



OneCity

Early Learning Centers

A New Plan for South Madison Child Development Incorporated

A Paper To Inspire You to Say "Yes, I'm in!"

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“First of all, we know that during the first three years of life, a child born into a low-income family hears 30 million fewer words than a child born into a well-off family. And everybody knows babies are sponges, they just soak that up. A 30-million-word deficit is hard to make up. And if a Black or Latino kid isn’t ready for kindergarten, he’s half as likely to finish middle school with strong academic and social skills. So by giving more of our kids access to high-quality early education -- and by helping parents get the tools they need to help their children succeed -- we can give more kids a better shot at the career they’re capable of, and the life that will make us all better off. So that’s point number one right at the beginning.

Point number two, if a child can’t read well by the time he’s in 3rd grade, he’s four times less likely to graduate from high school by age 19 than one who can. And if he happens to be poor, he’s six times less likely to graduate. So by boosting reading levels, we can help more of our kids make the grade, keep on advancing, reach that day that so many parents dream of -- until it comes close and then you start tearing up -- and that’s when they’re walking across the stage, holding that high school diploma.”

President Barack Obama
 Remarks on his “My Brother’s Keeper Initiative”
 February 27, 2014

Authors of this Paper



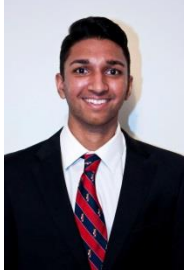
Kaleem Caire is currently the Managing Consultant of the reorganization, rebranding and re-launch of South Madison Child Development Incorporated (CDI) as One City Early Learning Centers in Madison, Wisconsin. He is also the owner of Achieve64, and business-to-business services firm supporting transformational education, human resources and workforce development efforts. Kaleem recently served as the President & CEO of the Urban League of Greater Madison in Madison, WI from March 2010 through March 2014 where he successfully implemented several new education and workforce training initiatives and partnerships, and catalyzed the Greater Madison community to address persistent racial disparities in education and employment during his tenure. Prior to the Urban League, Kaleem was co-founder of Next Generation Education Foundation of Bowie, Maryland and held executive leadership positions with Target Corporation, Fight For Children of Washington, DC, and the Black Alliance for Educational Options (BAEO). Prior to BAEO, Kaleem served as project director with the Wisconsin Center for Academically Talented Youth (WCATY), educational consultant with the Wisconsin Department of Public Instruction and Madison (WI) Metropolitan School District, and director of national initiatives with the American Education Reform Council.

In 1997-98, Kaleem served on the Madison (WI) Metropolitan School District's Equity & Diversity Panel, advising the superintendent on the District's plans to improve student achievement, and served on Wisconsin's Comprehensive School Reform team. In 2001, he commissioned the nation's first comprehensive study on High School Graduation Rates in the United States, which has helped shift the nation focus from dropouts to graduates when measuring high school productivity. In 2002, Kaleem was appointed to the Independent Rules Panel that advises the U.S. Secretary of Education on the evaluation of No Child Left Behind. In 2003, he guided the establishment of the District of Columbia Public Charter School Association and the passage of unprecedented federal legislation that has since provided more than \$400 million to the District of Columbia for public school reform, charter schools, and the nation's first federally funded private school scholarship program for children from low-income families. In 2009, Kaleem was appointed to serve as an expert Reviewer for President Barack Obama's \$3.5 billion Race to the Top education reform initiative. He's also played key roles in the establishment of Nuestro Mundo Community Charter School in Madison, and the highly regarded PEOPLE and Information Technology Academy (ITA) programs at the University of Wisconsin-Madison.

In 2004, Kaleem assisted world famous music producer Quincy Jones and his Listen Up Foundation with strategic planning for their international We Are The Future campaign and free public concert in Rome, Italy. In 2005, he led Rockin' the Corps, a free concert in Southern California attended by 45,000 U.S. Marines, their families, and celebrity guests. He returned home to Madison, Wisconsin in 2010 to spearhead much needed changes and opportunities in the Greater Madison community through his work at the Urban League.

Kaleem has been married to Lisa Peyton-Caire for 21 years and together they have five wonderful and talented children, three young men and two young women ages 20, 18, 16, 12 and 7. He was born and raised in Madison, Wisconsin, a community the Caire family has called home since the first family members relocated there in 1907. His writings and commentary on education have appeared in several national newspapers and magazines, including The Capital Times, The Economist, Education Next, Education Week, The New Republic, The New York Times, The Wall Street Journal, USA Today, The Washington Post and The Wisconsin State Journal. He has also been featured on popular talk shows such as Fox's Hannity and Colmes and BET's Lead Story.

In 2001, Kaleem was the youngest recipient of the City of Madison, Wisconsin's Martin Luther King, Jr. Humanitarian Award and Urban League of Greater Madison's Whitney Young, Jr. Award. In 2008, Kaleem was selected as one of the first recipients of his alma mater's Forward Under Forty Award, was invited to give the first Distinguished Alumni Lecture in 2009 by the University of Wisconsin Alumni Association and in 2012 received the Commitment Award from the Niagara Foundation for Peace & Dialogue.



Vivek Ramakrishnan is a junior at Columbia University in New York studying Economics and Education. During his time as a student at West High School in Madison, Wisconsin, Vivek was involved in a number of educational initiatives in the city, including advocating for improved education for all students and tutoring other student in core subjects. Last summer Vivek co-authored an academic paper with Brett Levy, an Assistant Professor in the Department of Curriculum and Instruction at the University of Wisconsin-Madison, titled "Democratic Practices in Classrooms and Schools." Additionally, Vivek has worked as an Education Research Associate at the Urban League of Greater Madison, critically shaping the organization's assessment of early childhood education and its impact in the Madison area. Besides being a full-time undergraduate student at Columbia, Vivek is an Auxiliary Police Officer with the New York Police Department and manages a non-profit called Pass It On Soccer. He was recently awarded a Balanced Man Fellowship by Sigma Phi Epsilon to develop a soccer field for children in Mpigi, Uganda.

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Executive Summary

In the fall of the 2013-14 school year, public school children across Wisconsin completed the state's Knowledge and Concepts Exam, an annual test that measures their knowledge, ability and skills in reading and mathematics in grades 3 through 8 and 10, and in language arts, science, social studies and writing in grades 4, 8 and 10. Just 13% of Black and 15% of Latino children who completed these assessments were reading at grade level (proficient or advanced) in elementary schools across Dane County. The numbers are even more striking than the percentages: just 207 of the 1,497 Black children and 266 of 1,688 Latino children enrolled in grades 3, 4 and 5 were reading at grade level. Despite better outcomes among White and Asian students, their rates of 51% and 48% reading at grade level are disturbing as well.

Number and Percent of Children, by Race, Reading at or Above Grade Level in Dane County Elementary Schools 2013-14 (Grades 3-5)												
(Wisconsin Knowledge & Concepts Exam - WKCE Assessment Results Only)												
WISCONSIN	Black			White			Hispanic			Asian		
Dane County School District	# Tested	# Proficient	%	# Tested	# Proficient	%	# Tested	# Proficient	%	# Tested	# Proficient	%
Belleville	*	*	*	249	117	47.0	12	2	16.7	*	*	*
Cambridge	*	*	*	180	76	42.2	*	*	*	*	*	*
Deerfield Community	*	*	*	188	92	48.9	14	4	28.6	*	*	*
DeForest Area	25	9	36.0	359	149	41.5	17	4	23.5	27	10	37.0
Madison Metropolitan	1,019	114	11.2	2,317	1,294	55.8	1,034	153	14.8	550	240	43.6
Marshall	24	3	12.5	228	80	35.1	56	7	12.5	11	3	27.3
McFarland	*	*	*	430	231	53.7	18	5	27.8	17	11	64.7
Middleton-Cross Plains Area	51	6	11.8	993	583	58.7	106	20	18.9	130	90	69.2
Monona Grove	25	4	16.0	409	226	55.3	21	7	33.3	22	11	50.0
Mount Horeb Area	14	3	21.4	476	203	42.6	16	8	50.0	*	*	*
Oregon	14	4	28.6	439	210	47.8	16	2	12.5	9	4	44.4
Stoughton Area	25	3	12.0	529	238	45.0	24	5	20.8	*	*	*
Sun Prairie Area	176	35	19.9	962	463	48.1	128	24	18.8	*	*	*
Verona Area	98	17	17.3	792	420	53.0	200	19	9.5	*	*	*
Waunakee Community	26	9	34.6	1,009	577	57.2	26	6	23.1	*	*	*
Wisconsin Heights	*	*	*	124	61	49.2	*	*	*	*	*	*
Dane County Totals	1,497	207	13.8	9,684	5,020	51.8	1,688	266	15.8	766	369	48.2

(*) Indicates there were too few students to report outcomes for in the District.

Source: Wisconsin Department of Public Instruction, WISEdash

We need your help. We have a plan to facilitate greater educational and life success among children and their families in Dane County and hope you will join us in our efforts. That is why you are receiving this paper. We hope that when you are finished reading it, you will call or email us and say, "Yes, I'm signing up to assist you with establishing **One City Early Learning Centers** so that many more children in our community are ready to read, compute and succeed at grade level by the time they enter first grade, regardless of their race, ethnicity or socio-economic pedigree."

In April 2014, after months of consideration, the Board of Directors of South Madison Child Development Incorporated (CDI), one of Dane County's oldest and most heralded childcare providers, decided that it was time to reorganize, rebrand and re-launch its Center with a new mission, new leadership, a new educational program, and new plans for future expansion. Beginning in the fall of 2014, South Madison CDI will become **One City Early Learning Centers Incorporated** and will change the name of its centers located at 2012 Fisher Street on Madison's South Side and the Dane County Job Center.

The research on early childhood education and development is clear. The care, learning and experiences that children receive during their first seven years of life are critical to their success in school and as adults. **One City Early Learning Centers** will be a Madison-based nonprofit organization providing a high quality, health conscious early learning and preschool education for children ages 6 weeks through age 5, with a focus on strengthening and empowering their parents and families as well.

