



**A collective impact project
addressing equitable access to
high-quality early learning.**

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Why Child Care Matters in Flagstaff
Elevate PreK Strategy Review
Year One Findings
Next Steps

Early Childhood Education and Care in Arizona

Context, Data, and Resources
for Municipal Leaders

August 2022



HOW CHILDCARE IMPACTS
ARIZONA'S WORKFORCE
PRODUCTIVITY AND THE
STATE ECONOMY



Untapped
Potential in

AZ



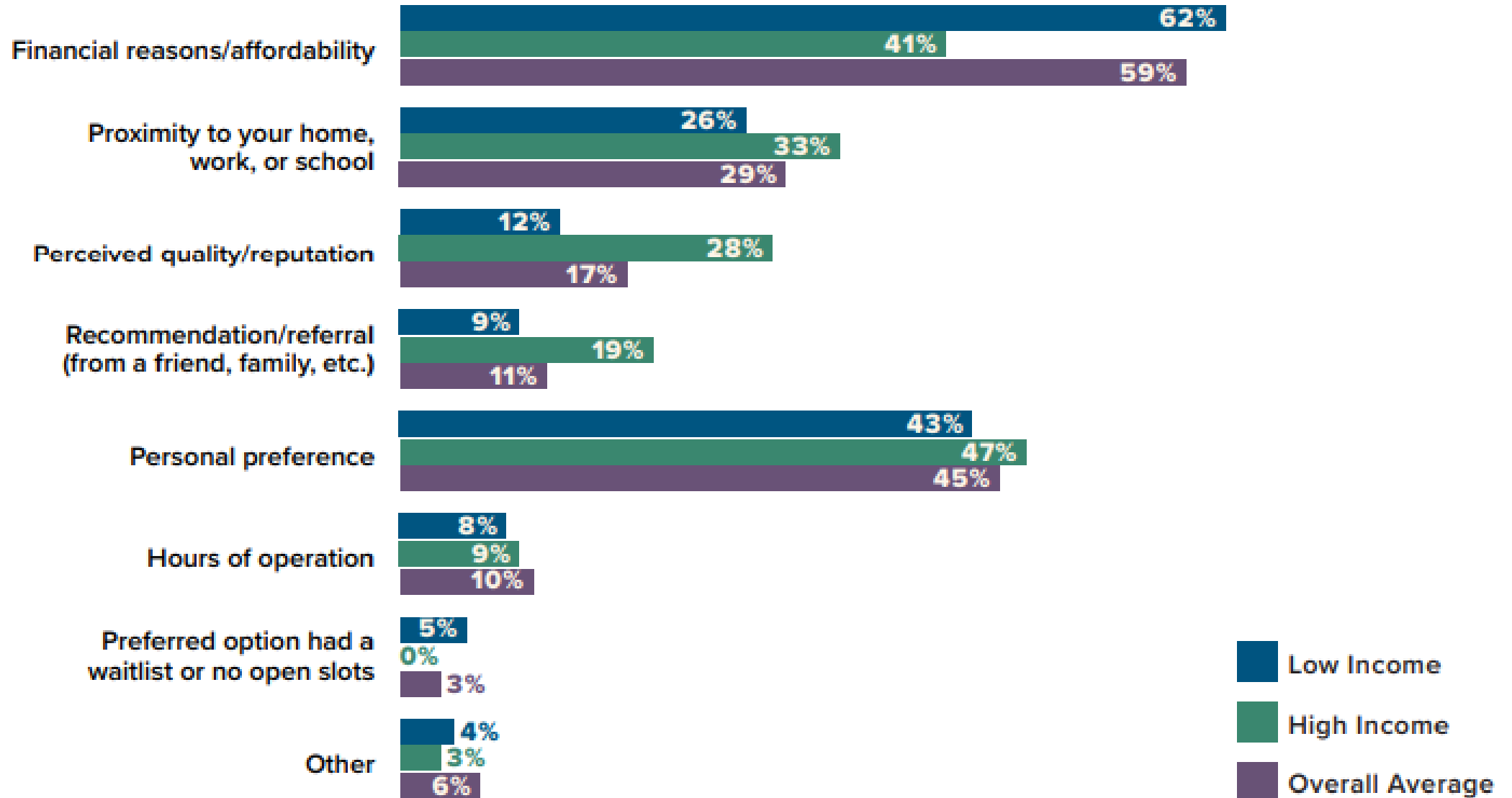
Types of Child Care

- Child Care Centers and Preschools
- Family Child Care
- Family, Friend, and Neighbor Care (FFN)

How Communities Utilize Child Care

- Focus on hours of operation, trusted adults, and education benefits
- Will use multiple types of care to meet work demands
- Cost of care is prohibitive
- The supply of quality care is inadequate
- Wide variation in supply, cost, and quality

Arizona household reason for selecting child care, by income group



Accessing Child Care

- More seats available for PreK than last year
- Less staff means less capacity
- Access does not always meet the needs for working families

Gap Between Early Childhood Care Need and Availability in Arizona Mayors Education Roundtable Municipalities

City/Town	Need (Children 5 & under with all parents in labor force)	Availability (Child care slots offered by state-recognized providers)	Gap (Children who may need care but don't have access to a nearby provider with available slots)	
			Total	Percentage
Statewide	304,180	234,280	76,740	25%
Phoenix	81,036	65,681	16,758	21%
Mesa	23,746	14,482	4,027	17%
Tucson	24,973	20,065	5,418	22%
Gilbert	12,205	13,375	1,824	15%
Tempe	6,241	7,426	746	12%
Yuma	4,595	3,727	1,454	32%
Goodyear	3,623	5,000	900	25%
Casa Grande	2,570	1,429	1,134	44%
Flagstaff	2,945	2,308	843	29%
Marana	1,909	1,119	194	10%
Sahuarita	1,362	346	725	53%
Prescott and Prescott Valley	2,410	2,157	526	22%
Nogales	813	565	485	60%
Tolleson	404	618	198	49%
Miami and Globe	488	190	330	68%

Source: Read On Arizona (data from Bipartisan Policy Center)

Affording Child Care

- The average cost of full-time preschool annually is **\$8,460**
- Families spend an average of 13% of their income on child care
- **Only 6%** of families in Arizona receive state child care assistance

Affording Child Care in Flagstaff

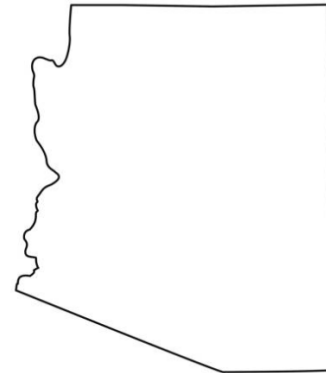


A single parent in Flagstaff making minimum wage working full time **does not** qualify for state child care assistance or Head Start.



Single parent making minimum wage, full-time employment:

\$2,666 monthly



DES maximum monthly income (new applicants):
\$2,518

Head Start maximum monthly income:
\$1,525

Access and Affordability of Child Care and its Impact on the Arizona Workforce

- Child care issues have forced **71% of parents to miss work or class** in the past three months.
- Problems with child care have forced **34% of people to change job status.**
- **Of the 22% of working parents planning to exit the workforce** in the next year, **more than a third** will do so because of child care issues.



