



Bridgeport Prospers

CRADLE TO CAREER

Backbone support
provided by



United Way
of Coastal Fairfield County

You're Invited to Join!

Vision

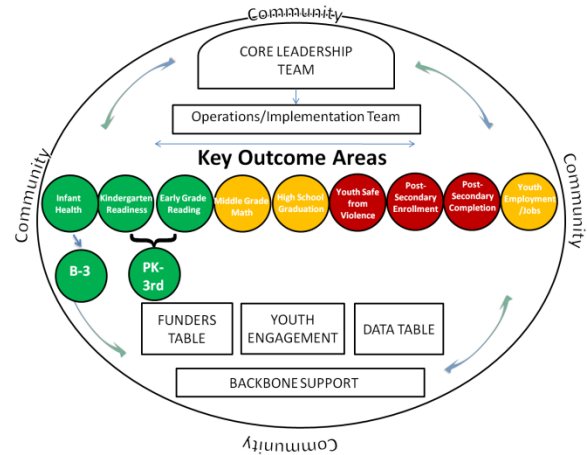
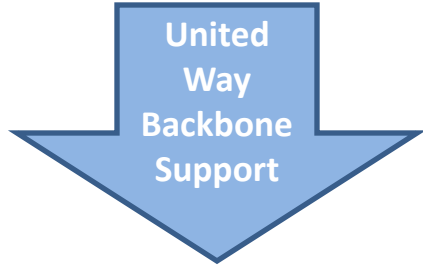
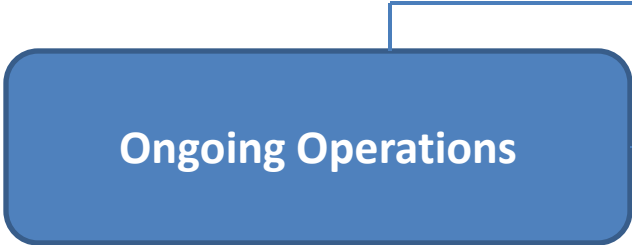
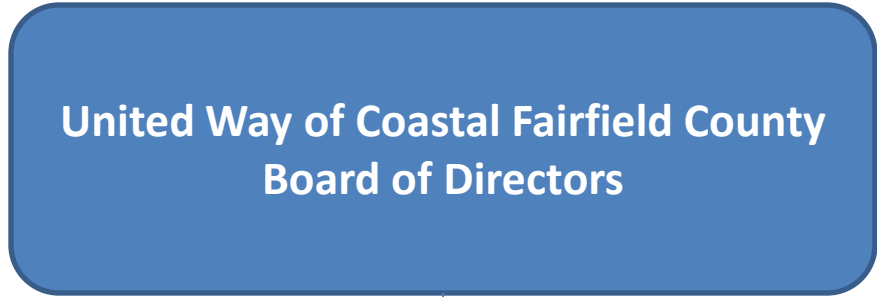
To realize a safe, healthy and vibrant community for all, where children and families experience wholeness, dignity and prosperity.



Mission

To work collectively as a community of stakeholders to have a positive, measureable and sustainable impact on outcomes for all children and families cradle to career.