One City will offer a research-based curriculum as the foundation of its educational program for children. Presently, we are considering the High Scope, Reggio Emilia and International Baccalaureate curricula for infants, toddlers and 4-5 year olds as options for the whole school curricula and the Rowland Reading Foundation's SuperKids reading and literacy program for 3, 4 and 5 year olds. However, final curriculum decisions will be informed by input from parents, teachers, community members and other experts in education and child development. This will occur during three visioning sessions that will take place in late June and early July 2014.

For parents of prospective and enrolled children, One City will offer prenatal and post-natal parenting education, coaching and support, and assist parents with improving and advancing in their employment and education through a combination of direct service opportunities and partnerships. This holistic approach focused on early learning and child development, quality parenting and family empowerment, and enlisting community support will ensure children have the greatest chance possible to achieve One City's goals.

One City Early Learning Centers will focus on achieving three goals:

1. Ensuring children are prepared to read, compute and succeed at grade level by the time they reach first grade and complete third grade;
2. Assist parents with identifying and utilizing important tools, strategies and resources to successfully facilitate and supplement their children's learning, development and health at school and at home; and
3. Assist parents with advancing themselves personally and professionally through strategic partnerships with community-based service providers, higher education, health organizations, business and industry, and government.

One City will accomplish its goals through direct service to children and families through partnerships with other community-based agencies, school districts and early childhood education providers, health providers, financial institutions and employers. One City will also measure its progress, results and impact through quarterly and annual goals and benchmarks, and stretch goals (5 to 10 years) as well, for its children, families and centers. It will also measure and track the effectiveness of its centers, the developmental and learning milestones of its children and the advancement of parents utilizing formal and informal assessments, longitudinal research, and a Balanced Scorecard.

CDI presently serves 38 children at its Fisher Street location but is licensed by the State of Wisconsin to serve 90 children. Several years ago, CDI held the position as the most heralded childcare center in Dane County. In the late 1970s, CDI had as many as six locations across Madison and Dane County but reduced its capacity as competition in early childhood increased and CDI became more focused on serving African American and low-income families.

Unfortunately, years of demographic changes in the area in which CDI is located, the absence of stable and influential center leadership, and an over-reliance on state subsidies and reduced fundraising and scholarship assistance to support enrollment and center operations adversely impacted the organization's vitality, stability and enrollment. At the same time, families presently served by CDI are happy with the care their children receive but see the need and value in the reorganization. In fact, there is excitement among families and staff for what the future holds with the reorganization of CDI.

The leadership of One City Early Learning Centers intends to expand its model to impact 1,600 children in 10 locations across Dane County within the next seven years. We hope you will join us in this effort. For more information or to get involved, please contact Kaleem Caire at kcaire@achieve64.com, (608) 251-3366 (office) or 202-997-3198 (mobile).

The Problem: Racial Disparities Adversely Impact Student Achievement

In recent years, a growing number of local and national research reports and news outlets have identified Wisconsin and Dane County as the worst places in the nation for Black families to thrive and successfully raise Black children. Researchers have pointed to persistent poor educational performance and economic gains among African Americans, and extraordinary disparities in educational, social and economic outcomes between Black families and children, and that of whites. Citing alarming findings of a new Annie E. Casey Foundation Report titled, "Race for Results: Building a Path to Opportunity for All Children", The Capital Times shared the following summary in its April 1, 2014 cover story:

White children growing up in Wisconsin ranked 10th among the states in an index measuring 12 key indicators at various stages of life, including home situation, educational skills and income. But Wisconsin ranks 50th for black children, 37th for Asian children and 17th for Latino children.¹

For African Americans, Asians, and Latinos, and those who have worked to advance social and economic equity and opportunity among persons of color in Dane County, these recent reports and revelations have not been surprising. Racial inequality is deeply rooted in the history of the Greater Madison region. There have been numerous studies and reports over the last 80 years that addressed the prevalence of social, educational and economic inequality between African Americans and whites Madison and Dane County.

History of Racial Disparities in Madison and Dane County

For more than 40 years, the Greater Madison community has been wrestling with disparities in educational achievement between children of color and their white peers. There have been numerous reports on the issue since these disparities were first brought to light by Ms. Cora Bagley, a University of Wisconsin-Madison student, who shared in her Master's Thesis that 39% of Black children enrolled in Madison's public schools in 1964 were "reading below the standard level", 54% were underperforming in math and 68% were not meeting expectations in language usage. She also reported that 26% of Black students who entered Madison's public school failed to graduate on-time. This number increased to 44% of Black students failing to graduate in 1975 and near 50% failing to graduate from high school today.

The NAACP and Urban League of Greater Madison forced the community to confront the issues again in the 1980s, 1990s, 2000s and again in 2010. They were eventually joined by influential organizations like the United Way of Dane County who made addressing the racial achievement gap in education one of their top priorities in the 1990s and have continued their commitment to address these concerns through the present day. In fact, millions of dollars have been spent to address the issues of underachievement by the United Way, Madison Metropolitan School District, City of Madison, Dane County, Madison Community Foundation and other philanthropic organizations and individuals. The intractable nature of this challenge has left some angry and others puzzled.

We have been asked numerous times over the course of our professional careers and while advocating for change and improvements in education and Madison, "What is driving the Achievement Gap and Racial Disparities, and how do we overcome this problem?" It's easy to answer the question by blaming parents. Many of the challenges children experience do involve their parents. It's easy to blame teachers. There are certainly teachers in every school who for one reason or another, struggle to educate and produce favorable results with all of the children they teach. It's also easy to blame communities, policy makers, sub-cultures and children themselves for these disparities. They certainly each contribute to the success and failure of children in our homes, schools and communities. And history plays a major role as well. In the case of African Americans, who lived under severe legalized forms of oppression for more than 350 years that were intentionally designed to thwart their progress, one should understand why after 50 years of civil rights and failed social and economic policy that these gaps and inequality persist.

But we cannot let history dictate our future or obscure our desire or commitment to solve these challenges. The reality is, while a lot of children are not doing well, there are still many who are and many who have throughout history. What we should instead be asking ourselves and seeking to address is, "What are the disparities and what's driving them now, what have been the difference makers for children who are succeeding, and how do we replicate their success with other children who are falling behind?"

Current Disparities in Educational, Economic and Social Outcomes

In 2008, the Urban League of Greater Madison began highlighting significant and persistent disparities in educational, economic and social outcomes among people of color and Whites in the Greater Madison community.² The organization escalated its focus on education and employment disparities in 2010, more significantly educating the Madison community about alarming educational disparities among children of color attending its public schools.³

Table 1 - Wisconsin Council on Children and Families 'Race to Equity Report' Highlights

Indicator (2011 Census Data)	Dane County		Wisconsin		United States	
	Blacks	Whites	Blacks	Whites	Blacks	Whites
Percent Unemployed	25.20%	4.80%	22.90%	6.90%	17.70%	8.40%
Percent Population Living in Poverty	54.00%	8.70%	39.20%	9.70%	28.10%	11.00%
Percent of Children Living in Poverty	74.80%	5.50%	49.10%	11.70%	39.40%	13.50%
Median Household Income	\$20,664	\$63,673	\$24,399	\$52,900	\$33,223	\$55,305
Percent w/Household Incomes < \$50,000	23.20%	60.80%	21.70%	53.00%	34.10%	54.70%
Percent of Children Born to Unwed Mothers	74.90%	19.50%	84.80%	28.10%	72.50%	29.00%
Low Birth-weight Babies	13.50%	5.70%	13.80%	6.20%	13.50%	7.10%
Students not Graduating On-time	49.90%	15.90%	36.20%	8.60%	—	—
Students not Taking the ACT College Exam	69.80%	36.20%	49.80%	41.10%	—	—

The “Race to Equity” report published by the Wisconsin Council on Children and Families in November 2013 painted an even clearer picture of wide disparities that exist between Blacks and Whites on every single indicator of individual and family success in Dane County and Wisconsin.⁴ This was followed by a new national report released in April 2014 by the Annie E. Casey Foundation titled, “Race for Results: Building a Path to Opportunity for All Children”, that rated Wisconsin as the worst state in the nation for Black Children, as indicated by 12 significant measures of child and family education, health and economic success. It also ranked the state 37th for Asian children, 17th for Latino children and 10th for White children.

A further review of school performance outcomes of children enrolled in the Madison Metropolitan School District show similarly wide gaps in achievement between Black and Latino children, and their White peers; some of the widest gaps in the country. These gaps are particularly stark in schools serving children residing in the heart of South Madison, which include the city’s poorest and most diverse neighborhoods: Bram’s Addition, Burr Oaks and Capitol View.

Table 2 – Percent of MMSD Students Performing at or above Grade Level on WKCE, 2012-13

	% Proficient/Advanced in Reading			% Proficient/Advanced in Math		
	Black	Hispanic	White	Black	Hispanic	White
Midvale Elementary (PK-2)	-	-	-	-	-	-
Leopold Elementary (PK-5)	6.6	7.1	61.2	15.8	33.3	70.1
Lincoln Elementary (3-5)	21.9	9.9	69.3	25	33.8	81.6
All MMSD Elementary Schools	12.6	16.1	54.3	19.3	29.2	68.1
Cherokee Middle (6-8)	5.7	10.1	65.6	9.5	16.5	66.7
Wright Middle (6-8)	8	11.4	63.3	6.7	13.8	61
All MMSD Middle Schools	12.1	14.4	58.9	14.8	20.4	65.1
West High (9-12)	21.7	27.6	75.8	18.8	29.3	79.6
All MMSD High Schools	16.9	24.3	63.2	16.9	25.2	69.3

* = Midvale is a K-2 school that feeds into Lincoln school. At this early age, many students who may be identified later as having a disability are not yet referred, screened and/or designated as having a need for special education services.

Student performance on Wisconsin's 2013 Knowledge & Concepts (WKCE) statewide achievement exam show 40 to 60-point gaps in reading and math proficiency between Black and Latino children, and their White peers attending elementary, middle and high schools serving South Madison residents. Although standardized tests like the WKCE are problematic and do not create a level playing field for students of all backgrounds, the data from these assessments indisputably illustrate that Madison and Wisconsin are failing to prepare the masses of children of color for success and stability in the 21st Century. In most cases, fewer than 10 and 20 percent of Black and Latino children are reading or performing math at grade level in these schools while 60 to 80 percent of White students are.⁵ This alarming disparity in basic academic skills across racial lines signifies the need for a state of emergency in our schools, and in our approach to solving these problems.

