
The Pipeline Crisis: Winning Strategies for Young Black Men

Preliminary Report of the Early Childhood/Preschool Education Working Group

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THE WINNING STRATEGY: HIGH-QUALITY EARLY CARE AND EDUCATION FOR ALL BLACK MALES, AGES 0-5 YEARS

■ *"Development depends on both stability and flexibility—it is not a zero-sum game that sets the importance of the early years against the value of the later years. The real question is not which matters more—early or later experience—but how is later experience influenced by early experience? This directs attention to the early childhood years not because they provide an unalterable blueprint for adult well-being, but because what is learned at the beginning of life establishes a set of capabilities, orientations to the world, and expectations about how things and people will behave that affect how new experiences are selected and processed."*^[1]

^[1] "From Neurons to Neighborhoods: The Science of Early Childhood Development," National Research Council and Institute of Medicine of the National Academies: Committee on Integrating Science of Early Childhood Development, Jack P. Shonkoff & Deborah Phillips (eds.), The National Academies Press, www.nap.edu/catalog/9824.html, October 2000, p.90.

THE WINNING STRATEGY: HIGH-QUALITY EARLY CARE AND EDUCATION FOR ALL BLACK MALES, AGES 0-5 YEARS

■ Why invest in early care and education (“ECE”) for Black males ^[2]

**It is the right thing to do! It is the smart thing to do!
Anything less is morally unjust and economically unwise.**

- 60.8% of African-American children are born into poverty^[3]
- 9.5% of African-American mothers receive late or no prenatal care
- African-Americans have the highest number of low birth-weight babies, the highest infant mortality rate, and the highest percentage of children receiving mental health services
- 22.1% of African-American high school students drop out
- 63% of all children entering juvenile detention facilities are African-American
- 56.4% of all children admitted into foster care are African-American
- More African-Americans are unemployed than any other group

The pipeline begins at birth.^[4] All children need to be raised in enriching, nurturing, healthful, and cognitively stimulating environments from birth in order for them to develop to their maximum potential. Investing in quality ECE for young black male children will help to ensure that they enter the pipeline to higher education and the work force.

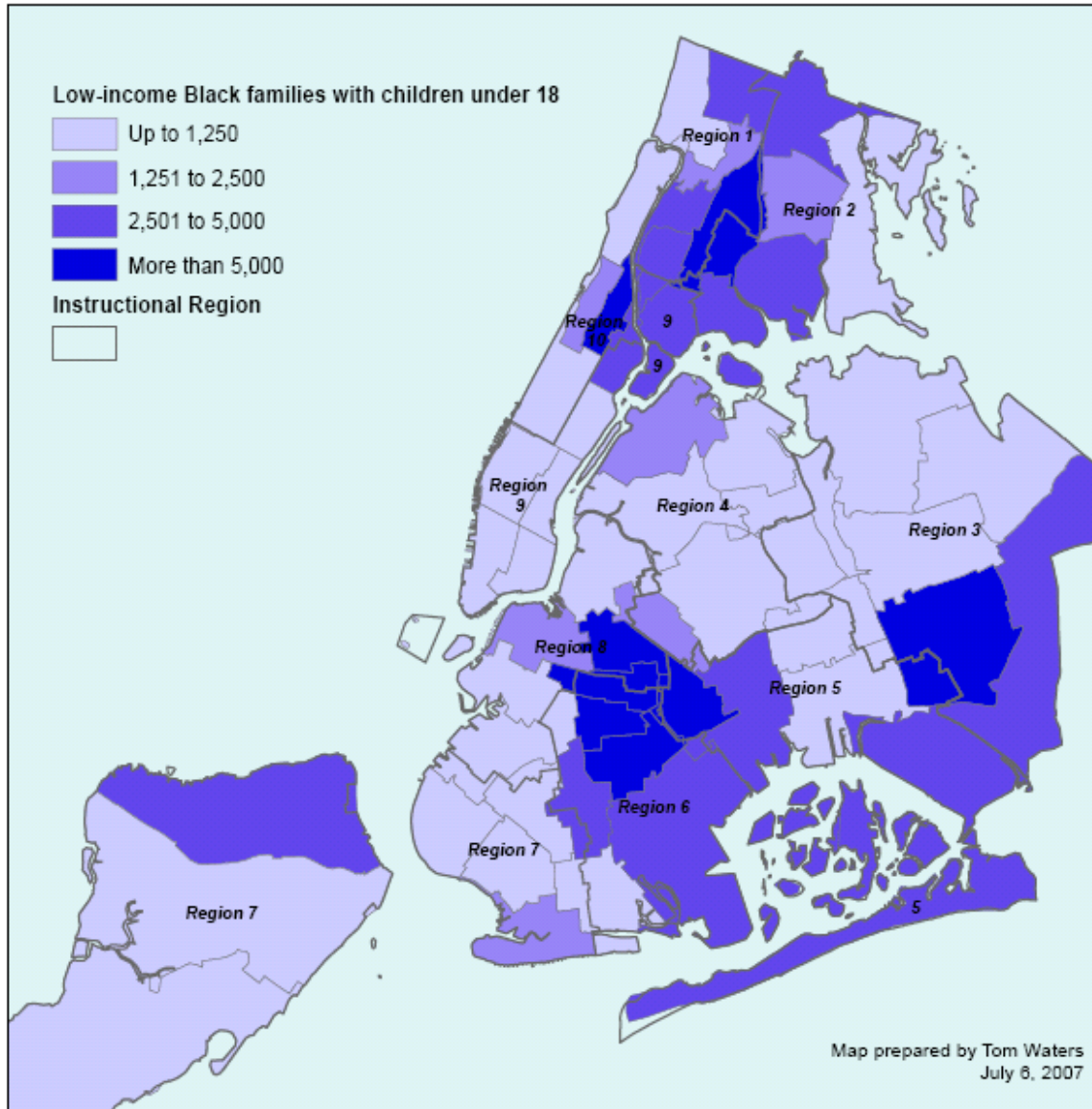
^[2] While we use the term “Black males,” we recognize that particular attention needs to be paid to African-American males, who tend to fall to the bottom of the pool that also includes immigrants.

