

# Leveraging the Local: A Means to Build Credibility and Expertise

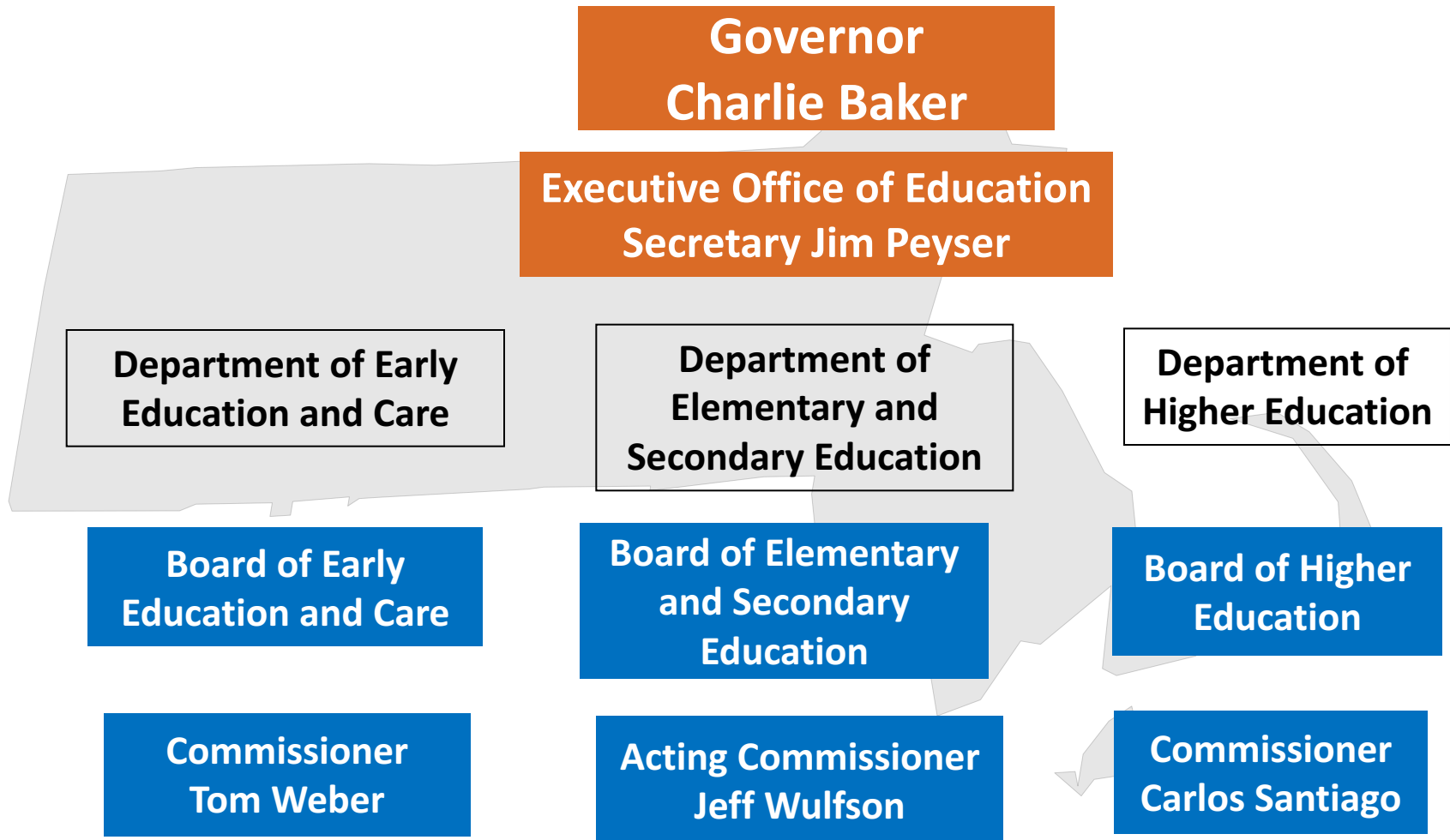
Alliance for Early Success  
Partner Summit

November 8, 2017  
Amy O'Leary



# Education in Massachusetts

2017



- Total population in Massachusetts: 6.5 million (2010 Census)
  - 442,592 children birth through age 5
  - ~ 70,000 babies born / year
- Mixed-provider system of early education (centers, public schools, family child care providers, Head Start, for-profit, non-profit)
- 400 operating school districts (351 cities and towns)
- 10,528 early education and care programs licensed by the Department of Early Education and Care
- 83,000 educators in EEC's Professional Qualifications Registry
- No state funded pre-k program
- No shortage of networks, alliances, coalitions and task forces

