

Report to the County Executive

Allegheny County
Children's Fund
Working Group

SEPTEMBER 2019



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Executive Summary

“All the children are well.”

“How are the children?” is the greeting in the language of the Masai people of East Africa, underscoring the fundamental importance to their society of nurturing young people. The traditional response, is, in good times, “All the children are well.” A new County Department dedicated to children, which is the Working Group’s key recommendation, will send a profound message that Allegheny County holds children among its highest priorities. With a mission of improving access for all children in Allegheny County to high-quality Early Learning and Out-of-School-Time programs, the Department will drive the County towards a day when its residents and representatives can unequivocally state that all the children are well.

The Need for Action

There is currently no unit of local government dedicated solely to children’s success. The Department of Human Services and the Department of Health are charged with addressing the human services needs and health needs of all county residents, respectively. While they conduct extremely valuable work on behalf of children with emergent or long-term needs, their mandates encompass a much wider range of issues for smaller populations of children. The Department of Early Learning and Out-of-School-Time, as envisioned in this document, will have one universal constituency: children.

High-quality Early Learning and Out-of-School-Time programs yield great benefits for children, families, taxpayers, employers, and the County as a whole. Children who participate in high-quality programs:

- Have better social, emotional, and cognitive development;
- Have better school attendance, academic performance, and behavior;
- Are more likely to read at grade level, to graduate on time, and to transition successfully into a college or career;
- Are less likely to engage in risky behaviors after school or during the summer months;
- Have parents and caregivers who can fully participate in the workforce as reliable, productive employees.

While the benefits of making an investment in these sectors are clear, the costs of inaction are just as stark. High school dropouts are estimated to earn \$260,000 less and actually cost taxpayers \$292,000 over their lives.¹ In Allegheny County, the juvenile justice system alone has an annual budget of over \$44 million.² When children enter kindergarten unprepared or fall behind in schoolwork, teachers use valuable classroom time to help them catch up, affecting all children in the class. In a recent report, the Bipartisan Policy Center in a recent report cites several studies that show that for every \$1 spent on high-quality children’s programming, the return is between \$3 and \$11, including increased earnings for children in the long-term and for parents in the short-term, as well as significant savings in social services.³

Local data clearly shows that investment is desperately needed. Across the County—from Mount Lebanon to City View, from Moon to McKeesport—demand for high-quality Early Learning and Out-of-School-Time programs is not being met. There are at least 9,000 more young children in the County than current providers can accommodate.⁴ Of the children in programs, less than 45% are in high-quality ones. For older children, the issues are just as dire. About 70% are not in any Out-of-School-Time program at all.⁵

The vast majority of providers require more resources to raise quality standards. This is important because in both Early Learning and Out-of-School-Time, quality matters. It is not enough to simply provide basic safety. High-quality programming provides children with nurturing adult interactions and age-appropriate learning materials and activities; and experiences that build social, emotional, and cognitive skills.

A New Department with a \$20 Million Investment

To that end, the Working Group recommends that a new department be established within Allegheny County's government to be a champion for children in Allegheny County, ensuring that all children across the County have equitable access to—and are able to benefit from—high-quality Early Learning and Out-of-School-Time programs.

A unique mandate

As the only County Department specifically dedicated to children, the Department of Early Learning and Out-of-School-Time will coordinate resources, leverage partnerships, and build efficiencies to equitably and universally promote access to high quality programs so that all Allegheny County children have the opportunity to excel. It will make a bold and lasting statement that children are the County's highest priority and establish Allegheny County as a leader in the Commonwealth. When established, the Department's promotion of high-quality Early Learning and Out-of-School-Time programs will improve children's wellbeing, the prosperity of their families, the success of our students, the competitiveness of our businesses, and the overall economic vitality of our county.

Meaningful investment

Based on a thorough analysis of the available data and input from communities throughout Allegheny County, the Working Group found that there are significant gaps in equitable access to high-quality Early Learning and Out-of-School Time programs and that employers, families, educators, and service providers support a County-led effort to address the issue.

With the goal of closing those gaps, the Working Group recommends that the Department be established with a \$20 million annual budget. At that level of funding, the County could help an estimated 2,400 children in Allegheny County access high-quality programming (an additional 900 children in Early Learning programs and 1,500 children in Out-of-School-Time programs). Per the charter given to the Working Group by the County Executive, this document also outlines how a Department would operate with an annual budget of \$10 million and \$5 million.

Operating Principles

The Department should focus on improving system quality

The Working Group recommends that the County address the entire system of Early Learning and Out-of-School-Time programming for children by working to improve quality across the board. This may include: helping existing providers become high-quality providers; helping existing high-quality providers create new seats within their programs; and helping providers bring much needed high-quality programs to under-served communities.

The Department should promote equity in the distribution of funds

Funding should be allocated in a manner that specifically targets constituencies that have barriers to access, including ability, race, income, and geography. A significant aspect of promoting equity will be improving upon the existing available data to better understand need throughout the County. Additionally, the Department should provide opportunities for technical assistance and capacity-building for smaller and community-based Early Learning and Out-of-School-Time providers, many of whom have long histories of responsive, culturally competent, and community focused service and should have a chance to receive support.

The Department should be transparent, accountable, and responsive

The Working Group recommends that the Department have a structure that includes public voice as part of its governance or decision-making structure; that it publishes funding criteria, decisions, and processes as well as outcomes regularly; and that it uses data and community feedback to develop strategy.

The undersigned members of the Working Group respectfully submit this report and its recommendations to Allegheny County Executive Rich Fitzgerald. Given the current gaps in access to high-quality Early Learning and Out-of-School-Time programs and the well-documented benefits of these types of programs for children, families, and for the county as a whole, the Working Group encourages Allegheny County leadership to boldly embrace and implement these recommendations and become unequivocal champions of the County's children.

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Endnotes

- 1 "The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers." The Center for Labor Market Studies, Northeastern University, Boston, Massachusetts, October 2009. Full report: https://repository.library.northeastern.edu/downloads/neu:376324?datastream_id=content
- 2 2019 Operating Budget Resolution. <https://www.alleghenycounty.us/budget-finance/county-budgets.aspx>
- 3 The Future of Working Families: How We Care for Our Children. Bipartisan Policy Center, January 2019. <https://bipartisanpolicy.org/wp-content/uploads/2019/03/The-Future-of-Working-Families-How-We-Care-for-Our-Children.pdf>
- 4 <https://www.papartnerships.org/wp-content/uploads/2018/04/Allegheny-2017-SOTC-Profile.pdf>
- 5 Allegheny County After 3PM. Afterschool Alliance. <https://www.afterschoolpgh.org/wp-content/uploads/2014/10/Allegheny-AA3PM-2014-Fact-Sheet1.pdf>

Context of the Report

The Purpose of the Working Group

The Allegheny County Children's Fund Working Group was convened by Allegheny County Executive Rich Fitzgerald in March 2019. Its task was to make recommendations about how a potential fund could bolster Early Learning and Out-of-School-Time programs for children throughout Allegheny County. The Working Group is comprised of a group of professionals and stakeholders who have experience serving children and families across the County. While the group has expertise in the fields of Early Learning and Out-of-School-Time that it offered to this process, it was also deliberate about engaging the community at large to gather insight, information, and opinions from stakeholders around the County.

The Working Group's recommendations for a potential fund were informed by the specific tasks laid out in its commission. It was charged with:

- Reviewing existing data on the state of children's programming in the county;
- Gathering information from providers and caregivers regarding the supply of and demand for children's programming;
- Reviewing state and federal policies and their impact on programming;
- Designing the operations of a possible children's fund;
- Creating concept budgets of \$5 million, \$10 million, and \$20 million for a fund; and
- Providing sample allocation scenarios.

In seeking to fulfill its mandate from Allegheny County Executive Rich Fitzgerald to determine how a potential children's fund would operate, the Working Group evaluated existing data on Early Learning and Out-of-School-Time programming in Allegheny County and convened six public meetings, two focus groups, and made on-line surveys available to the public. Over the course of its six months of work, the full Working Group met six times and, in committees dedicated to Data, Operations, and to the Community Engagement process, met many more times.

It should be noted at the outset that the County is able to engage in this conversation about creating a Department that is specifically designed to support Early Learning and Out-of-School-Time systems because of the strong foundation that has already been established, primarily by the Allegheny County Department of Human Services (DHS). DHS is a recognized leader in its field for promoting best practices and collaboration between government departments, human services agencies, philanthropy, and other stakeholders in order to provide vulnerable families with a set of supports that meets "the human service needs of county residents...in an emergency or due to long-term concerns." DHS currently funds programs that assist young children as well as Out-of-School-Time providers. According to its mandate, most of these programs are focused squarely on the County's most vulnerable residents. The Allegheny County Department of Health also funds important supports for families with very young children. These initiatives form the starting point for the development of a Department that has as its primary focus the universal availability of high-quality Early Learning and Out-of-School-Time programming for Allegheny County children.

I. Conceptual Framework

Tasked with designing the operations of a possible children's fund, the Working Group thought it necessary to establish a conceptual framework on solid foundations. The mission, vision, and principles suggested below help ensure that the County's efforts will reflect national best practices, respond to the realities of the available data, and incorporate the opinions, suggestions, and concerns of citizens.

Mission

"To improve access for all children across Allegheny County to high-quality Early Learning and Out-of-School-Time programs."

The recommendation of the Working Group is that this mission be clear, straightforward, and easily communicable. The statement proposed above reflects the commission given to the Working Group by the County Executive in its simplest form.

Vision

"All the children are well."

By way of greeting, the Masai people of East Africa famously ask the question "How are the children?" underscoring the fundamental importance that nurturing young people has in their society. The traditional response, in good times, is: "All the children are well."

The view of the Working Group is that the establishment of a Department that is dedicated to children and focused on Early Learning and Out-of-School-Time will send a profound message about the value we place on Allegheny County's children. The ultimate goal of the Department should be to help drive Allegheny County towards a day when all of its residents and representatives can unequivocally state that all the children are well.

Core Principles

The Working Group adopted several principles that inform its recommendations. These core principles or values emerged from the public outreach and were recognized by Working Group members as essential for the fund to operate effectively and with public support.

Equity

The Department should advance equity through efforts that expand access to high-quality learning environments for all children. It should do this by prioritizing racial, economic, and geographic, and ability-based factors that constitute need. The fund should support programs that think creatively about preparing children for success and employ culturally competent caretakers and educators.

Access

The Department should increase access by addressing factors that include proximity, transportation, cost, public awareness, and other similar issues. The Department should support programs that are prepared or demonstrably willing to serve all children, and all of

their needs, working with providers to connect them to resources in order to ensure they are able to serve all families.

Quality

Quality matters; the Department should commit to supporting programs of high-quality in order to promote the wellness and development of all children.

Improved outcomes for children have been consistently linked to high-quality Early Learning and Out-of-School-Time programs. Children need and deserve to take part in high-quality, culturally competent programs that address their social, emotional, physical, cognitive, and academic development. While there are several benchmarks of quality, the fund will identify targets for both Early Learning and Out-of-School-Time that are attainable, and use those to expand access to high-quality programs throughout the County.

Accountability

The Department should be clear, transparent, and open about its decision-making process, its use of funds, and the outcomes associated with its work.

The Department should be supported by an independent, non-political entity composed of individuals with a variety of perspectives, including residents, providers, and professionals who serve children. A strong communications strategy and ongoing public engagement process will be critical to the effective management and sustainability of the fund.

Definitions

Early Learning

The Working Group understands Early Learning to take place from birth to the time a child enters kindergarten. Programs included in this report's recommendations therefore include programs for infants, toddlers, and preschool age children.

Out-of-School Time

Out-of-School-Time has two core components. After-school programs typically run until after normal work hours, e.g. 3-6 pm and after school on half-days. Summer programming takes place during the months school is not in session. Both can provide safe spaces for children, deliver enrichment and academic programming, and allow parents to work normal hours.

Access to Programming

Access includes anything that affects families' ability to participate in programming. This includes access to information about what programs are available, what constitutes quality, economic access (cost of programs), ability to enroll children (availability of open spaces in programming), ability to participate in and be accommodated by programs (regardless of the needs of a child), ability to get to programs (transportation access).

High-quality

High-quality Early Learning and Out-of-School-Time programs feature trained, professional staff working in safe, engaging facilities with age-appropriate curricula and learning tools. These basic elements are the building blocks that copious research has shown to be effective in promoting healthy cognitive, behavioral, and emotional development throughout childhood.

Provider

Any organization or company providing formal Early Learning or Out-of-School-Time programming for children.

Facilities

The physical space in which programs are offered. This could take place within a school building or at a stand alone venue.

Programs

Any formal offering of Early Learning or Out-of-School-Time activities.

Enrichment: (Out-of-School-Time)

Includes most non-academic programming, which can be focused on a wide range of topics including mentoring, the arts, civic themes and projects, etc.

Quality Standards:

Specific criteria set forth by regulatory bodies as well as training and advocacy groups that offer clear measures and evaluation structures for being designated as a high-quality organization.

Quality Improvement

A means by which providers, through technical assistance, professional development, and other means, can increase their rankings in Quality Standards.

II. The Need

Early Learning and Out-of-School-Time programming is critically important for children's development as well as for the economic viability of families.

A. Importance of Early Learning and Out-of-School-Time programming: Overview of data

1. High-quality Early Learning results in improved childhood outcomes
2. High-quality Out-of-School-Time programs provide essential supports for children and allow families to work

B. Current landscape of children's programming in Allegheny County: Need for support across the board

1. Availability of Early Learning programs does not meet need
2. Out-of-School-Time programming is not widely available and quality standards are emerging

C. Economic Implications

1. Positive Implications of Action
2. Negative Implications of Inaction

A. Importance of Early Learning and Out-of-School-Time Programming

1. High-quality Early Learning results in improved childhood outcomes

High-quality Early Learning programs, which begin in infancy and continue until children reach kindergarten, have significant and lasting impact on children and their families. They lead to better on-time graduation rates, college attendance rates, and long-term employment prospects and promote lifelong learning, positive social, behavioral, and emotional development, and family economic stability.

High-quality Early Learning programs have positive long-term impact.

Research Demonstrates that High-Quality Early Learning:

- **PROMOTES HEALTHY BRAIN DEVELOPMENT:** A child's brain is nearly 90% developed by age 5, making the early stages of life critically important for establishing strong foundations. High-quality Early Learning helps improve vocabulary development and cognitive abilities for children. By grade 3, according to the Center for Public Education, children who have participated in high-quality Early Learning programs are much more likely to read at grade level.
- **REDUCES SPECIAL EDUCATION PLACEMENTS:** High-quality Early Learning experiences reduce special education placements by nearly 50% through second grade.
- **REDUCES GRADE REPETITION:** High-quality Early Learning reduces grade repetition by as much as one third through 8th grade.
- **IMPROVES GRADUATION RATES:** High-quality Early Learning increases the likelihood of high school graduation and college enrollment, which in turn leads to stronger employment opportunities and increased lifetime earning potential.¹

2. High-quality Out-of-School-Time programs provide essential supports for children and allow families to work

Out-of-School-Time programming, summer and after-school activities from kindergarten to 12th grade, serves multiple important purposes in child development. Quality out-of-school programs not only keep children safe, but also provide valuable enrichment, academic, social, and emotional supports to children, and allow families to work.

Quality Out-of-School-Time programs impact youth in all five domains of development: cognitive or academic, social, emotional, physical, and spiritual or connection to the community. Out-of-School-Time programs allow youth to further develop in these domains in a safe and supportive environment and offer students new and diverse experiences.

High-quality Out-of-School-Time helps students develop and succeed, improve school attendance, and open career pathways.

Research Demonstrates that high-quality Out-of-School-Time:

- **CLOSES THE ACHIEVEMENT GAP:** The more consistent students' participation in after-school programming is, the greater the gains in their math achievement.

¹ "Early Childhood Interventions; Proven Results, Future Promise." Lynn A. Karoly, M. Rebecca Kilburn, Jill S. Cannon, 2005. <https://doi.org/10.7249/MG341>

- **IMPROVES ACADEMIC PERFORMANCE:** Positive results on reading achievement, particularly in lower elementary grade levels and in high school and positive and significant effects on math achievement, particularly for middle and high school students.
- **IMPROVES ATTENDANCE:** An analysis of 68 studies showed that children who participate in high-quality Out-of-School-Time had significantly improved school attendance.
- **DECREASES RISKY BEHAVIOR AND DROPOUT RATES:** Multiple studies found a decrease in drug use and problem behavior and significantly lower rates of dropout for children regularly participating in high-quality Out-of-School-Time programs.

B. Current Landscape

While specific issues are different in the Early Learning and Out-of-School-Time sectors in Allegheny County, it is clear that there is not enough high-quality programming, that there are areas with too little programming of any kind, and that local support and coordination has the potential to greatly improve the situation.