^[3] All data excerpted from “Keeping Track of New York City’s Children Seventh Edition 2005 (Keeping Track of African-American Children in New York City),” Citizen’s Committee for Children of New York, Inc., www.ccnnewyork.org/keepingtrack.html. Also see *Figure 1* on page 4, *infra*, a map published by the Citizen’s Committee for Children of New York, Inc., setting out the distribution of low-income Black families with children under 18 in New York City in 2000.

^[4] The mandate of this working group was to study the issues attending the care and education of preschoolers, and, while we addressed those issues, it goes without saying that the pipeline commences at conception. We recognize that in order to foster the goal of proper development of the brain and overall good health of the fetus, it is essential that we concern ourselves with the physical, nutritional, and emotional health of the mother. It is through strong family support mechanisms, wherever and whenever needed, that we can best achieve this goal.

Figure I

Low-income Black families with children under 18 in New York City in 2000



In 2000, the U.S. Census found 126,000 low-income Black families with children in New York City, where low-income is defined as including families with income less than 200 percent of the federal poverty threshold. (Roughly one third of New Yorkers are low-income by this definition.) These families included 54,000 boys under 6 years old. This map shows how the families are distributed within the 55 Public Use Microdata Areas defined by the Census Bureau. Almost half of all of the families live in the eight PUMAs shown in dark blue, with more than 5,000 families per PUMA. More than a third live in the cluster of dark blue PUMAs in Central Brooklyn.

The Scientific Case for ECE^[5]

- All aspects of adult human capital, from work force skills to cooperative and lawful behaviors, build on capacities that are developed during childhood, beginning at birth.
- Brains are built over time, beginning at birth. The interaction of genes and experience literally shapes the architecture of the developing brain.
- Both brain architecture and abilities are built “from the bottom up,” with simple circuits and skills providing the scaffolding for more advanced circuits and skills over time.
- Toxic stress in early childhood is associated with persistent and pernicious effects on the nervous system and on the stress hormone system, which can damage developing brain architecture and lead to lifelong problems with learning, behavior, and both physical and mental health.
- Whether good or bad, a child’s earliest interactions and relationships affect the development of his or her evolving brain architecture in profound ways.

^[5] The following bullet points are taken from “The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do,” National Scientific Council, Center on the Developing Child, Harvard University, 2007.