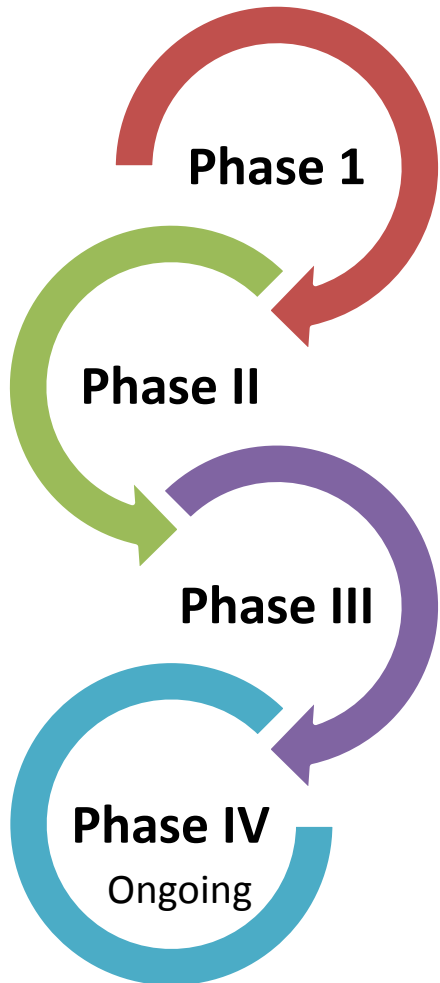
Key Outcome Areas

Bridgeport Prospers has identified nine outcome areas for intense focus. Within each outcome area, specific measures will be used to track progress and hold the community accountable for its success.

- Infant Health
- Kindergarten Readiness
- Early Grade Reading
- Middle Grade Math
- High School Graduation
- Youth Safe from Violent Crime
- Post-secondary Enrollment
- Post-secondary Completion
- Youth Employment/Jobs



The Collective Impact Community Action Network (CAN) Process



- Identify community assets and resources
- Asset map focus areas
- Draw conclusions
- Make recommendations for Phase II

- Prioritize Phase I recommendations
- Answer remaining questions
- Identify actionable, evidence-based strategies to be tested in Phase III

- Secure funds to support strategies
- Test strategies
- Collect implementation data

- Secure long term funding to bring effective strategies to scale
- Achieve systems change

Phase I Resource Publications

Bridgeport Prospers
CRADLE TO CAREER

June 2016
Summary Report
Birth - 3 CAN
Pre-K - 3rd CAN

LIVE UNITED
United Way

Backbone support provided by
United Way of Coastal Fairfield County

Bridgeport Prospers
CRADLE TO CAREER

B - 3 CAN
PK - 3rd CAN
Technical Reports

LIVE UNITED
United Way

Backbone support provided by
United Way of Coastal Fairfield County

Bridgeport Prospers
CRADLE TO CAREER

LIVE UNITED
United Way

Backbone support provided by
United Way of Coastal Fairfield County

The Deep Dive

B-3

- Developmental Screening
- Home Visiting/Maternal Depression
- Early Care for Infants and Toddlers

PK-3rd

- Center-based PreK available to three and four year olds
- Risk factor data - Chronic absences, suspension/expulsion and student mobility
- Family support and basic needs programs influencing K-3 school performance and summer learning loss

Birth- 3 Community Action Network (CAN)

What Did We Find?

- ✓ Chronic poverty- exposes children to toxic stress, Adverse Childhood Experiences (ACES)- also, chronic stress and depression in parents
- ✓ Essential developmental screening tools- not clear which are in use, who administers them, how information is shared with parents and collectively what the data shows
- ✓ Home Visitation programs- effective, but limited reach
- ✓ Entering Head Start- only 3 in 10 “often demonstrate” mastery in physical, social-emotional and cognitive skills
- ✓ 9% ages B-3 were served by Connecticut’s Birth to Three System- low percentage based on level of need in the city.
- ✓ 6,000 B-3 children- 979 licensed slots in group and family care homes

What do we do next?

- Survey agencies - determine **developmental screening tools** used and engage the OEC - expansion of best practices
- Developing a framework for universal access for **home visiting** services
- Expanding focus for **early care**- state funded, licensed family care homes, informal family/friend/neighbor care
- **Unique child identifiers**- cohort analysis (through B through 8 system)



PreK-3rd Community Action Network (CAN)

What Did We Find?

- ✓ 7 in 10 attend early education- inconsistent with 3 in 10 ready for Kindergarten
- ✓ Head Start- effective in development of physical, social/emotional and language
- ✓ Over 90% capacity- 3 and 4 year olds in licensed early education centers
- ✓ Multiple funding streams- difficult to administer and creates inequities
- ✓ At many schools- high rates of chronic absenteeism, disciplinary actions and mobility
- ✓ Evidence that FRC's are effective- basic needs and supports (including afterschool and summer) could improve students' readiness and ability to learn.