- **COMMUNITIES LEFT OUT:** Across the board, programs typically do not do well at meeting the needs of immigrant families, one of the fastest growing demographics in the County.
- **STUDENTS WITH DIFFERENT NEEDS UNDERSERVED:** Students with physical, emotional, or cognitive disabilities are also often excluded from programming.
- **AFFLUENT AND IMPOVERISHED, URBAN AND SUBURBAN:** The need for more high-quality programs is in every corner of the County.

1. Availability of Early Learning programs does not meet need

Early childhood programming in Allegheny County is severely underfunded. As in the state and nation as a whole, the Early Learning sector is subject to regulatory bodies and licensing requirements, but federal and state funding sources only cover a portion of the costs required to meet these requirements.

There are also several established and widely used quality measures, as well as important subsidies available to families at various income levels. However, there continues to be wide disparity in the availability of high-quality early childhood programming for families in the County.

a. Solid quality standards are in place but underfunded

- **KEYSTONE STARS:** Pennsylvania's Quality Rating and Improvement System; used to assess, improve, and communicate the level of quality in early education programs. All certified early childhood programs in Pennsylvania receive a STAR rating, including Pre-K Counts, Head Start and Early Head Start centers. STAR 3 and 4 providers are considered high-quality.

- **NAEYC ACCREDITATION:** Like STARS, NAEYC accreditation helps programs develop a shared understanding and commitment to quality and families to recognize quality early learning programs.
- **LACK OF LOCAL FUNDS:** Barriers exist for many smaller providers to meet the benchmarks associated with higher quality standards because of the costs associated with staff development and retention and facilities upgrades.

b. Provider capacity does not meet demand

- **POPULATION VS. CAPACITY:** The Pennsylvania Department of Human Services' Child Care Works program has compiled data on Early Learning by county throughout the Commonwealth.
 - There are 44,650 children under 5 in Allegheny County who need care.
 - Current provider capacity covers about 35,000.
 - Only 15,237 (42.5%) of those children will be served by high-quality programs.
- **INFANTS AND TODDLERS ARE LEFT OUT:**
 - Among families of 4 making up to \$51,500, 70% of children who need care are not in care at all.

c. Most children are not in high-quality programs

- **TOO FEW HIGH-QUALITY PROVIDERS:** There are nearly four times as many STAR 1 and 2 providers (510) as there are STAR 3 and 4 providers in the County (130).
- **APPROXIMATELY 70% ARE IN LOWER-QUALITY SETTINGS:** Available data suggests that over two thirds of children in the County who are in Early Learning programs are not in high-quality ones. As demonstrated by the maps to the right, pockets with higher concentrations of children (see Figures 1 and 2) roughly correspond with early childhood program distribution as seen in the bottom two maps. However, the number of 3 and 4 STAR providers in Figure 3 is dwarfed by the STAR 1 and 2 providers in Figure 4.

Figure 1. Density of Children Under 5 - Allegheny County by Municipality

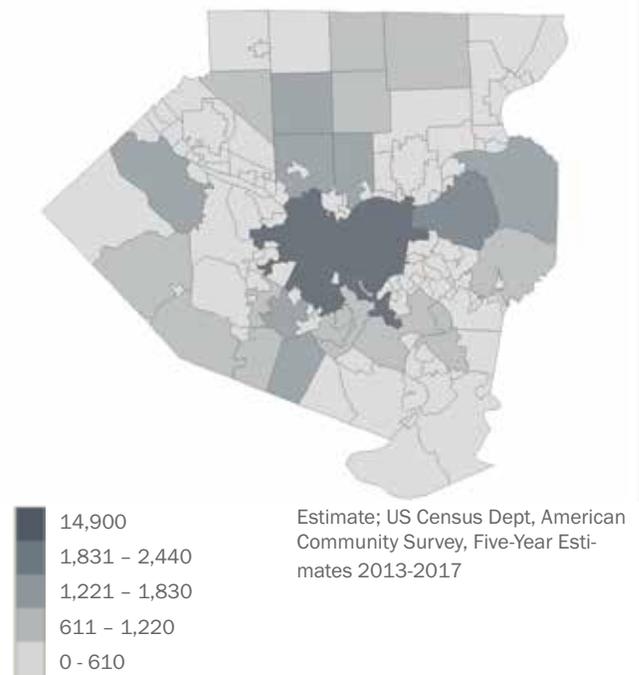
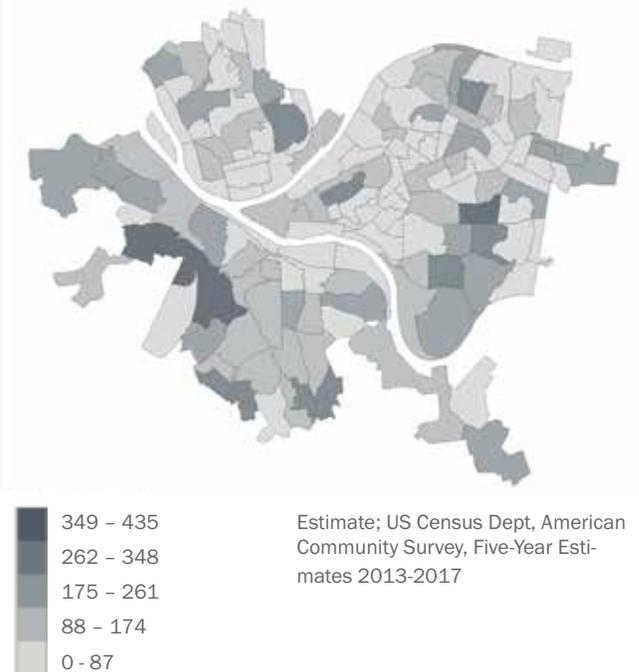


Figure 2. Density of Children Under 5 - City of Pittsburgh by Census Tract



d. Unmet demand is widespread around the County

UPPER ST. CLAIR: NEED FOR HIGH-QUALITY PROVIDERS

- Upper St. Clair has 5 high quality Early Learning providers to serve over 1,100 children age 0-5 in the municipality.
- Even if many children are traveling with parents into the city for childcare programs, there cannot be enough capacity for all young children to take part in high quality programs.

MCKEESPORT AND MOON: NEED FOR HEAD START

- McKeesport has an estimated 1,241 families living at or below the poverty line, but only 2 Head Start providers.
- Moon may have “only” an estimated 369 families at or below the poverty line, but has no dedicated Head Start classroom, relying instead on the Intermediate Unit for a combined Cornell-Moon Head Start classroom and a single Pre-K Counts classroom.

PENN HILLS, MT. LEBANON, SPRING HILL-CITY VIEW & NORTHVIEW HEIGHTS: TOO FEW PRE-K COUNTS

- Penn Hills has an estimated 4,794 families eligible for Pre-K Counts (below 300% of the poverty level).
- Mount Lebanon has nearly 1,500 families below the income eligibility for Pre-K Counts.
- The Spring Hill - City View and Northview Heights neighborhoods of Pittsburgh have over 500 families who would qualify for Pre-K Counts.
- Penn Hills has a total of only three Pre-K Counts classrooms. The other communities have a very limited capacity dispersed throughout other providers.

e. Local data needs to be more comprehensive

CURRENT GAPS IN DATA: While there is data on the number and location of providers with STAR ratings and NAEYC accreditation, there is no way currently to create a comprehensive plan for increasing capacity of Early Learning providers. The Department should accurately assess how many children can potentially be served under current

Figure 3. STAR 3 and 4 Locations: 130 Total

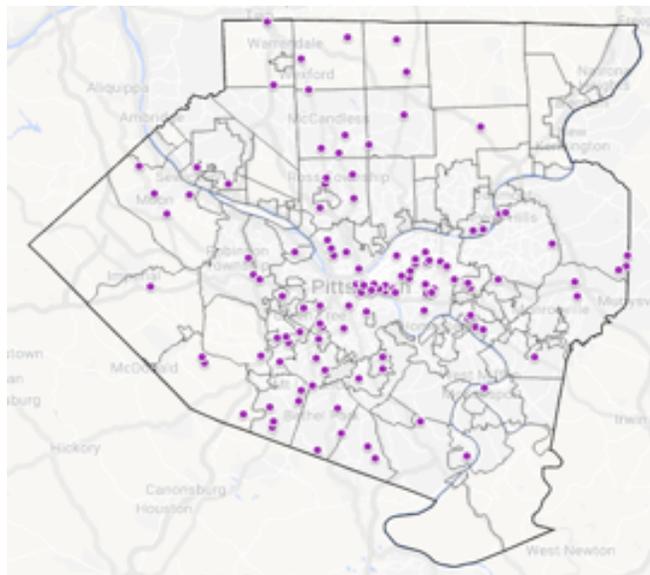
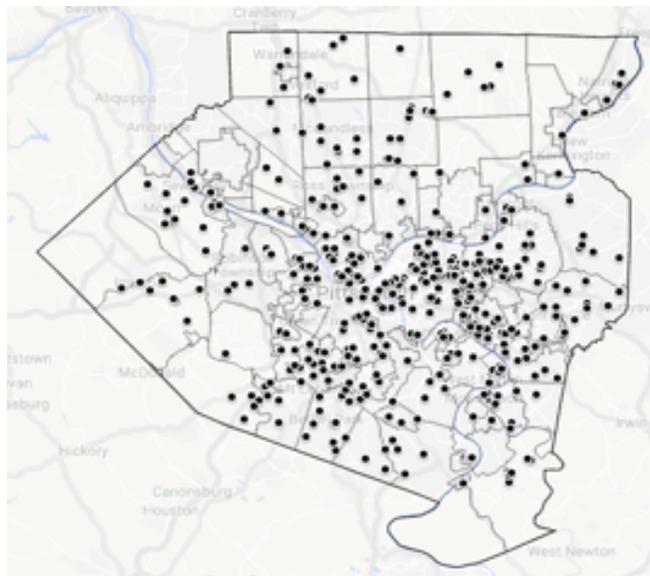


Figure 4. STAR 1 and 2 Locations: 510 Total



conditions, and how many can possibly be served. See the Data Appendix for more information.

2. Out-of-School-Time is not widely available and quality standards are emerging

Out-of-School-Time programming in Allegheny County is even more starkly underfunded and not widely available to families. This is complicated by the fact that, while quality standards are available, they are voluntary and not widely used by programs or recognized by caregivers or families. Incentives for adhering to existing standards are emerging.

a. Current quality standards are underutilized

- APOST QUALITY CAMPAIGN:** The Allegheny Partnership for Out-of-School-Time (APOST), a program of the United Way of Southwestern PA, has developed the Quality Campaign standards for Out-of-School-Time programs. These standards are voluntary and allow programs to qualify for modest support from APOST as well as professional development and technical assistance.
- WEIKART CENTER:** The APOST Quality Campaign models the standards and practices developed by the David P. Weikart Center for Youth Program Quality. These Weikart standards are recognized by the Pennsylvania Key and the Office of Child Development (OCDEL), which governs the STARS program, making them ideal for wider adoption throughout Allegheny County.

b. 70% of children are not in any program

- APPROXIMATELY 70% OF ALLEGHENY COUNTY CHILDREN ARE NOT BEING SERVED:** *America After 3PM*, a national survey of households with school-age children conducted by the After-school Alliance, found that over 94,000 students in Allegheny County would participate in an after-school program if one was available.
- 18% OF CHILDREN ARE UNSUPERVISED:** The same survey reported that 25,000 school-age children are unsupervised after school hours. This increases their chance of engaging in risky and anti-social behaviors.

Figure 5. Density of Children 5-17, Allegheny County

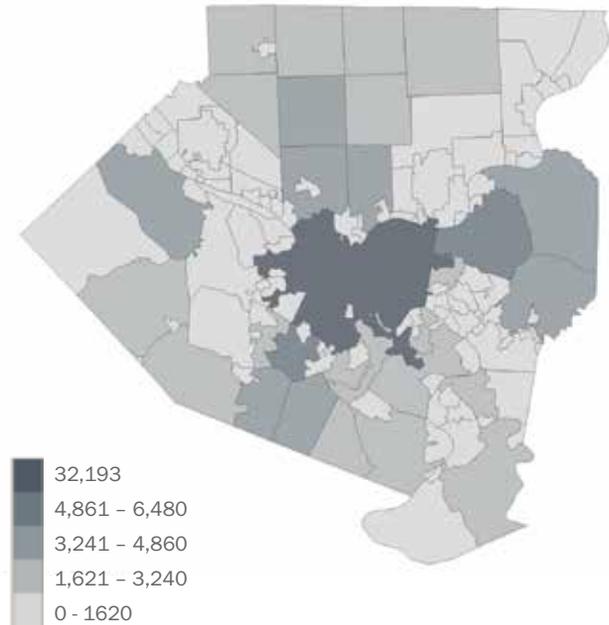
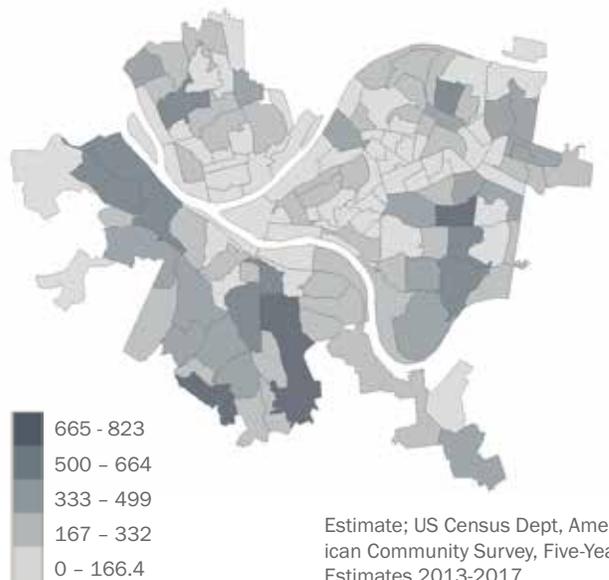


Figure 6. Density of Children 5-17, Pittsburgh Detail



Estimate; US Census Dept, American Community Survey, Five-Year Estimates 2013-2017

c. Not enough existing programs are high quality

LIMITED PROGRAM PARTICIPATION IN QUALITY

STANDARDS: Because quality standards are not widespread throughout the Out-of-School-Time sector, there are very few children actually benefiting from quality programs. APOST continues to offer the most comprehensive quality measures that are in alignment with nationally recognized standards. As Figure 7 demonstrates, only a handful of Out-of-School-Time programs meet APOST Quality Campaign standards.

d. Local data need to be much more comprehensive

LARGE DATASET, LIMITED DATA: Over 1,200 programs are listed in the APOST database, a voluntary registry that includes after-school programs, summer programs, and year-round programs (see Figure 8). It also includes ‘enrichment’ programs, which focus on specific areas like mentoring or music and are more likely to be offered weekly or periodically, as well as ‘traditional’ programs which are offered daily.

- Programs participating in the database have not been required to provide full data, but this could be collected.
- A fuller understanding of the qualifications of staff, current practices, and capacity of programs would help establish a clearer sense of need across the County as well as priorities for the Department.

POTENTIAL FOR GROWTH: These programs are not all of the Out-of-School-Time programs in the County, but do represent a large group of providers that could provide more data and which would likely respond very favorably to increased assistance with understanding and meeting quality standards.

Figure 7. APOST Quality Campaign Members. Traditional (Blue) and Enrichment (Purple).

