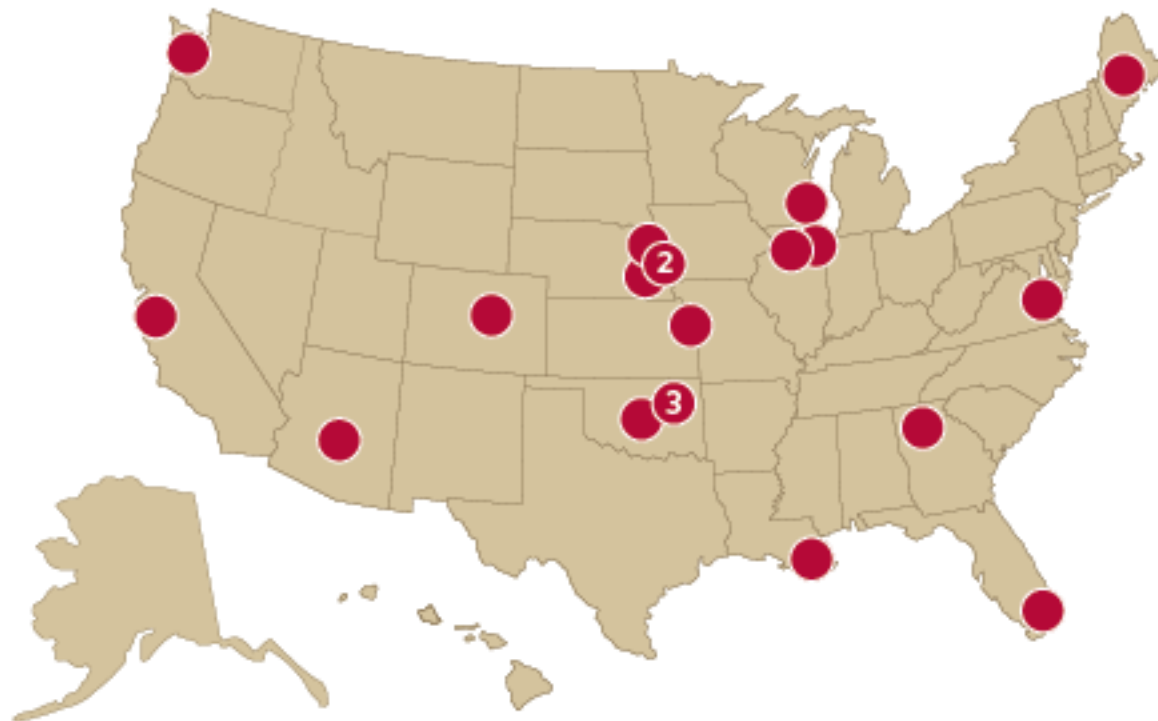Quality and Cost Drivers in Educare Schools
Amy Lusk, Vice President,
Educare Learning Network
December 3, 2015

EDUCARE

Arizona (Phoenix)

Atlanta

California at Silicon Valley (San Jose)

Central Maine (Waterville)