\$1.77 billion

Childcare issues result in an estimated \$1.77 billion loss annually for Arizona's economy.

Future Economic Impact of Child Care Gap in Arizona Mayors Education Roundtable Municipalities

City/Town	Economic Impact (future value in \$)	
	Low	High
Statewide*	3,000,000,000	4,600,000,000
Phoenix	684,194,000	1,045,179,000
Mesa	164,414,000	251,160,000
Tucson	207,578,000	317,097,000
Gilbert	74,470,000	113,761,000
Tempe	30,458,000	46,527,000
Yuma	46,104,000	70,428,000
Goodyear	36,745,000	56,132,000
Casa Grande	46,299,000	70,726,000
Flagstaff	29,767,000	45,472,000
Marana	7,433,000	11,354,000
Sahuarita	27,777,000	42,432,000
Prescott and Prescott Valley	17,908,000	27,356,000
Nogales	17,740,000	27,099,000
Tolleson	8,084,000	12,349,000
Miami and Globe	12,070,000	18,438,000

Source: Read On Arizona (data from Bipartisan Policy Center)

*Impact estimates from the Bipartisan Policy Center

Why Quality Matters in Child Care

High Quality Preschool Programs can:



- School readiness
- Educational attainment
- Labor force earnings
- Health



- Poverty
- Crime
- Welfare costs



INVESTED IN EARLY
CHILDHOOD YIELDS A
\$16 RETURN



A collective impact project elevating the lives of children,
families, and communities



HIGH QUALITY

Connect all children to high-quality early learning.



INCREASED ACCESS

Increase access to social services by building relationships with families.



SUSTAINABILITY

Leverage resources to sustain programming to improve school readiness and social mobility.

GOAL 1: HIGH QUALITY

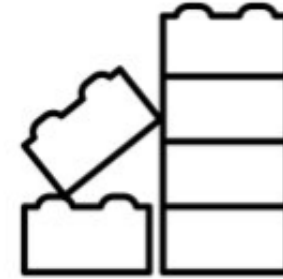
Connect all children to high-quality early learning



FULL-DAY, YEAR-ROUND PROGRAMMING



HIGHLY QUALIFIED STAFF AND SUPPORTS



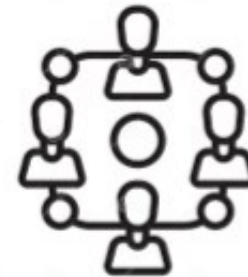
EVIDENCE-BASED CURRICULA



EVALUATION AND MEASUREMENTS



FAMILY PARTNERSHIPS



COLLECTIVE IMPACT SUPPORTS

**Pilot classrooms target families between the 101-250% of the federal poverty level who are not currently accessing preschool services.*

GOAL 2: INCREASED ACCESS

Increase access to social services by building relationships with families



**ELEVATE PREK
RESOURCE FINDER**



**ELEVATE FAMILY
PARTNER**



WHERE FAMILIES AND
COMMUNITY INTERSECT

GOAL 3: SUSTAINABILITY



LEVERAGE EXISTING PROGRAMS



INCREASE COMMUNITY PARTNERS



DEVELOP SUSTAINABILITY PLAN



THE WHARTON FOUNDATION

Elevate Pre-K Program Evaluation: Feasibility and Pilot Study



Caroline F. D. Black, PhD

Response: Start Small, Study Variability

Did we reach our target population?

Are children engaged?

Curricula feasible to implement?

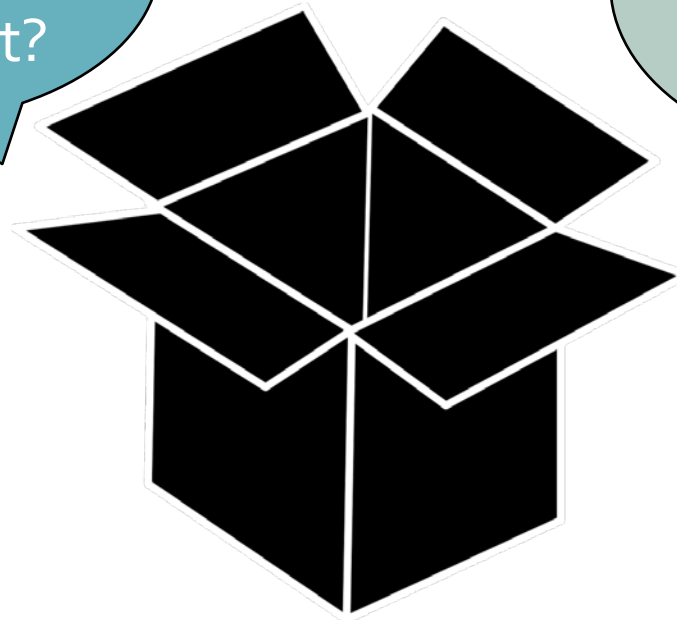
Are children, families, and teachers satisfied?

How do findings inform future work?

How does the program work?

What about the program works?

Are outcomes changing in the right direction?



Theory of Change: Elevate Pre-K

EPK: Strategies

High Scope

- Facilitate child-directed, play-based learning
- Engage in routines
- Promote responsive T-C relationships
- Curate child-centered environment

PATHS

- Facilitate SEL lessons
- Practice social interactions
- Calming techniques

Full day, family- and child-centered care

Targets

↑ Executive functioning
↑ Perspective taking
↑ Emotion knowledge

Child Proximal

↑ Social skills
↑ Self-control
↑ Pre-reading
↑ Engagement

Parent Proximal

↓ Parenting stress
↓ Stress and Anxiety
↑ Economic stability

Child Distal

↑ 3rd Grade Reading
↑ Social and emotional competence

This model derives from **IDEAS Impact Framework™**, which is a joint initiative of the Center on the Developing Child at Harvard University, the University of Oregon Center for Translational Science, and the University of Washington College of Education.

Are Teachers Satisfied with EPK? Do Teachers Implement Curricula to Fidelity?

EPK Strategies

High Scope (HS)
Emergent curriculum



PATHS
Socio-emotional learning



Full day, high quality family- and child-centered care

Qualitative Data

High Scope

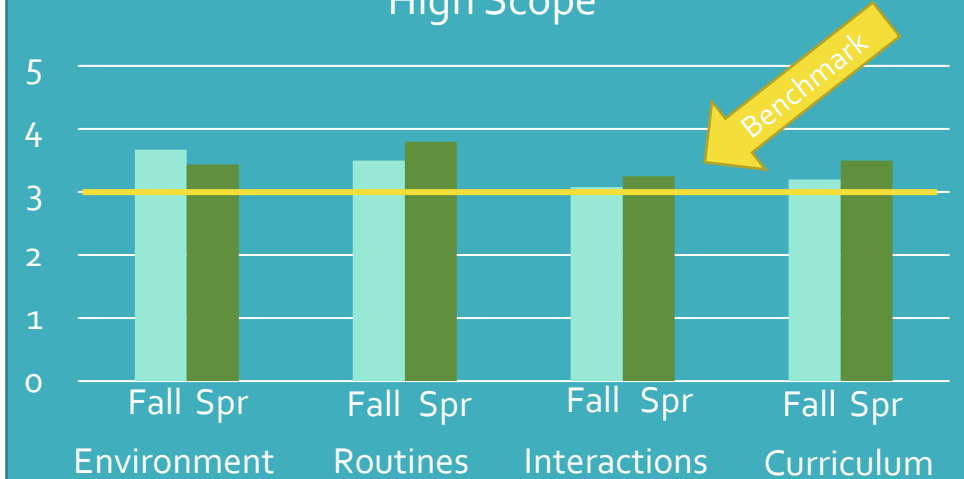
- Routines, Child Engagement, Training
"The children have had a challenging time engaging in the planning and recall...."

