVIEW

Taking responsibility for 30,000 Arlington children is no small task. To accomplish this task, the Arlington Child Care Council members decided that they had to focus on the lives of these 30,000 children and understand that, regardless of the different child care environments within which these children participate over a five-year period, all of these young children will enter school – public or private.

Ask any Arlington citizen: Do you think that all five year olds entering school should begin on a level playing field? Do you think that every five year old should be able to at least begin her school years with as much chance to succeed as any other five year old? Who would say no?

The answers to these questions are at the heart of **Ready for School: the Arlington School Readiness Initiative**.

But how do you make a genuine effort to level the playing field? How do you honestly make sure that all young Arlington children are truly ready for school?

The answers to these questions come from four essential activities embedded throughout the 2005 - 2007 Strategic Plan:

- **Support** parents as a child's first teacher and primary caregiver:
 - *Supporting parents* means respecting their choices about how to rear their child, but expecting them to do all they can to help their child be prepared for school and for life.

- **Collaborate** with the formal child care provider system to strengthen that system:
 - *Collaborating with the formal child care provider system* means understanding the complex economic issues that face this vital industry and facilitating their efforts to work together in the best interests of the children whom they serve.

- **Enhance** the relationship between the formal child care system and Arlington Independent School District:
 - *Enhancing the relationship between the formal child care system and Arlington Independent School District* means creating a more fluid connection between the two learning environments while acknowledging that professionals within the formal child care system require as much respect as do public and private school educators.

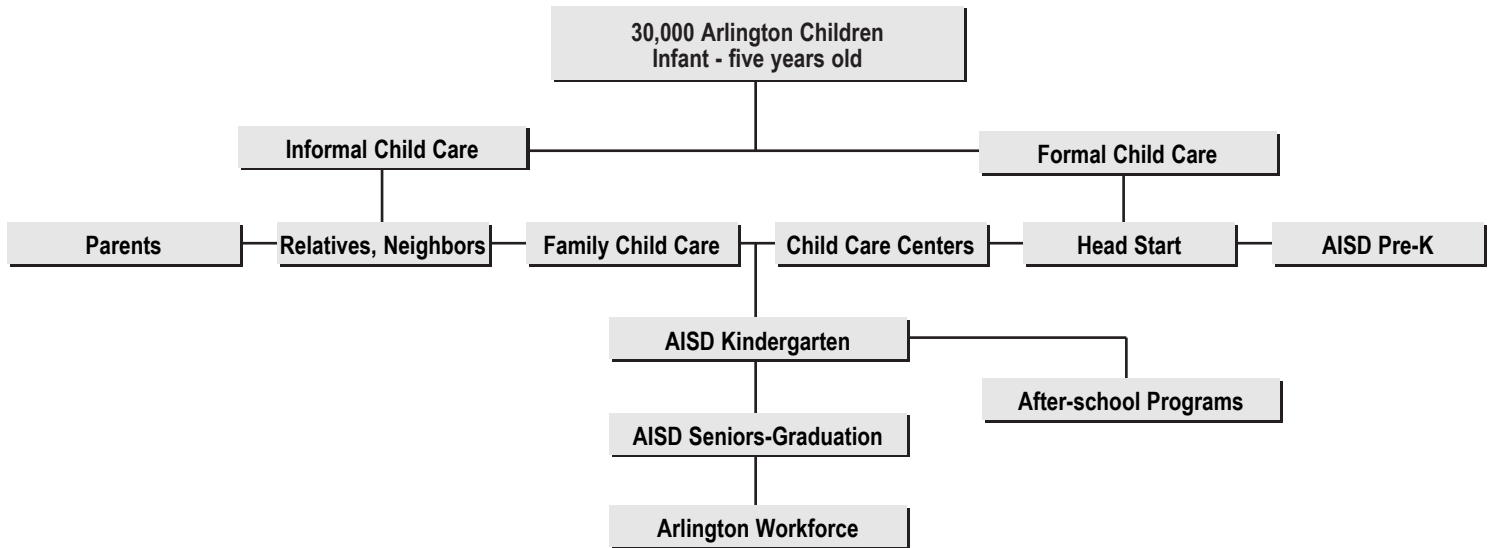
- **Challenge** the community-at-large through an ongoing public awareness effort to both understand and support the need for all young children to be ready for school:
 - *Challenging the community-at-large through an ongoing public awareness effort* means changing some of our collective cultural values and investing (both time and money) in honoring a commitment to ensure that all young Arlington children are ready for school.

But how do you put your arms around these four essential activities? What one idea can encompass the 30,000 children who must pass through the maze of disconnected child care environments (diagram on next page) and begin school on a level playing field? What one idea will ensure implementation of this Strategic Plan?



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And how do you ensure that these four essential activities noted above are woven into the 2005 - 2007 Strategic Plan? What one Organizing Principle will link parents, child care providers, the school district and the community?



That one idea is **School Readiness** and the *Organizing Principle* is **School Readiness Indicators**. Regardless of what route a child takes getting to school, all children get to school. And regardless of socio-economic factors or parent choice, all children need to have successfully navigated certain growth and developmental tasks and have mastered certain developmental skill-sets if they are to be successful in school or in life.

What is *School Readiness*?

School Readiness, a national movement that emerged in the mid-1990's, began through the complementary efforts of three basic early childhood constituencies, each reliant upon emerging research: the Infant-Brain Growth and Neurological Development scholars, the Early Care & Education/Quality Child Care advocates, and what can best be termed the Improve Our Schools advocates who believe that our children need better preparation to help them achieve their maximum potential and ultimately become a contributing member of a society that can compete with the rest of the world. These three constituencies found a common platform for integrating their desire to ensure that all young children receive the best possible early care and education possible to ensure optimum personal development. That platform was **School Readiness**.

At least half of the states are engaged in varying school readiness efforts. One 16 state consortium is the **School Readiness Indicators Initiative: Making Progress for Young Children**. The states involved include Arizona, Arkansas, California, Colorado, Connecticut, Kansas, Kentucky, Maine, Massachusetts, Missouri, New Hampshire, New Jersey, Rhode Island, Vermont, Virginia, and Wisconsin www.gettingready.org/matriarch. Another, very intensive, school readiness program is in California. Children Now, a California-based advocacy organization, has compiled a comprehensive list of indicators, which school districts utilize them, and data sources for school readiness. The list includes over 200 indicators,



Ready for School

organized by the five dimensions of school readiness www.childrennow.org. **The California Master Plan for School Readiness** can be seen at www.sen.ca.gov/masterplan. To access the report, click on the "Working Groups" link on the left side of screen to go to the page with information for all the different working groups. Once you are on that page, scroll down to the Working Group on School Readiness to access the full report or the Executive Summary.