The Economic Case for ECE

- The best investment in economic development that government and the private sector can make is in the healthy development of children.^[6]
- Investing in ECE produces children who enter school ready to learn. Continued investment in post-early childhood growth and development produces young adults who are emotionally and intellectually prepared to enter the college pipeline and, ultimately, the work force pipeline.
- The potential annual return from focused, high-quality ECE programs might be as high as 16% (inflation adjusted), of which the annual public return is 12% (inflation adjusted). These benefits are conservative as they do not include reduction in the intangible costs of crime (such as victim suffering) or potential health and intergenerational benefits.^[7]
- Children who attend quality ECE programs are less likely to be placed in special education settings as they enter elementary school. Quality ECE has been shown to reduce special education costs by 12%. Placing a child in a special education classroom costs approximately twice as much as placing him or her in a regular education classroom.^[8]
- When we invest wisely, both in children and mechanisms like family support, the payback is a lifetime of productivity and responsible citizenship.^[9]

^[6] "Child Development is Economic: A Conversation with Economist Art Rolnick," National Scientific Council on the Developing Child, Perspectives: Child Development Is Economic Development, 2006, www.developingchild.net.

^[7] "The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and Nations," A Statement by the Research and Policy Committee of the Committee for Economic Development, 2006.

^[8] *Id.*

^[9] "The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do," National Scientific Council, Center on the Developing Child, Harvard University, 2007.

■ What are the best evidence-based practices that promote the development of young children who will one day enter the work force pipeline?

- In order to maximize the potential of all young children, they must be afforded a consistently loving, nurturing environment that minimizes their exposure to toxic stress. Whether an ECE program is formal or informal, it must promote and encourage secure attachments of the children to the adults who care for them, and it must offer abundant opportunities for each child to explore, learn, and develop a sense of competence and mastery. For those children who are not in structured or formal ECE programs, family support is essential.



■ Some Characteristics of an Optimal Child-Caregiver Relationship^[10]

- Ongoing contact between the child and a consistently responsive caregiver
- Learning experiences and individualized care designed to meet the child's developmental levels and needs
- The child being with teachers and caregivers who are sensitive to gender and cultural differences and how they impact on behavior and learning styles



^[10] "Making the Case for Supporting NAEYC Accreditation As A Strategy for Improving The Success of NYC's Young Children As They Prepare for And Enter School," www.qualitynewyork.org.

■ Some Characteristics of a Successful ECE Program^[11]

- Small class sizes and low children-to-staff ratios
- Well trained, certified teachers and administrators who are knowledgeable about students and how they learn and develop, curricula and content, and pedagogy, and who will apply this knowledge in planning, instruction, and assessment
- Ongoing staff supervision and evaluation and continuous professional development
- Curricula and instruction that engage children and maintain their participation as active learners
- Access to developmentally appropriate materials and learning tasks and to other activities
- Substantial outreach to parents through home visits, group meetings, and regular classroom involvement
- A minimum threshold of program exposure of two-and-a-half hours per day, five days per week for at least two years
- Daily opportunities for the child to participate in a classroom that is rich in language, both oral and written



^[11] *Id.*

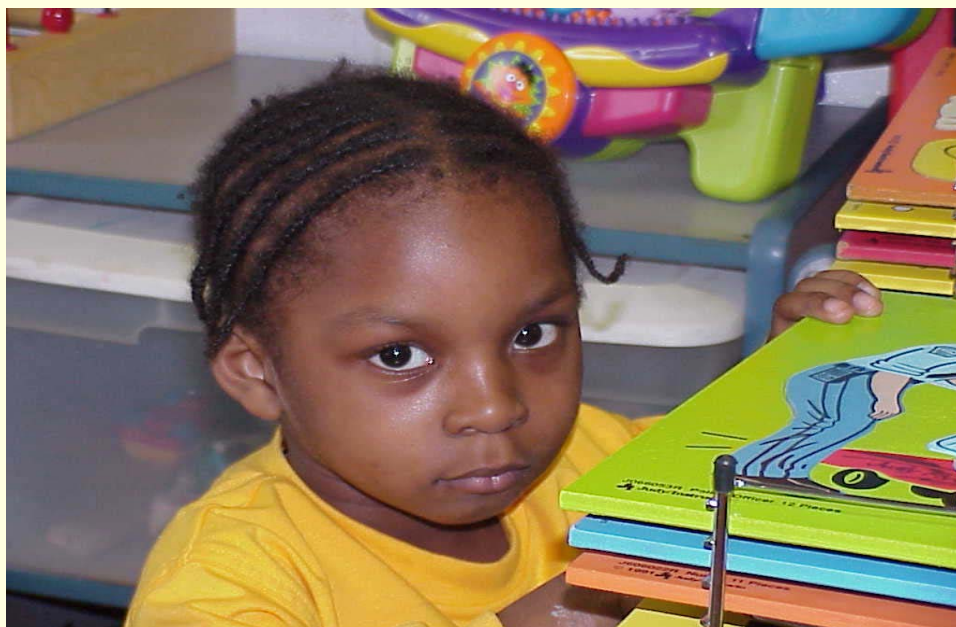
■ What are the best practices and models of public-private partnerships that develop and support high-quality ECE programs?^[12]