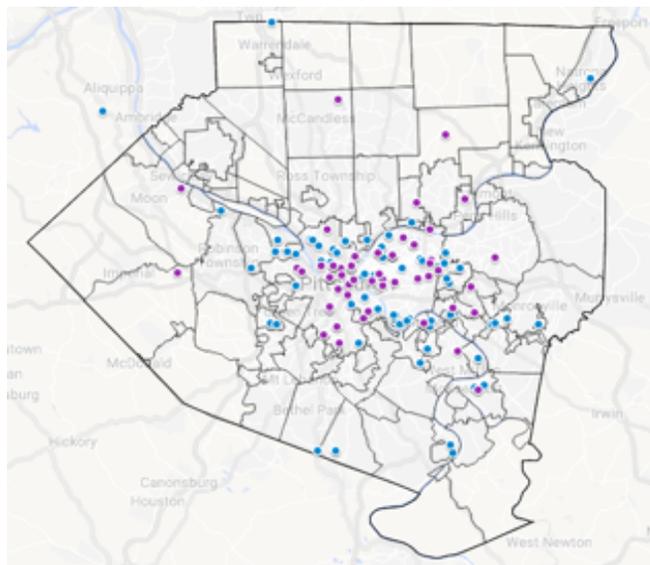
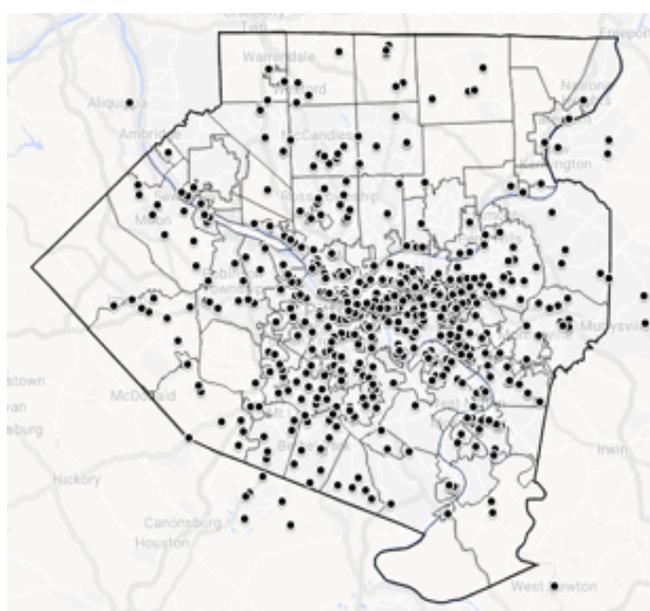


Figure 8. Out-of-School-Time providers from APOST database



C. Economic Implications

1. Positive impact of action

Numerous studies, some of which have tracked children for decades, have demonstrated the economic and societal benefits of participation in high-quality Early Learning and Out-of-School-Time programming.

a. Early Learning

The Bipartisan Policy Center in its recent paper *The Future of Working Families: How We Care for Our Children* cites studies of three high-quality Early Learning programs that found several important conclusions:²

- **SIGNIFICANT RETURN ON INVESTMENT:** For every \$1 spent, the return to society is between \$3 and \$11.
- **25% HIGHER EARNINGS:** Lifetime earnings of children who participated in high-quality early care and learning programs were 25 percent higher each year compared with nonparticipants.
- **LESS GOVERNMENT SPENDING:** There were reduced costs for remedial education, social programs, and the criminal justice system.
- **STRONGER ECONOMY:** “The [White House] Council of Economic Advisers suggests that if all children enrolled in high-quality early care and learning programs ... it would raise the level of U.S. GDP by .16 percent, bringing it up to .44 percent per year and adding between \$28 and \$74 billion to the economy per year.”

b. Out-of-School-Time

Afterschool Alliance, in its compilation of evidence *What Does the Research Say About Afterschool*, cites numerous studies on the positive impact of Out-of-School-Time programs³.

- **SIGNIFICANT RETURN ON INVESTMENT:** For every \$1 spent, the return to society is at least \$3 through:
 - Increasing children's earning potential;
 - Improving children's performance at school; and
 - Reducing crime and juvenile delinquency.
- **IMPROVED EMPLOYMENT PROSPECTS:** The 2019 Jobs Outlook survey by the National Association of Colleges and Employers ranked critical thinking and problem solving, teamwork and collaboration, and communication skills as essential competencies for entering the job market.⁴

² The Future of Working Families: How We Care for Our Children. Bipartisan Policy Center, January 2019 <https://bipartisanpolicy.org/wp-content/uploads/2019/03/The-Future-of-Working-Families-How-We-Care-for-Our-Children.pdf>

³ What does the Research Say About Afterschool? Afterschool Alliance, 2017. http://afterschoolalliance.org/documents/What_Does_the_Research_Say_About_Afterschool.pdf

⁴ “Employers want to see these attributes on students' resumes,” NACE, 2018. <https://www.naceweb.org/talent-acquisition/candidate-selection/employers-want-to-see-these-attributes-on-students-resumes/>

- A national survey of parents and teachers by Afterschool Alliance found that these skills were significantly improved by participation in high-quality Out-of-School-Time programs.⁵
- **FAMILY EMPLOYMENT:** Afterschool Alliance's national survey of parents indicated that 8 in 10 parents say after-school programs help them keep their jobs.⁶
- Locally, 70% of parents said they would enroll their children in an Out-of-School-Time programs if one was available.

2. Negative implications of inaction

The cost of the current system is as substantial as the benefits of creating a new one and much of it is borne locally through the County's Department of Human Services, juvenile justice, and justice system.

- **THE COST OF DROPPING OUT—LOST WAGES:** A major study from Northeastern University found that high school dropouts earn \$260,000 less than graduates.⁷
- **THE COST OF DROPPING OUT—SYSTEM INVOLVEMENT:** Dropouts are estimated in the same study to actually costs taxpayers an average \$292,000 over the course of their lives through the use of public benefits, services, and housing.⁸
- **JUVENILE JUSTICE SYSTEM:** In Allegheny County, the juvenile justice system alone has an annual budget of over \$44 million between Juvenile Court Placement and the Shuman Detention Center.⁹
- **LONG-TERM JUSTICE INVOLVEMENT:** Many of the individuals involved in the justice system - either currently held at the Allegheny County Jail or involved in the parole system, were either juvenile offenders or high school dropouts.¹⁰
- **CRIME:** Juvenile crime spikes between 3 and 4 PM and is higher on school days than on days when school is not in session, according to the United States Department of Justice's Office of Justice programs.¹¹

5 Ibid.

6 Ibid.

7 *The Consequences of Dropping out of High School*. 2009. https://repository.library.northeastern.edu/downloads/neu:376324?datastream_id=content

8 Ibid

9 2019 Allegheny County Operating Budget Resolution. <https://www.alleghenycounty.us/budget-finance/coun-ty-budgets.aspx>

10 *Overview Report of Allegheny County Jail Collaborative Findings*, 2008. http://www.crsp.pitt.edu/sites/default/files/ACJ_Report.pdf

11 Juvenile Violent Crime Time of Day, Offending by Juveniles, Statistical Briefing Book, Office of Juvenile Justice and Delinquency Prevention. <https://www.ojjdp.gov/ojstatbb/offenders/qa03301.asp>

III. Recommended Goals

The Working Group set out two sets of goals that should be pursued by the Department.

A. Annual Goals: More children in Allegheny County can access high-quality programming

1. More high-quality programming for children
2. Greater access to high-quality programming
3. Data collection for systems analysis and strategic planning

B. Long Term Goals: Systemic improvements for children in Allegheny County

1. Expansion of high-quality Early Learning for children
2. Systemic improvement of Out-of-School-Time programming
3. Establish Allegheny County as a national leader

A. Annual Goals

“More Allegheny County children have access to high-quality Early Learning and Out-of-School-Time programs.”

The general statement of annual goals is taken directly from the Department's proposed mission statement. While specific targets and measures of success will depend upon the amount of funds available, the structure of the Department, and the individual awardees, the goal of the Department will follow directly from its mission statement; a greater number of Allegheny County children will have access to high-quality Early Learning and Out-of-School-Time programs.

1. More high-quality programming for children

There are three means of increasing the number of children taking part in high-quality Early Learning and Out-of-School-Time programs. The Working Group recommends that the Department pursue all three. Each one of these will have a direct impact on the number of children in high-quality programs and can be measured annually:

IMPROVE PROGRAMS

a. Existing providers of Early Learning and Out-of-School-Time programs improve to meet quality standards

The Department should help existing providers who do not currently meet high-quality standards improve the quality of their programming. This is the most cost-effective way to improve the overall availability of high-quality programs. Improvement in quality allows many providers - especially in Early Childhood Education - to gain access to more revenue from state, federal, and philanthropic sources. These providers may then be able to expand the total number of children they serve

EXPAND PROGRAMS

b. Existing high-quality providers increase the number of children they serve

The Department should support high-quality providers who have realistic plans to increase the number of children they serve. Expanding programs that have a strong track record of high performance helps reduce waiting lists and allows more children to participate. Access to well-trained professionals and space considerations are barriers.

CREATE PROGRAMS

c. New providers are established and set themselves up to meet quality standards

The Department should support the creation of new programs in coordination with other funders and agencies. This is the most expensive means of increasing the availability of high-quality programs but may be necessary in certain parts of the county where there are very few providers. By doing so, there will be shorter waiting lists, and barriers to access like transportation will be reduced or eliminated.

2. Greater access to high-quality programs

There are also three means of increasing the amount of access families have to high-quality Early Learning and Out-of-School-Time programs. Again, the Working Group recommends that the Department pursue all three. Each one of these will have a direct impact on the number of children in high-quality programs and can be measured annually:

COST

a. Existing or emerging high-quality providers receive assistance to offer affordable prices

The Department should support providers who demonstrate that funds will help keep costs down while attaining or maintaining quality status for their programs. This can be achieved through various means, including supplementing tuition subsidies for moderate income families and helping providers cover the costs of quality improvement so they do not have to pass these costs directly to families.

PROGRAM AVAILABILITY

b. Existing and emerging high-quality providers have capacity to serve more children.

The Department should support provider proposals that will directly improve availability, both by meeting the needs of families as well as by reducing waiting lists. Similar in function to the goals set out above regarding the number of children served, this goal also includes supporting providers who demonstrate the ability to make services and programming available during non-traditional hours, on weekends, and for flexible schedules.

GEOGRAPHIC ACCESS

c. Families are able to reach high-quality providers without excessive travel

The Department's priorities should include providing funds to programs that can demonstrate an unmet geographic need. As demonstrated above, the need throughout the County is widely distributed. Transportation is a major factor affecting geographic access - both in the limited availability of public transportation in some areas and in the distance and time involved in driving.

3. Data collection for analysis, planning, and accountability

The Fund should collect comprehensive data annually to ensure that its goals are met and that it is able to develop priorities and strategies based on current information about local conditions in Early Learning and Out-of-School-Time systems.

DATA FOR PLANNING

a. Collect pertinent information for priority-setting as part of provider outreach and as a condition of funding

While the ability to collect data will depend on the amount the Department receives, the Fund can begin to collect more accurate and complete data on the current capacity of providers, workforce issues, and accessibility concerns even at the \$5 million funding level.

DATA FOR ACCOUNTABILITY

b. Data will allow the Fund to report out to the public on the state of the system and plans for improvement

More comprehensive, readily accessible data will allow parents, caregivers, providers, and other stakeholders to accurately understand the current state of children's programming and take part in shaping plans to improve it.

B. Longer-Term Goals

The Working Group identified a number of longer-term goals that can be used as benchmarks against which to measure the progress of the Department. These should be set as part of multi-year planning cycles and move Allegheny County towards a much more complete system of Early Learning and Out-of-School-Time programming for its children. These goals are about creating an equitable, comprehensive system of high-quality Early Learning and Out-of-School-Time programming that establish Allegheny County as a national leader.

Longer-Term Goals represent benchmarks that can be measured in five-year increments.

1. Expansion of high-quality Early Learning for children

The Early Learning sector currently in place for younger children has well-defined federal and state quality standards but remains extremely under funded despite subsidy programs. Funding and logistical support at the County level can complement this system by targeting specific local needs and providing the resources to meet those needs. The overarching Early Learning goals for the Department should be to measurably improve the quality of existing programs so that they can qualify for federal and state support and serve more children overall.

IMPROVE QUALITY

a. Support existing and emerging high-quality providers to ensure more Allegheny County children are receiving the best Early Learning programs.

- 30% of Early Learning providers at STAR 1 or 2 move up to STAR 3 or 4.
- 25% of STAR 1 programs receive technical support to move to STAR 2.
- 100% of providers that are currently high-quality - STAR 3 or 4 maintain their status.
- Increase the number of children experiencing continuity of care; children fare much better if they can stay in the same program throughout their early childhood.

The Keystone STARs system ranks providers from 1 to 4. STAR 3 and 4 providers are considered high-quality and are eligible to receive more federal and state funding.

2. Systemic improvement of Out-of-School-Time

The Department should help establish and promote standards for Out-of-School-Time programs. In contrast to the Early Learning sector, Out-of-School-Time lacks universal quality standards. While some programs are supported by federal funds passing through the state in the form of 21st Century Learning Centers, these dollars are focused primarily on academic improvement, something that is not always the focus of Out-of-School-Time programs. Allegheny County Department of Human Services funding for Out-of-School-Time programs provides a strong foundation upon which to build a universal system. Its funds are directed towards providing basic services for children and much more is needed to promote and provide the best possible practices for enrichment, cultural and social development, and academic achievement.

ESTABLISH STANDARDS

a. Promote the adoption of quality standards across the Out-of-School-Time sector.

- Adopt the Youth Program Quality Intervention as a standard of quality that all providers strive to meet.
- Promote quality standards to parents and providers.

EXPAND REACH

b. Increase the availability of high-quality Out-of-School-Time programming.

- Increase in the number of school districts who partner with high-quality Out-of-School-Time providers on-site - the most common and accessible venue for Out-of-School-Time programming - utilizing the Allegheny Intermediate Unit's network of school district partnerships.
- Support and increase programs that provide high-quality Out-of-School-Time programs at non-traditional hours to improve child safety and outcomes, as well as to support working families.

3. Establish Allegheny County as a national leader in children's programming

The Department should work to improve the entire system of high-quality programs for children and establish Allegheny County as a leader in the Commonwealth and the nation based on its commitment to children. It can do this by promoting quality standards to parents, caregivers, and providers; by recognizing workforce, adult education, and wages as key factors in developing a healthy system of Early Learning and Out-of-School-Time programming; and by leveraging other County departments, state and federal funding, and private sector connections to build the best possible environment for the County's children.

LEADERSHIP

a. The Department is a champion of high-quality children's programming at the County level.

- Convene County agencies, departments, and offices to support providers and parents.
- Leverage state, federal, and private funding sources to better support a system that promotes quality.
- Lead the work of establishing quality standards for Out-of-School-Time and a locally supported system of improvements for Early Learning programs.
- Establish Allegheny County as a leader in the Commonwealth with the highest percentage of all Early Learning and Out-of-School-Time programs achieving the highest quality standards.

- Obtain widespread support for all Early Learning and Out-of-School-Time programs in the County to meet the standards of the top two tiers of quality.

OUTREACH

b. Engage Allegheny County residents in all aspects of the work.

- Increase parent and caregiver knowledge about high-quality programming and build market demand.
- Engage residents as tutors, donors, and advocates.
- Promote quality standards as strong business practice among providers.
- Increase the number of elected officials who are champions of high-quality children's programming.

WORKFORCE

c. Recognize workforce issues and leverage resources to improve training standards and career opportunities.

- Trained staff are essential to increasing the number of children in high-quality programs.
- Leverage, promote, and coordinate existing local resources to build a more qualified, more sustainable workforce.
- Ensure that 100% of Early Learning and Out-of-School-Time professionals have access to high-quality professional development and movement up the career ladder.



IV. Governance Recommendations

The Department should have professional administrative capabilities to pursue a clear mandate in an open and transparent fashion that includes significant community and stakeholder input. It should have the autonomy to pursue these objectives with a clear goal of creating an environment in which all children can thrive.

A. Dedicated Administration

1. County Department
2. Office or Fund

B. Robust Community Oversight and Involvement

1. A Strong Advisory Board for the Department

A. Dedicated Administration

In order for the Department to operate as a lead convener and coordinating agency, it must have professional, dedicated, and autonomous administration.

The Department has the potential to provide comprehensive management and oversight for local funds that are designated to meet local needs. It may not be able to do this as effectively, however, if it is administered within an existing office or department. The Working Group considered a number of national benchmarks, the input of the public gleaned through six open meetings, and budgetary norms in the creation of this recommendation.

Given the amount of outreach to caregivers and providers, coordination of systems, and cooperation with other County, state, and federal agencies, the Working group recommends a strong administrative model in the form of a new County Department.

1. County Department

The Working Group recommends the establishment of a new County Department of Early Learning and Out-of-School-Time. A Department would have the benefits of being an independent entity with direct County government oversight. Allegheny County currently has several departments with budgets around the \$20m, \$10m, and \$5m levels proposed by the County Executive as potential benchmarks for the endeavor. A new Department of this type dedicated to supporting high-quality Early Learning and Out-of-School-Time systems would demonstrate a long-term, sustainable commitment to the children of Allegheny County.

MANDATE

a. A Department focused on high-quality children's programming would have a unique mandate.

This Department would be distinct from the Department of Human Services and other departments in that it would be focused on investment in programs that have a universal impact on the wellbeing of County children and the County's economic vitality in the short-term and long-term.

- Local investment in high-quality Early Learning and Out-of-School-Time programs affects **all** Allegheny County children.
- This builds on the system of supports already in place but has a unique mission to promote achievement and prevent involvement in other systems.
- High-quality Early Learning and Out-of-School-Time programs have a long-term positive economic impact because they promote children's health and wellbeing, helping them become successful adults.
- Local investments in Early Learning and Out-of-School-Time programs help more families remain in or return to the workforce.

AUTONOMY

b. Given a clear mandate, a new Department would provide a solid infrastructure to pursue policy goals within County government.

A stand-alone Department will be able to pursue clear, mandated funding and policy goals under the direct oversight of the County Executive and County Manager. A stand-alone Department could act as a convening agency that would interact with other County Departments, providers, universities, and other partners in the interests of children. It would also allow the Department to leverage funding from state and federal agencies and work to forge other partnerships.

PRIORITY

c. A new Department would send a clear message that high-quality children's programming is a priority.

With a Director appointed by the County Executive and County Council but serving outside of those bodies, a stand-alone Department would send a clear message that Allegheny County is making the ability to access high-quality programming a high priority for all children in the County. The Department would act as a non-partisan, publicly accountable entity established for the sole purpose of ensuring that all of the County's children have the very best programming and supports available.