What do we do next?

- Work with the OEC – streamline and simplify **PreK funding methods**
- Merged with the **Universal PreK Initiative** to advance high quality, universal PreK in the city
- **Expansion of data driven programs** that address family adversity to combat student learning challenges
- Developing **data sharing agreements** with Head Start and BPS
 - Enrollment
 - PreK to K transition
 - Chronic absences, suspensions, mobility
 - K-3 family engagement



The Evolution of Phase II CAN Work

B-3 and PK-3rd CANs meet monthly at a set time to discuss progress and create action plans

W
O
R
K
G
R
O
U
P
S

Home Visiting &
Developmental
Screening

UPK

CTPAF, Funding,
Data Collection

Early Care and
Education

FRC
Afterschool/Summer

3 School Deep
Dive

Based on a Foundation of Data Driven Decision Making



INSTITUTE for CHILD SUCCESS

The Institute for Child Success (ICS) is an independent, nonpartisan, nonprofit research and policy organization dedicated to the success of all young children.

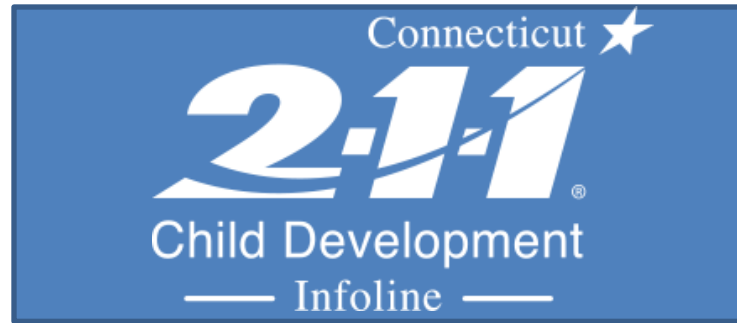
ICS pursues its mission in four primary ways:

- Proposing smart public policies, grounded in research.
- Advising governments, nonprofits, foundations, and other stakeholders on strategies to improve outcomes.
- Sharing knowledge, convening stakeholders, embracing solutions, and accelerating impact, through expert technical assistance.
- Fostering the next generation of leaders.

**Creation of frameworks and
innovative financing
mechanisms/strategies in several
recommendation areas**

Home Visiting

- Review CAN workgroup's plan for universal home visiting.
- Provide ongoing support of HV workgroup to outline/explore options.
- Explore a bundle of B-5 services, including HV.
- Explore financing strategies based on best practices in other locations.
- Deliverable: Provide a report on the HV bundled plan with possible financing.



Bridgeport Prospers has been working closely with Norwalk Acts to learn from their crucial work surrounding home visiting over the last year. They developed a partnership with CDI, through funding from the Grossman Foundation.

- A meeting was held with HV workgroup and CDI to look at possible replication of Norwalk's model.
- Centralized point of access to streamline referral infrastructure.
- Centralized data collection process.
- Multiple site meeting planned to discuss possible regional funding opportunities.
- Close look at Developmental Screening project in PK, also in Norwalk.

Nurturing Families

FRC/PAT

**MIECHV/
PAT**

Child First

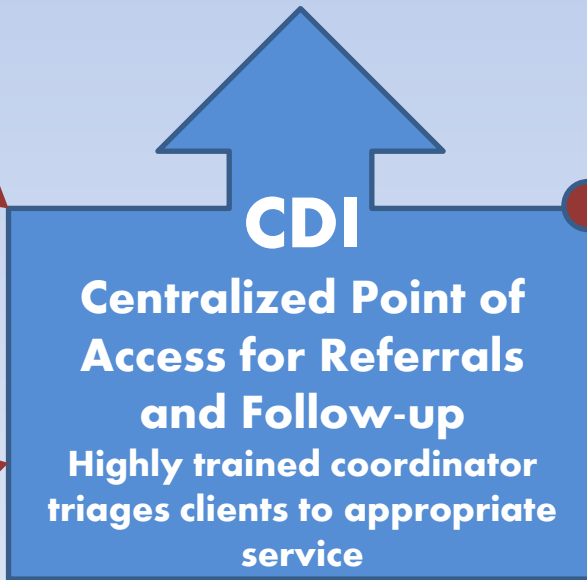


Primary Referral Sources

- Bridgeport Hospital
- St Vincent's
- DCF
- Community Health Centers
- WIC
- Private Pediatric Practices
- Private practice OB GYN's