PATHS

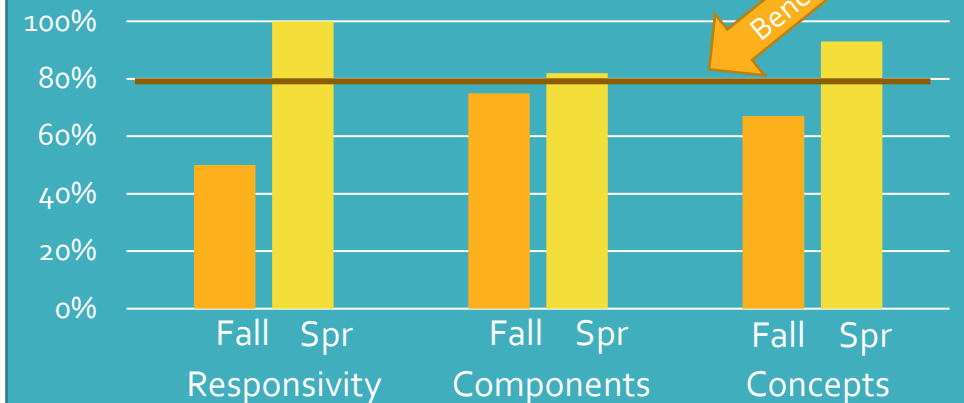
- Usable, Child Responsivity, Positive Impact
"It is both taught as written but we like to add a bit of extra to add more excitement."
"The students were fully involved while...doing the "Turtle" to calm down... Several, if not all, of the children modeled the actions."

Quantitative Data

High Scope



PATHS



Family Satisfaction Year 1

Focus Group and Open Surveys

EPK Strategies

High Scope (HS)
Emergent curriculum



PATHS
Socio-emotional learning



Full day, high quality family- and child-centered care



What are family perceptions of Elevate Pre-K?

- Program design + curriculum
 - (Relief)
 - (Satisfaction with SEL)
- Relationships
 - (Responsive, trusting)
 - (Peer problem behaviors)
- Home-school Partnership
 - (Connected)
 - (More and different)

Quotes/Field Notes

"I appreciate she is in school full time. It allows me a little time for self-care."

"Some (of her peer) behaviors ...took us off guard, but we appreciate the response from staff."

"She asks grandpa to do letters and numbers with her."

Desire to volunteer; donate supplies

Population Characteristics Year 1

EPK Strategies

High Scope (HS)
Emergent curriculum



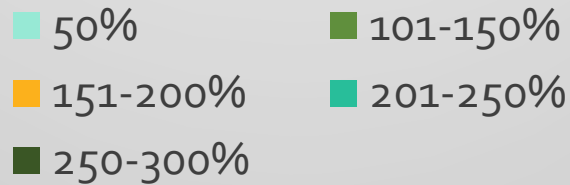
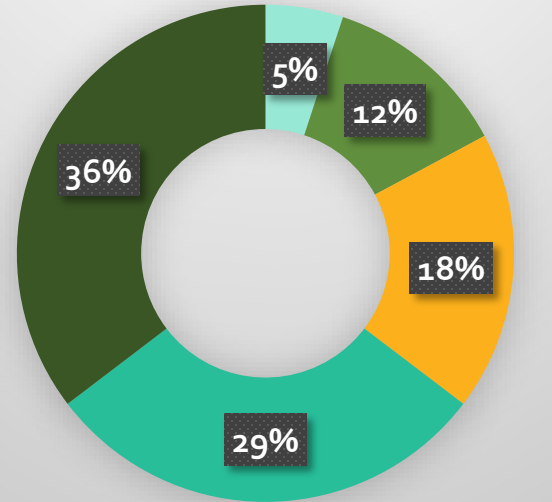
PATHS
Socio-emotional learning



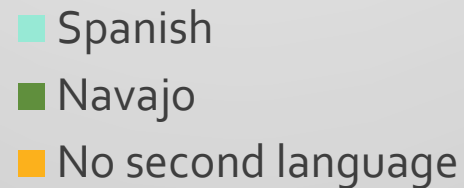
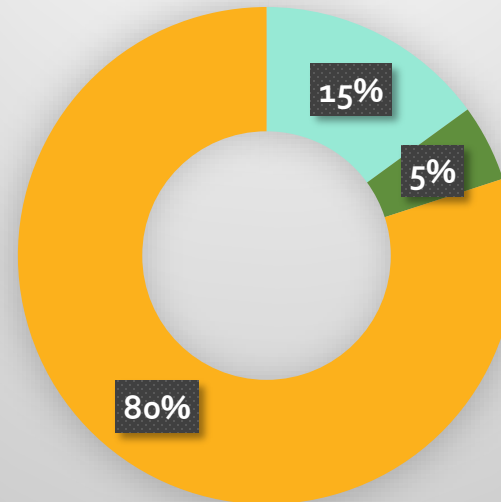
Full day, high quality family- and child-centered care



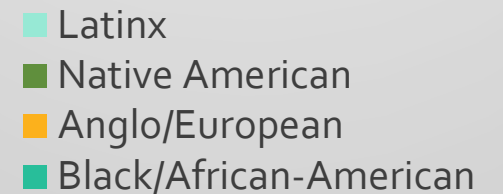
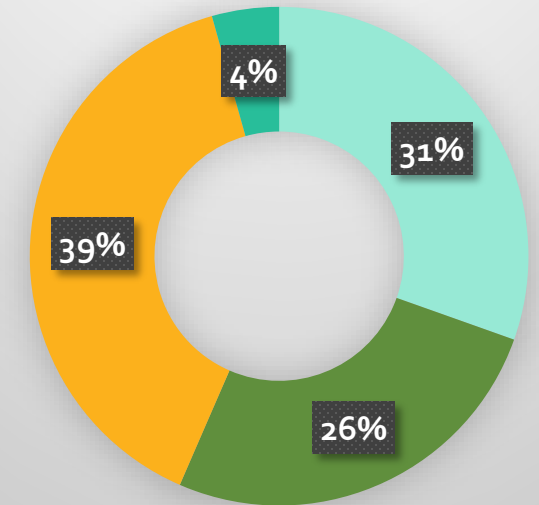
Percentage of Federal Poverty Level