OVERSIGHT

d. County oversight would be assured by the appointment of the Director and administrators.

The County Executive and County Council would retain oversight of the Department through the appointment of its Director and other administrators. A strong Advisory Board will also ensure public oversight and representation. The Working Group recommends staggered 3-year terms, with a third of the Board rotating off each year and a limited number of reappointments.

AUTHORITY

e. The Department would be an arbiter of best practices in the County and set ambitious long-term goals.

A stand-alone Department will act as an authority on quality measures for Early Learning and Out-of-School-Time providers and set clear policy goals related to children's wellbeing. This mandate is distinct from the comprehensive safeguards and assistance that is rendered to families in need by the Department of Human Services; it will provide

guidance and guidelines on quality standards for all children in the County.

RELATIONSHIPS

f. Strong relationships with other departments are key.

A "Department of Early Learning and Out-of-School-Time" would have a clear mandate, as embodied in its mission, vision, and values. The Department would by necessity work in partnership with other County departments, particularly the Departments of Health (ACDOH) and Human Services (DHS), which have several ongoing initiatives dedicated to child welfare and Out-of-School-Time support. DHS serves as a model of comprehensive support, partnerships within and between County government agencies, and interactions with other levels of government to address human service needs. The proposed Department can build on the work done by DHS to support a universal approach to promoting high-quality programs for all children.

RELATIVE SIZE

g. The proposed sizes of a Department align with the size of other County departments.

As the table Allegheny County Departments by Size in the Appendix below demonstrates, a department at any of the three proposed levels of funding (\$5 million, \$10 million, and \$20 million) has precedent within the County infrastructure. The table also includes numbers for 1% and 2% of total Allegheny County expenditures, a marker used by several other funds around the country.

2. Office or Fund

The Working Group does not believe the establishment of a children's fund as either an office in an existing department or as a fund managed by an existing office will achieve the same outcomes. The mandate and policy goals of the fund in that scenario would not be as clear or robust and the effort would likely not be perceived as independent by the public, providers, or other departments. These options might serve a temporary purpose as the County Executive prepares to establish the necessary infrastructure for the creation of a Department.

B. Robust Community Oversight and Involvement

Community voice, input, and participation must be woven into the fabric of the department, especially as it is charged with the equitable and transparent distribution of funds to support high-quality programs for children. The input of community members and constituents will not only help with governance but also with sustainability by generating community support for the initiative.

1. A Strong Advisory Board for the Department

The Department should have a Board that is broadly representative of a variety of constituencies and has as much input and oversight responsibility as the County governance structure allows. Board members should be tasked with actively soliciting and conveying community input from a broad range of sources and should play a very prominent role in setting priorities as well as advising staff on annual funding decisions. This will ensure organic community involvement and feedback.

REPRESENTATION

a. The Board should be broadly representative.

The Board should be broadly representative of the County and concerned with children County-wide. Members should be Allegheny County residents and should include:

- Parents and caregivers from both Early Learning and Out-of-School-Time constituencies;
- Providers with established expertise in Early Learning and Out-of-School-Time programming;
- Emerging quality providers;
- Local Education Agency representatives;
- Representatives from the Allegheny County Department of Health and Department of Human Services;
- Organizations focused on sector-wide improvement in both Early Learning and Out-of-School-Time;
- Professionals who have content knowledge of children with 'special needs';
- Pittsburgh Council of Higher Education or a university member to ensure research and evaluation concerns are included in decision making;
- Policy makers/elected representatives;
- Representatives from the workforce development field.

DECISION-MAKING

b. The Board should be deeply involved in priority-setting and advising staff on funding decisions.

The Advisory Board should have significant input into the way funds are distributed.

- Staff should screen applicants for basic eligibility.
- Applications for funding should be submitted to either the full Board or a committee for their review and input.
- The Advisory Board's recommendations should be heavily weighted by staff in all decision making.
- The Board should follow a strict conflict of interest policy.

V. Operations Recommendations

The Department should be diligent, responsible, and responsive to data and best practices in its embodiment of Allegheny County's commitment to children.

A. Distribution of Funds: Ensuring equity across the system

1. Outreach to providers and the public
2. Eligibility for funding
3. Distribution between Early Learning and Out-of-School-Time
4. Quality considerations in awarding funds
5. Scoring rubric and development of priorities
6. RFP process

B. Administration

1. Professional, dedicated administration and staffing costs

C. Partnerships: Leveraging regional resources

1. Partnerships with County departments are critical
2. Partnerships with educational agencies and institutions
3. Partnerships with workforce development providers

D. Data and Evaluation: Accountability and best-practice

1. Data and evaluation functions are central to accountability

A. Distribution of Funds

The Department will have a responsibility to distribute funds efficiently, effectively, and equitably.

1. Outreach to providers and the public

The feedback the Working Group heard from the public leaned heavily towards the County playing a strong communication, coordination, and outreach role. This can leverage existing agencies and organizations including Trying Together and APOST, both of which were founded to help coordinate the Early Learning and Out-of-School-Time sectors, respectively, as well as the University of Pittsburgh, the Community College of Allegheny County, and many other agencies that would willingly and enthusiastically lend their support to these efforts.

When asked what role the County should play in the fields of Early Learning and Out-of-School-Time programming, aside from funding, members of the public repeatedly voiced a desire for access to information on quality and availability and for coordinating efforts to increase quality standards.

Effective outreach, especially in 'Year Zero', the first year of the Fund when outcomes will still be some way off, can provide an opportunity to gain buy-in from parents and providers alike, as well as to establish valuable partnerships with agencies, companies, and philanthropy.

Public outreach and engagement is essential to the success of the Department.

Members of the public should have tangible involvement at many levels.

PUBLIC OUTREACH

a. The Working Group's Community Engagement process indicated a significant need for more information and greater awareness across county.

During the Working Group's Community Engagement process, which included six public meetings across the County, participants were clear that the County could play an important role in providing parents and caregivers with information. Specific issues raised during the engagement process included:

- Increasing awareness of quality standards for Early Learning and Out-of-School-Time programming and why they are important.
- Helping consumers find high-quality programs that are accessible to them.

PROVIDER OUTREACH

b. Effective and ongoing outreach to providers across the county is essential.

Provider outreach offers opportunities to leverage existing resources effectively. Regular and positive interactions with providers of Early Learning and Out-of-School-Time programs are necessary to establish a baseline of constituents who will adopt policy goals and apply for funds. For

example, small providers who want to train staff could contact the Department, which could create pools for CCAC trainings; or the Department could coordinate with private funds to help providers qualify for funds to support paid training. Specific functions of outreach include:

- Collecting data and information from providers;
- Educating providers on opportunities and incentives for improvement; and
- Coordination of efforts regarding training opportunities and other public or private funding streams connected to quality improvement.

2. Eligibility for funding

In the interests of promoting quality improvement, the Working Group recommends a 'wide net' approach to soliciting applications for funding. In general, applicants must share a commitment to meeting established quality standards and serving all children.

ORGANIZATION TYPE

a. No preference for organization type, just children served.

As long as an organization serves children of Allegheny County without excluding any children based on race, creed, orientation, ethnicity, ability, etc., the Department should not distinguish between for-profit, non-profit, faith-based, or local educational agencies (school districts).

STABILITY

b. Financially stable and operationally viable, regardless of size.

The fund should allow small and large organizations to apply for funding, understanding that a commitment to quality, even if the provider has not yet achieved high-quality standards, is the most important element. As long as a provider can demonstrate that it can manage funds responsibly and adhere to basic reporting requirements, the size of the organization should not matter. This will allow community-based providers that currently serve a majority of children in early childhood and Out-of-School-Time programs with the opportunity to receive funding. Basic criteria should include:

- Profit-loss statements and/or tax documents; and
- A minimum duration of business operations not less than three years.

3. Distribution between Early Learning and Out-of-School-Time

The needs of both the Early Learning and Out-of-School-Time sectors are great, though they present unique circumstances. Early Learning programming may have a more developed regulatory framework, but is still critically underfunded. Out-of-School-Time programs are also underfunded and have much less standardization or stability, dependent as they are on grant funding.

RESPONSIVENESS

a. Flexibility to choose the best proposals and leverage new opportunities.

Within this framework of parity between Early Learning and Out-of-School-Time, the Fund should not establish rigid criteria for fund distribution but should leave flexibility to award funds based on circumstances. This would include the ability to accommodate excellent proposals or proposals that meet specific priority areas, as well as the ability to respond to emerging opportunities - e.g. taking advantage of a large federal or state initiative that could support either of the sectors.

4. Quality considerations in awarding funds

The central goal of the Department, as outlined above, is to increase the number of children who have access to high-quality Early Learning and Out-of-School-Time programming, and because support will come directly from public funds, this emphasis on quality should be central to the management of the initiative. However, there can be barriers to achieving high-quality standards, particularly for smaller organizations. Many of the quality standards currently in place require numerous investments, from formal staff training to capital facilities improvements, that can be burdensome. In recognition of this, the Fund should create an equitable system of funding through which providers can pursue a path to the highest quality standards.

EXISTING STANDARDS

a. Existing Early Learning standards are recognized and promoted.

As noted above, the Early Learning sector already has firmly established quality standards in the form of Keystone STARS and NAEYC Accreditation. Keystone STARS rank providers from 1 to 4. Providers with NAEYC accreditation of STAR 3 or 4 status should be strongly considered for funding if they are adding capacity to serve more children or to make their programming more widely available to children.

NEW STANDARDS

b. Out-of-School-Time quality standards promoted and widely-adopted.

The Allegheny Partnership for Out-of-School-Time (APOST) has developed a Quality Campaign standard that is based on the Youth Program Quality Improvement system developed by the Weikart Center. This system should be promoted among providers as a means to secure funding and among parents and caregivers as a way to recognize and select a high-quality program. Similarly to the Early Learning standards, high-quality programs should be awarded funds if they demonstrate a plan to serve a greater number of children.

The Weikart Center is a national leader in developing quality standards.

Its Quality Improvement system is recognized by the Commonwealth.

IMPROVING QUALITY

c. Helping providers raise their quality to meet standards should be a priority.

Funds should also be available for providers who are currently ranked at STAR 1 or 2, however, as part of a commitment to raising their status. Eligible activities for this funding should be broad and include capacity-building, training, facilities improvements and other elements which directly result in improved quality status. A major benefit of increasing provider quality in this fashion is that STAR 3 and 4 providers are eligible for substantially greater funding from state and federal sources, meaning if the County's support can help them achieve a higher quality standard, their program becomes more sustainable at that level.

Out-of-School-Time programs that are adopting the new quality standards but demonstrate a verifiable commitment to improving quality should likewise be strongly considered for funding. The Department administrators and staff can work with local philanthropy and other funders to promote the standards to Out-of-School-Time providers, creating additional incentives for adopting them.

Quality matters. High-quality programs build meaningful relationships, nurture children, and promote healthy development.

RAISE THE FLOOR, RAISE THE BAR

d. Over time, all programs will be high quality.

In an approach that has been dubbed "Raise the Floor, Raise the Bar," programs in both the Early Learning and Out-of-School-Time sectors understand that they will all be expected to meet the highest quality standards.

5. Scoring rubric and development of priorities

As outlined above in the needs section, the Department will require a significant amount of data to clearly identify priority areas. A clear benefit of administering a fund that supports Early Learning and Out-of-School-Time programming at the County level is that it will have the ability to understand and evaluate need at the hyper-local level. No matter how much large the pool of resources is, however, multiple priorities will need to be balanced against each other when making concrete decisions about funding allocations.

PRIORITIES

a. Clear, easy-to-communicate priorities

Community input and available data assessed by the Working Group underscored the importance of developing specific priority areas. However, rather than ranking these areas as 'most important' to 'least important' the Working Group recommends that the Fund's request for proposal process enumerate the priorities and that applicants should have the opportunity to address any number of them.

SCORING RUBRIC

b. Scoring rubric that reflects priorities

The Working Group recommends the development of a scoring rubric, a scoring tool that weighs specific priorities, that can be used to assist in funding deliberations. This will allow providers who apply to be evaluated in an impartial and transparent manner. A rubric can be used to score proposals based on their merits without establishing a single area as higher than another.

For example, a proposal that would increase the number of children with autism who had access to high-quality programming would not necessarily be considered more or less favorably than one that proposed increasing the number of children from economically disadvantaged homes. While both disability and economic disadvantage would be priorities, the proposal would receive points for addressing one but not the other.

6. RFP Process

The Working Group recommends a standard Request for Proposals (RFP) process of receiving applications for funding. Funding should be awarded via contract, with clear benchmarks and requirements for reporting back to administrators. Established practices, particularly within the County's Department of Human Services, should be adopted for developing and releasing RFPs.

MULTI-YEAR FUNDING

a. Three-year contracts, two-year renewals.

Given the amount of time it takes to make quality improvements or to steward an organization's expansion of services effectively, the Working Group recommends that contracts be made for a period of three years, with an option of renewal for a further two years. This will allow providers to achieve goals in a realistic time frame. Funding should only be released, however, on an annual basis dependent upon satisfactory reporting. Proposals for multiple years of funding should include annual benchmarks that demonstrate progress toward goals.

BOARD PARTICIPATION

b. Board or Advisory Board should participate in the development of RFPs.

The specific priorities of the fund should be developed by the Board, whatever its form, and with input from the public. In keeping with the recommendation that the Department's activities be open and transparent, communication of the RFP process, the priorities in a given year, and the amount of funding available for investment in Early Learning and Out-of-School-Time should be targeted widely.



B. Administration

The administration of the Department will be key to its success. In appreciation of the fact that public funding should benefit from the highest quality of stewardship, the Working Group recommends that from the outset the administration of the Fund is well equipped to ensure funds are equitably distributed, that standards are met, that recipients of funding can be held accountable as partners, and that the Fund can adequately understand and evaluate the landscape of Early Learning and Out-of-School-Time programming in the County.

1. Professional, dedicated administration and staffing costs

The Working Group recommends a full-time Director and support staff. The size of the administration of the fund obviously depends upon the amount of funding it receives. However, given the costs for setting up even a minimal administrative function, the Working Group considered that a 10% operational cost at the \$5 million funding level would be appropriate. Should the Fund receive \$10 million or \$20 million, the operational and oversight apparatus could be much more developed, though at the higher end the overall percentage for operating would decrease.

\$20 MILLION FUNDING

a. Systems-building opportunity for the County, with capabilities for data analysis and improvement.

- Department Director will oversee staff in several important areas, including public outreach, provider coordination, contract management and data;
- Full contract management team and grants managers for possible small technical assistance grants;
- Significant public outreach capabilities, including through major public information campaigns;
- Staff to manage provider coordination, and partnerships;
- Full data management team to facilitate data collection, coordination, and analysis internally in partnership with other County departments; and
- Interactive, user friendly data portal to facilitate public engagement.

\$10 MILLION FUNDING

b. Fund administration builds support structures for children's programming in Allegheny County.

As above, with much greater capabilities to manage communications and public facing initiatives as well as more substantial data collection capabilities. While the fund might still coordinate with a consultant to help shape priorities in year 1 and develop a data-sharing agreement with DHS, additional capacity might include:

- Contract management staff to monitor awards;
- Community engagement team to solicit input and direction from wider community, including provider and partner coordination;
- Full-time data manager to create database and data collection procedures, building internal capabilities for the office to manage data; and
- Technical assistance funding for smaller nonprofits or businesses that need assistance to begin a quality improvement process.

\$5 MILLION FUNDING

c. Fund Director and basic staffing to support of children's programming in Allegheny County

The Department could retain Director and some staff with multiple responsibilities that include:

- Coordinating the RFP process;
- Supervising public outreach, Hiring an external consultant to create a database and data collection procedures (in consultation with Allegheny County DHS);
- Allegheny County DHS managing data;
- Coordinating with a consultant to conduct needs assessment in year 1; and
- New Department and Allegheny County DHS forming data-sharing-partnership.

C. Partnerships

A recurring theme in Working Group meetings, focus groups, and the public engagement process was the needs for consistent, meaningful collaboration to be a core component of the Fund's operating procedures. There are currently a number of coordinating agencies, organizations, institutions, and government departments whose goals include supporting programs for children and youth throughout the County. However, none of these has the specific mandate to build a comprehensive local system that promotes high-quality Early Learning and Out-of-School-Time programming for children. The Allegheny County Department of Human Services, which is a leader in the field of collaborative systems building, should serve as a model and key partner for this work. Universities, other County departments, and industry-specific organizations can also play critical roles in helping the Department establish itself and move towards its goal of ensuring that all the children are well.

1. Partnerships with other departments are critical

This Department will reduce duplication of efforts and build efficiencies by actively engaging with and improving current efforts. Allegheny County has built a strong foundation of support for children and families, particularly in the Department of Human Services, which currently funds numerous Out-of-School-Time programs, prevention initiatives, and child-focused agencies, and in the Department of Health, which manages home visiting nurse programs and other initiatives focused on children and their families.