- The focus should be on clear goals and well defined services. Thought should be given to developing a time-limited mission statement, after which the partnership would disband. Setting a time limit on achieving goals will build greater credibility in fundraising.
- Every effort must be made to include all relevant stakeholders early in the planning process. If the partnership is not directly delivering services, but instead funding third-party providers, funding decisions must be made using outcomes-based data about those providers.
- There should be an independent board, led by a local business or community leader, and a clear administrative structure that values strong leadership. Board members should include children’s advocates and policy experts. The staff should be familiar with both education and human services programs and be equipped to deal with the issues that are specific to either discipline.
- Right from the start, clear performance goals and standards should be established. Critical and independent review procedures are essential, and such review should be conducted by someone who can identify flaws without fear of retribution, is not a member of the original advocacy group, has appropriate substantive expertise, and will invest the time and energy in the review that is commensurate with the project’s importance. The review process and results must be communicated effectively and transparently to funders and other stakeholders.

^[12] “A ‘Noble Bet’ in Early Care and Education: Lessons from One Community’s Experience (Executive Summary),” Brian P. Gill, Jacob W. Dembosky and Jonathan P. Caulkins, Rand Education, www.rand.org/pubs/monograph_reports/2005/MR1544.1.pdf, 2002. Also see Appendix B for models of public-private partnerships that support quality ECE. Our working group has engaged, and will continue to engage, with these and other organizations.

■ Best practices and models of public-private partnerships and ECE programs

- Quality and community-control goals should be complementary and should be mindful of how the different stakeholders define quality and prioritize those goals. Strategies must be mindful of cost effectiveness so that public support will be sustainable; programs must be able to withstand changes in priorities and gaps in public funding.
- Particularly for large-scale initiatives, there must be a substantial investment in planning and initial piloting on a smaller scale. If additional funding is justified, then the program must also be scalable, but without losing focus on local control.
- Careful consideration should be given to the forces of demand, supply, and responses by the community to incentives to participate. In that way unintended consequences may be anticipated and dealt with most effectively.
- As with any bold vision, hard-headed plans must be pursued, but only while acknowledging political and policy realities.



■ How can you help to ensure that young Black males, prenatal to age five, enter the higher education and work force pipelines?

■ **Invest In Them!**

Investment should be made in four major areas that will help to close the achievement gap:

1. High-quality early care and education
2. Family support (e.g., GED attainment for parents, English language learning for foreign-language speakers, physical and mental health and well being, including comprehensive prenatal care and home visits for expectant mothers, and parenting training)
3. ECE work force training and development
4. Advocacy and policy initiatives



■ The Early Childhood Working Group Suggests Support for the Following Initiatives

■ Provide financial support to the Winning Strategies Early Care and Education Fund.

This fund will be created through a partnership between the Pipeline Crisis/Winning Strategies Initiative and United Way of New York City. The funds will be used to:

1. Identify and increase the number of ECE programs accredited through Quality New York ("QNY") under the National Association for the Education of Young Children ("NAEYC") standards that: (a) are in low-income areas of New York City; and (b) have a substantial population of Black male children. *(See Appendix A for suggestions on specific projects.)*
2. Directly assist ECE programs to pay for: (a) the accreditation process and implementing recommendations made by QNY as part of the accreditation process; (b) enrichment activities for children enrolled in ECE programs; (c) supplemental physical and mental health services, including services that address developmental issues; (d) facilities development, including furniture, fixtures and equipment and capital improvements; (e) professional development for faculty and administration; and (f) parent support and outreach. *(See Appendix A for suggestions on specific projects.)*
3. Directly assist family support resources, such as the Bushwick IMPACT Project.

■ Offer your services to the Winning Strategies Expertise Marketplace.