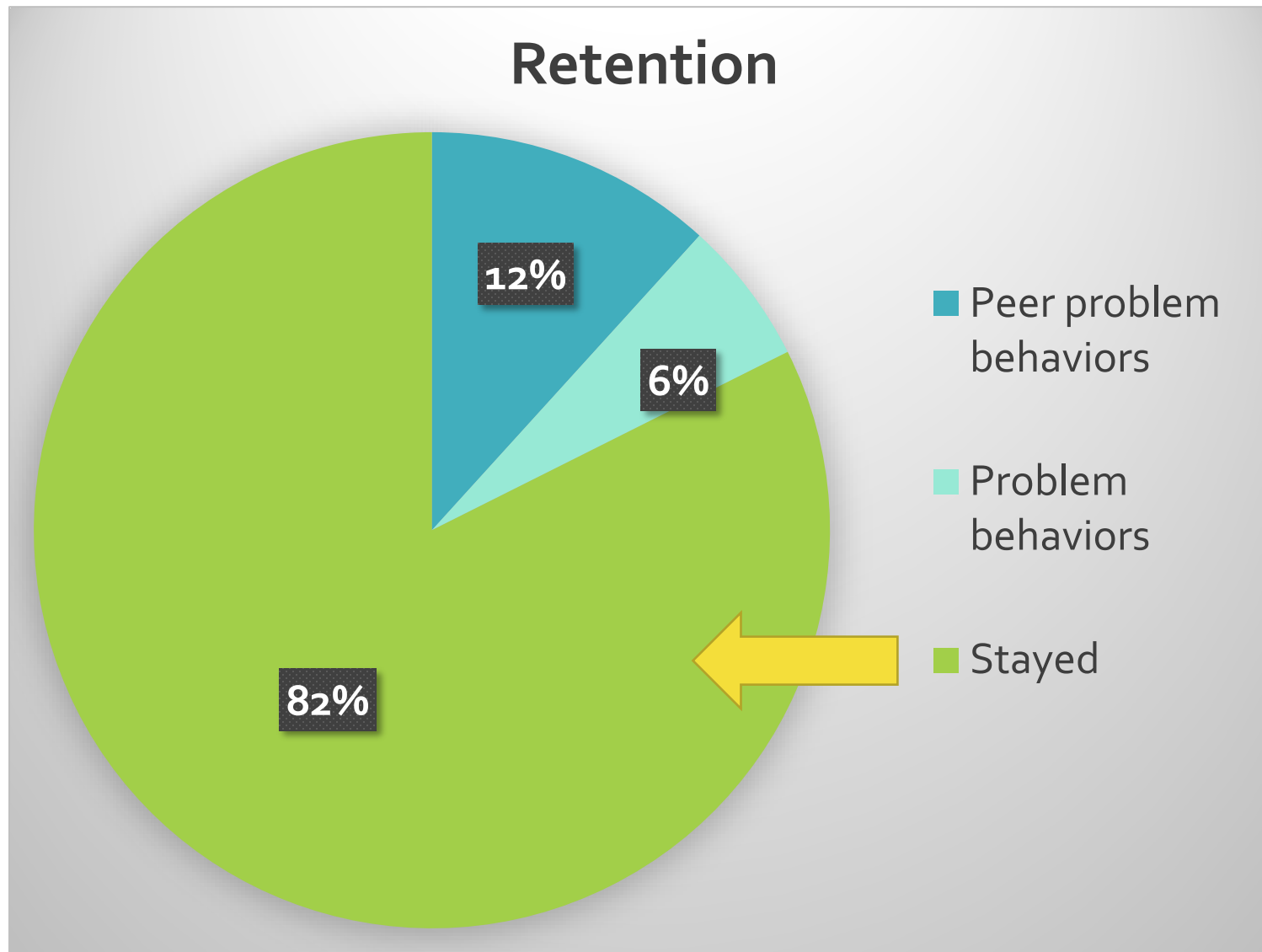
Child Second Language



Child Race-Ethnicity



Who stayed?



- More likely to be divorced or in a cohabitating relationship
- All children who dropped out identified as White.