As noted earlier, the Arlington Child Care Council focused on three state level School Readiness models:

- The Florida Partnership For School Readiness,
- The Maryland Model for School Readiness, and,
- North Carolina Ready for School

(Information about each of these models is available on pages 10-12.)

What are School Readiness Indicators?

School Readiness Indicators are lists of skill-sets that can be reasonably expected at certain ages when children have been provided appropriate environments and experiences to support their development. For example, if a child is going to be ready for kindergarten at age five, she is going to be more successful if certain skills at ages one, two, three, and four have been mastered. Skill-sets typically are related to categories of growth and development:

- **Physical Well-Being and Motor Development**
 - Physical well-being means that basic needs have been met: food, clothing, shelter, and regular health and dental care. A healthy child whose basic needs have been met is able to focus on, and engage in, experiences crucial to the learning process.
- **Social and Emotional Development**
 - A direct and profound relationship exists between a child's social and emotional well-being and overall success in school and life. Social development is an ongoing process of skill acquisition and mastery involving emotions, perception, cognition, and language. Emotional development is also an ongoing process involving the emerging ability to understand, express, and modulate feelings.
- **Approaches Toward Learning**
 - The way a young child approaches learning results from a child's cultural and environmental background as well as a child's individual learning dispositions and characteristics. These influences and the quality and nature of all of the child's earliest learning encounters determine how a child pursues and uses knowledge.
- **Language and Literacy Development**
 - Language and literacy development spans the broad continuum of listening, speaking, reading, and writing. Sensitivity to individual growth patterns, cultural diversity, and the need for both verbal interactions and print rich environments is essential to understanding a child's unique language development.
- **Cognition and General Knowledge**
 - Each child acquires knowledge by linking prior experiences to formal and informal learning situations. A child applies and extends prior knowledge to new experiences and refines concepts or forms new ones. Cognition is a fluid process by which a child constructs the meaning of the world and develops thinking skills, thus enabling active learning.



Ready for School

But, what about the *Quality Child Care* formula of quality, accessibility and affordability of formal child care? How does *Ready for School* address these three cornerstone issues so important to Early Care & Education advocates?

1. Quality

Currently: For 15 years, we have measured quality child care through carefully researched concepts related to environments and equipment, curriculum, teacher training and teacher-child ratios. Members of the child care community are often divided into two camps: those who choose to adhere primarily to state minimum standards for child care licensing and those who choose to meet a national standard set by the National Association for the Education of Young Children or the National Family Child Care Association. The inherent problem with this definition of quality child care is that there are always centers that are not nationally accredited who do a great job. Even more egregious is the general belief within the formal child care provider community that informal child care providers (parents, relatives or neighbors) simply do not, and can not, provide quality child care.

Ready for School: If you focus on the school readiness skill-sets a child needs when he enters kindergarten, you significantly alter how we, as a community, view the concept of quality child care. Quality thus becomes: if my center or my home fully prepares a child to succeed in school and assists children to achieve age-appropriate mastery of school readiness skill-sets, then the focus of our attention moves away from whether or not a child care center or home has certain equipment, the nationally recommended teacher-child ratios, or is nationally accredited. Our focus shifts to the outcome (children ready for school) and these other issues (training, equipment, etc.) become best-practice tools to help parents and providers achieve that outcome.

2. Accessibility

Currently: Accessibility is generally a code-word for saying that there are not enough formal child care openings in a community, particularly federal or state funded child care openings. Additionally, accessibility usually refers to whether or not there are enough quality child care openings close to neighborhoods that are in need of those openings. Again, the presumed appropriate child care environment is the formal child care setting. And, even within the formal child care community there is a general feeling among center providers that family child care should not be considered a form of child care that counts towards accessibility. Informal child care provided by parents, relatives or neighbors is not even factored into the accessibility equation. Remember, 50% of all young children are in informal child care. It is hard to ignore this statistic.

Ready for School: If you focus on the 30,000 Arlington children five years old or younger, then you must consider all child care to be potentially equal (formal and informal). Once you make this leap, there are typically as many slots as there are children. The real issue then becomes: how do we, as a community, accept all forms of child care and provide support to all child care providers, formal or informal.

3. Affordability

Currently: Quality Child Care advocates spend considerable time focusing on the high cost of formal child care. The standard solution is that we either need more government subsidized child care slots for working-poor and middle class families and/or we need parents to value quality child care and then be willing to adjust their financial lives to pay the high cost of child care.

Ready for School: Parents have resolved the affordability issue for years. If they can afford formal child care, they use formal child care. If they can't afford formal child care, they use informal child care. Until voters decide to substantially raise taxes to provide subsidized formal child care for all young children, parents will continue to choose the child care environment that they can afford. Again, it is up to the community to value all forms of child care, formal and informal.



Ready for School

READY FOR SCHOOL

Vision

All children in Arlington will experience quality early childhood development opportunities and will be ready for school.

Mission

The Arlington Child Care Council will design and support a comprehensive Arlington early care and education system that will improve the quality, accessibility and utilization of informal and formal child care.

Organizing Principle

All children require certain essential cognitive, emotional, social and physical skill-sets in order to be ready for school and for life.

Guiding Principles

1. All Arlington children from birth through five years old need to be prepared to succeed in school, regardless of:
 - the many different child care modalities they encounter during their first five years,
 - the socio-economic conditions within which a young child lives, and/or
 - the religious or cultural choices a child's parents make regarding their care-giving.
2. Ready for School must provide equal support for informal child care providers and formal child care providers,
3. The school district and child care providers (informal and formal) must be partners, and
4. Ready for School will be fully implemented through the voluntary involvement of the school district, child care providers (informal and formal) and the community-at-large.





2005 - 2007 GOALS

There are a total of nine Goals (three for each Implementation Committee) that form the backbone of the Ready for School strategic plan. The Goals serve as the driving framework through which all 2005 - 2007 Objectives will be actualized.