DHS CONTRACTORS

a. Department of Human Services-supported programs among early adopters of quality standards.

The work of the Department as envisioned in this report is largely possible because of the strong foundations already laid by DHS. Because the Department has relationships with numerous Out-of-School-Time providers, there is already a pool of potential early adopters of quality standards in existence. This would not need to be framed as a requirement of ongoing support, but rather as an incentive to open up the potential for new funding streams and technical assistance.

DHS DATA

b. Department of Human Services data-sharing can establish baseline information for the new Department.

As noted above, any effort seeking to have a real impact on the state of children in Allegheny County should begin its efforts in coordination with DHS. DHS has built a data management apparatus that is unparalleled in the region. The Department of Health also has significant research and data on the wellbeing of children and families in the County. Drawing upon these two sources, the new Department can create baseline datasets from which to measure impact both in the short and long term.

2. Partnerships with educational agencies and institutions

Early Learning and Out-of-School-Time providers have a great deal of interaction with local education agencies and intermediate units and must have positive relationships with them in order to properly coordinate efforts in the best interests of children. The Department should develop strong partnerships with districts and the Intermediate Unit to help facilitate between providers and formal education systems.

INTERMEDIATE UNIT

a. Fostering more productive relationships between Local Educational Agencies and Early Learning and Out-of-School-Time Providers

The Department can play an important intermediary and convening role between local education agencies and Early Learning and Out-of-School-Time providers. School districts and boards of education already work directly with numerous Early Learning and Out-of-School-Time providers, but the wide range of program types and focus can be daunting. School districts also share data with Early Learning and Out-of-School-Time providers that helps programs understand how well they are meeting goals. This data transfer, however, often takes place in silos, without a great deal of collaboration regarding outcomes and results. The Department can act as a force for cooperative, integrated systems building between schools and the programs that serve children before they reach school or which supplement and reinforce the learning students engage in during the school day.

LOCAL SCHOOL BOARDS

b. The Intermediate Unit can offer a venue for common training and cooperative planning

As one of the primary venues in which teaching staff receive required and supplementary professional development, the Allegheny Intermediate Unit offers a forum in which Early Learning and Out-of-School-Time providers can train and plan with school-based educators.

3. Partnerships with workforce development providers

Workforce development is an essential component of any high-quality Early Learning or Out-of-School-Time program. Trained, qualified staff are essential to earning and maintaining high-quality status. As the Department works to create a more equitable system of access for children, helping ensure that Early Learning and Out-of-School-Time careers are viable for individuals entering the workforce or for those interested in the field.

HIGHER EDUCATION

a. Existing institutions can help lead the way

Two institutions of higher education - the Community College of Allegheny County and the University of Pittsburgh - were represented on the Working Group, partially because they currently offer several of the most important and accessible programs for helping train Early Learning and Out-of-School-Time providers. Coordination with these two institutions, which can offer flexible scheduling of certification classes and other incentives, should be a primary function of Department staff.

WORKFORCE BOARD

b. Workforce Investment Board will be a key partner

Partner4Work, the Allegheny County Workforce Investment Board, was also represented on the Working Group. This entity already coordinates with agencies, non-profits, social service organizations, and numerous county and private sector partners to help build the workforce that Allegheny County needs in order to stay competitive in the coming years. Leveraging Partner4Work's vast reach to build out a strong recruiting and promotion outreach effort targeted at new entrants into the field will be important. Similarly, the organization can play a vital role in helping identify specific workforce needs across the County to ensure that training efforts meet the requirements of employers.

D. Data and Evaluation

As noted above in the section on administrative and staffing costs, data and evaluation are a central concern for the effective operation of the Department. While more detail is offered below in the Data Appendix on the specific data sets and mechanisms for collecting and analyzing them, two central points should be noted here.

1. Data and evaluation functions are central to accountability

Building strong data collection and rigorous evaluation practices is absolutely essential to maintain short and long-term accountability. When the Department sets out annual and long-term goals, it must already have established protocols for collecting and reporting on the data it needs to collect.

EARLY INVESTMENT

a. Building data collection systems early helps in the longer term.

Establishing strong data systems at the outset is important because it helps establish baseline, or starting point, information against which progress can be measured. Over time, this data can be analyzed to determine whether changes in direction or emphasis of programming is needed and to underscore the value of the investment to the public.

EXTERNAL EVALUATION

b. External evaluation is valuable for oversight and public accountability.

An external evaluator, whether recruited from local institutions of higher education, from further afield, or from the private sector, is an extremely valuable component of ensuring that program outcomes are verifiable and sound. Understanding the details and nuance of program information is as important for ensuring quality as financial audits are for ensuring sound fiscal planning. External evaluations can also help the fund communicate outcomes to the broader public, ensuring full transparency with regard to how funds were spent and what outcomes were achieved.

VI. Budgets

The Working Group developed three allocation scenarios based on its mandate from the County Executive. In doing so, it drew upon the recommendations laid out above.

A. Overview and Methodology

1. Fund administrator to develop clear priorities
2. "Year Zero" concept
3. Cost per child calculation basis

B. Table of Allocations

C. Budget Narratives

1. Budget Notes
2. \$20 million
3. \$10 million
4. \$5 million

A. Overview and Methodology

The Working Group understands that the eventual allocation of funding will depend on the structure of the Department, the amount of money it is able to award, and the specific priorities and goals identified by the Fund administrator and board or advisory group. In seeking to provide a basic allocation strategy, however, the Working Group identified round number estimates for the cost of providing children with high-quality Early Learning and Out-of-School-Time programming, and identified potential staff salary, outreach, overhead, and data collection costs in alignment with the corresponding sections above.

1. Fund administrators will develop specific priorities

The Working Group made recommendations in the sections above that Fund administrators set priorities with community and advisory input. This is an important function of the body once established, though the Working Group maintains that funding be allocated equitably between Early Learning programming and Out-of-School-Time as far as is possible.

2. "Year Zero" concept

When establishing an entity or department with this broad of a scope, the concept of a start-up year or "Year Zero" might be helpful. This can allow the Department to begin hiring essential staff, start gathering community representatives and stakeholders to form a board or Advisory Board, and launch communications efforts aimed at engaging the public and providers across the County. Outcomes and even allocations for the first year might be correspondingly modest.

3. Cost per child calculation basis

When developing the Table of Allocations below, the Working Group identified a few round number estimates upon which to base projections of children served:

EARLY LEARNING COSTS

a. New facilities cost the most, while quality improvement can be the least expensive

Establishing new providers can be the most cost-intensive type of activity included in the Department's proposed mandate. Licensing, facilities costs, as well as recruitment and training all come at considerable cost and can top out in the tens of thousands of dollars quickly.

Expanding the number of children served can also cost upwards of \$15,000 or \$20,000 per child, depending on the facilities costs involved, but mostly due to the cost of hiring new staff. Infant and toddler care can also be expensive because much smaller class sizes are mandated for this age group out of safety concerns.

Increasing provider quality, however, can be an extremely cost-effective means of increasing overall access to quality and improving outcomes for children. Depending on the specific needs, a provider might be able to increase its STAR status with an organization-wide investment of \$20,000, which could potentially result in dozens of children receiving care at a higher quality standard.

Given that quality care is generally estimated to cost between \$11,000 and \$15,000, but that a great impact may be achieved with smaller amount-per-child investments in terms of quality, the Working Group used the sum of \$10,000 to estimate the cost of creating or providing a high-quality Early Learning experience for a child.

OUT-OF-SCHOOL-TIME COSTS

b. Improving quality has the greatest impact

As with Early Learning, providing more opportunities for children to participate in quality Out-of-School-Time programs is most efficiently done by ensuring that existing providers improve quality to meet standards. However, many Out-of-School-Time programs have a greater capacity that could be met if funding were available to hire qualified staff. Based on provider estimates and current costs of quality programs, the Working Group used the sum of \$6,000 per child per year as the estimated cost of a quality Out-of-School-Time experience.

B. Table of Allocations

ALLOCATION	\$20 Million	\$10 Million	\$5 Million
Direct Allocation to Providers			
Early Learning	\$9,000,000	\$4,500,000	\$2,250,000
Number of Children Served	900 Children	450 Children	225 Children
Out-of-School-Time	\$9,000,000	\$4,500,000	\$2,250,000
Number of Children Served	1,500 Children	750 Children	375 Children
Technical Assistance and Innovation Grants	\$1,000,000 50 Providers	-	
Operations, Administration, and Evaluation			
Salaries	\$350,000	\$250,000	\$200,000
Benefits	\$80,500	\$57,500	\$46,000
Outreach	\$250,000	\$200,000	\$100,000
Operations	\$169,500	\$142,500	\$94,000
Data & Evaluation	\$150,000	\$100,000	\$60,000

C. Budget Narratives

Children have a right to have a chance. High-quality Early Learning and Out-of-School-Time programs give them the chance to succeed. They also save the County government, and by extension the county's taxpayers, significant expenditure and increase revenue in both the short and long term.

Expenditures can take the form of human services costs accrued when families who do not have good childcare options become involved in the family support system, as well as costs incurred by the County via the justice system. Basic housing of an inmate at Allegheny County Jail costs \$94 daily. The average cost per inmate per day in Shuman Detention Center, calculated in 2012, was \$449.58, 50% of which is paid directly by the County. Costs also accrue to families through missed work and wages, which decreases tax revenues and also hurts businesses.

Benefits, meanwhile, include greater family stability and increased earnings, greater school participation and success rates, and long-term outcomes such as a child's improved personal development, physical and emotional health, and lifetime earnings.

1. Budget Notes

The budgets outlined on the next pages provide a rough estimate of the ways in which a new Department of Early Learning and Out-of-School-Time might allocate funding and the type of impact these funds could have.

The Working Group recognizes that the budget narratives below are broad recommendations and shares the following points that emerged out of its deliberations:

FLEXIBILITY

a. Innovative practices should be rewarded and special opportunities acknowledged

One caveat the Working Group offered, especially regarding a Fund inaugurated at the lower levels of funding, is that while there should generally be equitable distribution between Early Learning and Out-of-School-Time programming, there should always be space to acknowledge innovative practices and capitalize on special opportunities. Innovative practices might include new types of collaborations that promise a solid return on investment but that might otherwise ‘tip the balance’ towards one sector or the other. Special opportunities might include a new state or federal program for which the County might be eligible if it could demonstrate matching funds. In either case, funding would be leveraged to increase impact. As long as the decision making process is transparent, such strategies should be embraced.

TECHNICAL ASSISTANCE

b. Technical Assistance for Smaller Providers

Another recommendation of the Working Group is that smaller providers and those emerging as high-quality providers be afforded opportunities for advancement. Because they make up such a large proportion of providers overall, those who are seeking to increase quality should have a chance to benefit from technical assistance and professional development. This could mean help with budget creation and forecasting, staff management, and other business practices that will help providers gain professionalism and have better chances of meeting quality benchmarks.



2. \$20 Million Budget

At the \$20 million level, the Department would have a much greater capability to convene multiple levels of stakeholders, engage the public, and build interactive data tools that carry the work forward in a manner that established Allegheny County at the forefront of promoting high-quality Early Learning and Out-of-School-Time opportunities for children.

CONTRACTS

\$9 million in contracts for Early Learning; approximately 900 children in high-quality programs

\$9 million in contracts for Out-of-School-Time; approximately 1,500 children in high-quality programs

SALARIES

Director of Department - \$80,000

Manager of Public Outreach - \$60,000

Manager of Contracts and Provider Relations - \$60,000

Data Manager - \$60,000

Data Coordinator - \$45,000

Public Outreach Coordinator - \$45,000

OUTREACH

The Public Outreach Coordinator would manage a staff of contracted or part-time community engagement team to solicit input and direction from wider community including provider and partner coordination.

Substantial convening, advertising, and communications capabilities, marketing campaigns via billboards, transit system advertisements, public service advertisements on television and radio, and public meetings with parents and stakeholders.

CONTRACTS

\$9 million in contracts for Early Learning; approximately 900 children in high-quality programs

\$9 million in contracts for Out-of-School-Time; approximately 1,500 children in high-quality programs

SALARIES

Director of Department - \$80,000

Manager of Public Outreach - \$60,000

Manager of Contracts and Provider Relations - \$60,000

Data Manager - \$60,000

Data Coordinator - \$45,000

Public Outreach Coordinator - \$45,000

OPERATIONS

Computer equipment, software, phones

Technical Assistance seminars and trainings for providers, convening seminars and meetings

DATA & EVALUATION

Full data management team to facilitate data collection, coordination, and analysis internally in partnership with other County departments.

Significant external evaluation contracting with university partners to establish evidence basis for the work and baseline information for longitudinal analysis and improvement

Interactive, user-friendly data portal to facilitate public engagement.

3. \$10 Million Budget

At the \$10 million level, the Fund would have a more robust staff and greater outreach and data collection capabilities.

CONTRACTS

\$4.5 million in contracts for Early Learning; approximately 450 children in high-quality programs.

\$4.5 million in contracts for Out-of-School-Time; approximately 750 children in high-quality programs

SALARIES

Director of Department - \$80,000

Manager of Public Outreach - \$60,000

Manager of Contracts and Provider Relations - \$60,000

Data Manager - \$50,000

OUTREACH

As in the \$20 million budget, with fewer contracted or part-time community engagement team to solicit input and direction from wider community including provider and partner coordination

OPERATIONS

As in the \$20 million budget, with less staff capacity and curtailed departmental needs.

DATA & EVALUATION

Full-time Data Manager would create internal database and data collection procedures, building internal capabilities for the office to manage data

Coordinating with a consultant to conduct needs assessment in year 1

4. \$5 Million Budget

At \$5 million in funding, the Fund would have a lean staff and be focused on convening providers and providing technical assistance in-house or with some support from professional development consultants as part of operations.

CONTRACTS

\$2.25 million in contracts for Early Learning; approximately 225 children in high-quality programs

\$2.25 million in contracts for Out-of-School-Time; approximately 375 children in high-quality programs.

SALARIES

Director of Department - \$80,000

Manager of Public Outreach - \$60,000

Manager of Contracts, Provider Relations - \$60,000

OUTREACH

Some public marketing campaigns via billboards, transit system advertisements.

OPERATIONS

Basic office set-up and equipment.

Limited provider coordination and technical assistance.

DATA & EVALUATION

Hiring an external consultant to create a database and data collection procedures

Coordinating with a consultant to conduct needs assessment in year 1

Consultant Team

The Working Group's development of this report was facilitated by a consultant team led by de Paor Strategies with Mongalo-Winston Consulting providing project management and public engagement support, and the UrbanKind Institute providing support in data collection and analysis .



Appendices to the Report

Appendix I. Benchmarking

Appendix II. Data Analysis

Appendix I. Benchmarking

The Working Group looked at other Allegheny County Departments to benchmark where a new County department would sit in terms of the overall budget. The Group also looked further afield at other efforts across the nation to understand the type of investment that is being made in municipalities that were early adopters of this type of model as well as cities and counties of similar size.

A. Allegheny County Departments

1. Overview of County investments
2. Allegheny County budget by Department

B. Example Children's Funds

1. Allegheny County's strong foundation
2. Table of children's funds

A. Allegheny County Departments

1. Overview of county investment

The allocations of \$5 million, \$10 million, and \$20 million are plotted in blue on the chart below, as are the numbers that correspond with 1% and 2% of the overall County budget. Note that the total is not calculated using these numbers.

2. Allegheny County budget by department

County Department	Budget
Human Services	\$199,593,379
Kane Community Living Centers	\$110,203,268
Court of Common Pleas	\$80,558,221
Jail Operations	\$78,201,904
Miscellaneous Agencies	\$76,413,173
Debt Service	\$71,941,592
Police	\$35,645,007
Juvenile Court Placement	\$33,751,879
Public Works	\$27,112,118
Administrative Services	\$27,009,953
Facilities Management	\$22,301,435
Sheriff	\$20,170,032
ACCF at \$20 million	\$20,000,000
District Attorney	\$19,647,069
Total at 2%	\$18,647,581
Health	\$18,527,048
Parks	\$18,284,718
Non-Departmental Expenses	\$13,040,142
Medical Examiner	\$10,928,771
Shuman Center	\$10,786,384
Public Defender	\$10,239,923
ACCF at \$10 million	\$10,000,000
Total at 1%	\$9,323,791
Jail Booking Centers	\$8,601,825
Court Records	\$8,443,358
Treasurer	\$7,718,714
Controller	\$7,386,622
Emergency Services	\$5,986,189
ACCF at \$5 million	\$5,000,000
County Solicitor	\$2,476,072
Human Resources	\$2,129,269
County Manager	\$1,894,500
County Council	\$1,082,934
Budget & Finance	\$1,014,886
MWDBE	\$793,173
County Executive	\$470,492
Human Relations	\$25,000
TOTAL	\$932,379,050

B. National Examples of Children’s Funds

1. Allegheny County’s strong foundation

While it was interesting to note the investment other municipalities have committed to children and the means by which they obtain funding, it was notable to the Working Group that many special children’s funds have actually served to create entities that have some of the same types of programming as the Allegheny County Department of Human Services. This indicates that Allegheny County is well positioned to assume a leadership role in promoting universal access to high quality programming; and that the County can secure a brighter future by paving the way for children to excel.