Child Behavioral Targets

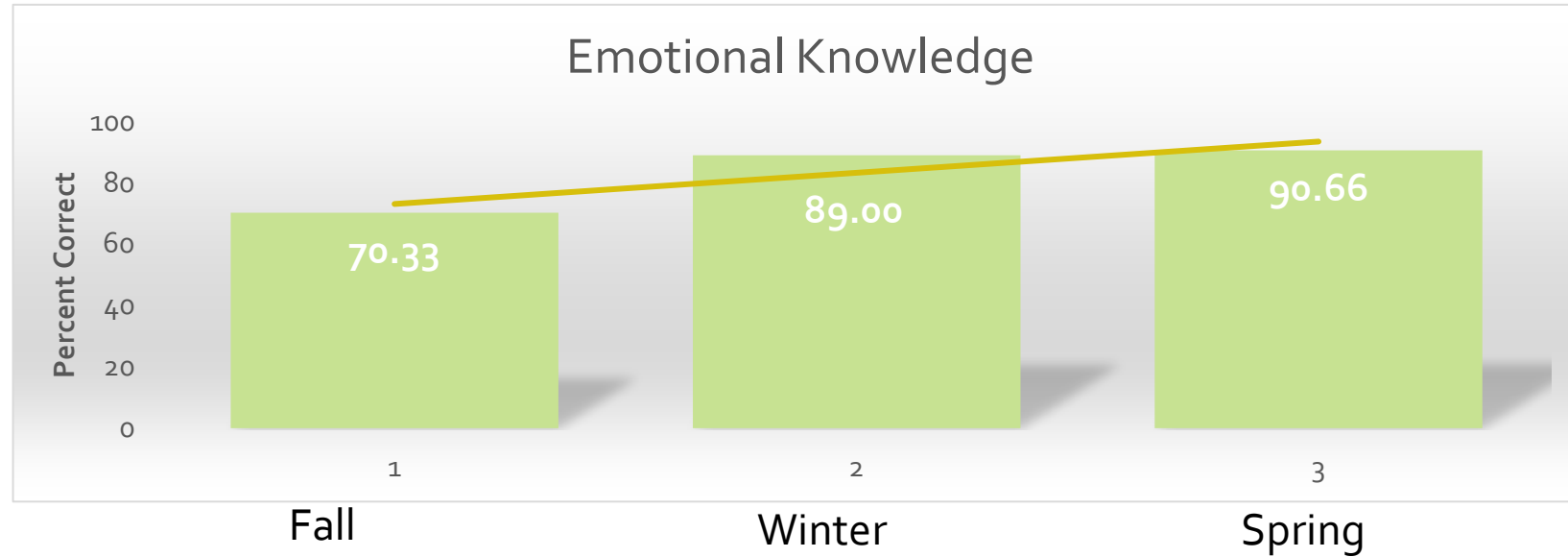
Targets



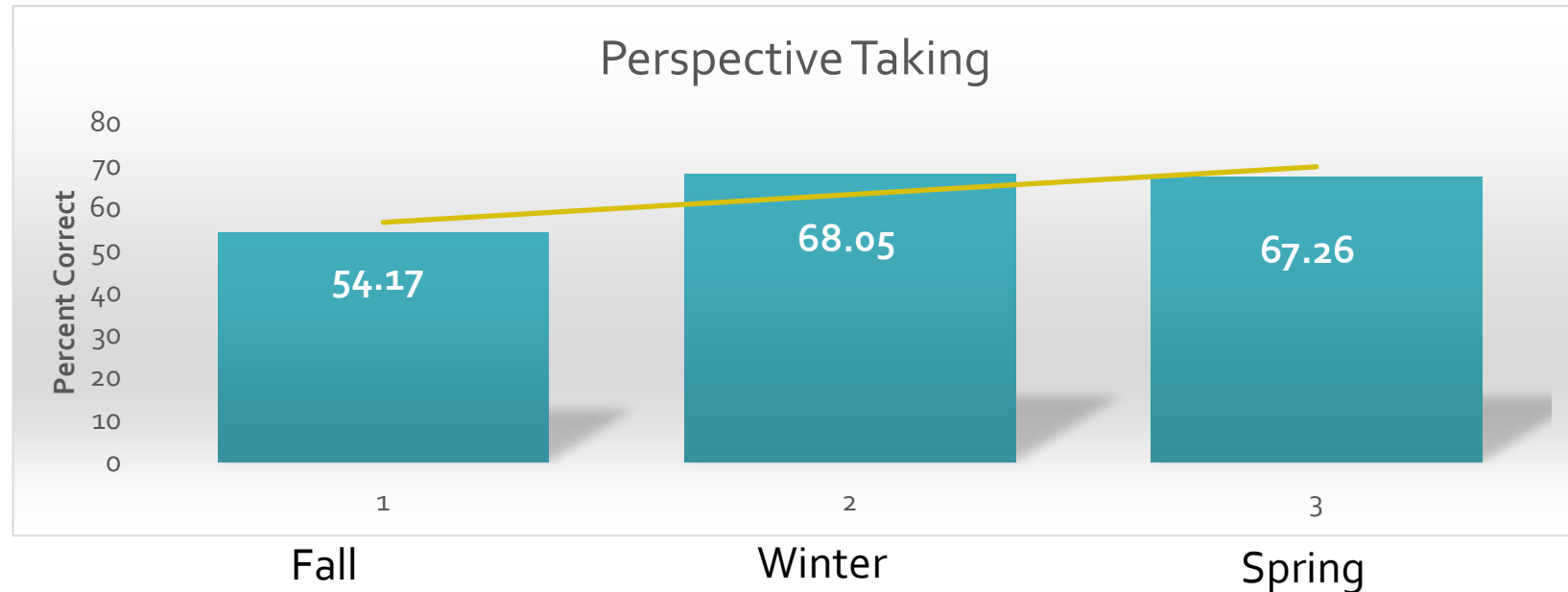
Perspective taking



Emotion knowledge



$ES = 0.62$
(very large)



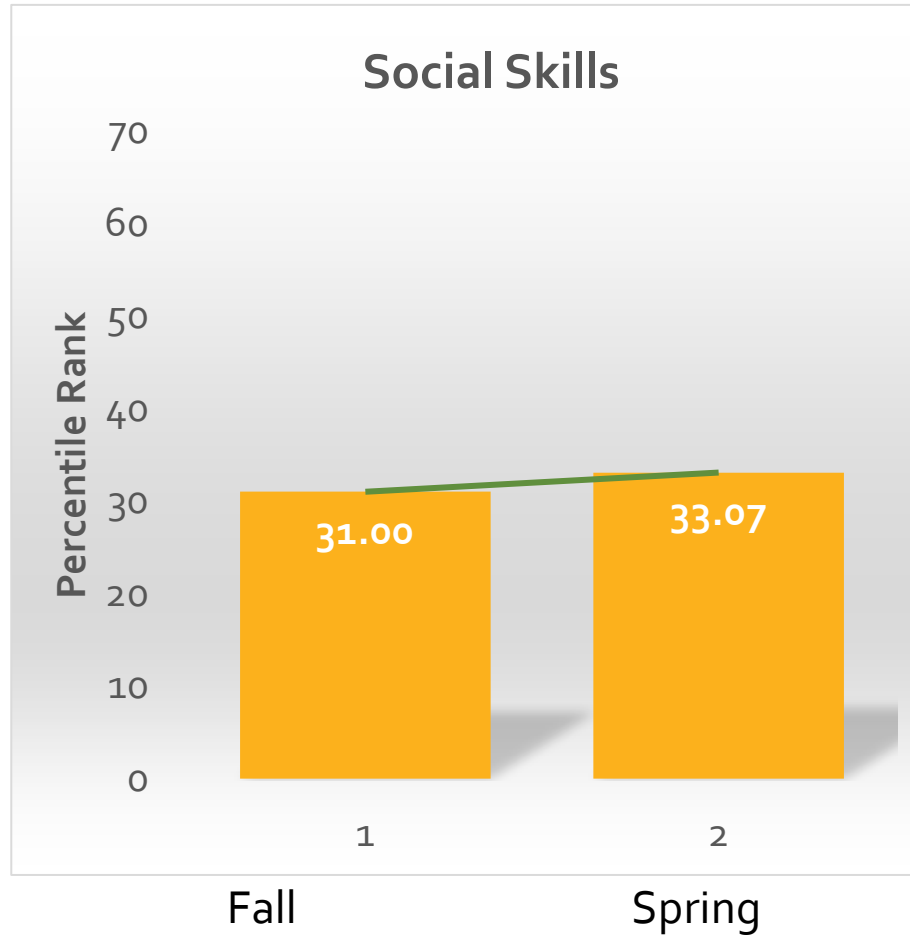
$ES = 0.24$
(large)