Chicago

Denver

Kansas City, KS

Lincoln, NE

Miami-Dade

Milwaukee

New Orleans

Oklahoma City

Omaha at Indian Hill

Omaha at Kellom

Seattle

Tulsa at Hawthorne

Tulsa at Kendall-Whittier

Tulsa at MacArthur

Washington, DC

West DuPage, IL

Winnebago, NE

As of August 2015

Educare Learning Network Vision Statement

- The Educare Learning Network will demonstrate that research-based early childhood education prevents the persistent achievement gap for our nation's most at-risk young children. The Network's evidence, practice expertise and dynamic partnerships will help ensure that all children and families, especially those at greatest risk, will have access to effective early learning, and that the first five years will be an integral part of the nation's education system.
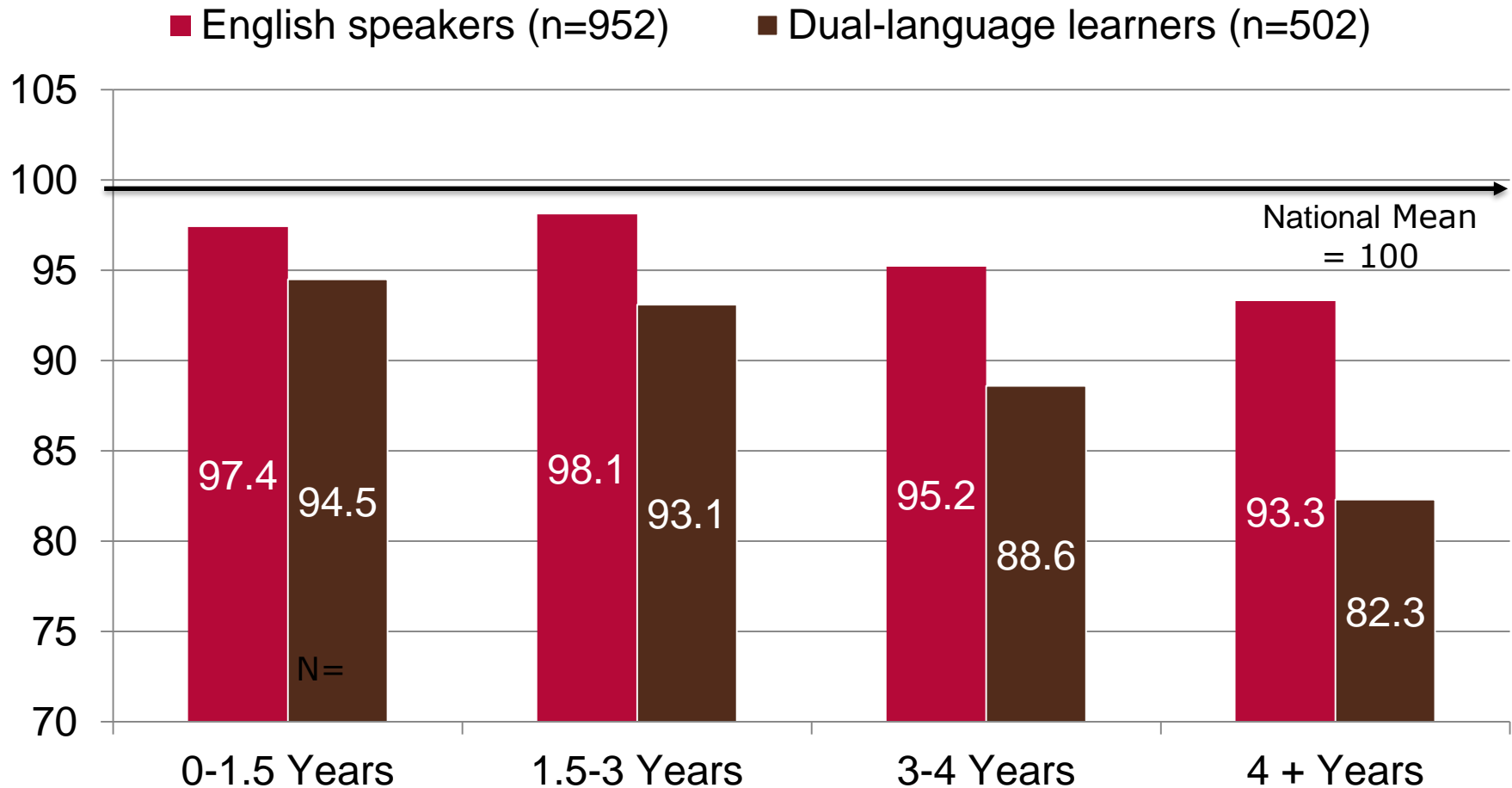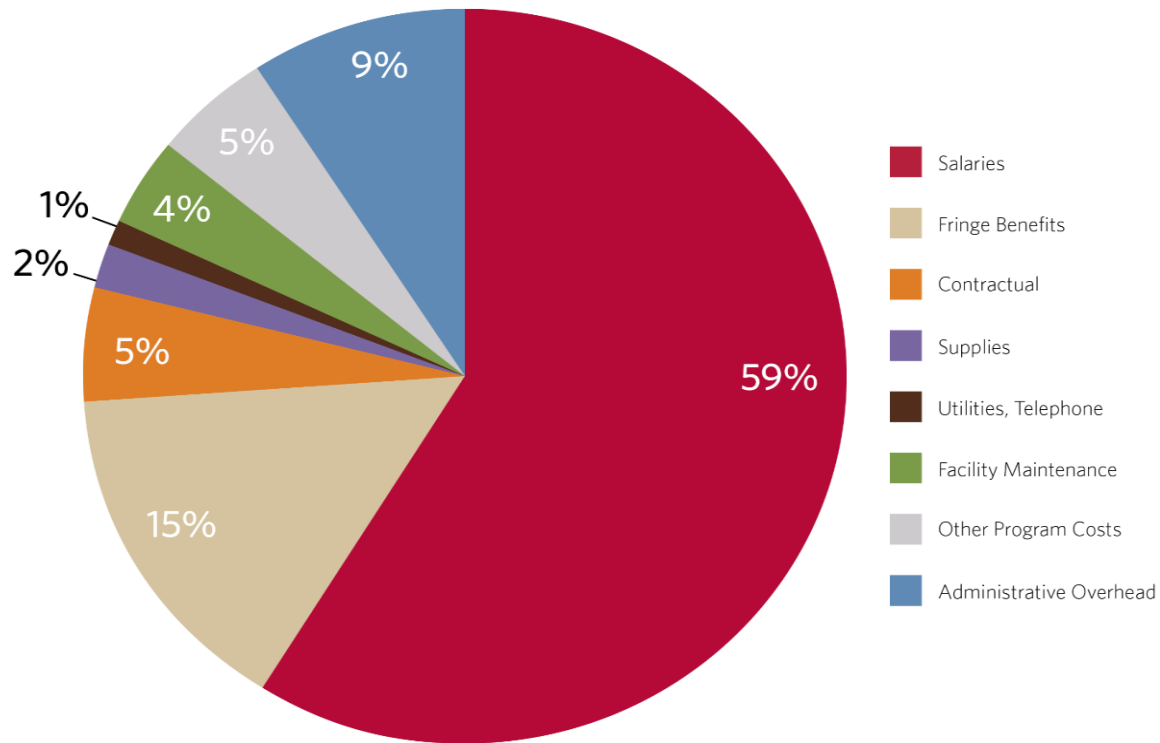
EDUCARE