2. Table of selected children’s funds

City, County, Municipality; Notes	Amount of Funding Percent of Budget	Target Group	Impact to Date
San Francisco, CA One of the nation’s first dedicated children’s funds, San Francisco - with a huge tax base - invests significant amounts of money in children’s programs.	\$70 million in annual funding 4% of existing property tax (not the total tax of the City)	Multiple programs for children under 18	<ul style="list-style-type: none"> 54,000 kids (\$1,300/child) Voice for kids in budget 14,700 kids in Out-of-School-Time 8,000 scholarships 0-5 y.o.
Philadelphia, PA Philadelphia’s children’s fund was established with a controversial “soda tax” and is characterized by direct investments in families’ tuition, a high degree of coordination between the Mayor’s Office (which runs it), and the Fund for Quality - private philanthropy supporting infrastructure and workforce investments.	\$75 million per year Supports: Community Schools; Rec Centers, Libraries, Parks; Access to Quality Early Childhood programs	Children 0-5 years old from economically disadvantaged families Targeted areas across the city	<ul style="list-style-type: none"> Has free Pre-K capacity at 140 locations across the city 3,300 children served through attending high quality Early Learning programs free of charge
CITIES/COUNTIES OF SIMILAR SIZE			
Aspen, CO Promotes collaboration and communication; charged with licensing and training as well as financial aid resources	\$1.3 million annual investment Generated by 0.45% sales tax 1% of the total city budget	Early Learning programs only Professional Development, program setup	<ul style="list-style-type: none"> 3,000 families over 10 years Many improved programs and facilities
Boulder, CO Founded specifically to fill gaps left by state/fed. spending, Boulder supports local families who need extra subsidy	\$5 million investment. Generated by 0.9 mill property tax 1.5% of total budget	Childcare for low-income families with family supports	<ul style="list-style-type: none"> Boulder has calculated a local \$7-\$11 Return on Investment per \$1 spent
St. Charles, MO Plays significant convening/coordinating role through its contracts	\$6.8 million from 0.0125% sales tax 2% of total budget	Prevention of further system involvement	<ul style="list-style-type: none"> 100,000+ children served 8,000+ adults/caregivers

2. Table of selected children’s funds (continued)

City, County, Municipality; Notes	Amount of Funding Percent of Budget	Target Group	Impact to Date
CITIES/COUNTIES OF SIMILAR SIZE			
<p>Portland, OR Children’s Levy was created in 2002 specifically to reduce racial/ethnic barriers</p>	<p>\$12 million 1.7% of general fund</p>	<p>Early Learning, Out-of-School, abuse prevention, foster care</p>	<ul style="list-style-type: none"> • 2,100 0-5 y.o. kids supported • Foster care, abuse prevention • 5,000 Out-of-School-Time
<p>San Antonio, TX Leader in promoting quality improvements through training support; <i>major, effective communications investment</i></p>	<p>\$43 million from 0.0125% sales tax 4.8% of restricted funds</p>	<p>Early Learning, Out-of-School-Time, Professional Development</p>	<ul style="list-style-type: none"> • 10,000 kids • 56 assoc. degrees • 3,000 training hours • National Model
<p>Sacramento, CA This proposed new fund would take a flat percentage of the city budget</p>	<p>\$12 million (proposed) 2.5% of unrestricted funds</p>	<p>Early Learning, Out-of-School-Time</p>	<p>PENDING APPROVAL</p>

Appendix II. Data Analysis

The Working Group was charged with examining existing data in order to better understand the need in the County for increased local investment in Early Learning and Out-of-School-Time programming.

A. Availability of the Data

1. Data currently available
2. Data partially available
3. Data not currently available

B. What the Data Demonstrates

1. Distribution of children
2. Distribution of children under the age of 5
3. Distribution of high-quality Early Learning programs
4. Distribution of subsidized Early Learning Programs
5. Distribution of older children and Out-of-School-Time programs

A. Availability of the Data

While several agencies currently collect significant amounts of data on the Early Learning and Out-of-School-Time sectors, there are key elements of data that are not available that are essential for an accurate analysis of the overall supply of programming vs. demand for it. One of the important functions that a County Department can undertake is to centralize this information so that the County government and the public can have a much better understanding of the scope of the problem and strategies for solving it.

1. Data currently available

DEMOGRAPHICS

Distribution by municipality and city neighborhood

Total Number of Children

- Total <18 years old
- 0-5 years old
- 5-14 years old
- 15-17 years old

Number of Families by Income

- 100% of poverty
- 200% of poverty
- 300% of poverty
- 400% of poverty

EARLY LEARNING

Distribution of Providers by ZIP, municipality, and location

3 & 4 STAR Providers

1 & 2 STAR Providers

Head Start/Early HS

Pre-K Counts providers

OUT-OF-SCHOOL-TIME

APOST Database

- By ZIP and municipality
- Program site locations
- Other fields (right)

APOST QC members

- Locations
- Total served each year by organization (i.e. one # per organization, even if multiple sites)

DHS funded programs

- Locations
- Total served each year by organization (i.e. one # per organization, even if multiple sites)

2. Partially available

APOST DATA FIELDS ARE VOLUNTARY AND CURRENTLY INCOMPLETE

- Child Care Center
- Multiple Locations
- Operates on District 1/2 Days
- Time Scope
- Program Type
- Before/After School
- Primary Focus Area
- Eligibility Fee
- Scholarship or Subsidies Available
- Days of Operation
- Start Time, End Time
- Genders Served
- Minimum Age/Grade Served
- Maximum Age/Grade Served
- Drop-in service availability
- Food provided
- Transportation provided to program site
- Transportation provided from the site to the child's home

3. Data currently not readily available

EARLY LEARNING

- Current capacity of providers
- Capacity at each site
- Number served in each program - e.g. Early Head Start, Head Start, Pre-K Counts, etc. vs. private tuition
- Total # Served at each site
- Waiting list length

INFANTS

- Average wait-lists
- Capacity

OUT-OF-SCHOOL-TIME

- Current capacity of providers
- 21st Century Learning Centers Service Numbers and capacity
- Waiting list length

WORKFORCE

- Current number of trained staff available
- Turnover rates among staff at Early Learning and Out-of-School-Time providers

TRANSPORTATION

- Current average time traveled to Early Learning programs
- Survey or other more detailed look at how transportation affects Early Learning and Out-of-School-Time choice

B. What the Data Demonstrates

1. Distribution of children

The distribution of children under the age of 18 is concentrated within the City of Pittsburgh with higher density areas to the north in Ross and McCandless, west in Moon, south in Bethel Park, and east through Penn Hills, Plum, and Monroeville.

Table 1. Top 15 County Subdivisions

County Subdivision	Total Number of Children Under 18 years (estimated)	Share of Children in Allegheny County
Pittsburgh City	47,093	20.18%
Penn Hills	8,103	3.47%
Mount Lebanon	7,862	3.37%
Bethel Park	6,333	2.71%
McCandless	5,832	2.50%
Plum Borough	5,544	2.38%
Upper St. Clair	5,360	2.30%
Ross Township	5,355	2.30%
Moon Township	5,066	2.17%
Shaler Township	4,974	2.13%
Monroeville	4,710	2.02%
Hampton	4,245	1.82%
Baldwin Borough	4,005	1.72%
McKeesport City	3,986	1.71%
Franklin Park	3,933	1.69%
County Total	233,319	

Table 2. Top 15 City Neighborhoods

City Neighborhood*	Total Number of Children Under 18 years	Share of Children in City of Pittsburgh
Brookline	2,582	5.60%
Carrick	2,351	5.10%
Squirrel Hill South	2,257	4.90%
Squirrel Hill North	1,747	3.80%
Brighton Heights	1,352	2.90%
Highland Park	1,240	2.70%
Point Breeze	1,220	2.60%
Homewood North	1,164	2.50%
Greenfield	1,142	2.50%
East Liberty	1,115	2.40%
Crafton Heights	1,062	2.30%
Lincoln-Lemington	995	2.10%
Mount Washington	962	2.10%
Garfield	954	2.10%
Knoxville	937	2.00%
City of Pittsburgh	46,331	

Figure 1. Density of Children Under 18 - Allegheny County by Municipality

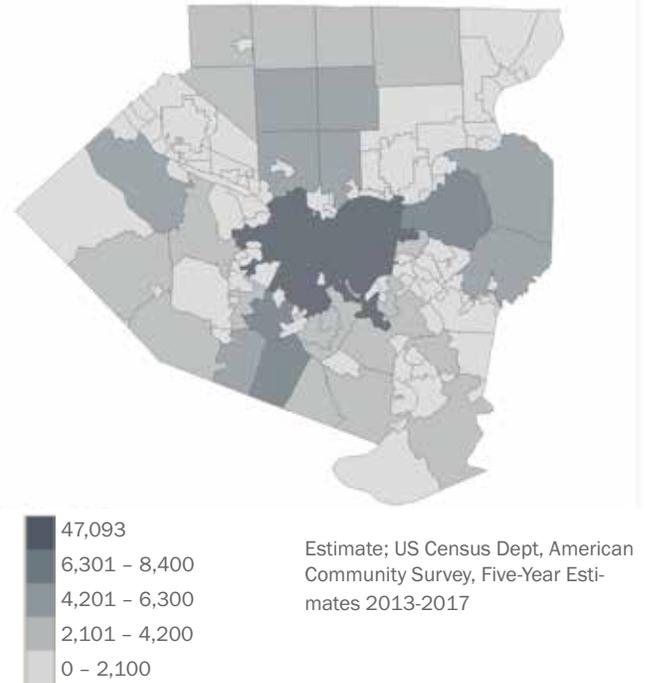
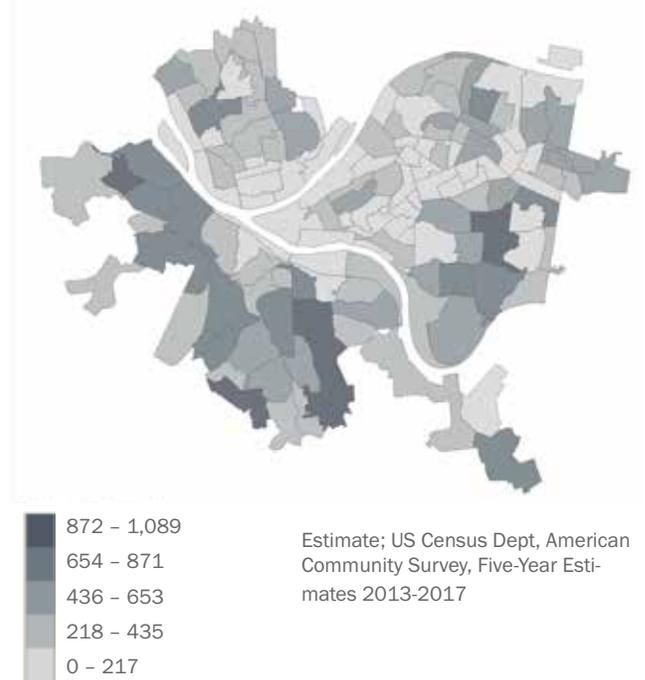


Figure 1a. Density of Children Under 18 - City of Pittsburgh by Census Tract



2. Distribution of children under the age of 5

Children under 5 are similarly concentrated in Pittsburgh and north in Ross and McCandless, west in Moon, south in Bethel Park, and east through Penn Hills, Plum, and Monroeville. Within the City of Pittsburgh, there is a high concentration of young children in Westwood, Ridgmont, and Beechview.

Table 3. Top 15 County Subdivisions 0-5

County Subdivision	Total Number of Children Under 18 years	Share of Children in Allegheny County
Pittsburgh City	14,900	22.98%
Penn Hills Township	2,411	3.72%
Ross Township	1,797	2.77%
Bethel Park	1,676	2.58%
McCandless	1,637	2.52%
Moon Township	1,551	2.39%
Shaler Township	1,500	2.31%
Mount Lebanon	1,427	2.20%
Plum Borough	1,322	2.04%
Upper St. Clair	1,171	1.81%
Monroeville	1,167	1.80%
Baldwin Borough	1,158	1.79%
Hampton Township	1,108	1.71%
South Fayette	1,047	1.61%
McKeesport City	984	1.52%
Allegheny County	64,757	

Figure 2. Density of Children Under 5 - Allegheny County by Municipality

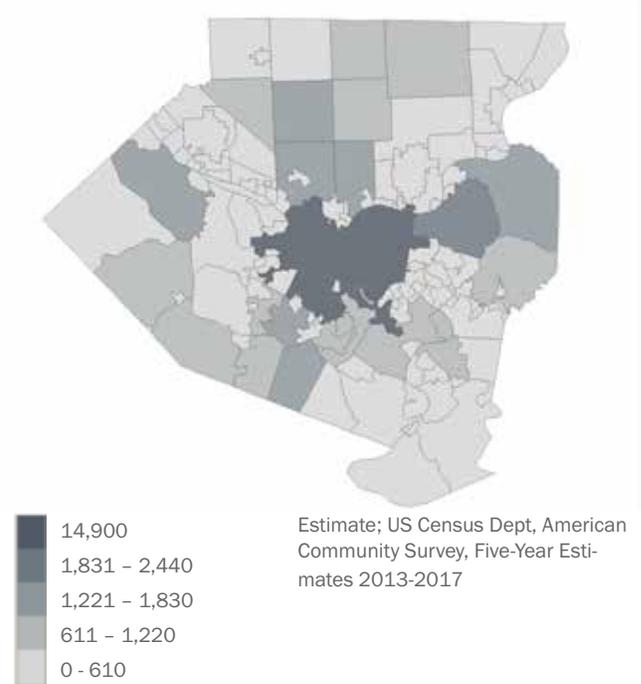
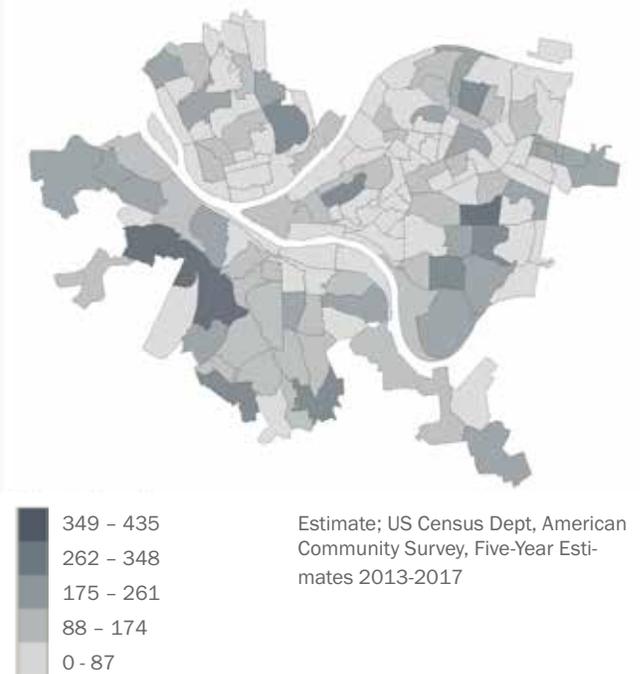


Table 4. Top 15 City Neighborhoods 0-5

City Neighborhood	Total Number of Children 0-5 years	Share of Children 0-5 in City of Pittsburgh
Squirrel Hill South	770	5.20%
Brookline	692	4.70%
Carrick	532	3.60%
Squirrel Hill North	510	3.50%
Greenfield	462	3.10%
Beechview	435	3.00%
Ridgmont, Westwood	413	2.80%
Highland Park	410	2.80%
East Liberty	408	2.80%
Mount Washington	389	2.60%
Point Breeze	389	2.60%
Homewood North	373	2.50%
Shadyside	355	2.40%
Brighton Heights	352	2.40%
Bloomfield	336	2.30%
City of Pittsburgh	14,692	

Figure 2a. Density of Children Under 5 - City of Pittsburgh by Census Tract



3. Distribution of high-quality Early Learning programs

Perhaps underscoring the importance of geographic access in choosing Early Learning programs, many of the STAR 3 and 4 providers are located along commuter routes through the East End of the City and into Downtown.

CAPACITY DOES NOT MEET DEMAND

- Figures 3 and 4 show that there are nearly four times as many STAR 1 and 2 providers (510) as there are STAR 3 and 4 providers in the County (130).
- The numbers demonstrate the lack of access to high quality Early Learning.

Example: Upper St. Clair

- As Table 5 below shows, Upper St. Clair has 5 high-quality Early Learning providers.
- Table 3 above shows that there are over 1,100 children age 0-5 in the municipality.
- Even if many children are traveling with parents into the city for childcare programs, there cannot be enough capacity for all young children to take part in high quality programs.