Child Proximal Outcomes

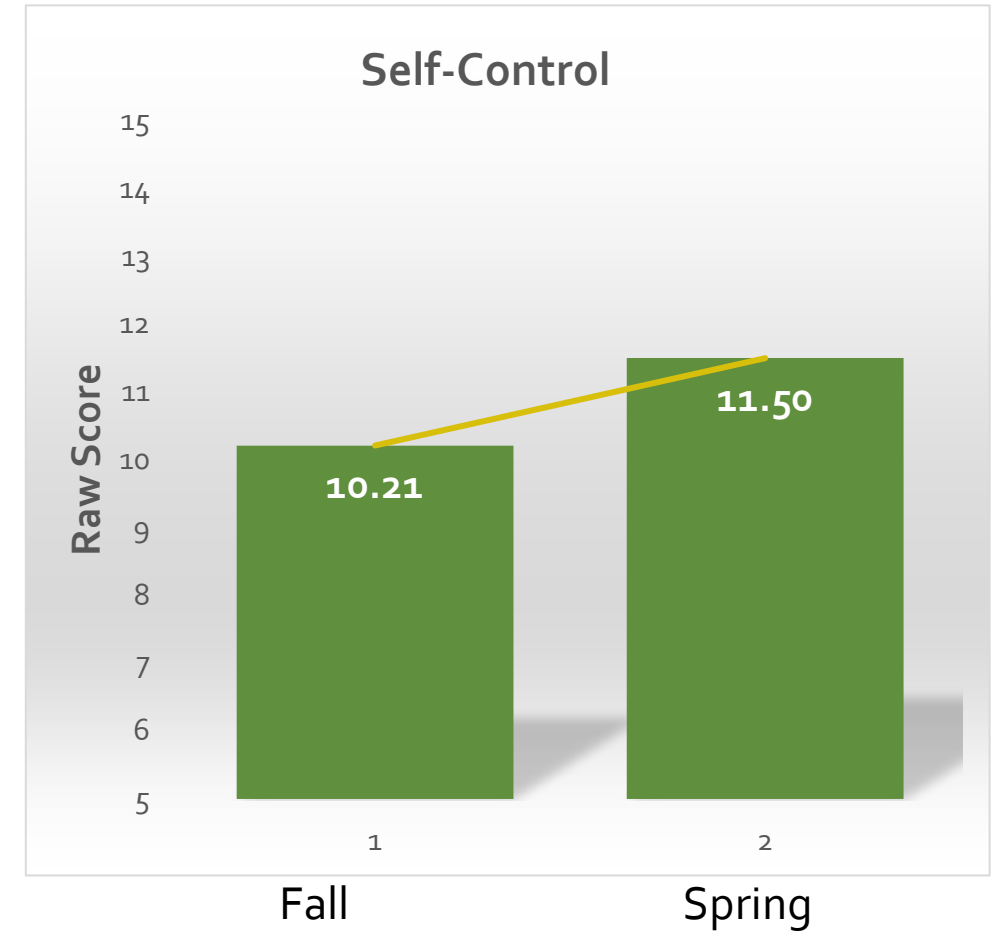
Child Proximal

↑ Social skills
↑ Self-control

Pre-reading Engagement



Hedge's $g = 0.11$
(very small)



Hedge's $g = 0.36$
(small)