- State-level linkages matter, bridge gaps and silos across child-serving agencies.
- Locals need incentives to collaborate, change mindsets.
  - “B-3rd” is still a stretch for many programs, schools. Power dynamics persist. No one “owns” the B-3<sup>rd</sup> continuum.
  - State policy can create conditions for collaboration.
- Incentives for local B-8 work:
  - Small grants: alignment, planning, data / landscape information, joint professional development.
  - Shared goals: K-registration, social-emotional learning.
  - Public campaigns: literacy (CGLR), school readiness.
  - Equitable governance: experiment with boards, advisories, etc. Share power, authority, expertise.
  - Statewide PLCs and learning networks.

- Build relationships
  - Reach across local silos. Redefine school-community partnerships Birth-5.
  - Lots of “hooks” - ESSA, MCAS, preschool planning, Social Emotional Learning
- Get organized
  - Assess the landscape: programs, funding, grants, initiatives, opportunities
  - Gather data: Where are the 4-year-olds? What do families want and need? What professional development do teachers need?
  - Develop shared goals, strategies, theory of action, work plan, outcomes.
- Stay the course
  - Long-term view for children, families, community.
  - Measure progress, make adjustments for impact.
  - Tell your story! Document, inform, recruit, advocate.

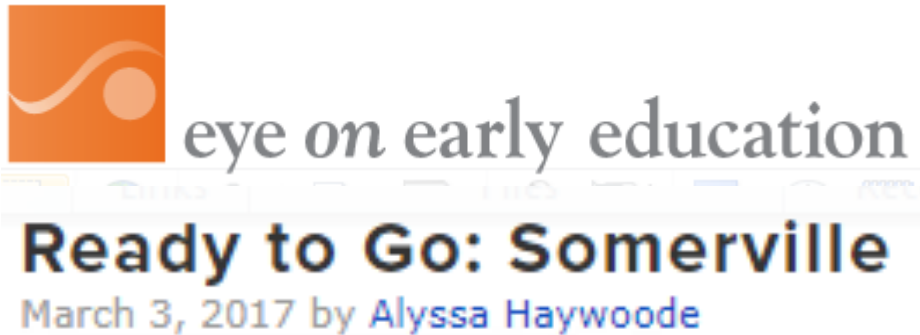


Photo and text: Courtesy of Lisa Kuh,  
Director of Early Education for Somerville Public Schools

“Somerville serves only about 45 percent of the 4-year-olds who could potentially enroll in preschool.

Our Preschool Expansion Strategic Planning Grant inspired us to develop a three-year plan that builds upon existing partnerships and adds 108 additional seats in a mixed-delivery system.”

What if PEG grantees could pool their money—mix city, state, and federal funds—and streamline resources?

“We could actually solve the community’s needs if we could do that,” Roach says.

## In Springfield, “They’re All Our Kids”

By Alyssa Haywoode

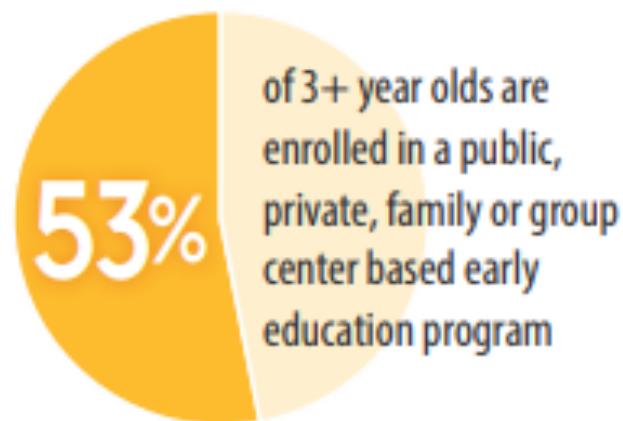
If you’re a child walking through the Early Childhood Education Center at 15 Catharine Street in Springfield, you’re likely to notice the giant wooden train and the oversized tricycles in the gym.

If you’re a parent in the red brick building, you may spot the friendly staff and the children eating nutritional lunches, complete with brown rice and broccoli.

But if you work for one of the three early childhood programs that are located at 15 Catharine Street, there’s a good chance you’ve never seen so many city, state, and federal child care regulations stuffed into one building.

### the facts

**5,169** children aged 3-, 4-, and ½ of 5-year-olds (“preschool aged children”) live in Springfield.



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