We propose creating a marketplace where providers will have access to free services from experts in the private sector. Many providers have minimal staff, with the executive director wearing multiple hats. For example, providers are often funded from a number of sources, with monies earmarked for specific purposes. Providers might need finance experts to assist them in developing stable financial infrastructures and in devising long-term capital development programs. Providers that meet certain criteria could present projects for which they are seeking particular expertise. Private-sector experts could then make themselves known to these providers.

■ The Early Childhood Working Group Suggests Support for the Following Initiatives

■ Advocate for legislation and policy initiatives that support affordable, high-quality ECE:

1. Support efforts to make high-quality and affordable ECE available to all preschoolers regardless of family income. Such an approach ensures middle class participation, which will raise program standards and buffer funding from the vagaries of the political process.
2. Support efforts to ensure that all ECE facilities in New York City are funded to achieve and maintain NAEYC or similar accreditation status.
3. Support efforts to ensure adequate and fair compensation for all ECE workers, including efforts to professionalize the field. There must also be adequate funding for physical and mental health services. This empowers parents and caregivers by giving them the tools to deal constructively with children who have behavioral difficulties, particularly with black male children where the tendency is to punish or expel them.

APPENDIX A

Winning Strategies Early Care and Education Fund

Following is a list of specific projects for which you may request that your contribution to the Winning Strategies Early Care and Education Fund be used:

PROGRAM RECRUITMENT

■ **Quality New York (“QNY”) Outreach Coordinator: \$32,000 (6 months)**

This is a new QNY staff position that will focus on outreach and recruitment of new ECE programs for QNY. The coordinator will conduct introductory sessions about NAEYC accreditation and about QNY at conferences throughout New York City and on-site with individual agencies. This staff person will: review applications, follow up on leads of interested programs, conduct initial site visits, maintain contact records, recommend to the QNY partnership new programs for accreditation, monitor the QNY website, assist in editing QNY publications, and perform such other additional duties as required.

With the addition of the Outreach Coordinator, QNY will substantially increase the number of participating ECE programs:

- *at the Intensive level (from the present 50 centers to 25 new centers to be added by the end of 2008, and another 225 new centers to be added between 2009 and the end of 2012);*
- *at the Affiliate level (from the present 20 centers to 40 new centers to be added by the end of 2008, and another 220 new centers to be added between 2009 and the end of 2012); and*
- *at the Associate level (from the present zero centers to a total of 82 new centers to be added by the end of 2012).*

ENRICHMENT ACTIVITIES

■ **Studio in a School: \$6,375 per school**

The mission of the Studio in a School arts organization is to foster the creative and intellectual development of young people through quality visual arts programs directed by professional artists, and to enhance the capacity of those who provide and support arts programming for youth. The organization’s early childhood program provides age-appropriate art activities that are targeted to preschool children and emphasize sensory exploration, experimentation, and language building. The program provides the services of a professional artist trained in ECE who conducts weekly art classes for students for 24 weeks. The program also gives five professional development workshops for teachers and two parent workshops with take-home art kits that encourage art-making as a family activity, celebrates students’ work with a gallery “opening,” and provides a supply of high-quality art materials. A center’s participation in a Studio in a School program would enhance the quality of ECE that it offered. According to Studio in a School, “By participating in art-making activities, young children develop sensory and fine motor skills when manipulating art materials, cognitive skills when presented with choices, and problem-solving and language skills when invited to talk about their art.”

APPENDIX A

TRAINING & PROFESSIONAL DEVELOPMENT

- **QNY Annual On-Site Training Workshops: \$12,000 (\$2,000 per workshop)**

QNY will provide free half-day, on-site training workshops for individual member ECE center programs. The target is six workshops in the 2007-2008 school year. Each workshop will be facilitated by an experienced early childhood professional and will be tailored to meet the individual ECE center's needs. In order for an ECE center to be eligible for these workshops, it must pair for training with another ECE center (whether it is a member of QNY or not); the center must close, or provide adequate teacher coverage, during the times scheduled for the workshop; the training must be for 20-30 participants (teaching staff and administrators of the center only); and all participants must teach children who are within the same two-year age range.
- **QNY Seminars on Emotionally Responsive Practices: \$25,000**