While each Goal can stand alone, all nine Goals ultimately relate to each other through the coordinated work of the three Implementation Committees. Listed below are the nine Goals and explanations as to why that specific goal was chosen.

School Readiness Committee

Goal 1: *Identify and define the essential school readiness skill-sets for children from birth through five years old.*

Why: Without accomplishing this specific Goal, most of the other eight Goals will not be accomplished. This Goal is the gatekeeper to successful implementation of Ready for School.

Goal 2: *Identify, define, and ensure utilization of activities required to build the essential school readiness skill-sets by parents and formal child care providers.*

Why: Identifying the age-appropriate activities that are required to build essential school readiness skill-sets is almost as vital as identifying the skill-sets themselves. It will be through these activities that parents and child care providers will be able to help their children be ready for school.

Also, it is important to ensure the utilization of these activities. Through incentives and public awareness it will be equally important to make sure these activities are being utilized.

Goal 3: *Identify, define, and implement evaluation processes required to measure the acquisition of the essential school readiness skill sets.*

Why: As with any business plan, one must measure the results of one's efforts. And so it will be with Ready for School. The School Readiness Committee will define and disseminate a range of evaluation tools to parents and child care providers that will allow them to measure their success in helping young children be better prepared for school.

Early Care & Education Committee

Goal 1: *Develop and foster a collaborative Arlington formal child care model that better prepares children to succeed in school.*

Why: The formal Arlington child care system is a critically important partner in ensuring that children are ready for school. In such a diverse and often fragmented industry, building a collaborative framework within which the child care industry can work together is the only way to ultimately ensure that all of Arlington's formal child care providers are embracing the Ready for School philosophy.

Goal 2: *Enhance the relationship between the Arlington formal child care model and Arlington Independent School District.*

Why: Arlington Independent School District ultimately inherits the young children who have experienced a range of formal and informal child care services. In real terms, both AISD and the formal child care providers need each other.



Ready for School

AISD needs the formal child care providers to work together to better coordinate their efforts to ensure that all young children entering AISD are indeed ready for school. And the formal child care providers need AISD. AISD could offer valuable professional expertise to the formal child care industry through training, support services and collaborative fund-development efforts.

In the final analysis, for full **Ready for School** implementation and successful outcomes, the AISD and Arlington's child care providers will need to become effective and meaningful collaborators.

Goal 3: *Develop a support network and resources to assist Arlington informal child care providers to better prepare their children to succeed in school.*

Why: With 50% of Arlington's young children not even participating in the formal child care system, it seems only reasonable that considerable attention must be paid to the parents, relatives and neighbors who provide a range of child care services.

Developing and implementing a plan to provide support services and resources to Arlington's informal child care providers could actually serve to strengthen neighborhoods, generate better parent linkage within elementary school attendance zones, and more successfully link social service and/or government services with specific parent needs.

Administration & Public Awareness Committee

Goal 1: *Create the administrative framework within which the ACCC can successfully implement the 2005 - 2007 Strategic Plan.*

Why: Clearly, without a strong administrative framework and the development of a range of policies and procedures that focus both fund-distribution and other organizations' school readiness efforts in Arlington, this ambitious strategic plan will not be fully implemented.

Goal 2: *Define the funding priorities and ensure that required funding is available to implement the 2005 - 2007 Strategic Plan.*

Why: While the ACCC did decide to become a Strategic Funder rather than a Program Doer entity, there are ongoing administrative support costs and the costs associated with specific objectives that require funding.

Goal 3: *Define and implement a comprehensive public awareness plan to ensure that all Arlington children are ready for school.*

Why: Once the School Readiness Committee defines the essential school readiness skill-sets, it is absolutely essential that every corner of Arlington becomes not only aware of what those skill-sets are, but what can be done to help children acquire those skill-sets.

The traditional path that social service agencies take with Public Awareness campaigns requires that a great deal of funding be generated for what is usually an intense, but short-lived, social marketing campaign.

To actually generate social change in Arlington concerning the need to ensure that all Arlington children are ready for school, the Administration & Public Awareness Committee understands that a **Ready for School** Public Awareness campaign must be a long-term campaign that embeds itself into pre-existing communication methods. Of course, the traditional public awareness campaign methods will be utilized. But unless there are large amounts of ongoing funding for a **Ready for School** Public Awareness campaign, this campaign will have to be smart, thorough and sustainable.



YEAR 1: 2005 OBJECTIVES, DELIVERABLES, BUDGETS

It is essential that the first year of implementing Ready for School provide concrete, measurable results so that ACCC members, members of the formal child care system, Arlington Independent School district officials, members of the business community, the community-at-large, and especially parents realize that there is indeed a commitment to ensuring that all Arlington's young children are ready to succeed in school.

Outlined below are the 2005 Objectives for each of the three ACCC committees. Accompanying those Objectives are Implementation Committee agreed-upon Deliverables (what exactly will be the outcome of that work) and beginning budgets for completing that specific work.

School Readiness Committee

The School Readiness Committee (SRC) has the most important task in 2005: To identify and define the essential age-appropriate school readiness skill-sets. This committee must complete this work by the end of Spring because much of the work to be accomplished by the Early Care & Education and Administration & Public Awareness Committees depends on this work.

However, defining those essential school readiness skill-sets is not enough. In 2005, the SRC will begin identifying the age-appropriate activities that will help a young child acquire those essential skill-sets. And finally, the SRC will identify a range of evaluation processes required to measure the acquisition of the essential school readiness skill-sets.