Educare Model Framework
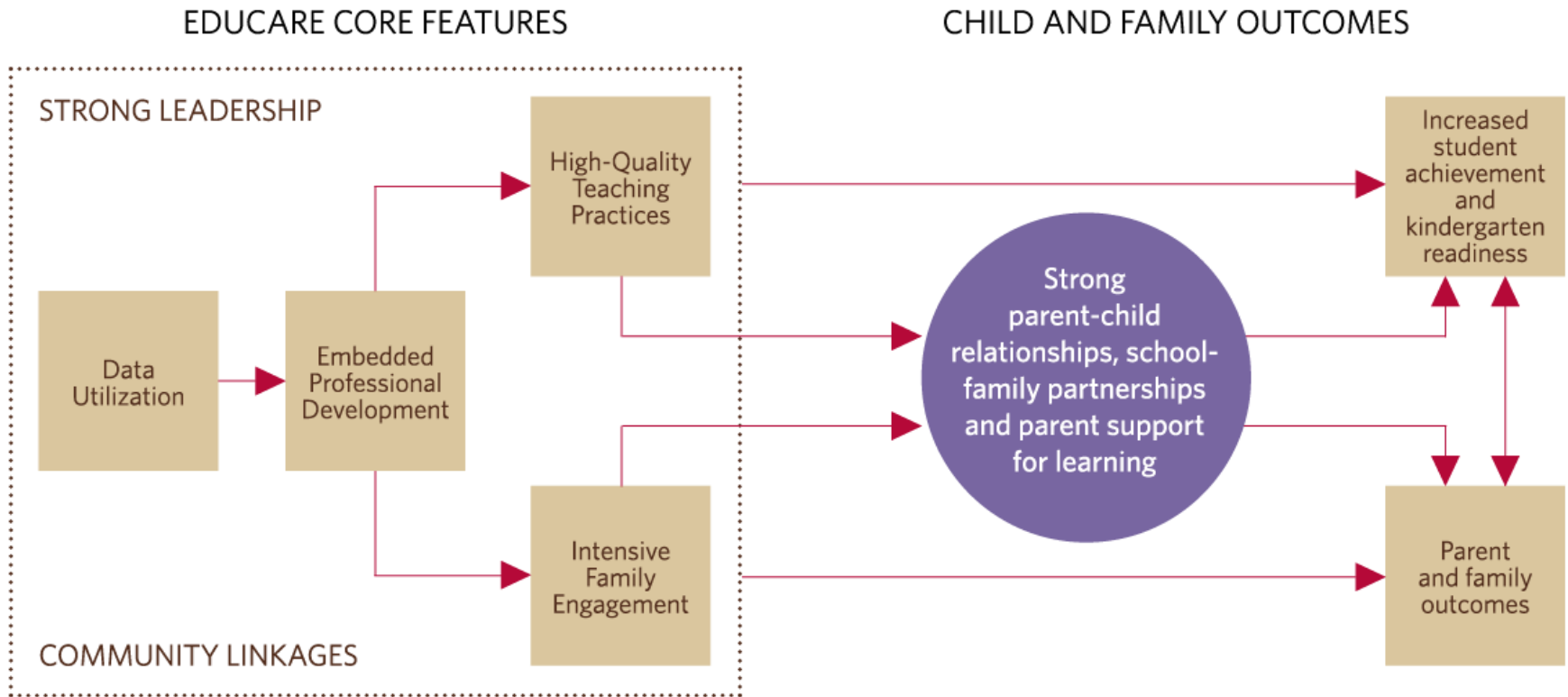
Vocabulary: Children who spend more years in Educare emerge better prepared for kindergarten