Child Proximal Outcomes

Child Proximal

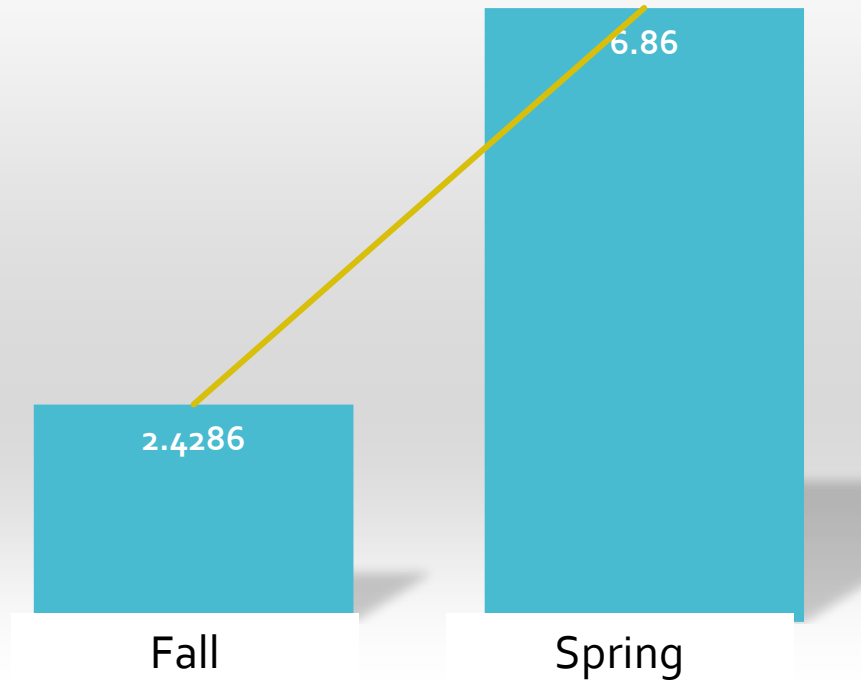
Social skills

Self-control

Pre-reading

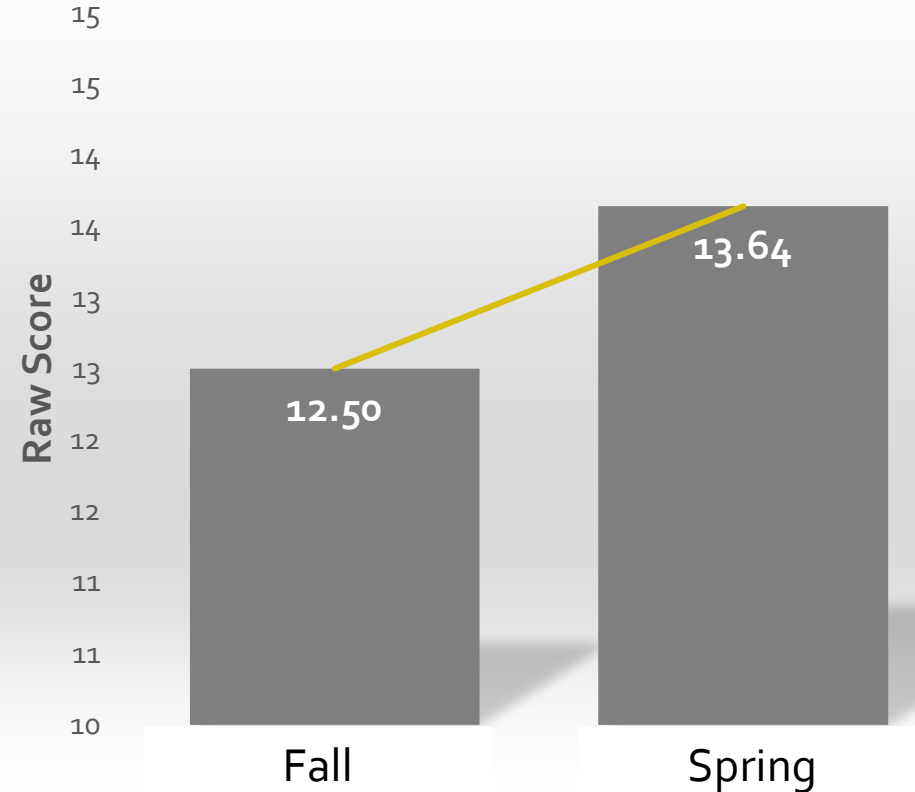
Engagement

Letter-Word Identification



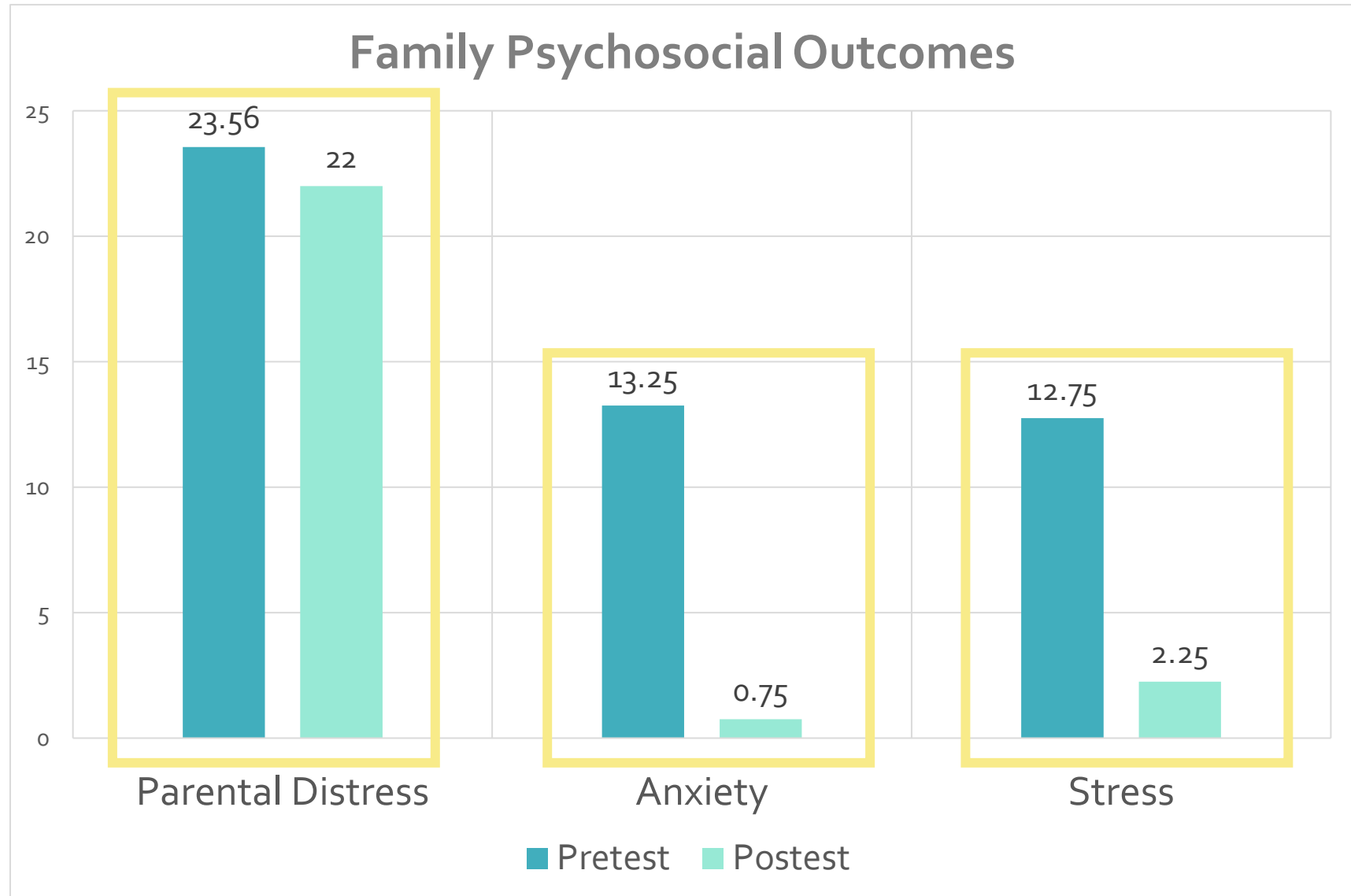
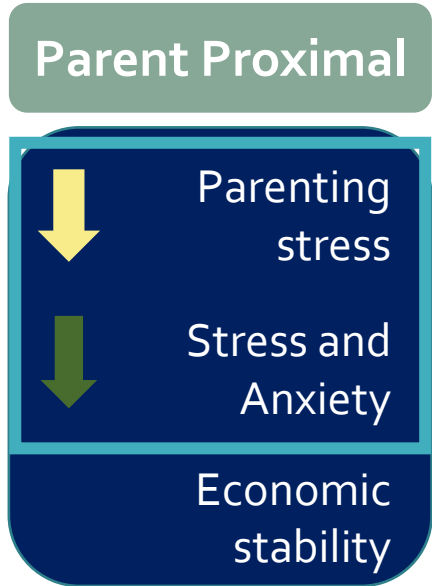
Hedge's $g = 1.83$ (very large), $p < .001$

Engagement



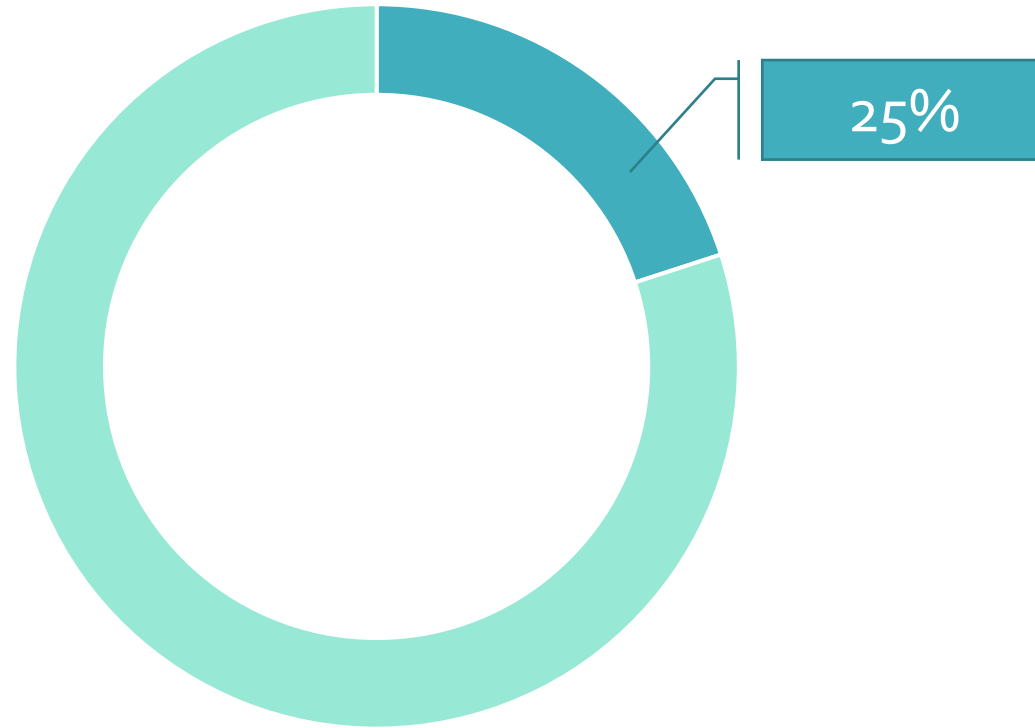
Hedge's $g: 0.49$ (medium), $p = 0.08$

Family Proximal Outcomes



Family Proximal Outcomes

Over the past 6 months,
did you increase the number of hours
you worked per week?