Goal 1: *Identify and define the essential school readiness skill-sets for children from birth through five years old.*

		DELIVERABLE	BUDGET
OBJECTIVE 1	By May 1, 2005, the School Readiness Committee will generate a report for the Early Care & Education Committee and the Administration & Public Awareness Committee that will identify the essential age-appropriate school readiness skill-sets based upon existing AISD Pre-K curriculum and the Florida Partnership For School Readiness indicators. <i>Responsibility:</i> SR Committee	Final report outlining the essential age-appropriate school readiness skill-sets.	\$2,750 consulting, supplies

Goal 2: *Identify, define and ensure utilization of activities required to build the essential school readiness skill-sets by parents and formal child care providers.*

		DELIVERABLE	BUDGET
OBJECTIVE 1	By October 15, 2005 the School Readiness Committee will generate a report for the Early Care & Education Committee and the Administration & Public Awareness Committee that will identify age-appropriate activities for 3 and 5 year olds from existing curriculum to ensure Arlington children acquire the essential school readiness skill-sets. <i>Responsibility:</i> SR Committee	Final report outlining the essential age-appropriate activities for 3 and 5 years old.	\$2,750 consulting, supplies



Ready for School

OBJECTIVE 2	By December 15, 2005, the School Readiness Committee will create a School Readiness Skill-Set Activities utilization plan for parents and child care providers. <i>Responsibility:</i> SR Committee	Written plan with clearly defined strategies.	\$2,750 consulting, supplies
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Goal 3: *Identify, define and implement evaluation processes required to measure the acquisition of the essential school readiness skill-sets.*

		DELIVERABLE	BUDGET
OBJECTIVE 1	By December 15, 2005, the School Readiness Committee will generate a report that will identify and define skill-set evaluation tools for parents, formal child care providers and the school district/private schools. The skill-set evaluation tools will focus on 3 and 5 year olds. The report will include a 2006 Evaluation Implementation plan. <i>Responsibility:</i> SR Committee	Final report outlining skill-set evaluation tools for parents, formal childcare providers and the school district/private schools focusing on 3 and 5 year olds.	\$2,750 consulting/supplies
OBJECTIVE 2	By December 15, 2005, the School Readiness Committee will, in collaboration with Arlington ISD, generate a plan to identify, on an annual basis, school readiness skill-set mastery for incoming Kindergartners. The plan will define: <ul style="list-style-type: none"> • implementation strategies for geographic and informal/formal child care providers information gathering • an information utilization plan. <i>Responsibility:</i> SR Committee	Plan that includes all elements of the outlined objective.	\$250 supplies
OBJECTIVE 3	By December 15, 2005, the School Readiness Committee will generate a report that outlines short-mid-long term benchmarks for school readiness success. The report will include identifying academic partners for a longitudinal study designed to measure those benchmarks for school readiness success. <i>Responsibility:</i> SR Committee	Final report outlining short-mid-long term benchmarks for school readiness success.	\$250 supplies

Early Care & Education Committee

In 2005, the Early Care & Education Committee (ECEC) will focus the bulk of its efforts on building a stronger partnership between Arlington’s formal child care providers, Arlington Independent School District and the ACCC. The formal child care system is an extremely important ingredient in any plan to ensure that young children are ready for school.

Building this partnership will require considerable commitment from the formal child care providers to work together on a range of issues that have long kept them at odds with each other. The need for ongoing, cost-effective staff training, the ability to provide more quality care at an economically feasible level, and the need for community understanding of the complex economic issues associated with providing childcare will help formal child care providers to effectively work together.



Ready for School

However, while focusing attention on the formal child care providers, the ECEC will not ignore the need to explore and devise ways for the community to connect with informal child care providers: parents, relatives and neighbors. Equal emphasis must be placed on supporting parents, relatives and neighbors who care for so many young children.

Goal 1: *Develop and foster a collaborative Arlington formal child care model that better prepares children to succeed in school.*

		DELIVERABLE	BUDGET (IF KNOWN)
OBJECTIVE 1	By May 31, 2005, the Early Care & Education Committee will have convened a Steering Committee composed of representatives from all segments of the formal child care provider community (for-profit, non-profit, faith-based, family child care, Head Start, Mothers Day Out providers, After-school providers). By May 31, 2005, the Steering Committee will generate the framework for beginning an association of Arlington formal child care providers. <i>Responsibility:</i> EC&E Committee	Steering Committee of 12-15 formal child care providers Document outlining framework for Association Date set in Fall 2005 for initial organizing meeting	\$3,500 seed money
OBJECTIVE 2	By December 15, 2005, the Early Care & Education Committee will facilitate the development of a draft Multi-tiered Quality Recognition system for Arlington's formal child care providers. <i>Responsibility:</i> EC&E Committee	Document outlining draft Multi-Tiered Quality Recognition System to be implemented in 2006	\$5,000: speaker, consultant, expenses
OBJECTIVE 3	By December 15, 2005, the Early Care & Education Committee will facilitate the development of a draft Child Care Training curriculum for Arlington's formal child care providers. This draft document will include a plan to create a Child Care Training Co-op utilizing Arlington child care professionals as the training corps. <i>Responsibility:</i> EC&E Committee	Document outlining draft Multi-Tiered Quality Recognition System to be implemented in 2006	\$5,000: speaker, consultant, expenses

Goal 2: *Enhance the relationship between the Arlington formal child care model and the Arlington Independent School District*

		DELIVERABLE	BUDGET (IF KNOWN)
OBJECTIVE 1	By August 31, 2005, the Early Care & Education Committee will develop a plan to enhance the professional relationships between AISD and the formal child care providers. Such a plan could include: job exchange between Elementary Schools/Child Care Directors, PTA outreach in child care centers, a Resource Van for child care providers. Such a plan should also include funding opportunities that could be utilized to implement the plan. <i>Responsibility:</i> EC&E Committee	Document outlining specific 2006-2007 plan.	



Ready for School

Goal 3: *Develop a support network and resources to assist Arlington informal child caregivers better prepare their children to succeed in school*

		DELIVERABLE	BUDGET (IF KNOWN)
OBJECTIVE 1	By August 31, 2005, the Early Care & Education Committee will develop a plan that will link Neighborhood associations, the formal child care industry and the faith-based community to informal child care providers in elementary school attendance zones. <i>Responsibility:</i> EC&E Committee	Document outlining specific 2006-2007 plan.	\$5,000: speaker, consultant, expenses
OBJECTIVE 2	By December 15, 2005, the Early Care & Education Committee will design and implement a pilot informal child care provider resource site. <i>Responsibility:</i> EC&E Committee	Operational pilot site	\$10,000 for resources, marketing

Administration & Public Awareness Committee

In 2005, the Administration & Public Awareness Committee (APAC) will focus on two key tasks:

- begin to institutionalize the protocols through which other organizations can assist the ACCC in implementing the Strategic Plan, and,
- develop and begin implementing an ongoing the Ready for School Public Awareness Campaign.

Both tasks are extremely important for supporting the work of the School Readiness and Early Care & Education Committees.