Longitudinal data provided by the Madison Metropolitan School District on the performance of children on the school system's quarterly (interim assessment), Measures of Academic Progress (MAP), show that Black and Latino children tend to start out one year behind their white peers in school and then fall further behind as they progress through each succeeding grade level. There are a number of personal, economic, institutional, family, health and community factors that continue to drive these poor outcomes, with the most significant four barriers being:

- (1) High levels of generational poverty and financial hardship motivated by persistent under-education, joblessness and/or under-employment,
- (2) Lack of parental access to, or use of, affordable, high quality healthcare and preschools that address specific social, emotional, cognitive and health-related needs of young children,

- (3) Need for more effective childrearing practices, support and resources among parents, and
- (4) Institutionalized racism, discrimination and exclusion, which have had a uniquely adverse impact on African Americans in the areas of housing, education and employment.

What all the school performance data says is that 90 percent of Black and 80 percent of Latino children attending our schools right now are at severe risk of failing to succeed during their primary and secondary education, and will continue to struggle to keep pace and compete for advanced education and job opportunities as adults in the future. Our country and the Greater Madison community has lost at least one generation of Black and Latino children to school failure already; our nation and our community cannot afford to lose another.

T. Willard Fair, the dean of the Urban League movement who has successfully led his Miami, Florida affiliate for 51 years, highlighted the consequences of inaction when we strongly shared with affiliate CEOs at their annual meeting in Florida in January 2013 that, “If we don’t get a handle on education of our beautiful little Black boys and girls in the communities that we serve, and empower their parents with jobs, education, housing and political respect as well, then in 10 years or less, depending on how severe the problems are in your community, Black people will be politically, socially and economically irrelevant. Unfortunately, we already are in some of the cities and towns where we are leading.”

That said, these factors can and must be addressed if we are ever going to eliminate racial disparities in the educational, social and economic outcomes of Blacks and Latinos growing up in the Greater Madison region (and beyond). As the demographics of neighborhoods and public schools in the region continue to change, it is paramount that we marry and execute three core strategies, with all deliberate speed, to affect short and long-term change for children:

- (1) The expansion of high quality and affordable preschool education for children from low to moderate income families,
- (2) Parenting education and training that is empowering versus patriarchal and demeaning, and
- (3) The education and employment of their parents (or caregivers) in career ladder jobs that offer family sustaining incomes.

As Table 3 shows on the following page, the high percentage of students enrolled in special education reflect the need to help children and their parents access sufficient educational and developmental opportunities, preferably during pregnancy and all the way through the child’s first seven years of life. Data on racial disparities also accentuate the need to help parents advance professionally and economically, and develop strong parenting and child-rearing skills and routines that yield more favorable outcomes among their children.

Table 3 – Demographic of Schools serving South Madison Compared to the District Average, 2013-14

Schools Serving South Madison w/Grade Levels	No. of Students	No. of Students	% using Free & Reduced Lunch	% of English Language Learners	% of Students with Disability
Midvale Elementary (PK-2)	445	64	61	49	8*
Leopold Elementary (PK-5)	680	35	74	40	11
Lincoln Elementary (3-5)	389	35	68	48	13
All MMSD Elementary Schools	12,416	1,962	52	28	11
Cherokee Middle (6-8)	509	—	61	30	16
Wright Middle (6-8)	255	—	89	44	21
All MMSD Middle Schools	5,333	—	51	25	15
West High (9-12)	2,032	—	35	11	16
All MMSD High Schools	7,358	—	46	21	19

Midvale is a PK to 2nd grade school that feeds into Lincoln school, its grade 3 - 5 paired school.

The Madison Metropolitan School District and other Dane County school districts such as Middleton-Cross Plains, Sun Prairie and Verona are capable of making positive gains in student performance among their Black and Latino children. However, they will not be able to sufficiently close the gaps and ensure all children are performing academically at grade level without the assistance of the specific types of community interventions, services and support that have been mentioned. A two-generation approach – high quality early childhood education combined with a serious effort to strengthen parenting and family incomes – will help ensure many more children are ready to succeed in school and life.

A Solution: Early Childhood Education Intervention

Early Childhood Education for disadvantaged children became a national priority during the presidency of Lyndon B. Johnson (1963 – 69), who's War on Poverty and Great Society programs included the establishment of the federally funded Head Start program as a means to combat generational poverty across the United States. From its founding in 1965 as an eight-week demonstration program to its more robust year-round offering of childcare and related services today, Head Start's primary goal has been to eradicate poverty by preparing low-income children from birth to age 5 from low-income families for school success before they enter elementary school. Unfortunately, in recent years, the program has endured significant budget cuts that have affected the number of children it can serve. Even at full strength, the program served less than half of the nation's disadvantaged children with full-time care.⁶ Much more support is needed.

Over the last 40 years, there has been a growing body of research on the effectiveness of Early Childhood Education in closing academic achievement and related developmental gaps among low-income and children of color, in particular. There have also been resources dedicated both locally and nationally to the issue. Following, is summary of research of local efforts.

The Achievement Gap Begins Early for Disadvantaged Children

In her 2012 white paper on “Quality Pre-K: Starting Early to Close Achievement Gaps and Boost Student Achievement” prepared for the organization Stand for Children, Sara Mead points to research evidence to discuss how the achievement gap begins early. She shared the following:⁷

- Researchers estimate that as much as one-half to one-third of the white-black achievement gap already exists when children start first grade.
- Many children enter school lacking key language, literacy, pre-math, and social-emotional skills. Research shows that these gaps begin to emerge as early as 9 months of age.
- Gaps in school readiness are the result of disparities in children’s early-learning experiences, both at home and in child-care settings. By age 3, children from the most-disadvantaged families have heard 30 million fewer words than children of professional parents.
- Children from low-SES families are more likely to watch TV and less likely to be read to by their parents or caregivers, be taken to zoos or museums, and exposed to other learning opportunities.

A seminal 1995 study by Betty Hart and Todd Risley, who were also lead researchers on the effects of early learning during the 1960s War on Poverty and the progenitors of the use of ‘time-out’ for disciplining children, found that three year-olds whose parents are professionals generally have vocabularies that are 50 percent larger than those of children from working-class families, and twice as large as children whose families receive welfare. Specifically, they found that children in professional families heard an average of 11 million words in one year, compared to 6 million words among children in working class families and 3 million words among children of families receiving welfare. They further shared that by age four, a child of a welfare recipient could hear 32 million less words than a child in a family of professional parents. Hart and Risley also found that a child’s IQ, language abilities and success in school by age nine are largely determined by how much their parents spoke to them, and the type of language and words they used with them, between birth to age 3.⁸

In a similar 2002 study discussed in their book, “Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School”, Valerie Lee and David Burkam of the University of Michigan found that at kindergarten entry, cognitive scores of children in the highest socioeconomic group were 60 percent higher than those of the lowest group, and that math achievement was 21 percent lower for Black children than White children, and 19 percent lower for Hispanics.⁹ Additionally, the *Association of Small Foundation’s* highlighted in its 2008 Discuss Guide on ‘Ensuring Success for Young Children: Early Childhood Literacy’ that “a child from a middle-income family typically enters first grade with about 1,000

hours of one-on-one picture book reading time with parents, other relatives, or teachers, compared with a child from a low-income family.¹⁰

Jane Waldfogel, an economist at Columbia, theorizes that one of the reasons why white and black children have different levels of school readiness despite similar preschool attendance rates is that they do not attend the same kinds of programs. While she acknowledges the benefits of Head Start, she highlights evidence that shows it does not foster the same level of school readiness as school-based Pre-K or the best-quality private programs, which serve predominantly white children.¹¹

In the often-cited analysis in the Brookings Institute's book, *The Black-White test Score Gap* (1998), researchers Meredith Phillips, James Crouse and John Ralph were steadfast in attributing nearly half of the Black-White test score gap at 12th grade to achievement gaps that existed at first grade. They shared that "We could eliminate at least half, and probably more, of the black-white test score gap at the end of twelfth grade by eliminating the differences that exist before children enter first grade."

Other field experts such as Katherine Magnuson of the University of Wisconsin School of Social Work, whose research looks at how socioeconomic disparities affect the development of children, stresses that "most if not all of early gaps are due to economic disadvantage." She frequently points to the need for new policies, practices and resources to address poverty and inadequate education among parents while serving their children through high quality preschools at the same time.¹²

Early Childhood Options in Dane County and the City of Madison

According to 4C, one of Wisconsin's leading resources on early childhood education, there are presently 459 early childcare providers located in the City of Madison, not including the 23 four-year old kindergarten sites operated by the Madison Metropolitan School District. There are an additional 35 providers located in the city of Fitchburg, which borders South Madison. The majority of these locations are participating in the state's YoungStar rating system for early learning and childcare providers. The YoungStar system was established by the Wisconsin Department of Children and Families to improve the quality of childcare for Wisconsin's children. Specifically, YoungStar:

- Evaluates and rates the quality of care given by childcare providers in four areas: education qualifications and training, learning environment and curriculum, professional and business practices and child health and well-being practices.
- Helps parents choose the best childcare for their children.
- Supports providers with tools and training to deliver high-quality early care.
- Sets a consistent standard for childcare quality.

There are four types of childcare providers in Dane County: Family (or Home), Group centers, Camp programs and public school-based after-school and four-year old kindergarten programs. Most camp and school-based programs do not participate in YoungStar; however, the majority of Family and Group providers do. Table 5 and 6 below show the number of YoungStar rated centers and their locations in Dane County's more racially and ethnically diverse municipalities.