QNY will provide six half-day seminars to center director-teacher teams (up to 18 pairs) over the 2007-2008 school year. The goal will be to introduce emotionally responsive practice environments to ECE professionals. Participants will have the opportunity to build their understanding of how to attend to the needs of children and families in a way that actively supports the challenges they face everyday. On-site mentoring support will also be provided for up to three participating ECE programs.
- **QNY Training Forums: \$27,000 (for accredited programs only)**

For the 2007-2008 school year, there are 12 forums currently on the QNY schedule of professional development activities that support NAEYC-accredited centers in New York City. Each of these forums requires collaboration among the three members of the QNY partnership in order to maintain a standardized approach to topics and to provide up-to-date information regarding the NAEYC accreditation process. Of the QNY partnership, Bank Street College hosts four forums, and Child Care Inc. and Federation of Protestant Welfare Agencies each hosts four. Each forum costs \$2,250 to produce, and from 20 to 40 centers attend.
- **QNY Training Development: \$15,000**

As a new endeavor, during the 2008-2009 school year, QNY will provide additional training and technical assistance to support accredited centers throughout New York City. To prepare for this huge undertaking—there are currently 145 accredited centers citywide, of which 80 are QNY affiliated—it would be necessary for the QNY partnership to develop training modules focused on the new NAEYC accreditation standards and system that are expected to be in place by September 2008. QNY staff time and resources will be required to create a framework for the sequence of eight to 10 training sessions open to all 145 accredited centers, with the goal of rolling out this new component in the fall of 2008.

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■ **NYC Early Childhood Professional Development Institute (“PDI”) Scholarships for Directors in Need: \$5,000 per director**

The quality of an ECE program is, in large part, determined by the skills and talents of its director. New York State has recognized this, and, as a result, has established the Children’s Program Administrator Credential (CPAC). The CPAC is an 18-credit graduate program that is substantiated with a culminating portfolio. The portfolio is submitted to a statewide commission that makes a decision whether to grant or deny the credential. Currently 42 individuals throughout the state have earned the CPAC; however, no one in New York City has. This remarkable situation is complicated by the fact that currently there is no cost-effective way for someone living or working in the City to pursue the necessary coursework. CUNY, through its NYC Early Childhood Professional Development Institute and its School for Professional Studies, is in the process of developing the coursework. As early as fall 2007, CUNY will offer 18 one-credit modules on the graduate level to center directors. Individuals would be offered the flexibility of taking the modular courses in succession over a two-year period while simultaneously building their CPAC portfolio. PDI will set the criteria and administer the granting for CPAC scholarships and will target individuals who are directing centers in at-risk communities.

■ **PDI Early Childhood Community Consultant Program: \$25,000 per year**

PDI’s Early Childhood Community Consultant program was developed around the belief that true quality ECE initiatives begin with a desire on the part of center directors and teachers to recognize and build on their strengths and expertise. Early Childhood Community Consultants will provide services to centers serving children from birth to six years old in poor and at-risk communities. Centers will be invited to request to work with a Community Consultant who will help the director and teachers to evaluate programming and assess quality, create action plans to build on strengths, access resources, and develop areas of opportunity. Centers that move through the process will become ready to work with Quality New York towards NAEYC accreditation. Requirements for a center’s participation in the Community Consultant program will include a demonstrated understanding and willingness to change, having full board or organizational support, and a demonstrated ability to benefit from the opportunities offered by the program. PDI’s Early Childhood Community Consultant program is projected to serve up to 15 centers in its first year of operation.

■ **PDI Informal Family Child Care Training (Brooklyn, New York): \$4,750 per year**

PDI operates the Informal Family Child Care Project (IFCC), which provides professional development opportunities to unregulated family child care providers who are subsidized by the NYC Administration for Children’s Services. In fiscal year 2006, the project purchased Children’s Museum of Manhattan memberships for the providers who participated in training on how to use the museum’s facilities to enhance the learning of the children for whom they provided care. Children brought to the museum by their care providers experience a dynamic opportunity to learn in a cultural institution that they may have previously perceived as being “off limits” to them. IFCC proposes to conduct a similar program for providers in Brooklyn by subsidizing Brooklyn Children’s Museum memberships. Each provider would be expected to contribute \$5 toward the \$50 museum membership fee. PDI proposes to offer 50 memberships during fiscal year 2008 and will host a “kick-off” event at the museum which would cost approximately \$2,500.