Goal 1: *Create the administrative framework within which the ACCC can successfully implement the 2005 - 2007 Strategic Plan.*

		DELIVERABLE	BUDGET (IF KNOWN)
OBJECTIVE 1	By December 15, 2004, the APAC will recruit additional ACCC members to ensure successful implementation of the 2005 - 2007 Strategic Plan. <i>Responsibility:</i> APAC	Revised Member Roster by 1/15/05	No additional cost
OBJECTIVE 2	By March 15, 2005, the APAC will create a Request For Proposal framework through which the ACCC will ensure successful implementation of the 2005 - 2007 Strategic Plan. <i>Responsibility:</i> Sherrieb	RFP Policies & Procedures document by 3/15/05	No additional cost
OBJECTIVE 3	By March 15, 2005, the APAC will create a process through which organizations seeking funding to implement Arlington Early Care & Education projects can: <ul style="list-style-type: none"> • have their projects reviewed for ACCC Strategic Plan compatibility, • receive letters of support from the ACCC and/or ACCC members. <i>Responsibility:</i> Sherrieb	Policies & Procedures document outlining process.	No additional cost



Ready for School

Goal 2: Define the funding priorities and ensure that required funding is available to implement the 2005 - 2007 Strategic Plan.

		DELIVERABLE	BUDGET (IF KNOWN)
OBJECTIVE 1	By December 15, 2004, the APAC will create and approve a budget for funding 2005 projects recommended by the Early Care & Education and School Readiness Committees. <i>Responsibility: APAC</i>	2005 ACCC Budget document by 1/1/05	
OBJECTIVE 2	By January 31, 2005, the APAC will generate \$22,000 to fund 2005 Administrative Budget. <i>Responsibility: Hardee</i>	Cash and/or commitments by 1/31/05	
OBJECTIVE 3	By May 31, 2005, the APAC will generate the funding required to fund projects recommended by the Early Care & Education and School Readiness Committees. <i>Responsibility: APAC</i>	List of successful grant proposals by 5/31/05	

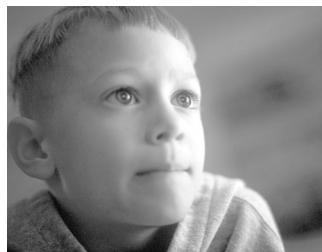
Goal 3: Define and implement a comprehensive public awareness plan to ensure that all Arlington children are ready for school.

		DELIVERABLE	BUDGET (IF KNOWN)
OBJECTIVE 1	By March 31, 2005, the APAC will generate a report listing best-practice School Readiness Public Awareness efforts. The report will specifically outline successful strategies for target audiences, materials/resources required, and funding required to implement a successful School Readiness Public Awareness campaign. <i>Responsibility: staff</i>	Report by 3/31/05	
OBJECTIVE 2	By May 31, 2005, the APAC will generate a School Readiness Public Awareness plan with specific timelines, target audiences, materials/resources required. <i>Responsibility: APAC</i>	Document outlining Plan by 5/31/05	
OBJECTIVE 3	By July 31, 2005, the APAC will begin implementing Phase I of the Public Awareness Campaign through AISD. <i>Responsibility: APAC</i>	Document outlining complete Phase I rollout, with materials, timelines, etc. by 7/31/05	
OBJECTIVE 4	By December 15, 2005, the APAC will develop a community-wide consortium of business, civic, government, faith community, social-service organization and parent representatives to implement a School Readiness Public Awareness campaign. <i>Responsibility: APAC</i>	Consortium Roster by 9/15/05 Consortium meetings(2) by 12/15/05	



YEAR 1: 2005 OBJECTIVES TIMELINE

DUE DATE	COMMITTEE	GOAL/OBJECTIVE	PAGE
December 15, 2004	Administration & Public Awareness	Goal 1, Objective 1	25
January 31	Administration & Public Awareness	Goal 2, Objective 2	26
March 15	Administration & Public Awareness	Goal 1, Objective 2	25
March 15	Administration & Public Awareness	Goal 1, Objective 3	25
March 31	Administration & Public Awareness	Goal 3, Objective 1	26
May 1	School Readiness	Goal 1, Objective 1	22
May 31	Early Care & Education	Goal 1, Objective 1	24
May 31	Administration & Public Awareness	Goal 2, Objective 3	26
May 31	Administration & Public Awareness	Goal 3, Objective 2	26
July 31	Administration & Public Awareness	Goal 3, Objective 3	26
August 31	Early Care & Education	Goal 2, Objective 1	24
August 31	Early Care & Education	Goal 3, Objective 1	25
October 15	School Readiness	Goal 2, Objective 1	22
December 15	School Readiness	Goal 2, Objective 2	23
December 15	School Readiness	Goal 3, Objective 1	23
December 15	School Readiness	Goal 3, Objective 2	23
December 15	School Readiness	Goal 3, Objective 3	23
December 15	Early Care & Education	Goal 1, Objective 2	24
December 15	Early Care & Education	Goal 1, Objective 3	24
December 15	Early Care & Education	Goal 3, Objective 2	25
December 15	Administration & Public Awareness	Goal 2, Objective 1	26
December 15	Administration & Public Awareness	Goal 3, Objective 4	26





2006 & 2007 OBJECTIVES

Year 2 (2006) will be an extremely busy implementation year and #3 (2007) will focus heavily on evaluating and reshaping those objectives implemented in 2006.