Table 4 - Types of Providers 2013-14 (YoungStar Providers)						
Type	Madison	Fitchburg	Middleton	Sun Prairie	Verona	Total
Family	127	23	6	18	4	178
Group	120	9	8	18	12	167
Camp	3	0	1	0	2	6
Total	250	32	15	36	18	351

Table 5 - Types of Providers 2013-14 (Not Participating in YoungStar)						
Type	Madison	Fitchburg	Middleton	Sun Prairie	Verona	Total
Family	44	2	7	5	9	67
Group	22	1	3	3	4	33
Camp	1	0	1	0	0	2
Total	67	3	11	8	13	102

Family Care

For the purposes of this report, the authors decided to focus on group centers rather than provide more detailed information about family care. More information about family care and a list of licensed and certified providers can be found at the "Wisconsin Licensed Child Care Programs" webpage.¹³

Head Start

The Dane County Parent Council is the largest provider of early childhood education to low-income children and children of color ages birth to five years old in Dane County. DCPC presently operates several different childcare programs in 17 locations in Deforest, Madison, Monroe, Stoughton, Sun Prairie and Verona, serving more than 1,000 children. They offer 15 part-day programs (nine in Madison) and seven of their Madison locations participate in the Madison Metropolitan School District's 4K program. The majority of their sites utilize the Head Start program.

The Head Start Plus program offers full-day Head Start and child care to families at three Madison and one Verona location from 6am to 6pm Monday through Friday year-round. The Plus program requires that families receive a childcare subsidy to participate. Depending on their income, parents may also need to co-pay as well. The part-day program is the typical Head Start program. It serves children ages 3 to 5 years old and are offered in two 3 ½ hours blocks

each day – one in the morning and one in the afternoon. Income eligible families do not pay any fees to participate.

DCPC also offers four other Head Start and early learning programs as well: the Early Head Start program for eligible first-time parents who are pregnant or whose children are less than three months old; a full-day infant and toddler care for children ages six weeks to three years old in eight locations across Dane County; a nine-month home visitation program where a Head Start worker will engage in 90-minute activities with parents and their young children; and four-year old kindergarten programs under contract with local public schools.

School-Based 4-year old Kindergarten

The Madison Metropolitan School District's four-year old kindergarten (4K) program was adopted by the Board of Education on January 11, 2010 and opened its doors to its first group of four-year olds in September 2011. While participation of five year-olds in kindergarten was made mandatory by Wisconsin Act 41 that passed on October 21, 2009, participation in 4K is optional. Presently, there are 1,962 children enrolled in MMSD's 4K program, which is offered at 23 MMSD elementary schools and 36 non-MMSD locations, including 31 nonprofit providers and 5 for-profit providers. More than 80% of children of each race/ethnic group are now enrolled in a 4K program prior to beginning kindergarten with MMSD.

Table 6 shows the demographic breakdown of children participating in the program. The participation levels of children in MMSD's 4K program across race and ethnic demographics is very similar to their percentage of enrollment in MMSD overall.

Table 6 – Madison Metropolitan School District & 4-Year Old Kindergarten Enrollment Demographics 2013-14

	Total Enrollment	Native American	Black	Hispanic	Asian	White	Pacific Islander	Two or more races
Total # Enrolled in MMSD	27,185	99	5,006	5,260	2,498	12,012	26	2,284
% of Total MMSD Enrollment	100%	0%	18%	19%	9%	44%	0%	8%
Total # Enrolled in 4K	1,962	7	306	421	213	841	2	172
% of 4K Enrollment	100%	0%	16%	22%	11%	43%	0%	9%

There are, however, some significant differences in the type of 4K sites that different race/ethnic groups are choosing for their children. Table 7 on the following page shows the number of children, by race and ethnicity, who are attending different "types" of 4K sites and Table 9 on the following page shows the percentage of demographic groups attending each type of program as well.

Table 7 – Number of Children, by Race/Ethnicity, Enrolled in Each Type of MMSD 4K Sites

Type of 4K Site	Total Enrollment	Black	Hispanic	Asian	White	Two or More Races
Total Children Enrolled in 4K	1,962*	306	421	213	841	172
Private 4K: Head Start	286	85	139	16	25	21
Private 4K: Non-Head Start	531	53	41	56	344	37
MMSD: School Based 4K	1,137	167	241	141	472	114

* Includes the nine Native American and Asian/Pacific Islander students not disaggregated in the table.

Table 8 below shows the type of program that each race/ethnic group is “choosing” for their children. Blacks and Latinos are the greatest users of Head Start, Asians are the greatest users of MMSD School Based sites and Whites are the greatest users of private (non-Head Start) 4K providers. This is understandable as 85% of all Black and 86% of all Latino students in the Madison Metropolitan School District are low-income, compared to 51% of Asian and 21% of White students. Low-income parents are also under-enrolled in private preschools and childcare programs in Dane County because many private providers either do not participate in the state’s Wisconsin Shares Childcare Subsidy Program that supports welfare recipients and low-income families, or they significantly limit the number of subsidy recipients they will serve. Families who want their children to attend a private preschool participating in the 4K program must cover the difference between what MMSD pays and what the school or center charges.

To the contrary, Head Start offers tuition-free and subsidized childcare options to families of young children before they turn four years old. It’s likely that some Head Start families, whose children have been attending a Head Start program at three years old, would elect to keep their child at the location where they are already being served. For similar reasons, it makes sense that Asian families would choose the tuition-free 4K option offered by the public schools while White families, whose household incomes in Dane County and Madison are greater than the national average, might elect to send their children to a fee-based center. At the same time, MMSD has become the preferred option for 4K for all demographic groups, even though it offers only a half-day option (morning or afternoon) for the children and families they serve.

Table 8 – 4K Options Enrolling Children, by Race/Ethnicity, that were Selected by their Parent(s)

Type of 4K Site	Total Enrollment	Black	Hispanic	Asian	White	Two or More Races
Total N Participants	100%*	17%	22%	9%	45%	7%
Private 4K: Head Start	15%	28%	33%	8%	3%	12%
Private 4K: Non-Head Start	27%	17%	10%	26%	41%	22%
MMSD – School Based	28%	55%	57%	66%	56%	66%

The Affordability of Early Childhood Education in Dane County

Table 9 on the following page shows the costs of childcare for families in Dane County (source: 4C of Dane County). The costs are divided by age group and location of centers. A parent with an infant will pay an average of \$1,200 for four weeks of full day care in a City of Madison accredited group childcare center while a parent of a four year old will pay \$948.¹⁴ With 54% of African Americans in Dane County living and working in poverty, the cost of quality preschool is well outside of the range financially for most families. In fact, the median household income for African American families in Dane County in 2011 was \$20,664 compared to \$63,673 for White households. That year, a family of four was determined to be living below the poverty line if they earned less than \$22,350 in gross income.¹⁵

Compounding these challenges, 77% of African Americans households in Dane County in 2011 earned less than \$50,000 in gross income compared to 39% of White households that earned less than \$50,000. Cost of living calculators available online show that a single parent with two children ages 3 and 8 would need to earn \$47,000 in Madison to meet their basic needs, including affording the costs of childcare for the three year old.

Table 9 – Weekly Average Rates for Full Day Centers in Dane County

Type	All of Dane County	Madison	Outside of Madison	City of Madison Accredited	City of Madison Not Accredited
Infants (Age 0-1):					
#Centers	104	40	64	21	18
Range	\$155-397	\$155-397	\$205-380	\$35-397	\$155-350
Average 2013	\$271.00	\$283.00	\$263.00	\$301.00	\$267.00
Median	\$265.00	\$279.00	\$258.00	\$290.00	\$273.00
Toddlers (age 1-2):					
#Centers	108	42	66	23	18
Range	\$155-412	\$155-412	\$200-380	\$205-412	\$155-300
Average 2013	\$268.00	\$282.00	\$254.00	\$301.00	\$263.00
Median	\$268.00	\$279.00	\$253.00	\$290.00	\$273.00
Two Year Olds:					
#Centers	129	54	75	31	22
Range	\$150-\$326	\$153-326	\$150-315	\$205-\$326	\$153-300
Average 2013	\$230.00	\$244.00	\$225.00	\$254.00	\$232.00
Median	\$233.00	\$244.00	\$225.00	\$255.00	\$230.00
Preschool (age 3-5):					
#Centers	129	55	74	31	23
Range	\$145-300	\$153-300	\$145-275	\$190-\$293	\$153-300
Average 2013	\$215.00	\$224.00	\$215.00	\$237.00	\$221.00
Median	\$217.00	\$221.00	\$217.00	\$240.00	\$221.00

Type	All of Dane County	Madison	Outside of Madison	City of Madison Accredited	City of Madison Not Accredited
School Age Full Day Centers:					
#Centers	81	39	42	18	19
After School	\$50-155	\$50-155	\$51-144	\$69-155	\$50-150
Average 2013	\$86.00	\$84.00	\$89.00	\$87.00	\$82.00
Median	\$85.00	\$80.00	\$90.00	\$80.00	\$77.00
Summer	\$93.00	\$37.00	\$56.00	\$19.00	\$17.00
Full week	\$200.00	\$207.00	\$195.00	\$207.00	\$208.00

Fortunately, the Wisconsin Share's Childcare Subsidy Program helps families pay for childcare for children under age 13. Any parent, foster parent, relative or person acting in place of a parent, who is eligible for a subsidy and needs childcare to participate in one of the following activities, can qualify for financial assistance for childcare:¹⁶

- Unsubsidized work
- High-school (if a teen parent under 20 years of age)
- W-2 employment position
- Approved employment skills training while employed in unsubsidized work
- Food Share Employment and Training (FSET) work search or work experience activities
- W-2 applicant participating in job search, training or orientation activities

The range of subsidy provided through Wisconsin shares is designed to keep families weekly/monthly co-payments childcare between 2 to 12 percent of their annual gross income. Many families who are eligible do take advantage of the Wisconsin Share's childcare subsidy. However, the limited supply of high quality childcare centers that are willing to enroll subsidy-eligible children, the inability of some parents to pay the tuition differential, and the lack of wrap-around services for families, puts the growth and development of children living in or near poverty in jeopardy. In Dane County, 74.8 percent of African American children were living in poverty in 2011 compared to 6% of White Children.

Outcomes of Pre-K Investment: Program Highlights

New Jersey:

- A June 2007 follow-up study of pre-kindergarten programs in New Jersey's 31 highest poverty districts, known as the Abbott districts, shows that:¹⁷
 - Children who attended the program improved in language, literacy and math skills. These achievement gains were sustained through the kindergarten year, leading to a narrowing of the achievement gap.
 - Kindergarteners who attended the Abbott program closed more than 50% of the gap between their literacy scores and the national average.
- New Jersey was the first state in the nation where the courts decided that educationally "at-risk" children are entitled to an early education. The 1998 Abbott

v. Burke decision formally established “well-planned, high-quality preschool” as a constitutional right for all three-and four-year olds in New Jersey’s 31 poorest school districts.