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■ Child Care Training Materials: \$45,000 for one year

The IFCC's child care training program currently offers professional development in several ways to help build and enhance competence. Weekly training sessions, individual consultations, material and resource lending, specially tailored bilingual publications, and on-site technical assistance are the hallmark of the IFCC's work. But even with the IFCC's work, there are thousands of providers who are not being served by the conventional, albeit creative, outreach methods currently employed. PDI will institute a modified distance-learning project by creating a series of three DVDs based on the weekly IFCC training sessions. A companion publication would support the information in the DVD and facilitate a competency-based evaluation of skills development. After having viewed the DVDs and completed and returned to IFCC a skills-evaluation survey, each provider would earn credit that will count towards the City's requirements for training in order to qualify for enhanced reimbursement rates. So, while providers are building and enhancing their skill set they will also be increasing income-earning capacity. In the first year, the IFCC staff proposes to create three DVDs (and companion pieces) in-house rather than contract with a production company.

The professional knowledge and skills that directors and teachers would gain from these training sessions would enhance their managerial and teaching practices and the support that they are able to provide children in their care. Professional development is one the most important factors contributing to high-quality ECE.

PDI OPERATING FUNDS

PDI was founded by the New York City Child Care and Early Education Fund, The Administration for Children's Services, the Department of Education, the Human Resources Administration, and the City University of New York. All of the partners believed that New York City needed an entity that could address the issues facing ECE and serve as a catalyst to bring about change. The mission of the institute is to ensure that all New York City ECE providers have access to a comprehensive system of training and professional development that supports high-quality services for the City's children and their families. Over the past three years, PDI has established a Web site that serves 5,000 professionals each week, conducted and published the results of a needs-assessment study, conducted a work force study (which is about to go to print), and developed a range of other services for the field of ECE. PDI's annual budget is \$390,022 of which only \$200,000 is currently funded. Funding from the Early Care and Education Fund will soon end, and, in order to continue on its mission, PDI will need to find new funding sources. (For this current fiscal year alone, the Early Care and Education Fund's grant of \$150,000 is \$50,000 less than in the previous year.) The unfunded portion of PDI's current budget is close to \$200,000. Proposals are being written for the unfunded portion of PDI's operations, as well as for several projects that have been prioritized for the coming year, including the salary of a career advisor.

APPENDIX B

Models of Public-Private Partnerships

- **The Buffett Early Childhood Fund** (“BECF”), established in 2005 through a grant from Susan A. Buffett and the Sherwood Foundation, invests in the following areas: (1) *practice*, through Educare Centers in the nationwide Bounce Learning Network; (2) *policy*, through the Birth to Five Policy Alliance; (3) *knowledge*, through the National Scientific Council on the Developing Child. BECF and the Ounce of Prevention Fund in Illinois are working with partners to create state-of-the-art Educare Centers in communities across America that will prepare young children for success in school. The network of Educare Centers—called the Bounce Learning Network—seeks to deliver ECE to the most at-risk children and families. BECF, the Irving Harris Foundation, and the George Kaiser Family Foundation have combined resources to fund the Educare Replication Pool, which annually awards more than \$1 million in capital grants to encourage communities to create Educare Centers. www.buffettearlychildhoodfund.org
- **The Low Income Investment Fund** (“LIIF”) is dedicated to creating pathways of opportunity for low-income people and communities. LIIF fosters healthy communities by providing a bridge between private capital markets and low-income neighborhoods. Launched locally in January 2003 through its New York Child Care Seed Fund, LIIF helps New York City providers develop child care facilities that serve low-income children. LIIF uses a four-part system that takes a child care provider in need of early-stage technical assistance and training to the point at which it can secure financing for a child care development project. www.liifund.org
- **The Minnesota Early Learning Foundation** (“MELF”) is a public-private partnership founded in 2005 with \$2.5 million start-up money from the Greater Twin Cities United Way, Cargill Foundation, and McKnight Foundation. MELF seeks to identify ways to ensure that Minnesota’s children up to five years old, from low-income and at-risk families, are ready for success in school. MELF partners with Federal, state, and local agencies and with the private sector to support high-quality programs and initiatives that educate, inform, and empower parents, especially those from Minnesota’s fast-growing immigrant and other under-served communities. MELF’s three principal goals: (a) developing standards, assessment tools, and information systems to identify children who are in the process of getting ready for school; (b) testing innovative programs for helping parents and providers do a better job in getting their children ready for school; and (c) developing cost-effective strategies that will work in urban, suburban, or rural settings. www.melf.us
- **The New York City Early Childhood Professional Development Institute** (“PDI”), founded in 2004, is a public-private partnership that brings together a range of agencies, a consortium of private funders, and the City University of New York to create a center that coordinates training and career development services for individuals who work with young children in New York City. The Institute’s founding partners are the New York City Child Care and Early Education Fund, The New York City Administration for Children’s Services, The New York City Department of Education, the New York City Human Resources Administration, and the City University of New York. Among its current initiatives, PDI is developing a curriculum and delivery system for the Childhood Program Administrator’s Credential (CPAC), an 18-credit certificate course designed to provide ECE program directors with administrative skills such as planning, budgeting, program development, and supervising. www.earlychildhoodnyc.org