School Readiness Committee

	2006 OBJECTIVES	2007 OBJECTIVES
GOAL 1	<p>OBJECTIVE 1: By September 1, 2006, the School Readiness Committee will assess the efficacy of the 2005 School Readiness Skill-Set list and make necessary modifications. The SR Committee will report any modifications to the Early Care & Education Committee and the Administration & Public Awareness Committee. <i>Responsibility:</i> SR Committee</p>	<p>OBJECTIVE 1: No 2007 activity</p>
GOAL 2	<p>OBJECTIVE 1: By May 31, 2006, the School Readiness Committee will have begun implementation of the School Readiness Skill-Set Activities for 3 and 5 year olds utilization plan for parents and childcare providers. <i>Responsibility:</i> SR Committee</p> <p>OBJECTIVE 2: By October 15, 2006 the School Readiness Committee will generate a report for the Early Care & Education Committee and the Administration & Public Awareness Committee that will identify age-appropriate activities for 1, 2, and 4 year olds from existing curriculum to ensure Arlington children acquire the essential school readiness skill-sets. The report will include a School Readiness Skill-Set Activities for 1, 2 and 4 year olds utilization plan for parents and child care providers. <i>Responsibility:</i> SR Committee</p>	<p>OBJECTIVE 1: By May 31, 2007, the School Readiness Committee will assess the efficacy of the 2006 School Readiness Skill-Set activities and utilization plan for 3 and 5 year olds and make necessary modifications. The SR Committee will report any modifications to the Early Care & Education Committee and the Administration & Public Awareness Committee. <i>Responsibility:</i> SR Committee</p> <p>OBJECTIVE 2: By May 31, 2007, the School Readiness Committee will have begun implementation of the School Readiness Skill-Set Activities for 1, 2, and 4 year olds utilization plan for parents and child care providers. <i>Responsibility:</i> SR Committee</p>
GOAL 3	<p>OBJECTIVE 1: By December 15, 2006, the School Readiness Committee will have fully implemented the 2006 Evaluation Implementation plan. <i>Responsibility:</i> SR Committee</p> <p>OBJECTIVE 2: By December 15, 2005, the School Readiness Committee will fully implement the 2005 School Readiness Skill-Set Mastery Evaluation plan. <i>Responsibility:</i> SR Committee</p> <p>OBJECTIVE 3: By September 1, 2006, the School Readiness Committee will begin implementing, through their academic partner(s), the School Readiness longitudinal benchmark study. <i>Responsibility:</i> SR Committee</p>	<p>OBJECTIVE 1: By September 1, 2007, the School Readiness Committee will review the 2006 Evaluation Implementation process and make recommendations for necessary modifications. <i>Responsibility:</i> SR Committee</p> <p>OBJECTIVE 2: By September 1, 2007, the School Readiness Committee will review the 2006 implementation of the School Readiness Skill-Set Mastery Evaluation plan and make necessary modifications to the plan. The School Readiness Committee will report any modifications to the Early Care & Education Committee and the Administration & Public Awareness Committee. <i>Responsibility:</i> SR Committee</p> <p>OBJECTIVE 3: By September 1, 2007, provide a School Readiness longitudinal benchmark study report to the Early Care & Education Committee and the Administration & Public Awareness Committee. <i>Responsibility:</i> SR Committee</p>



Ready for School

Early Care & Education Committee

	2006 OBJECTIVES	2007 OBJECTIVES
GOAL 1	<p>OBJECTIVE 1:</p> <ul style="list-style-type: none"> Arlington Child Care Association is formal, working entity by 5/31/06 ACCA fully coordinating Child Care Training Co-op by 12/31/06 <p><i>Responsibility:</i> EC&E Committee, ACCA</p>	<p>OBJECTIVE 1:</p> <ul style="list-style-type: none"> ACCA develops a strategic plan to coordinate the efforts of the formal child care provider community by 12/31/07 <p><i>Responsibility:</i> ACCA</p>
	<p>OBJECTIVE 2:</p> <ul style="list-style-type: none"> Draft system finalized by 5/31/06 Initial implementation of system by 12/31/06 <p><i>Responsibility:</i> EC&E Committee, ACCA</p>	<p>OBJECTIVE 2:</p> <ul style="list-style-type: none"> Review of initial implementation by 5/31/07 Broader implementation by 12/31/07 <p><i>Responsibility:</i> EC&E Committee, ACCA</p>
	<p>OBJECTIVE 3:</p> <ul style="list-style-type: none"> Draft curriculum finalized by 2/28/06 Coop trainers recruited, agreements in place by 5/31/06 Year #1 trainings begin by 8/1/06 <p><i>Responsibility:</i> EC&E Committee, ACCA</p>	<p>OBJECTIVE 3:</p> <ul style="list-style-type: none"> Review initial training efforts, make revisions by 5/31/07 Year #2 trainings begin by 8/1/07 <p><i>Responsibility:</i> ACCA</p>
GOAL 2	<p>OBJECTIVE 1:</p> <ul style="list-style-type: none"> Implement 25% of Plan Objectives by 5/31/06 Implement 25% of Plan Objectives by 12/31/06 <p><i>Responsibility:</i> EC&E Committee, AISD, ACCA</p>	<p>OBJECTIVE 1:</p> <ul style="list-style-type: none"> Implement 25% of Plan Objectives by 5/31/07 Implement 25% of Plan Objectives by 12/31/07 <p><i>Responsibility:</i> AISD, ACCA</p>
	<p>OBJECTIVE 2:</p> <ul style="list-style-type: none"> Review pilot site success by 5/31/06 Generate revised resource site model by 7/31/06 Implement 2nd resource site by 12/31/06 <p><i>Responsibility:</i> EC&E Committee</p>	<p>OBJECTIVE 2:</p> <ul style="list-style-type: none"> Review pilot site success by 2/28/07 Generate revised resource site model by 3/31/07 Implement 2-4 new resource sites by 12/31/07 <p><i>Responsibility:</i> EC&E Committee</p>
GOAL 3	<p>OBJECTIVE 1:</p> <ul style="list-style-type: none"> Implement 50% of Plan Objectives by 5/31/06 Review plan implementation by 11/15/06 Revise implementation by 12/31/06 <p><i>Responsibility:</i> EC&E Committee</p>	<p>OBJECTIVE 1:</p> <ul style="list-style-type: none"> Implement other 50% of Plan Objectives by 5/31/07 Review plan implementation by 11/15/07 Revise implementation by 12/31/07 <p><i>Responsibility:</i> EC&E Committee</p>
	<p>OBJECTIVE 2:</p> <ul style="list-style-type: none"> Review pilot site success by 5/31/06 Generate revised resource site model by 7/31/06 Implement 2nd resource site by 12/31/06 <p><i>Responsibility:</i> EC&E Committee</p>	<p>OBJECTIVE 2:</p> <ul style="list-style-type: none"> Review pilot site success by 2/28/07 Generate revised resource site model by 3/31/07 Implement 2-4 new resource sites by 12/31/07 <p><i>Responsibility:</i> EC&E Committee</p>