Table 5. STAR 3 and 4

ZIP	MUNICIPALITY / NEIGHBORHOOD	Number
15213	Oakland (Pgh)	7
15219	Hill Dist., Downtown, Uptown, Polish Hill	7
15220	West End, Ridgemont, Greentree, Scott	7
15217	Sq. Hill North, Sq. Hill South, Greenfield	6
15237	Ross, Franklin, Kilbuck, McCandless	6
15222	Downtown, Strip District	5
15241	Upper St. Clair	5

DATA NEEDED

- Exact data is not available for the capacity of all of the providers.
- Capacity is limited both by the size of the facility and the number of trained staff available to the provider.
- The Department of Early Learning and Out-of-School-Time can collect and compile data on the availability of high quality Early Learning programs.
 - This can help parents and caregivers find high quality programs.
 - It can also help inform funding decisions and collaborative activities with other funders and training organizations.

Keystone STAR Quality Standards

- The Keystone STARs system ranks providers from 1 to 4.
- STAR 3 and 4 providers are considered high quality and are eligible to receive more federal and state funding.
- When providers achieve STAR 3 or 4 status and receive funding, they can expand the number of children they serve.

Figure 3. STAR 3 and 4 Locations - 130 Total

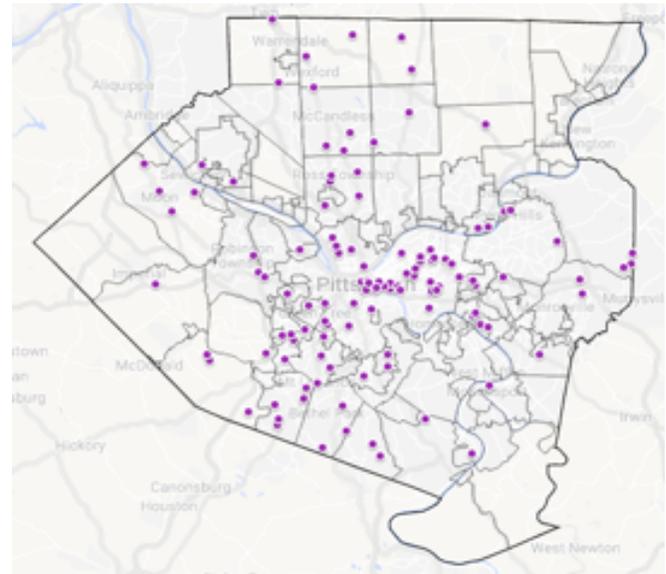
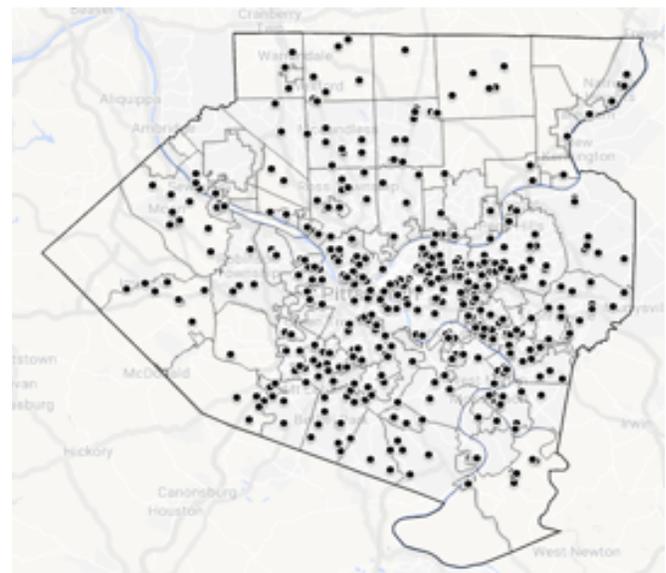


Figure 4. STAR 1 and 2 Locations - 510 Total



4. Distribution of subsidized Early Learning programs

EARLY LEARNING SUBSIDY PROGRAMS

The Head Start program - a federally subsidized, state administered subsidy program for families with incomes at or below the federal poverty line - is perhaps the best known childcare subsidy. Pennsylvanians also have access to Child Care Works (at 200% of the poverty level) and Pre-K Counts (300%).

Table 6. Early Learning Subsidies

Program	What it Provides	Who is Eligible
Head Start State and Federal	Free, comprehensive early learning services to children and families	Families earning 100 percent of the federal poverty level
Child Care Works	Financial help to pay for child care for families that meet work and income requirements	Families that earn up to 200 percent of the federal poverty level
PA Pre-K Counts	High quality pre-kindergarten opportunities to at risk three- and four-year-olds at no cost to families	Families earning up to 300 percent of the federal poverty level; other risk factors

The Census Bureau uses a set of dollar value thresholds that vary by family size and composition to determine who is living in poverty. The poverty data used in this report draws from the U.S. Census, American Community Survey, 2013-2017. The table below shows the 100%, 200%, 300% poverty thresholds for 2017.

Family Size	100%	200%	300%
1	\$12,140	\$24,280	\$36,420
2	\$16,460	\$32,920	\$49,380
3	\$20,780	\$41,560	\$62,340
4	\$25,100	\$50,200	\$75,300
5	\$29,420	\$58,840	\$88,260

These guidelines and the program descriptions: <https://www.pakeys.org/wp-content/uploads/2019/02/Reach-and-Risk-2016-17-Final-01142019.pdf>

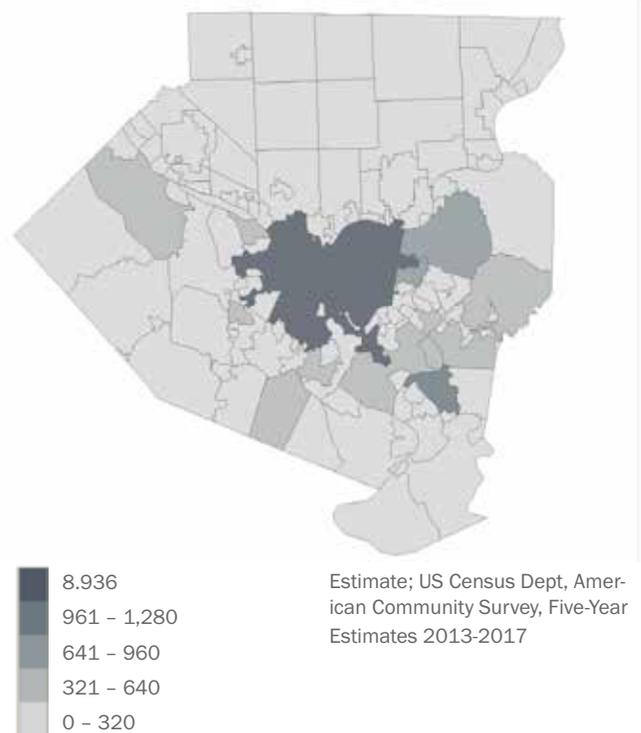
HEAD START PROGRAMS CONCENTRATED IN PITTSBURGH

Head Start and Early Head Start providers are clustered in the City. There are some concentrations of families that qualify in other areas of the County. For example, McKeesport has an estimated 1,241 families living at or below the poverty line, but only two Head Start providers. Moon may have “only” an estimated 369 families at or below the poverty line, but has no dedicated Head Start classroom, relying instead on the Intermediate Unit for a combined Cornell-Moon Head Start classroom and a single PreK Counts classroom.

Table 7. Income: Top 15 Municipalities for Head Start Eligibility; At or Below 100% Poverty Level

County Subdivision	Percent of Population Eligible	No. of Families Eligible	Percent of County Population at 100% Poverty
Pittsburgh City	14.90%	8,936	35.27%
McKeesport City	28.30%	1,241	4.90%
Penn Hills Township	8.20%	941	3.71%
Wilkesburg Borough	20.20%	666	2.63%
West Mifflin	10.40%	568	2.24%
Duquesne City	35.70%	458	1.81%
Carnegie Borough	22.50%	446	1.76%
Monroeville	5.60%	413	1.63%
Moon Township	5.80%	369	1.46%
North Braddock	30.40%	336	1.33%
North Versailles	12.40%	336	1.33%
Stowe Township	22.60%	327	1.29%
Bethel Park	3.50%	327	1.29%
Whitehall Borough	9.10%	322	1.27%
McKees Rocks	23.10%	311	1.23%
Allegheny County		25,338	

Figure 5. Density of Families At or Below 100% Poverty in Allegheny County



Estimate; US Census Dept, American Community Survey, Five-Year Estimates 2013-2017

Table 8. Income: Top 15 Pgh. Neighborhoods for Head Start Eligibility; At or Below 100% Poverty Level

City Neighborhood	No. of Families Eligible	Percent of City Population at 100% Poverty
Carrick	370	4.18%
Homewood North	354	4.00%
Glen Hazel, Hazelwood	352	3.97%
Garfield	318	3.59%
Northview Heights	259	2.93%
Spring Hill – City View	254	2.87%
Lincoln-Lemington	250	2.82%
Crafton Heights	240	2.72%
Brookline	231	2.61%
Middle Hill	218	2.46%
Sheraden	202	2.29%
Mount Washington	198	2.23%
Knoxville	194	2.19%
Bedford Dwellings	187	2.11%
Brighton Heights	172	1.95%
Allegheny County	25,338	

Figure 5a. Density of Families At or Below 100% Poverty Level in the City of Pittsburgh

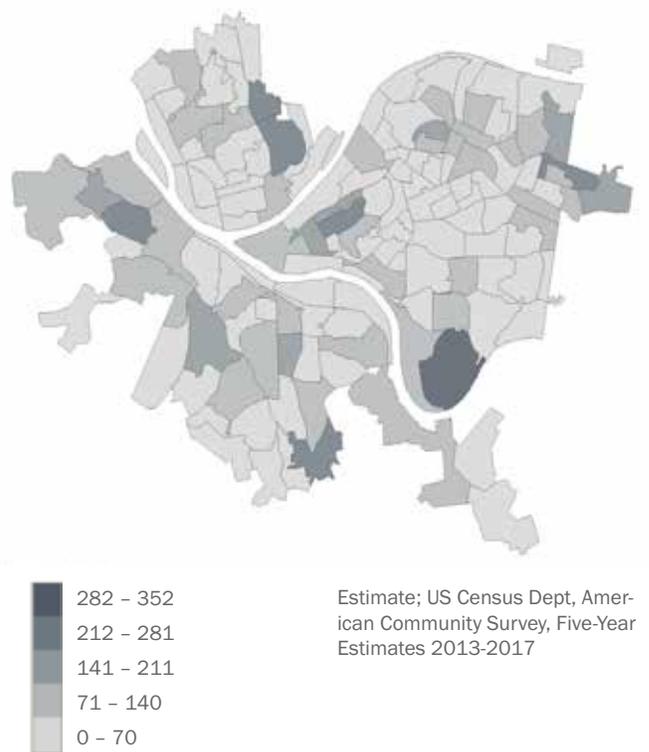


Figure 6. Head Start Providers STAR 1 and 2 (Green), STAR 3 (Blue), and STAR 4 (Purple)

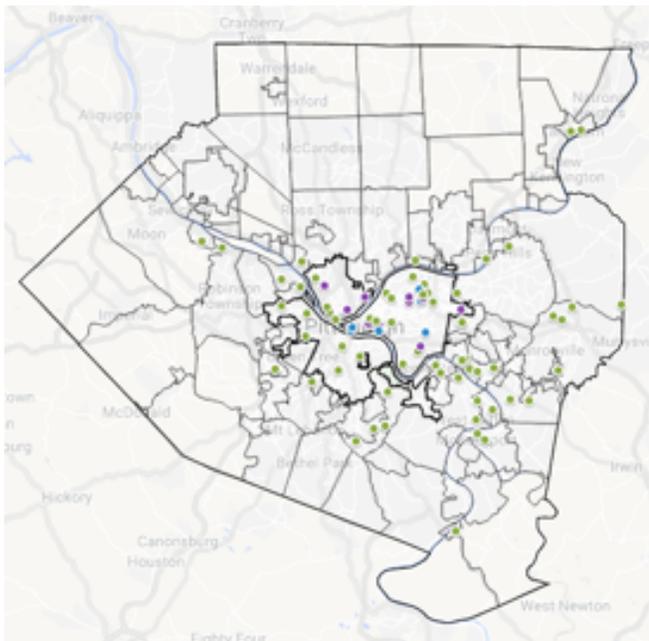
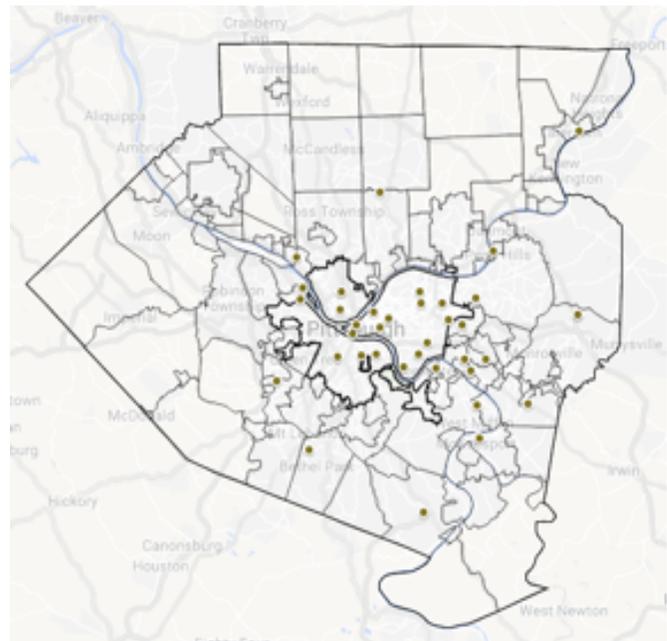


Figure 7. Early Head Start Providers in Allegheny County - All STAR Levels



Data from: PA Dept of Health and Human Services, Administration for Children & Families

PRE-K COUNTS PROGRAMS ARE SCATTERED

- Pre-K Counts providers are scattered through the City and to the south, though data is not easily accessible for providers that may accept Pre-K Counts-eligible children.
- There is no dedicated Pre-K Counts provider in the northern suburbs.
- The income eligibility for Pre-K Counts includes many working families - 300% of the poverty level is \$75,300 for a family of four. This means that many families might choose to have one spouse stay home rather than lose an important subsidy.
- Many families may also choose more affordable local care that has a lower quality standard because there are no Pre-K Counts providers close.

Examples: Penn Hills, Mount Lebanon, Spring Hill-City View and Northview Heights

- Penn Hills has an estimated 4,794 families living at or below 300% of the poverty level (Table 9).
- Mount Lebanon, which many think of as a more affluent municipality, has nearly 1,500 families below the income eligibility for Pre-K Counts (Table 9).
- The Spring Hill - City View and Northview Heights neighborhoods of Pittsburgh have over 500 families who would qualify for Pre-K Counts.
- Penn Hills has a total of only three Pre-K Counts classrooms. The other communities have a very limited capacity dispersed throughout other providers (Figure 9).
- Increasing quality of local providers would help them qualify to become Pre-K Counts certified. It would provide access to high quality Early Learning programs nearby while also allowing those providers to qualify for state and federal support.
 - This means that local County dollars would be used for short-term investments that would result in sustainable revenues for the provider and better solutions for the families.