Other Sources

- Child Care Providers
- Schools
- Homeless Shelters



Types of Data Collected

- # of Children referred to CDI
 - Caller Type
 - Age
 - Language
 - Issues
- # of referrals made
 - Referral to
 - Outcomes

Overview of Bridgeport's *Potential* Home Visiting Referral and Access System

What would a **possible** HV “bundle” look like?

Light
Touch/Universal
Hospital-Based

Home assessments, information and support for all parents of newborns

Bridgeport Basics

Light touch/universal parenting support, community/faith based.

Existing EBP-
Centralized POA
CDI

Intensive, evidence-based health, education and parenting programs for high-risk families and those who need extra help. Centralized POA (CDI)

Early care and
Education

High-quality child care/education for all families who need it so parents can work.

Outcome

Education and culture change so good health, education and parenting practices become the norm and help-seeking is expected

CT Home Visiting Consortium – Advancing the CT Early Childhood Home Visiting Plan: Three Priority Areas

INFRASTRUCTURE DEVELOPMENT:

Ensure that all families have access to appropriate home visiting services

- Define and establish governance and collaboration infrastructure to guide home visiting development and implementation
- Identify additional funding from all available sources to expand the capacity of the existing home visiting system
- Expand the capacity of the referral infrastructure through CDI and other local and community-based efforts

WORKFORCE DEVELOPMENT:

Establish a core set of competencies and coordinate training for home visitors across programs

- Conduct an analysis of the home visiting workforce
- Align existing core competencies (CT-AIMH Infant Mental Health Competencies and OEC Core Knowledge Competencies) across all early childhood disciplines and services
- Create a central training institute for home visitors that builds on existing resources and efforts toward enhancing the home visiting workforce

QUALITY DEVELOPMENT:

Ensure program standards that promote high quality programs and develop outcome measures to report on quality indicators

- Identify program standards and best practices for each program that strengthen services and may be integrated across programs
- Develop RBA framework for early childhood home visiting that reflects population level outcomes for home visiting program
- Pursue a data and research agenda to identify unavailable and critical indicators to help define needs and assess balance of services

Creation of frameworks and innovative financing mechanisms/strategies in several recommendation areas

Early Care and Education

- Strategize a data collection format/framework to identify and address unmet need.
- Compile innovative work done in other states/regions related to support for Kith and Kin unlicensed care.
- Help CAN begin to develop an integrated B-3 financing design that covers licensed family care, unlicensed family care and licensed centers, considering changes in federal and CT Care for Kids funding.
- Help CAN to look at centers serving large numbers of infants and toddler regarding child outcomes, parent engagement and program quality.
- Deliverable on June 15: Provide a report exploring innovative infant and toddler opportunities.

**Creation of frameworks and
innovative financing
mechanisms/strategies in several
recommendation areas**

Rational Process for Preschool Financing

- Assist PK-3 CAN to examine current funding streams.
- Share information on best practices for financing in other states and jurisdictions.
- Brief key stakeholders on alternate ways to rationalize the current funding streams.
- Help the CAN begin to explore Pay for Success or alternative innovative funding.

How You Can Become Involved!

- Contact Allison Logan alogan@unitedwaycfc.org to:
 - Become involved in the CANs to get monthly updates and create action plans.
 - Volunteer for any of the more intensive workgroups which move action plans forward.
 - Align your organization's work with the outcome goals of Bridgeport Prospers, using data as a flashlight to inform your practice.
 - Share your outcome data and become a partner organization to make a collective impact!