Chicago:

- The authors of a 2002 study completed a 15-year follow up study of 1,539 low-income children, a portion of who participated in Chicago’s Child-Parent Center’s high-quality early education program in 1985-1986.¹⁸
 - By age 13, school achievement scores were 60% higher in the Child-Parent Center group than in the control group.
 - At age 20, preschool participants had a significantly higher rate of high school completion and a lower dropout rate.
 - Participating children were 40% less likely to be placed in special education or be held back one grade, and 30% more likely to graduate from high school.

In summary, the research shows that children, who possess the confidence and competence of strong readers when they enter grade school, and complete second grade reading at grade level, are much more likely to succeed educationally as they progress through their K-12 education, graduate from high school and pursue post-secondary education and employment. Additionally, children who are reared in healthy environments where their cognitive, social and emotional development has been appropriately nurtured during their first seven years of life are much more likely to succeed in school and life as they mature.

However, it is important to note that not all early childhood education programs are created equal. The aforementioned case-studies and longitudinal analyses of Pre-K programs in New Jersey and Chicago concluded that a program's impact on its students' future outcomes is deeply connected to the quality of the program. That is, for a pre-K program to make a sizable dent in the achievement gap, it must have sufficiently-high funding, longer hours, highly-qualified teachers, low student-to-teacher ratios, etc. It behooves us to make greater investments in high-quality early childhood education in Dane County and Madison, Wisconsin if we truly want to eliminate the achievement and opportunity gaps that adversely affect large percentages of low-income and children of color.

South Madison: A ‘Day Care Desert’

Presently, there is a ‘preschool desert’ in the central corridor of South Madison. In 2009, there were 936 children between the ages of birth to 5 years old residing with their families in the Bram’s Addition, Burr Oaks and Capitol View neighborhoods. These neighborhoods are adjacent to one another, and boxed in by the West Beltline Highway, Fish Hatchery Road, Wingra Drive and the Alliant Energy Center and Quann Park. Assuming the population has grown only marginally over the last five years, there are presently not enough seats available to children in high quality group or family preschool facilities within or near these neighborhoods.

For the purposes of this concept paper, we define “high quality” as a level four or five YoungStar rating. Level two ratings indicate some significant need for improvement and technical assistance, and level three indicates only basic requirements are met. We believe children should be attending group and family daycare centers with a level five YoungStar rating to ensure they are receiving the best possible care and early education. The following chart shows the group childcare centers that are located in one of the three primary neighborhoods served by CDI in South Madison.

Table 10 - YoungStar Rated Centers located in Three Target South Madison Neighborhoods

Center Name	YoungStar Rating	Ages Served	Enrollment Capacity	Hours of Operation	Opened Nights	Opened Weekends
Child Development Inc (CDI) South Madison Childcare Center	3 of 5	6wks - 12yrs	90	6:45am - 5:45pm	No	No
Dane County Parent Council South Madison Head Start and Child Care	5 of 5	3wks - 6yrs	112	6am - 6pm	No	No
Early Childhood Learning Center	2 of 5	0wks - 13yrs	50	6am - 5:30pm	No	No
Niños Heroes Group Daycare	NYR	2wks - 12yrs	30	6am - 6pm	No	No
Pequenos Traviesos	3 of 5	1wk - 12yrs	47	7am - 11pm	20	No
Total	—	—	329	—	20	0

About South Madison

South Madison is defined as the land area including the 53713, 53711 and 53719 zip codes, with the heart of South Madison being in the 53713 zip code. However, this concept paper focuses on three neighborhoods within the 53713 zip code near where CDI is located.

The 53713 area had 22,027 residents in 2011. The zip code includes neighborhoods in Madison (56.3%), Fitchburg (14.8%) and Monona (7.7%). Other details of the 53713 zip code include:

- Renter-occupied Apartments: 5,985
- Percent of Renters: 65% compared to 32% statewide
- Median Home Sales: Dropped from \$198,000 in 2008 to \$142,000 in 2013; compared to \$223,000 for Dane County in 2013
- Population (number of persons):

White 9,462	Asian/Pacific Islander 1,534
Black 4,144	Two or More Races 696
American Indian 107	Hispanic/Latino 6,171
- Males: 11,401 Females: 10,626
- Married Couples with Children: 2,504
- Single-Parent Households: 2,271 (823 men, 1,448 women)
- Median Resident Age: 29.3 years compared to 38.7 for Wisconsin
- Median Household Income: \$34,249 compared to \$50,394 for Wisconsin
- Percentage of Family Households: 45.8% compared to 51.0% for Wisconsin
- Households Receiving Food Stamp/SNAP Benefits: 2,049
- Women who had a birth: 616 (418 married, 198 not married)
- Residents with Income below Poverty: 23.7% compared to 13.1% for Wisconsin
- Language Spoken at Home: English 68.1%, Spanish 21.0% and Asian/Pacific Island 8.1%

For the population 25 years old and older:

- High school completion or higher: 84.6% compared to 94.8% for City of Madison
- Bachelor's degree or higher: 26.4% compared to 53.3% for City of Madison
- Graduate or professional degree: 9.1%

For the population age 15 years old and older:

- Never Married: 47.9%
- Now Married: 37.3%
- Divorced: 10.1%

Specific Dane County Demographics – Median Age by Race:

White: 37	Asian/Pacific Islander: 27	American Indian: 29
Black: 25	Hispanic/Latino: 24	

Source of Data: <http://www.city-data.com/zip/53713.html>

Educational Outcomes of Children Residing in South Madison

The immediate residential areas presently served by South Madison Child Development Incorporated (CDI) include the Bram's Addition, Burr Oaks, Capitol View Heights, and Leopold neighborhoods, all within the 53713 zip code. These neighborhoods represent census tracts 14.01 (Leopold) and 14.02 (Bram, Burr Oaks, and Capitol View). The residential population of census tract 14.01 is 79.3 percent low-income and census tract 14.02 is 90.8 percent low-income (source: City of Madison).

Students residing in these attendance tracts attend several public schools across Madison, however, the majority attend Midvale Elementary (grades K-2), Lincoln Elementary (grades 3-5), Leopold Elementary (grades K-5), Cherokee Middle (grades 6-8), Wright Middle (grades 6-8), and West High Schools (grades 9-12). Lincoln and Wright are the only schools physically located within the selected census tracts.

Greater South Madison has maintained one of the highest poverty rates in the City of Madison for more than three decades. Today, more than 90% of school-aged children residing east of Fish Hatchery Road on Madison South Side live in poverty, as do nearly 80% of students residing in the community west of Fish Hatchery road near the West Beltline Highway.

In addition:

- Just 29% of children residing in the Leopold neighborhood were “kindergarten ready” as determined by the Madison Metropolitan School District compared to 64% of all public school students. Only 37% of students were kindergarten ready in the Bram, Burr Oaks, and Capitol View neighborhoods.

- Less than 55% of students residing in the Leopold, Bram, Burr Oaks, and Capitol View neighborhoods in 2010 scored at or above proficient in reading and math on the state's achievement test compared to 75% and 77% respectively in reading and math for all students enrolled in the Madison Metropolitan School District.
- Only 32% of 12th graders residing in the Bram, Burr Oaks, and Capitol View neighborhoods completed the ACT college entrance exam compared to 57% of students all students enrolled. Just 35% of students in the Leopold attendance area completed the exam.
- 21% of students residing in the Leopold neighborhood in 2010 were habitually truant from school as were 25% of students residing in the Bram/Burr Oaks/Capitol View neighborhoods near South Park Street.

Table 11 – No. of Families and Children on Public Assistance in South Madison

	Families	Ages 0-1	Ages 2-5	Ages 0-17
February 2000	430	—	—	—
February 2007	732	295	457	1,388
February 2009	942	369	567	1,781

- The three South Madison neighborhoods served by CDI realized the greatest increases in families receiving public assistance in the City of Madison: 381% increase in the South Fish Hatchery Road (including Bram/Burr Oaks/Capitol View neighborhoods) and 307% increase in the Leopold neighborhood between 2000 and 2010. The large increase was due to a combination of factors, namely an outflow of middle-income families and growth in low income residents, and the inability of families residing in South Madison to secure employment that offers salaries beyond the poverty line.
- In November 2009, Joining Forces for Families, a Dane County created and funded human services agency, reported unemployment (loss of income/difficulty finding a job), increased evictions from rental property, increased domestic violence and drug activity, limited after school activities, more families applying for medical assistance and food stamps, and more families not having enough income for budgeting as major challenges facing the four neighborhoods served by CDI.

South Madison Child Development Incorporated At-Risk of Closure

South Madison Child Development Incorporated has a wonderful and storied history as an iconic child development center that has served thousands of children in the heart of South Madison for more than four decades. Its history is worth noting, as it was started to tackle the very issues of poverty and racial disparities in school readiness among children living in lower income neighborhoods across the Madison area.

In his January 8, 1964 State of the Union address, President Lyndon B. Johnson laid out a plan to wage a significant and protracted “War on Poverty” to reduce the nation’s 19 percent poverty rate. Among his Great Society proposals, which were designed to increase the government’s role in education, health care, housing, and transportation to move America forward, Johnson established Head Start. This new initiative was first launched as an eight-week summer program in 1965 for 560,000 children across the country to help those living in poverty to overcome educational gaps and other related challenges, that emerged between them and their middle class peers as they progressed through early childhood and began attending school. That summer, 200 children in Dane County were served through Head Start.

Two years later, a committee was established to identify childcare needs in Dane County. In the fall of 1967, a group of University of Wisconsin-Madison graduate students assessed the need for childcare in the County. Their assessment informed the decision of the Committee, which recommended that three childcare centers serving 30 children each be established at Middleton Community Church, First Methodist Church in downtown Madison and St. Martin House Catholic Community Center on Madison’s South Side. By 1968, Child Development Incorporated was created, and was operating centers in each location. However, it was soon clear that space available at the South Madison site was not adequate to serve a growing number of preschoolers when older children were also using the facility after school. In response, South Madison CDI partnered with the Foundations for Friendship and Attic Angels to build the CDI center on Fisher Street. The new center opened in November 1969 to great applause by community members and city leaders. It served 60 children and developed significant partnerships and relationships in the South Madison community.