Language Scores (PPVT) of Kindergarten-Bound Children by Entry Age and Home Language

Legend:
- ■ English speakers (n=952)
- ■ Dual-language learners (n=502)

National Mean = 100

Entry Age	English speakers	Dual-language learners
0-1.5 Years	97.4	94.5
1.5-3 Years	98.1	93.1
3-4 Years	95.2	88.6
4 + Years	93.3	82.3

Average Operating Expenses By Category

Pie chart legend:
- Salaries — 59%
- Fringe Benefits — 15%
- Contractual — 5%
- Supplies — 2%
- Utilities, Telephone — 1%
- Facility Maintenance — 4%
- Other Program Costs — 5%
- Administrative Overhead — 9%

Average Operating Revenues By Source

Legend:
- Early Head Start and Head Start — 49%
- Education—State and Local — 20%
- Child Care — 10%
- Private Sector — 16%
- Other — 5%
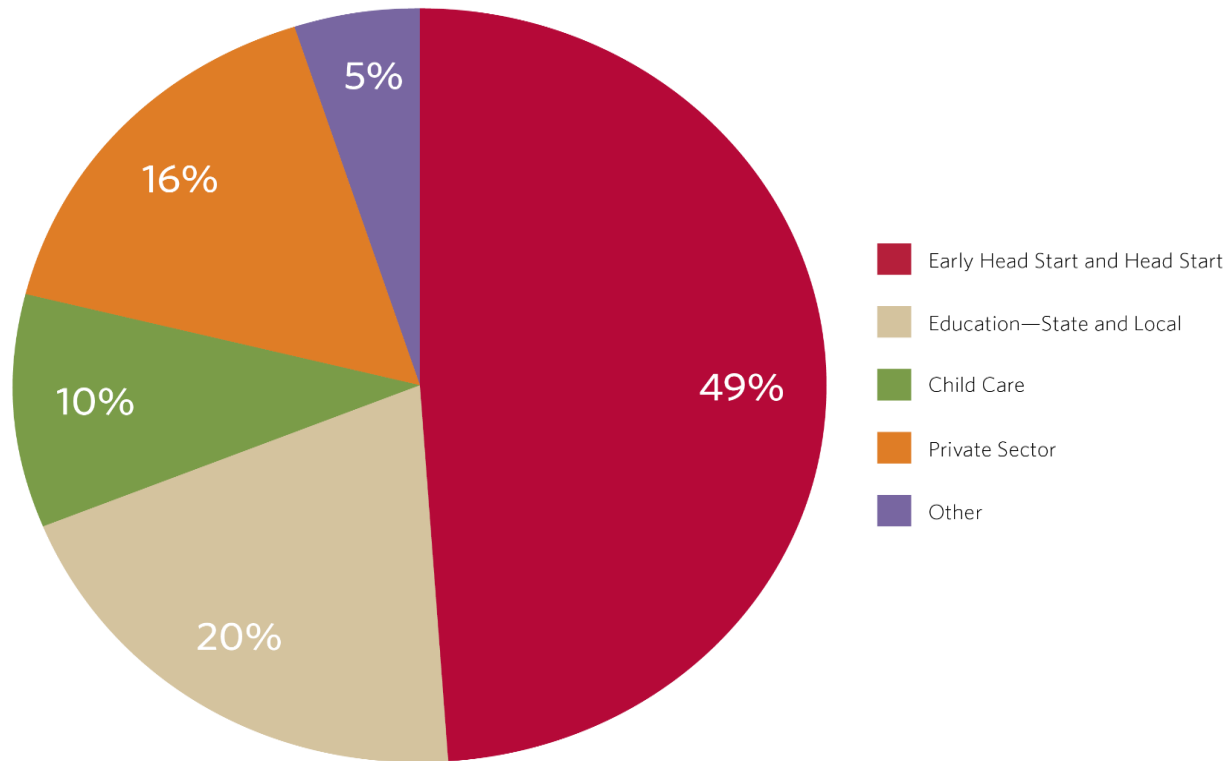
Structural Cost Drivers