Ready for School

Administration & Public Awareness Committee

	2006 OBJECTIVES	2007 OBJECTIVES
GOAL 1	<p>OBJECTIVE 1: By December 15, 2005, recruit 2006 Co-Chairs, 2006 ACCC members. <i>Responsibility: APAC</i></p>	<p>OBJECTIVE 1: By December 15, 2006, recruit 2007 ACCC members. <i>Responsibility: APAC</i></p>
	<p>OBJECTIVE 2: By December 15, 2006, review & refine the RFP process. <i>Responsibility: APAC</i></p>	<p>OBJECTIVE 2: By October 1, 2007, review 2005-2007 Strategic Plan implementation, determine 2008+ process. <i>Responsibility: APAC</i></p>
	<p>OBJECTIVE 3: By December 15, 2006, evaluate effectiveness of non-ACCC organization's ability to implement the ACCC strategic plan. <i>Responsibility: APAC</i></p>	<p>OBJECTIVE 3: By December 1, 2007, convene non-ACCC partners to review 2005-2007 implementation, discuss 2008+ process. <i>Responsibility: APAC</i></p>
GOAL 2	<p>OBJECTIVE 1: By December 15, 2005, the A&PA Committee will create and approve a budget for funding 2006 projects recommended by the EC&E and SR Committees. <i>Responsibility: APAC</i></p>	<p>OBJECTIVE 1: By December 15, 2006, the A&PA Committee will create and approve a budget for funding 2007 projects recommended by the EC&E and SR Committees. <i>Responsibility: APAC</i></p>
	<p>OBJECTIVE 2: By December 15, 2005, the A&PA Committee will generate funding for 2006 Administrative Budget. <i>Responsibility: APAC</i></p>	<p>OBJECTIVE 2: By December 15, 2006, the A&PA Committee will generate funding for 2007 Administrative Budget. <i>Responsibility: APAC</i></p>
GOAL 3	<p>OBJECTIVE 1: By February 28, 2006, the A&PA Committee and Community Consortium will review Phase I Public Awareness Campaign, recommend changes to August 2006 AISD campaign. <i>Responsibility: APAC</i></p>	<p>OBJECTIVE 1: By January 31, 2007, the A&PA Committee and Community Consortium will review Phase II Public Awareness Campaign, recommend changes. <i>Responsibility: APAC</i></p>
	<p>OBJECTIVE 2: By May 31, 2006, the A&PA Committee and Community Consortium will develop and implement Phase II of the Public Awareness Campaign. <i>Responsibility: APAC</i></p>	<p>OBJECTIVE 2: By January 31, 2007, the A&PA Committee and Community Consortium will develop and implement Phase III of the Public Awareness Campaign. <i>Responsibility: APAC</i></p>
		<p>OBJECTIVE 3: By October 1, 2007, the A&PA Committee and Community Consortium will review Public Awareness Campaign, develop and implement plan to maintain PA Campaign from 2008 - 2010. <i>Responsibility: APAC</i></p>



Ready for School

STRATEGIC PLAN IMPLEMENTATION 2005 - 2007

Arlington Child Care Council 2005 Ways of Work:

The Arlington Child Care Council (ACCC) will begin implementing Ready for School in January 2005. The 2005 Objectives outlined on pages 23-28 have clear deadlines and concrete deliverables.

Approximately 60% of the 2004 ACCC members will return. Additional 2005 ACCC members are being recruited from the business, civic, and faith-based community, as well as adding media/public-relations experts and additional early care & education and school district personnel.

There will be three 2005 Implementation Committees:

- School Readiness Committee
- Early Care & Education Committee
- Administration & Public Awareness Committee

These Implementation Committees will meet in January 2005, divide their committees' objectives into sub-committees, develop work-plans to ensure that projected deadlines are accomplished and then begin to work. The full Arlington Child Care Council will probably meet every other month with committee/sub-committee work scheduled monthly.

In September 2005, the Implementation Committees will begin reviewing the projected 2006 Objectives and determine if those Objectives are still valid or need to be altered to better fit the reality of the 2005 experiences.

The ACCC is a task force of the Tarrant County Youth Collaboration (TCYC). One ACCC Co-Chair is a member of the TCYC Board of Directors. TCYC will provide the 2005 administrative, fiscal management, and strategic plan implementation support for the Arlington Child Care Council. ACCC mailing address is: PO Box 9, Arlington, Texas 76004. This report will be posted on the new TCYC website on January 1, 2005. For questions concerning TCYC, call John Ross, TCYC Executive Director, at 817-496-6099.

ARLINGTON CHILD CARE COUNCIL FUNDING NEEDS

The ACCC requires approximately \$30,000 annually to fund the core strategic plan implementation functions. To join ***Arlington Partners for School Readiness***, a consortium of Arlington businesses, civic groups, foundations and individuals who are financially committed to ensuring that all Arlington children are ready for school, call Gary Hardee or Lynda Sherrieb at 817-496-6099.

To Fund Specific Strategic Plan Building Blocks

The ACCC will convene a meeting of local universities and other interested Early Care & Education service providers in February 2005 to outline the Ready for School 2005 - 2007 strategic plan and define a process through which these other organizations can receive ACCC support for their fund development efforts that will assist in implementing the Ready for School 2005 - 2007 strategic plan.



Ready for School

CONCLUSION

So, do you believe that all Arlington five year olds entering school should begin on a level playing field? Do you believe that every Arlington five year old, regardless of race or socio-economic status should be able to at least begin their school years with as much chance to succeed as any other Arlington five year old? The members of the Arlington Child Care Council believe so.

Twenty-four Arlington citizens from all walks of community life came together in 2004 to explore a complex set of issues surrounding the lives of Arlington's youngest citizens. The total time commitment of these volunteers has far exceeded 1,000 hours of studying, learning, and working together to forge crucial decisions concerning the future of young Arlington children.

Ready for School: the Arlington School Readiness Initiative is not a rhetorical exercise. **Ready for School** is a well thought out business plan with a clear vision, achievable objectives, and a practical awareness of the tremendous challenges that face Arlington in implementing this ambitious plan.

Ready for School is a plan that focuses on the reality of where Arlington children are being cared for, not based upon where we think their child care should take place. Do we need more funding for subsidized childcare? Yes. Do child care professionals need to be better paid and compensated? Yes. Does research on best practices in early childhood development and learning matter? Of course. But, while we have addressed these issues over the past 15 years, early childhood care and education practices in most settings have not kept pace with trends and research supporting change. It is time to take a new look, a different look at how we ensure that all of Arlington's young children receive the quality early childhood experiences so essential to their futures.