Over the last 20 years, CDI has gone through significant transitions that have weakened the strength and reputation of its center. In the late 1960s, 70s and 80s, the Burr Oaks, Bram’s Addition and Capitol View Neighborhoods that make up the heart of South Madison were defined by a mixture of stable working and middle class families, and low-income families, all living amongst one another in a rich cultural mosaic of racial and ethnic diversity. Madisonians who were fortunate to grow up or raise children in South Madison still fondly talk about this to this day. Unfortunately, as poverty and crime increased in South Madison in the late 1980s through the 1990s, the families CDI served became much more transient with families seeking safer neighborhoods in which to raise their children. At the same time, significant changes to childcare accreditation, a reduction in childcare funding, and instability and change in the organization’s governance, management and staffing created a set of challenges that CDI has found difficult to overcome. These issues have combined to place CDI in the precarious situation it is now in.

In 2011, CDI voluntarily surrendered its 5-star accreditation to focus on regrouping and strengthening its center, and resubmitting its application for re-accreditation. However, CDI’s Board did not understand or foresee negative fiscal impact this decision would have on the organization. The Center has since struggled to meet its monthly budget obligations and is presently at imminent risk of closing.

In August 2013, with assistance provided by the Urban League of Greater Madison (ULGM) and Forward Community Investments (FCI), CDI's Board of Directors secured \$34,000 in emergency aid from the City of Madison. It used the aid to address its 2013 revenue shortfalls and to continue providing care to the 40 children it serves. During this period, CDI's Board spent subsequent months working with ULGM, FCI and other community leaders to develop a plan for sustaining the presence of an accredited early childhood learning center in South Madison. This led to further discussions about reorganizing, rebranding and re-launching CDI as One City Early Learning Centers.

The Objective: Re-organize CDI as One City Early Learning Centers

The present Chair of CDI's Board, along with other Board members and supporters, has been meeting for several months to iron out the preliminary details of this proposal. This group, led by Sue Krug, CDI Board Chair, and community leader Kaleem Caire, are proposing a strategy to stave off the likely closure of CDI and reorganize it as **One City Early Learning Centers**. While the proposal is still in its first stages of development, One City would be launched in September 2014 on the premises of the existing CDI center and would offer an affordable, high quality early childhood education to children ages 6 weeks to 5 years old.

This new Center would be the first of a network of early learning Centers that the organization's new leadership and Board will design to specifically develop important social, emotional, behavioral, and cognitive skills among the children it serves, and ensure they are on pace to achieve at or above grade level in reading when they enter kindergarten and first grade. **One City Early Learning Center** will become a premiere early childhood learning center with a special emphasis on serving children of low-to-moderate income families.

Children who attend a One City Center will have parents who meet one of the following criteria: (1) employed or actively seeking work, (2) enrolled in a part-time or full-time education or job training program and are working at least 15 hours per week, or (3) have been diagnosed with a disability that prohibits them from working. The Centers will be defined by effective and motivated teachers, a strong curriculum, high quality facilities, a strong parent education component and high levels of parental involvement, and community partnerships that strengthen and enhance the quality of life of One City children, parents, team members and their families. Furthermore, One City Early Learning Centers will become known for sending children to school ready to learn, grow and pursue their dreams and destiny.

One City: Filling a Void and Preparing Children for School Success

Presently, the Head Start program offered by Dane County Parent Council in the Villager Mall on South Park Street is the only five-star rated early childhood program in South Madison. However, the majority of their programs are limited to serving families at 100 percent of poverty or below, and even with their presence, there are not enough early childhood spaces to serve children in South Madison, regardless of their socio-economic background.

CDI currently serves 20-25 students on a daily basis, but has 40 enrolled. Its facility is licensed to serve 90 full-time preschoolers. The center serves children ages 6 weeks through pre-kindergarten up to five days per week from 6:45am to 5:45pm Monday through Friday. It also offers a before and after school program for students up to age 12. However, CDI's board voluntarily relinquished its five-star YoungStar rating in 2011 and has since struggled to keep its doors open as its fee reimbursements and enrollment dropped when the center was reduced to a two-star rating. Rather than close the center down and remove yet another option for childcare for families in South Madison, CDI's board and a group of community leaders have come together to reconstitute and rebrand CDI into an early learning Center that will provide the very best group learning environment for children ages 6 weeks to 5 years old.

The Proposal for One City Early Learning Center

CDI's Board of Directors will bring on new leadership in April 2014 to lead the reconstitution and rebranding of its Center. This will include the creation of a new Board and new agenda.

The first **One City Early Learning Center** will open in September 2014 in South Madison. The Center will primarily serve children from low-to-moderate income families, and civil servants, whose incomes likely fall outside of the state's childcare reimbursement program but who still struggle to pay for high quality childcare for their families. The maximum enrollment will be 90 children, but the goal will be to enroll at least 65 children by September 2014. One city will also explore offering evening and overnight care as well so that parents who work 2nd and 3rd shift jobs and who need care for their children have a safe and nurturing place for their children to be while they work.

One City will also partner with local educational institutions, government agencies, nonprofits and businesses to bolster the education and care offered by the Center, and to assist parents (and caregivers) with accessing continuing education, job training and employment opportunities that will put them in a better position to help their families and children succeed. Partnership opportunities are already being explored with Access Community Health, Dane County Parent Council, 4-C, Omega School, Urban League of Greater Madison and United Way of Dane County, and will engage other key institutions in the near future.

The Center will also work closely with the Madison Metropolitan School District to ensure that children are optimally prepared for kindergarten and first grade, and will continue to serve its five years-olds with supplementary education opportunities after school at the elementary schools it feeds into. Options to do this successfully will be explored.

Anticipated Challenges to Address

There are several challenges the organizers of One City will have to plan for, pay attention to and have effective strategies to address with parents and caregivers during and after the Center is redesigned and launched in the fall of 2014. Beyond maintaining compliance with state licensing and regulations and City of Madison accreditation standards, these challenges include:

Chronic Absenteeism

Chronic absenteeism can be a significant challenge when serving the children of very young and low-income families in early childhood education. A study of preschool attendance in Chicago Public Schools showed that in 2011-12, “45 percent of three-year-old preschool students and 36 percent of four-year-old were chronically absent, meaning, they missed at least 10 percent of their enrolled days or a minimum of 15 days over the course of a full school year.” Absenteeism was highest among African American children and children living in high poverty households, and chronic absenteeism in preschool was associated with chronic absenteeism in kindergarten through second grade and consistent poor performance on CPS kindergarten screener and 3rd grade reading assessments.¹⁹ Additionally, a 2011 study on children in California by Applied Survey Research found that 64 percent of students with good attendance in kindergarten and first grade scored proficient on the state’s English Language Arts assessment compared to 17 percent of children who were chronically absent in those grades.²⁰

The CPS study also found that more than half of absences in preschool were due to illness and another 18% were due to transportation challenges and other logistical obstacles. One City Early Learning Centers will have the opportunity to work with parents and caregivers to ensure they understand the importance of school attendance early, and develop habits of ensuring their children attend school regularly. One City will benefit children and parents, and help reduce incidents of absenteeism by partnering with healthcare providers and professionals, food providers and preparers, and family fitness and nutritional specialists to help parents establish and practice effective health and wellness plans and habits for the entire family, tailored to their family’s income limitations. One City will also benefit its children by establishing healthy school-based daily nutrition and exercise regimens for its children and staff.

One City will also have to promote the importance of attendance with its parents and account for expected absences in its annual budget to mitigate financial difficulties the Center may endure as it serves children of parents utilizing the Wisconsin Share’s child care tuition subsidy program or the City of Madison’s Tuition Assistance Program. Early childhood centers can only bill these sources for reimbursement for the days and hours that children attend. The Center will also benefit from knowing parents’ transportation needs and offering limited transportation support where needed (daily use bus passes and cab fares for special events).

Enrollment in Blended Income Early Childhood Center

There are very few child care providers and preschools in Dane County that serve both high percentages of children from low-income families and families of color (40% or higher), and higher percentages of middle to high income families as well. Generally, centers that reach 40% of poverty realize a precipitous decline in families who pay full tuition and an increase in families who utilize state and locally-supported child care subsidy and tuition assistance programs. While these funding programs help cover the cost of tuition, they are associated with student attendance, which as stated in the previous section, could present financial challenges to the Center.

Presently, more than 80% of the 42 children attending South Madison CDI receive a childcare subsidy. Enrolling a greater percentage of children from families who pay full tuition (or close to it) will benefit One City's educational program and financial stability. Enrolling children from middle and higher income families will ensure all children receive a well-rounded educational, developmental and cross-cultural learning experience, experience strong community and family support and engagement, and ensure the Centers meet its monthly and annual budget needs as well.

Fundraising and Diversified Annual Revenue Streams

Because of required (and optimal) staffing ratios in preschools serving children from birth to age five, early childhood education is very labor intensive. Personnel costs typically comprise 80% of annual spending in the industry. This has a significant impact on the accreditation of child care centers and the tuition levels they charge. For example, centers that desire to maintain a level five rating on Wisconsin's YoungStar system and desire to attract parents who can pay full tuition for their children will spend more on salaries and benefits for teachers who possess four-year college and advanced degrees. Conversely, accredited level three centers that employ teachers with two-year associate's degrees or less, and serve the children of parents who are receiving tuition subsidies, will have lower annual labor costs and therefore are likely to charge lower tuition. If One City is going to strive to achieve a level five YoungStar rating, which will also add a 25% differential to the amount of reimbursement centers can receive for serving low-income children through the state's Wisconsin Shares Child Care Subsidy program, then it will have to hire a greater number of teachers with four-year degrees.

As case studies throughout the country have shown, for an early childhood education program to substantially boost the future outcomes of its students, it must have enough funding to facilitate low student-to-teacher ratios and hire highly-qualified teachers. Similarly, if One City is to realize its full potential impact on the communities it serves, it is imperative that it enrolls a socioeconomic cross-section of families that can support the labor costs of a truly high-quality early childhood education program.