- **Birth to age 5 enrollment**

- **Full day, full year operations**

- **Education staff/child ratios:**
  - Infant-toddler rooms – 3 adults / 8 children
  - Preschool rooms – 3 adults / 17 children

- **Family engagement caseloads**:
  - 30-50 families per staff member

Practice Cost Drivers – Data Utilization

EDUCARE

- Partnership with external researchers

- Full-time Masters-level instructional coaches

- Regular, reflective data dialogues by interdisciplinary teams

- Data used to:

  - Set goals and inform action plans at the individual child, family, classroom and school levels
  - Guide communication with families about children's progress
  - Set staff professional development goals
  - Drive individualization with children and continuous program improvement

Practice Cost Drivers – High Quality Teaching and Learning

Master Teachers -- M.A.s in ECE and 5+ years ECE classroom experience

- Full Time
- Supervise 4-6 classrooms
- Provide practice guidance
- Instructional coaching
- Facilitate regular opportunities for reflective practice and peer learning

Lead Teachers -- B.A. in ECE and 2+ years classroom experience

Assistant Teachers -- A.A. in early childhood and 2+ years classroom experience

Teacher Aides -- H.S. diploma and courses in child development or child care (CDA)

Practice Cost Drivers – Intensive Family Engagement

- **Family Support Supervisors -- Master's degrees in Social Work** or related fields. Supervisory experience

- **Family Support Workers-- B.A. or M.A. degrees in Social Work** or equivalent

- **Interdisciplinary, data driven planning** to strengthen child and family outcomes

Practice Cost Drivers – Embedded Professional Development (EPD)

- On the job professional development supports

- Transfer knowledge into practice

- Individual and group learning, reflection and problem solving

- Routines of collaboration – individual and team coaching, reflective supervision and communities of practice

Practice Cost Drivers – Embedded Professional Development

Cost Drivers:

- Strong school leadership and qualified supervisory staff

- Organizational infrastructure, capacity and systems

- Time for staff to participate in reflective supervision, coaching and reflective groups during work hours

- A cadre of qualified substitute teaching staff to maintain classroom ratios during professional development activities

Educare's effective use of resources drives quality

Educare's quality and cost drivers allow schools to:

1. Generate strong child outcomes

2. Meet requirements of multiple public funding streams

3. Support continuous quality improvement

4. Share lessons learned with the field

Looking Ahead

- Extend the reach of Educare practices in the field

- Understand the cost drivers for implementing components of Educare in other settings

EDUCARE

🏠 EducareSchools.org

🐦 @EducareSchools

▶️ youtube.com/user/educareschools

g+ google.com/+EducareschoolsOrg1