Table 9. Income: Top 15 County Municipalities for Pre-K Counts Eligibility; At or Below 300% Poverty Level

County Subdivision	Number of Eligible Families	Percent of County Population at 300% Poverty
Pittsburgh City	27,491	26.38%
Penn Hills Township	4,794	4.60%
McKeesport City	2,686	2.58%
Monroeville	2,364	2.27%
Bethel Park	2,258	2.17%
West Mifflin	2,163	2.08%
Plum Borough	2,125	2.04%
Ross Township	1,956	1.88%
Baldwin Borough	1,936	1.86%
Wilkinsburg	1,912	1.83%
Shaler Township	1,812	1.74%
Moon Township	1,465	1.41%
North Versailles	1,436	1.38%
Mount Lebanon	1,432	1.37%
Harrison Township	1,349	1.29%
Allegheny County	104,229	

Figure 8. Density of Families At or Below 300% Poverty in Allegheny County

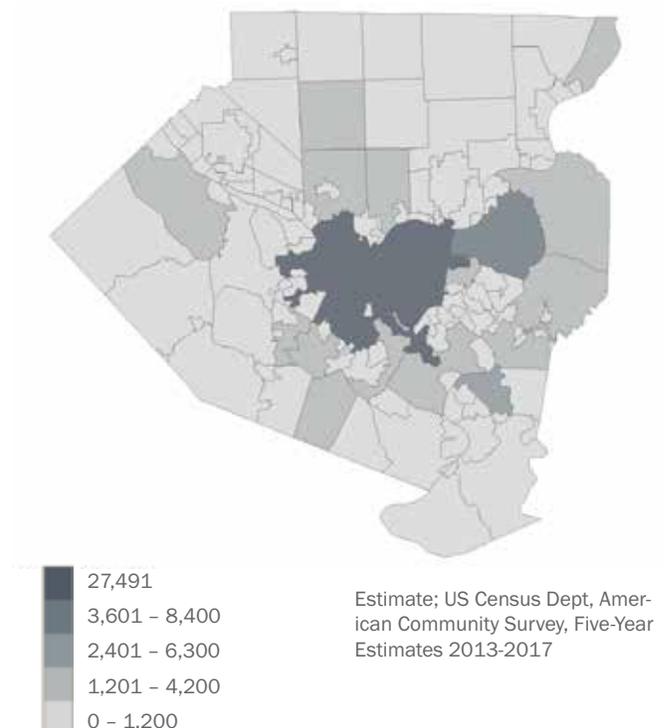
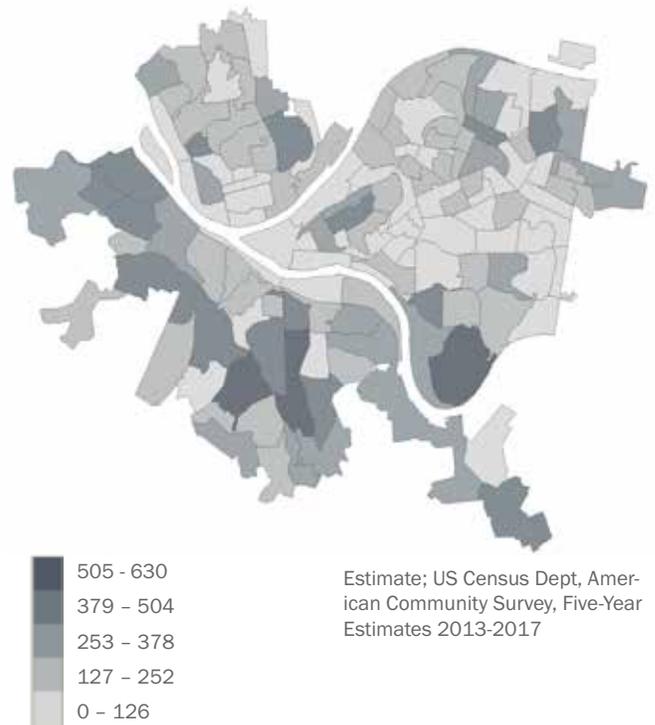


Table 10. Income: Top 15 Pgh. Neighborhoods for Pre-K Eligibility; At or Below 300% Poverty Level

City Neighborhood	No. of Families Eligible	Percent of City Population at 100% Poverty
Carrick	370	4.18%
Homewood North	354	4.00%
Glen Hazel, Hazelwood	352	3.97%
Garfield	318	3.59%
Northview Heights	259	2.93%
Spring Hill – City View	254	2.87%
Lincoln-Lemington	250	2.82%
Crafton Heights	240	2.72%
Brookline	231	2.61%
Middle Hill	218	2.46%
Sheraden	202	2.29%
Mount Washington	198	2.23%
Knoxville	194	2.19%
Bedford Dwellings	187	2.11%
Brighton Heights	172	1.95%
Allegheny County	25,338	

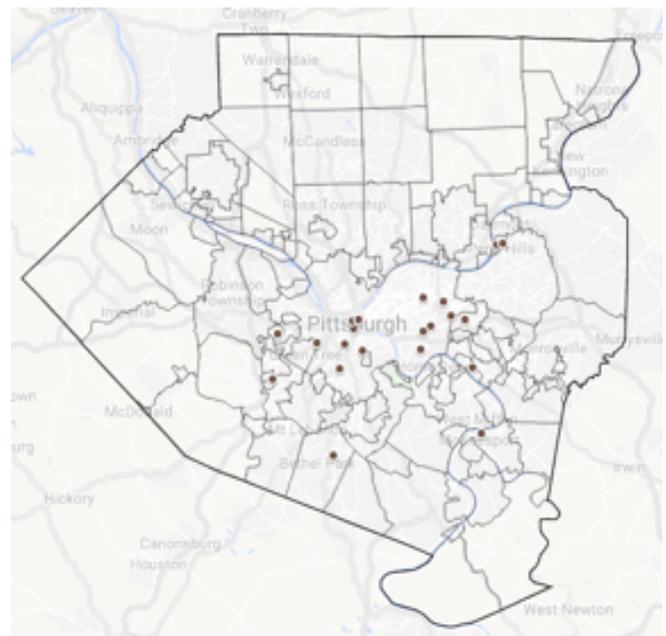
Figure 8a. Density of Families At or Below 300% Poverty Level in the City of Pittsburgh



DATA NEEDED

- Exact data has not been collected on provider ability to or interest in qualifying for Pre-K Counts.
- Parent surveys and input can inform how they make decisions not to seek out the subsidies - whether geographic accessibility is a factor or primarily cost.
- The Department of Early Learning and Out-of-School-Time can promote improved quality among existing providers to increase access to municipalities and neighborhoods currently without it.
 - This can be done through funding professional development for staff and coordinating with training agencies to make certification courses accessible.
 - It can be done in a targeted, equitable way that ensures children across the County are in high-quality programs.

Figure 9. Distribution of Pre-K Counts Providers in Allegheny County



5. Distribution of older children and Out-of-School-Time programs

Figures 10 and 10a demonstrate that there are several significant concentrations of school-age children throughout Allegheny County. The west end communities of Sheraden and Crafton Heights, the South Hills and Carrick communities, and the Squirrel Hill and East End neighborhoods in the city, and in the County Moon to the west, McCandless and Ross in the North, Penn Hills, Plum, and Monroeville to the east, and Mount Lebanon, Bethel Park, and Upper St. Clair to the south all have higher concentrations of children.

This distribution of school-age children is roughly mirrored by the distribution of Out-of-School-Time providers in the APOST Database seen in Figures 11 and 12. The quality standards for Out-of-School-Time programs, however, are not nearly as well developed as standards for Early Learning.

- Only 56 providers of Out-of-School-Time are members of the Allegheny Partnership for Out of School Time (APOST) Quality Campaign, compared with nearly 1,200 programs in the organization’s data base.
- These programs are both ‘comprehensive’ daily after school programs, as well as ‘enrichment’ programs that tend to have a more narrow focus and can be offered weekly.

Figure 10. Density of Children 5-17 - Allegheny County

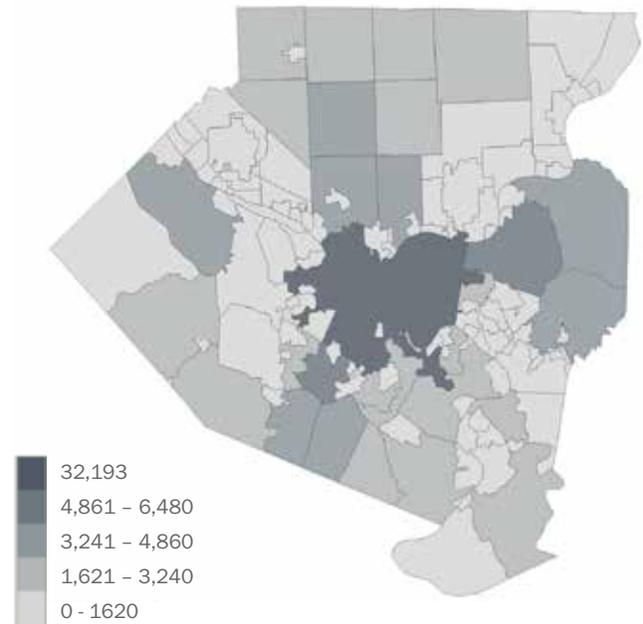


Figure 11. APOST Quality Campaign Members. Traditional (Blue) and Enrichment (Purple).

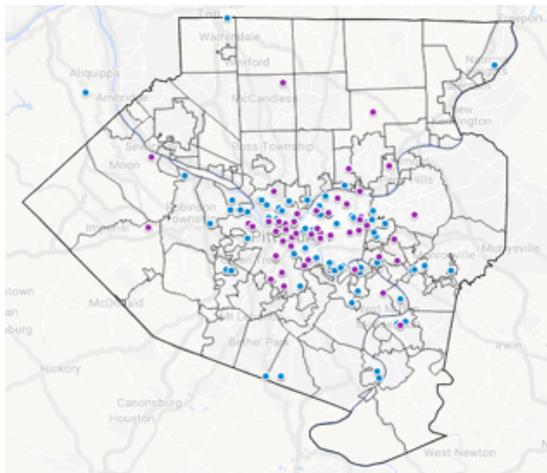


Figure 10a. Density of Children 5-17 Pittsburgh Detail

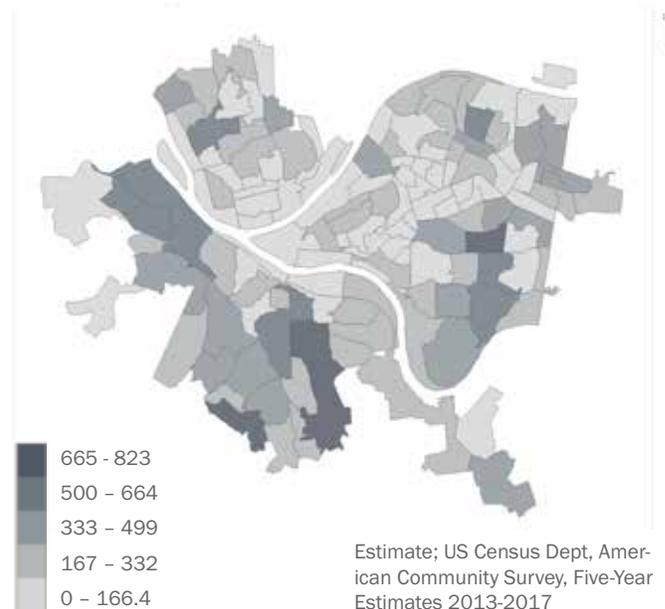
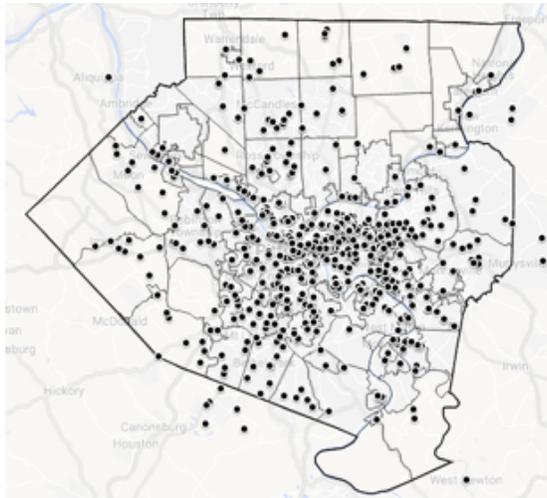


Figure 12. Out-of-school-time providers from APOST database



Estimate; US Census Dept, American Community Survey, Five-Year Estimates 2013-2017

C. Data Collection and Synthesis

Based on Working Group and Data Subcommittee conversations, the following recommendations represent other data that should be collected in order for the Department of Early Learning and Out-of-School-Time to understand the functioning of the Early Learning and Out-of-School-Time systems in Allegheny County and the success of the children's fund in improving outcomes. Because there has been no public system of support for these systems in Allegheny County, there is no uniform system of data collection. This means that existing data is partial, incomplete, or not existent. The three following subsections recommend what data be collected at three different levels. They correspond with \$20 million, \$10 million, and \$5 million in annual funding.

\$20M: Comprehensive Level of Understanding of Systems

A comprehensive analysis and monitoring of the systems would require the above data as well as the following data.

GENERAL

BACKGROUND DEMOGRAPHIC DATA

- Demographic information (quantity and geographic location) about the number of children in each age group (total < 18 years old; 0-5 years old; 5-14 years old; 14-17 years old). This can be accessed from the decennial US Census and the yearly and 5-year US Census Department American Community Survey. A thorough review of the data should take place following the publication of data from the 2020 decennial census.
- Demographic information (quantity and geographic location) about the number of families at different income levels relative to 100% of poverty (100%, 200%, 300%, and 400% of poverty)

PROVIDER OPERATIONS

- Hours of Operation
- Financial pro forma
 - Facilities costs
 - Training costs
 - Expansion and quality improvement plans
- Workforce
 - Salaries/wage for each job title
 - Turnover rate
 - Opportunities for professional development
 - Language abilities
 - Number of special educational needs employees
 - Number of special medical needs employees

QUALITY IMPROVEMENT

- Quality Improvement Plan

PARENT INPUT

- Parent surveys
 - Satisfaction rates and reasons for choosing providers

FROM EARLY CHILDHOOD PROVIDERS:

PROVIDER BASICS

- Provider location
- Keystone STAR rating
- Types of programs available (HS/EHS/Pre-K Counts)
- Number of actual spaces for children*
 - Total number at each site
 - Total Head Start slots
 - Total Early Head Start slots
 - Total Pre-K Counts slots
 - Total Private Pay slots
 - Total slots available for infants
- Number of Children Served*
 - Total number at each site
 - Total Head Start unique children served
 - Total Early Head Start unique children served
 - Total Pre-K Counts unique children served
 - Total Private Pay unique children served
 - Total number of infants served
 - Total number of special educational needs children served
 - Total number of special medical needs children served

FACILITIES

- Facility Capacity**
 - Maximum total number of slots at each facility, based on the provider's capacity (e.g. number and type of staff)
 - Maximum total number of infant slots at each facility, based on the provider's capacity (e.g. number and type of staff)

TUITION AND ENROLLMENT

- Tuition cost
 - Tuition cost for HS/EHS/Pre-K Counts/Private Pay
 - Child's household income

- Waitlists
 - Average length (time) of waitlist for a Head Start slot
 - Average length (time) of waitlist for an Early Head Start slot
 - Average length (time) of waitlist for a Pre-K Counts slot
 - Average length (time) of waitlist for a private pay slot

* Data not currently collected, or not collected uniformly across providers.

** Data currently collected based on the square footage of the provider's facility, not on the capacity of the provider itself.

FROM OUT OF SCHOOL TIME PROVIDERS:

PROVIDER BASICS

- Provider location
- Program site locations
- Types of comprehensive programs available (after-school only/summer only/year round) at each site
- Number of Slots in comprehensive programs*
 - Total number at each site
 - Total number of after-school only slots at each site
 - Total number of summer-only slots at each site
 - Total number of year-round slots at each site
- Number of Children Served in comprehensive programs*
 - Total number at each site
 - Total number of after-school only unique children served at each site
 - Total number of summer-only unique children served at each site
 - Total number of year-round unique children served at each site
 - Total number of special educational needs children served at each site
 - Total number of special medical needs children served at each site
- Facility Capacity for comprehensive programs*
 - Maximum total number of slots at each facility, based on the provider's capacity (e.g. number and type of staff)

PROVIDER DETAIL

- Providers in APOST's current database should be required to complete all data fields in order to receive funding from the county's children's fund. Data fields are:
 - Child Care Center
 - Multiple Locations
 - Outside Allegheny County
 - Operates on District 1/2 Days
 - Time Scope

- Program Type
- Before/After School
- Primary Focus Area
- Eligibility Fee
- Scholarship or Subsidies Available
- Days of Operation
- Start Time, End Time
- Capacity
- Genders Served
- Minimum Age/Grade Served
- Maximum Age/Grade Served
- Drop-In Service Availability
- Food Provided
- Transportation Provided to program site
- Transportation Provided from the site to the child's home
- County children's fund office should include data from 21st Century Community Learning Center grantees, including:
 - Total number served
 - Total program capacity
 - Facility capacity
- County children's fund office should include data from DHS-funded Afterschool Programs, including:
 - Total number served
 - Total program capacity
 - Facility capacity

TRANSPORTATION

- Transportation (Whether transportation is offered to or from the program site is requested for the APOST database)
 - Number of children receiving provider-based transportation to the program site
 - Number of children receiving provider-based transportation from the program site
 - Type of transportation provided
 - Maximum transportation distance offered
 - Minimum transportation distance required

- Maximum distance any child travels in provider-based transportation (to and from)
- Average distance children travel in provider-based transportation (to and from)

\$10M: More Understanding of System, More Complete Analysis

This level of funding will help the Department gain a better understanding of the systems and outcomes if in addition to the previously listed data it collects the following.

GENERAL

- Background Demographic Information (as above)
- Provider Operations (as above)

FROM EARLY CHILDHOOD PROVIDERS:

- Provider Basics (as above)
- Tuition and Enrollment (as above)

FROM OUT-OF-SCHOOL-TIME PROVIDERS:

- Program Basics (as above)
- Provider Detail (as above)

\$5M: Minimum Data Allows a Basic Understanding of Systems

This level of funding would help the Department gain a base level of understanding of the Early Learning and Out-of-School-Time systems.

GENERAL

- Background Demographic Information (as above)

FROM EARLY CHILDHOOD PROVIDERS:

- Provider Basics (as above)

FROM OUT-OF-SCHOOL TIME PROVIDERS:

- Provider Basics (as above)