Additionally, early childhood centers that operate stable annual balance sheets typically limit the need for additional fundraising to less than 10 percent of their annual revenue projections

in their annual budgets. Revenues primarily include weekly or monthly tuition payments, government subsidies and privately or publicly funded tuition reimbursements, along with federal childcare nutrition reimbursements and other miscellaneous income. Fundraising revenue is generally used for tuition scholarships, field trips and special events, teacher/staff professional development, parent education and capital expenditures.

Transition from CDI to One City Early Learning Centers

State License to Operate a Child Care Facility

The following information is shared, verbatim, on the website of the Wisconsin Department of Children and Families.

Under Wisconsin law, no person may provide care and supervision for 4 or more children under the age of 7 for less than 24 hours a day unless that person obtains a license to operate a child care center from the Department. This does not include a relative or guardian of a child who provides care and supervision for the child; a public or parochial school, a person employed to come to the home of the child's parent or guardian for less than 24 hours a day; or a county, city, village, town, school district or library that provides programs primarily intended for recreational or social purposes.²¹

The Department of Children and Families (DCF) is the state agency responsible for licensing and ongoing monitoring of child care centers. There are 3 different categories of state licensed child care:

- ☐ Licensed Family Child Care Centers provide care for up to 8 children. This care is usually in the provider's home.
- ☐ Licensed Group Child Care Centers provide care for 9 or more children. These centers are usually located somewhere other than a residence and may be small or large in size.
- ☐ Licensed Day Camps are seasonal programs that provide experiences for 4 or more children. These programs usually operate in an outdoor setting.

CDI's current Board of Directors and name will sunset on the day One City Early Learning Centers receives its license to operate in the new name. At that point, a new Board for One City will be inaugurated. There will be some overlap in Board Directors appointed to the new board for continuity. Additionally, rather than close the center and start over, CDI's Board decided that changing the name would be a more advantageous route to take. It would eliminate the need and time required to secure a new 501(c)(3) nonprofit designation with the Internal Revenue Service, and would ensure that families currently enrolled in CDI could easily transfer their child's enrollment to the new entity.

One City's board of Directors will consist of a minimum of nine and a maximum of eleven Board members, and one-third of the Board will be parents of children enrolled in its center(s).

The Planning Process

The reconstitution and rebranding of CDI will take place in four stages:

1. Planning – preparing the plan for CDI’s future and securing financial support
2. Pre-Implementation – Hiring key leadership, creating a new Board of Directors, improving the facility, identify accreditation steps, and marketing the Center to families
3. Implementation – Hiring teaching staff and conduct training; enroll families
4. Full Operation – Execute a plan for the first 90, 180 and 365 days of operations; receive City of Madison accreditation and level five YoungStar rating

CDI’s immediate next steps will be to complete the following by August 31, 2014:

1. CDI’s Board hired Managing Consultant (April 2014)
2. Establish an Organizing Team to shepherd the planning process; recruit partners
3. Establish a budget, fundraising goals and secure funds to support the planning and implementation of One City Early Learning Centers;
4. Complete a viable, comprehensive Business Plan and operating model; market the plan
5. Reconstitute the Board and Hire a CEO and Center Director
6. Officially Close CDI on June 30th, make facilities repairs and modifications, re-hire/hire teachers and staff, conduct staff training and student recruitment
7. Re-open CDI as One City on Tuesday, September 2, 2014

Timeline Highlights

CDI’s Board began planning the organization’s next steps on August 6, 2013.

April 30 – May 30	Notify key stakeholders of CDI’s Board’s plans; secure feedback
June 6	Establish the Organizing Team that will drive the planning process; will include staff, parents, business, education and community leaders
July 1	State licensing process commences for One City
July 15	Secure funding towards Managing Consultant’s fee & subsequent Salary and Benefits for CEO through December 31, 2015; 2014-15 Budget finalized
August 1	CDI hires the new CEO and votes to reconstitute the Board of Directors; hires Center Director
August 21 - 29	Staff hiring, training, student recruitment, partnership development and initial facilities improvements completed

August 29	State licensing process completed/license received and new Board inaugurated
August 31	Secured \$275,000 in start-up costs and \$180,000 in scholarship assistance.
September 2	Open One City on Tuesday September 2
October 3	Solidify enrollment
November 21	Complete City of Madison Accreditation

The Budget

The 2014-15 budget for One City Learning Centers is under development and will be ready for review by CDI's Board of Directors on July 15, 2014. The final draft of the budget will be adopted by CDI's current Board on July 31, 2014. This will not include the cost of the Managing Consultant, but regular positions instead. The Managing Consultant is donating his fee of \$20,000 through June 30th. The 2014-15 implementation year budget will go into effect on August 1, 2014 but One City Learning will operate on a July 1 to June 30 fiscal year.

There are several things that impact the budget of One City. The top three will be:

1. The rate of tuition charged to families and the affordability of co-pays by families utilizing the Wisconsin Shares child care tuition subsidy program;
2. Consistent daily attendance of children receiving Wisconsin Shares as centers taking Shares funds are only paid for the days and hours they provide care to participating children each week; and
3. The amount of salaries, wages and benefits One City allocates for its employees.
4. Maximizing the enrollment capacity that the Fisher Street center is licensed for by the state (90 children), and retaining the organization's service contract with Dane County to provide drop-in child care services at the Aberg Road Job Center.

In 1990, Attic Angel donated CDI's primary facility in South Madison to the organization, so the building is fully owned by CDI. There is presently no mortgage on the building and the property was last valued at slightly above \$600,000. This facility will remain the possession of One City.

Per Pupil Tuition Rates

The following chart reflects the average annual per pupil tuition rates for accredited early childhood education centers in Dane County and Madison. Annual rates have been calculated by multiplying the weekly rates centers' charge, by 48 weeks per year.

Table 12 - 2013 Annual Per Pupil Tuition Rates for Group Centers (Full-time Enrollment)

Type	Location					
	Dane County	Madison	Outside of Madison	City of Madison Accredited	City of Madison Not Accredited	South Madison CDI
Infants (Age 0-1)	\$13,008	\$13,584	\$12,624	\$14,448	\$12,816	\$11,760
Toddlers (Age 1-2)	\$12,864	\$13,536	\$12,192	\$14,448	\$12,624	\$11,760
Two Year Olds	\$11,040	\$11,712	\$10,800	\$12,192	\$11,136	\$10,320
Preschool (Ages 3-5)	\$10,320	\$10,752	\$10,320	\$11,376	\$10,608	\$9,360

Source: Coordinated Community Child Care (4-C)

The highest annual per pupil tuition rates for early childhood education among City of Madison accredited centers in 2013 were \$19,056 for infants, \$19,776 for toddlers, \$15,648 for two year olds and \$14,064 for preschoolers. South Madison CDI is presently charging tuition rates well below the current rates charged by City of Madison accredited and non-accredited centers (\$2,688 less annually for infants and toddlers, \$1,872 less for two year olds and \$2,016 less for preschoolers).

CDI has maintained low rates to ensure that low-income and working class families can afford childcare for their children. More than 95% of CDI's students are eligible to receive childcare tuition subsidies through the state's Wisconsin Shares program. CDI's commitment to keeping parents' co-pays low while securing very little in scholarship assistance from private funding sources has contributed to the financial challenges the center has faced.

Salaries, Wages and Benefits

To offer lower tuition and co-payments to families, CDI has operated an exceptionally lean operation in terms of staff, facilities maintenance and purchasing. To keep staffing cost low, they have hired few teachers with bachelor's degrees because of the added expense. CDI teachers presently earn wages significantly lower than the average hourly wage earned by early childhood education teachers in Dane County, regardless of their education background. The average teacher at CDI earns \$12.22 per hour and \$25,418 annually, compared to an average of \$15.81 per hour earned by teachers in City of Madison accredited centers.

Table 13 - 2013 Hourly Wages of Early Childhood Care Workers in Dane County, Wisconsin

Position	Average	Starting	Madison Accredited Average	Madison Accredited Max	Dane County Nonprofit Average	Dane County For-profit Average	Average Madison Accredited w/ECE BA	Average Madison Accredited no BA
Director/Administrator	\$20.57	N/A	\$24.94	\$34.13	\$22.02	\$19.03	\$25.57	\$20.27
Program Coordinator	\$17.49	N/A	\$18.31	\$25.88	\$18.24	\$15.42	\$20.84	\$14.50
Teacher	\$13.94	\$11.76	\$15.81	\$27.23	\$15.24	\$12.52	\$17.51	\$13.80
Assistant Teacher	\$11.09	\$9.69	\$11.99	\$17.49	\$11.72	\$10.10	Unavailable	Unavailable
Substitute Teacher	\$12.04	\$11.15	\$12.18	\$16.50	\$16.50	\$14.54	Unavailable	Unavailable

Source: Coordinated Community Child Care (4-C)

To ensure One City Early Learning Centers is able to field a high quality team, offer a high quality learning and developmental experience for children, and secure a level five rating on the state's YoungStar system, the organization will offer competitive wages, hire additional teachers with bachelor's degrees, and provide tuition aid and support to its teachers who are seeking to complete their four-year degrees. The organization will also continue to provide health benefits.

Note: City of Madison accreditation results in a level five rating on the state's YoungStar System. Level five is the highest possible rating and brings with it, a 25% per student tuition increase for children participating in the Wisconsin Shares tuition subsidy program. CDI relinquished its level five rating in December 2011 because, in part, it was unable to cover the costs associated with hiring teachers with bachelor's degrees in early childhood education, or related fields.

Budget Plan

One City will work to recruit and enroll 90 children at its Fisher Street location to ensure that its center reaches its full capacity. It will also maintain a waiting list. One City will serve children from age 6 weeks to 5 years old in its preschool, and will build in an after school program for children ages 5 to 11 as resources, space and staffing permit. The 2014-15 budget starting in September will be set to a modest and achievable goal of 65 enrolled students. One City will build its enrollment from there.