APPENDIX B

- **Partnership for America's Economic Success ("PAES")** was created in 2006, with initial funding of \$3.15 million, by a group of funders, business leaders, economic thinkers, policy experts, and advocates for the purpose of (a) commissioning two years of research on the economic benefits of investments in children, (b) determining the policy changes necessary to funding services commensurate with their economic value, and (c) developing a communications and coalition-building strategy to advance these policies. PAES has been examining a range of investments in young children, prenatal to age five, in order to quantify the level of returns those investments. At the end of this initial phase, which will end in mid-2008, PAES will decide whether the data warrants moving forward with implementing the campaign to make children an economic priority for legislators, policy makers, and the public. www.partnershipforsuccess.org
- **Quality New York ("QNY")** is a comprehensive initiative founded in 2002 to encourage New York City ECE center-based programs to seek accreditation through the National Association for the Education of Young Children (NAEYC). This public-private partnership between Bank Street College of Education, Child Care, Inc., and the Federation of Protestant Welfare Agencies helps local providers, many serving families who qualify for child care subsidies, through a two-year, self-study accreditation process. QNY receives funding from United Way of New York City, the Picower Foundation, and the F.B. Heron Foundation. www.actnyc.org/learning.html
- **The Bushwick IMPACT Project ("IMPACT")** is a community-based resource center that serves as a single place in a community for families with children, ages birth through eight, to receive information about early care and education opportunities and to link to services that will support and strengthen their entire families. Founded in 2001, IMPACT is a pilot project partnership between The United Way of New York City and the Agenda for Children Tomorrow. www.actnyc.org/learning.html

Resources

Document/Organization	Source
The Pipeline Crisis: Winning Strategies for Young Black Men (A Forum on Strategies to Close the Achievement Gap)	Sullivan & Cromwell LLP, Goldman, Sachs & Co. and The Charles Hamilton Houston Institute for Race & Justice at Harvard Law School, Chelsea Piers, New York, New York, July 2006.
Young, Gifted, and Black: Promoting High Achievement Among African-American Students	Theresa Perry, Asa G. Hilliard and Claude Steele, Beacon Press, www.africanwithin.com/hilliard/ygb_book.htm , February 2004.
The Science of Early Childhood Development: Closing The Gap Between What We Know and What We Do	National Scientific Council, Center on the Developing Child at Harvard University, tulsa.ou.edu/outulsa/ECDevelopment.pdf , January 2007.
Early Exposure to Toxic Substances Damages Brain Architecture	National Scientific Council on the Developing Child, Working Paper #4, www.developingchild.net/pubs/wp/Early_Exposure_Toxic_Substances_Brain_Architecture.pdf , Spring 2006.
From Neurons to Neighborhoods: The Science of Early Childhood Development	National Research Council and Institute of Medicine of the National Academies: Committee on Integrating Science of Early Childhood Development, Jack P. Shonkoff & Deborah Phillips (eds.), The National Academies Press, www.nap.edu/catalog/9824.html , October 2000.
Early Influences on Brain Architecture	An Interview with Neuroscientist Eric Knudsen, www.developingchild.net/pubs/persp/Early_Influences/Early_Influences.html
Various Research and Reports in Early Childhood Education	National Association for the Education of Young Children- Promoting Excellence in Early Childhood Education, www.naeyc.org/ece/research.asp
A Proposal for Achieving High Returns on Early Childhood Development	Rob Grunewald and Arthur Rolnick, Federal Reserve Bank of Minneapolis, www.minneapolisfed.org/research/studies/earlychild/draft_eed_proposal.pdf , March 2006.

Resources

Document/Organization	Source
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