■ Likely ■ Unlikely N=5

Parent Proximal

Parenting
stress

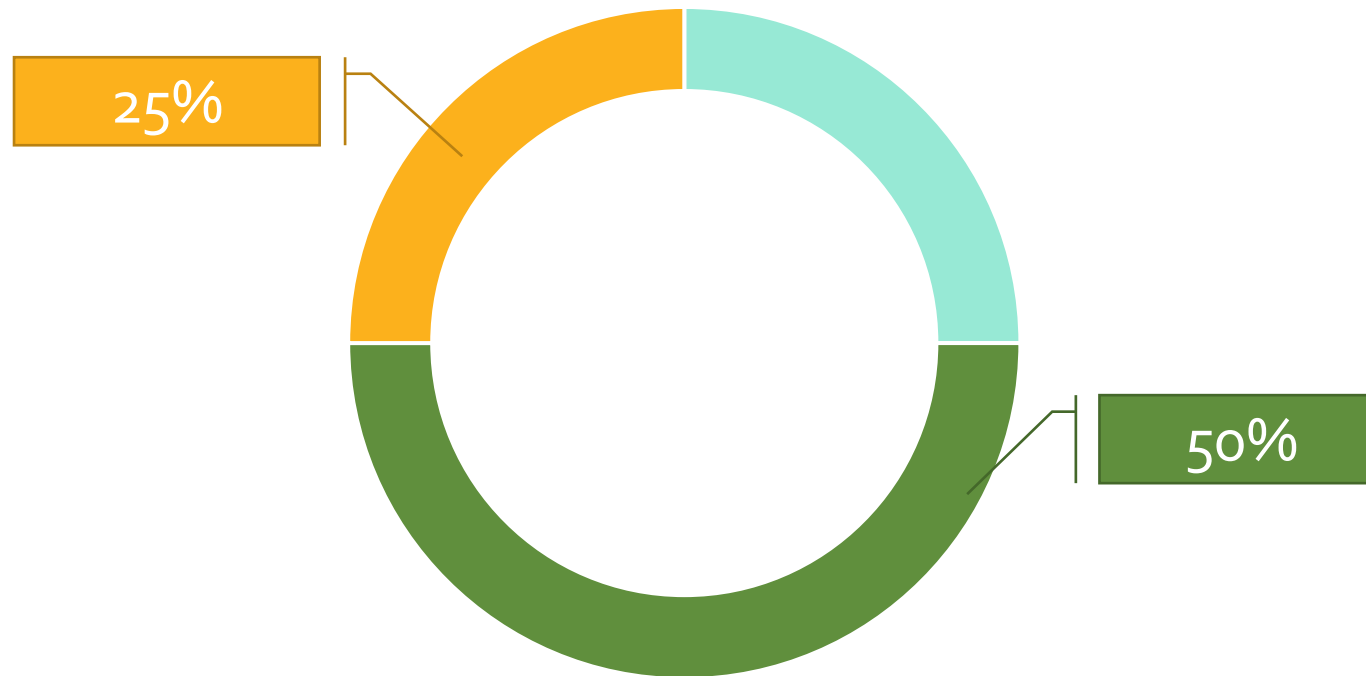
Stress and
Anxiety



Economic
stability

Family Proximal Outcomes

Over the past 6 months,
did you increase the number of hours
of job training, education, or professional
development?



■ Very unlikely ■ Possibly ■ Very likely N=5

Parent Proximal

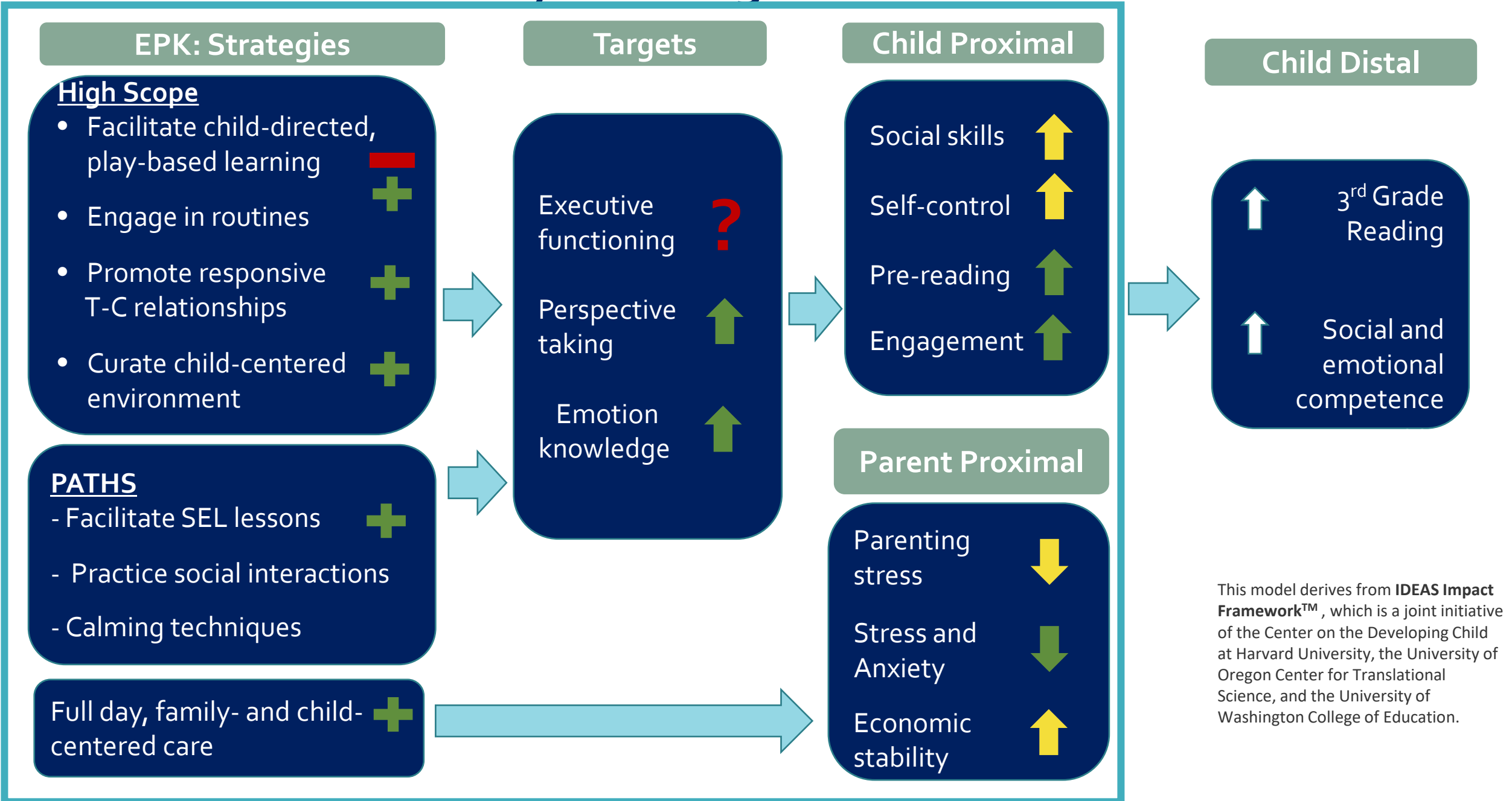
Parenting
stress

Stress and
Anxiety



Economic
stability

Theory of Change: Elevate Pre-K



What is Next?

Using data from year one to continuously improve the pilot

Continue to fundraise for the remainder of the pilot

Steps for addressing the need for **all four-year-olds to have access to high-quality early learning**

Thank you!