Furthermore, the organization will set tuition rates, for each age-group served, near the average tuition rate charged by nonprofit early childhood centers accredited by the City of Madison offering full day and afterschool programs. It will also use state and city-supported tuition assistance, and scholarship aid provided by private philanthropy, to cover the difference in tuition charged to One City families who qualify for financial aid. The tuition rate for full day education that we are exploring offering is \$14,500 for infants, \$12,200 for two years old and \$11,500 for three to five year olds, with approximately \$2,000 in scholarship assistance per student raised annually through private fundraising efforts (\$167 per month in a 12 month calendar year). However, we will determine these exact amounts as the budget is completed.

How You Can Help

Participate in Visioning Sessions

We will host three visioning sessions to inform the One City Early Learning Centers business plan. One session will be limited to education practitioners, health professionals, strategic partners and CDI parents, and two sessions will be open to residents of the South Madison and the general public. All three sessions will be hosted at Mount Zion Baptist Church located at 2019 Fisher Street, Madison, WI 53713, directly across the street from CDI. The dates and times for these visioning sessions follow. Please consider participating and RSVP with Danielle Mathews at 608-251-3366 or cdidanielle@tds.net.

- ☐ Monday, June 30, 2014 from 5:30pm – 8pm
- ☐ Tuesday, July 1, 201 from 5:30pm – 8pm

We want people who support early childhood education and the development of One City Early Learning Centers to share their thoughts, ideas, expertise and expectations in the following five areas:

1. Learning and Development Program for Children
2. Expectations and Support for Teachers, Administrators, Staff and Board of Directors
3. Involving Parents in the School and Expectations and Support of Parents/Families
4. Involving the Community in the School and Expectations and Support of Community Participation
5. Business and Administration at CDI: Facility Use, Public Relations and Communications with Families and Community, How CDI gives back to the community

The input we receive will inform the vision, mission, framework and business plan for One City and ensure that the organization truly embodies the meaning of its name – one city coming together to prepare its children for success in school and life.

Volunteers

CDI's facility was built in 1969. The facility has held up very well over the years but the organization has accumulated a lot of "stuff" and some repairs and renovations are needed. To get ready for the fall semester, we plan to host three to four different Saturday cleaning and spruce up days at the Center. We need volunteers who can help us with internal and external cleaning and grounds-keeping, as well as move furniture, fixtures and clear out rooms of old records and a lot toys. We also need skilled librarians who can help us organize the many books we have in our facility, and toys specialists who can help us sort through the hundreds of toys we have collected over the years. We would also welcome an interior decorator/designer, or two, with experience or interest in organizing and designing classrooms and educational facilities to join our facilities team and assist us with redesigning our use of the building and rooms.

In addition, we need men, women and students to come in and read to our children during the week, engage in activities and field trips with them, and support our teachers in their classrooms. There is a lot of work to be done and we presently do not have the staffing to do the work completely ourselves, nor the resources to pay someone else.

In-Kind Services and Equipment

Facility: We are in desperate need of a new roof on our building. The roof leaks frequently. We hope we can get the materials and labor for the roof donated, or offered at a reduced cost. We also need individuals to join our facilities team who can help us create a Master Facilities Plan, and assess the repairs and renovations that need to be made so we avoid future facilities challenges and provide an inspiring environment for children to grow, develop, learn and play, and our parents to convene as well. We also need a tree trimmed or removed from the front of our building. During a recent storm, a large branch fell onto the front part of our outdoor play area after hours. We would like to remove the tree or at the very least, have the limbs trimmed back from hanging over our play area.

Table 14 - South Madison CDI Space Use Approved by WI Department of Children and Families

Room Name/Code	Gross Floor Space		Gross Deductions		Usuable Floor Space		Maximum Children
Marching Ants (4+ yr olds)	777.79	—	23.81	=	753.98	/35	22
Pre-K Pumpkins (3 yr olds)	750.14	—	45.99	=	704.15	/35	20
Caterpillar (1-2 yr olds)	629.47	—	57.84	=	571.63	/35	16
Busy Bee (2-3 yr olds)	629.47	—	50.82	=	578.65	/35	17
Butter Fly (2-3 yr olds)	629.47	—	57.48	=	571.99	/35	16
ABC Room (Infants 6 wks - 1 yr)	522.57	—	49.28	=	473.29	/35	14
Lower Level (5-12 yrs)	1133.16	—	0	=	1133.16	/35	32
Maximum Capacity of the Center							137
Center is Currently Licensed For:							90

Note about the chart above from the Wisconsin Department of Children and Families: “The calculations show the maximum number of children that can occupy each interior area [of the center] at any one time. Please note that the licensed capacity of a center may be less than the maximum capacity of the center based on a number of determinations (square footage of center, number of toilets and washbins, staff-to-child ratios and maximum group size, amount of equipment, amount of cribs, cots, mats or sleeping bags, size of outdoor play space, storage space for children’s clothing and personal belongings, qualifications of the director, number of children enrolled). Remember that you may not exceed your center’s current licensed capacity at any time.”²²

Internet Presence: CDI currently does not have a website or a social media presence. We need an individual or company to help us create a temporary web presence for CDI (while we wait on

our state license for One City) and a permanent and user-friendly website for One City. We also need assistance with setting up a Facebook page for the Center.

Technology Access: Our facility also is not appropriately wired for using today's technology. We have wireless internet access but no network set-up for our staff to have computers in their classrooms or offices, or to ease communication between our team, parents of the general community. Our wireless network also does not reach the lower level of our building. None of our classrooms have computers that are connected to a network and most of our computers are at least 6 – 8 years old. We also do not have a phone system that connects to each of our classrooms. When someone calls us now, we have several cordless phones that are linked together that we move around the facility when needed.

Technology Use: We need computers for our eight classrooms, six offices and three resource areas. We would like to have at least two computers in our classrooms for two to four years olds and four computers in our classrooms on our lower level. Additionally, we hope to secure iPad's for our teachers to use as learning resources with our children.

Kitchen: Our facility has a commercial kitchen. However, all of the equipment in the kitchen needs to be replaced. We plan to seek donated equipment, supplies, fixtures and labor to renovate the kitchen and replace the old equipment and fixtures that we have.

Transportation: We would like to secure two mini-buses or passenger vans to take our children on field trips, and secure aid for purchasing gas and routine maintenance on these vehicles. Currently, our teachers take our children on field trips using Madison Metro buses or rented buses. It would be easier and more cost effective for the center going forward if transportation was donated.

Outdoor Play Equipment: We need to replace most of our outdoor play equipment and would like to have all of the equipment cleaned.

Money

We need to raise \$275,000 by August 31, 2014 to ensure we can appropriately staff our Fisher Street center, purchase and train our staff in our new curriculum, purchase technology (computers, software, TV monitors for educational purposes, phone system etc.), wire our center to use technology and replace classroom outdated classroom fixtures and minor equipment. We anticipate our 2014-15 costs to escalate as we take care of long-overdue facilities needs and begin raising dollars to offset the costs of tuition. We need to secure an additional \$180,000 to cover the costs of scholarships for the 2014-15 school year.

For more information about how you can help our center with its fundraising needs, please contact Kaleem Caire at kcaire@achieve64.com or 202-997-3198 or Sue Krug, CDI Board Chair at 608-335-2040 or skrug1967@icloud.com.

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- ¹ *No State Worse than Wisconsin for Black children, Says new Study* by Mike Ivey, The Capital Times, April 1, 2014.
- ² *State of Black Madison*, Urban League of Greater Madison, 2008.
- ³ Madison Preparatory Center for Young Men and Women: www.madison-prep.org
- ⁴ *Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County*. Wisconsin Council on Children and Families, November 2013: racetoequity.net
- ⁵ Wisconsin Information System for Education Dashboard, Wisconsin Department of Public Instruction, 2013
- ⁶ Office of Head Start Website: <http://www.acf.hhs.gov/programs/ohs/about>
- ⁷ *Quality Pre-K: Starting Early to Close the Achievement Gaps and Boost Student Achievement*. A White Paper by Sara Mead, Stand for Children Leadership Center, June 2012.
- ⁸ Betty Hart and Todd R. Risley. *Meaningful Differences in the Everyday Experience of Young Children* (Brookes Publishing, 1995).
- ⁹ David Burkam and Valerie Lee. *Inequality at the Starting Gate: Social background differences in achievement as children begin school* (Economic Policy Institute, September 2002).
- ¹⁰ Association of Small Foundations' Discussion Guide Series, *Ensuring Success for Young Children: Early Childhood Literacy*, November 2008.
- ¹¹ Jane Walfoegel. *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap* (Russell Sage Foundation, 2008).
- ¹² Meredith Phillips, James Crouse, and John Ralph, "Does the Black-White Test Score Gap Widen after Children Enter School?" in *The Black-White Test Score Gap*, edited by Jencks and Phillips (Brookings Institute, 1998).
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- ¹⁴ 4C Community Coordinated Child Care, Inc. *Dane County Group Center Rates* (2013).
- ¹⁵ Federal Register. *U.S. Department of Agriculture, Child Nutrition Programs Income Eligibility Guidelines*. Volume 76, Number 58, March 25, 2011
- ¹⁶ Wisconsin Shares Child Care Subsidy Program Website: <http://dcf.wisconsin.gov/childcare/WISHARES/eligibility.htm>
- ¹⁷ Ellen Frede, et al. *The Abbott Preschool Program Longitudinal Effects Study: Interim Report* (National Institute for Early Education Research, June 2007)
- ¹⁸ The Chicago Longitudinal Study Website: <http://www.cehd.umn.edu/icd/research/cls/> and Arthur Reynolds and Julie Temple, Chicago Longitudinal Study, "School-based Early Childhood Education and Age 28 Well-Being: Effects by Timing, Dosage and Subgroups" (Science Today, June 2011).
- ¹⁹ Stacey Elrich, et al. *Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences*. The University of Chicago Consortium on Chicago School Research, May 2014.
- ²⁰ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.
- ²¹ Wisconsin Department of Children and Families Website: <http://dcf.wisconsin.gov/childcare/licensed/About.htm>
- ²² August 4, 2010 Letter to CDI Executive Director, Rebecca McCluskey, from Sharon Lebeck, Child Care Licensing Specialist with DCF's Division of Early Care Regulation.