Ready for School: the Arlington School Readiness Initiative is that new look – that effort. But, **Ready for School** will only be fully implemented if parents, formal child care providers, the school district, the business, faith-based, civic, and social service communities, and local government, work together in ways that promote full partnerships and collaborations. Working together will be our collective challenge.

Ready for School was written by 24 Arlington Child Care Council members, but it is not their plan. **Ready for School** is the community's plan, the plan to ensure that all 30,000 Arlington children enter school ready to succeed in school and in life.

Gary Hardee, Co-Chair
Arlington Child Care Council
November 12, 2004

Lynda Sherrieb, Co-Chair
Arlington Child Care Council
November 12, 2004



WEBSITE RESOURCES

Quality Child Care

The NICHD Study of Early Child Care

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1988,00.html

Cost, Quality, and Child Outcomes in Child Care

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1745,00.html

First Three Years: Early Care and Education

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1837,00.html

Where There's a Will: Promising Ways to Promote Early Childhood Development

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_2405,00.html

Economic Impact of Child Care

A 2003 economic study by the Federal Reserve Bank of Minneapolis:

- ***Early Childhood Development: Economic Development with a High Public Return***

<http://minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>

- ***Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions***

www.rand.org/publications/MR/MR898

School Readiness

School Readiness Indicators Initiative

Making Progress for Young Children: 16-state initiative to develop indicators of school readiness.

The states involved include Arizona, Arkansas, California, Colorado, Connecticut, Kansas, Kentucky, Maine, Massachusetts, Missouri, New Hampshire, New Jersey, Rhode Island, Vermont, Virginia, and Wisconsin.

www.gettingready.org/matriarch/

Children Now State Indicators Matrix

Children Now, a California-based advocacy organization, has compiled a comprehensive list of indicators, who uses them, and data sources for school readiness. It includes over 200 indicators, organized by the five dimensions of school readiness, and several categories on ready school.

www.childrennow.org

California Master Plan for School Readiness

To access the report, click on the "Working Groups" link on the left side of screen to go to the page with information for all the different working groups. Once you are on that page, scroll down to the Working Group on School Readiness to access the full report or the Executive Summary.

www.sen.ca.gov/masterplan

Florida Partnership for School Readiness

To ensure children enter kindergarten ready to learn through helping local coalitions develop a seamless service delivery system.

www.schoolreadiness.org/atp/atp_report.asp?recordid=107 When you open this page, scroll down to the 2002 Annual Partnership Report.



Evaluating Child Care

Evaluating Statewide, Community-based Initiatives for Young Children

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_845,00.html

The Power of Outcomes: Strategic Thinking to Improve Results for Our Children, Families, and Communities

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_2399,00.html

NGA Center for Best Practices, Early Childhood:

www.nga.org/center/topics/1,1188,D_1480,00.html

Child Care Initiatives:

North Carolina Smart Start

www.ncsmartstart.org

Greater Houston Collaborative For Children

www.collabforchildren.org

San Antonio Smart Start:

www.smartstartsa.org

Austin Child Care Council

Links to early childhood initiatives in the states

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1891,00.html

National League of Cities, Early Childhood

http://www.nlc.org/nlc_org/site/programs/institute_for_youth_education_and_families/

Child Care Funding

Early Childhood Development Equals Economic Development

Rob Grunewald, Regional Economic Analyst and Art Rolnick, Senior VP and Director of Research, Federal Reserve Bank of Minneapolis

<http://minneapolisfed.org/pubs/fedgaz/03-03/opinion.cfm>

First Three Years: Finance Strategies

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1629,00.html

Federal Funding Sources for Early Childhood

Federal Funding for Early Childhood Supports and Services: A Guide to Sources and Strategies (June 2001).

<http://www.financeproject.org/fedfund.htm>

Child Care and Development Fund

http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1828,00.html

TANF Block Grant

Serving Children and Youth Through the TANF Block Grant (February, 2000).

http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_615,00.html



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State Funding Sources for Early Childhood

Financing Child Care in the United States: An Expanded Catalog of Current Strategies, 2001 Edition
www.emkf.org/pages/11.cfm

Corporate Support for Child Care

National Child Care Information Center: Costs & Benefits of Employer Sponsored Child Care

www.ecok.edu/dept/conted/ccrra/costbenf.pdf

Employer Sponsored Child Care Benefits

<http://stats.bls.gov/pub/ils/pdf/opbils24.pdf>

Families & Work Institute

www.familiesandwork.org

Child Care & Criminal Justice

Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest

www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_2038,00.html

National Resources

National Association for the Education of Young Children

www.naeyc.org

National Child Care Association

www.nccanet.org

National Association for Family Child Care

www.nafcc.org

National Head Start Association

www.nhsa.org

National Association for Child Care Resource & Referral Agencies

www.naccrra.org

National School Age Care Alliance

www.nsaca.org

Administration for Children & Families: Child Care Bureau

www.acf.dhhs.gov/programs/ccb

I Am Your Child

A national public awareness and engagement campaign to make early childhood development a top priority for our nation. The Campaign has coalitions in all 50 states and the District of Columbia that are forming partnerships to strengthen programs and policies around early childhood development.

www.iamyourchild.org



Zero To Three

A national, nonprofit organization located in Washington, D.C., dedicated solely to advancing the healthy development of babies and young children.

www.zerotothree.org

Brazelton Touchpoints Center

The Brazelton Touchpoints Center gives healthcare childcare, educators and social service professionals effective and proven tools to support infants and parents at the beginning of their lives together. Departs from traditional medical and social service provision in its multidisciplinary approach. By combining the knowledge and perspectives of developmental psychology, education, nursing, pediatrics, psychiatry, and social services, valuable linkages are made to support children and families.

www.touchpoints.org

National Fatherhood Initiative

www.fatherhood.org

Texas Resources

Texas Child Care Standards

www.tdprs.state.tx.us/Child_Care/Child_Care_Standards_and_Regulations/default.asp

Texas Early Care & Education Coalition

www.tecec.org

1999 Texas Child Care Portfolio

www.twc.state.tx.us/svcs/childcare/ccreport.html

Texas Licensed Child Care Association

www.tlcca.org

Office of Early Childhood Coordination

Created through legislation sponsored by State Senator (now Fort Worth Mayor) Mike Moncrief, the OECC generated a comprehensive early childhood plan for Texas:

www.hhsc.state.tx.us/pubs/101702_KidPlan.pdf

Texas Business & Education Coalition

www.tbec.org

