



Center for Early Learning



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Mountain View-Los Altos Challenge Team

February 12, 2015

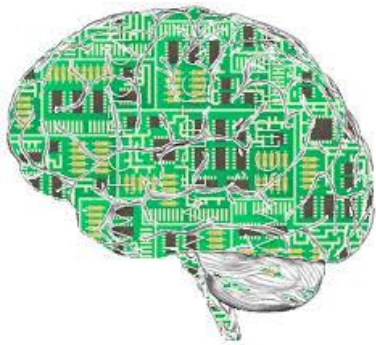


www.siliconvalleycf.org

Why a Center for Early Learning?

- **Confluence** of research, public funding, public policy, and focus on the importance of early learning
- **Opportunities** to positively impact the early learning field, shape public systems of care and education, and leverage new sources of funding
- **Greatest investment** we can make

Early Learning and Confluence of Arguments



Scientific



Equity



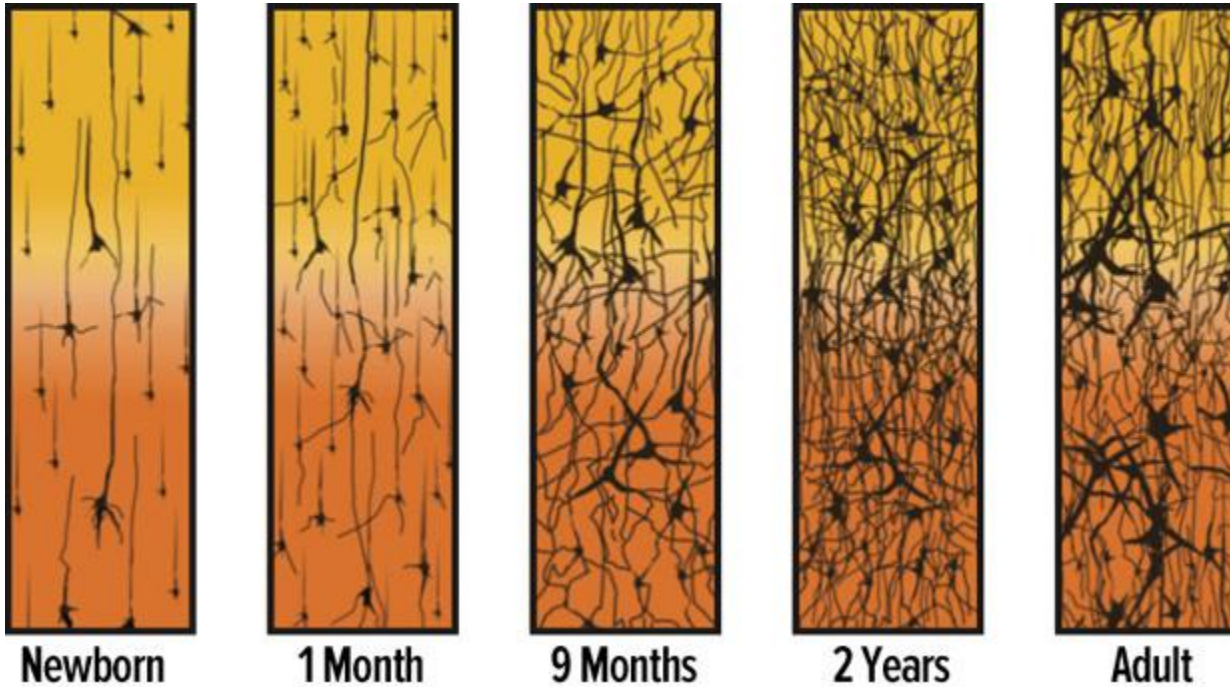
Economic

The Center's Work – *How*

- Research
- Convening
- Strategic Initiatives
- Policy Advocacy



The Human Cerebral Cortex



In the first five years of life, **700 new neural connections are formed every second.**

Source: Corel, JL. The postnatal development of the human cerebral cortex. Cambridge, MA: Harvard University Press; 1959.

Our Environment Shapes Our Brain

"This process of building the architecture of the brain is dramatically influenced by life experiences. It is not genetically hardwired. Literally our environment shapes the architecture of our brain in the first year of life."

Dr. Jack Shonkoff, Director of the Center on the Developing Child at Harvard University.

The Active Ingredient - **Serve and Return**



Cognitive Skills and Executive Function

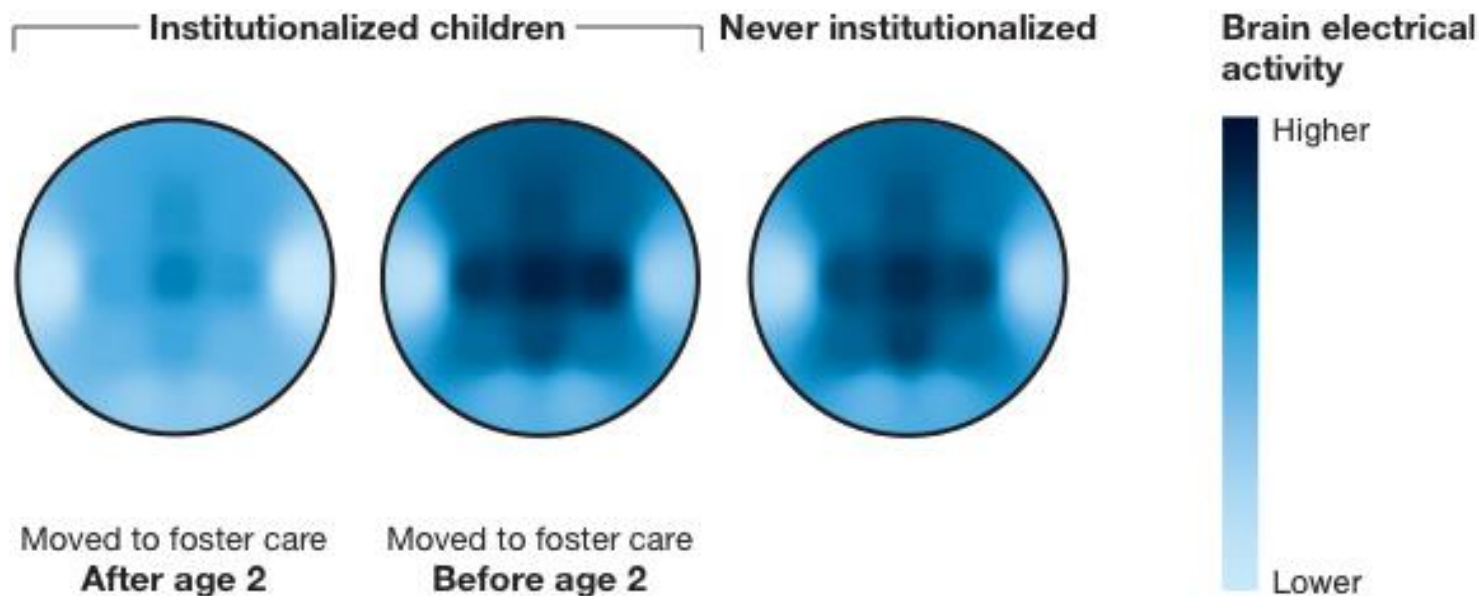
Our Air Traffic Control System

We Develop:

- Attention
- Memory
- Emotions
- Appropriate Actions
- Cause and Effect



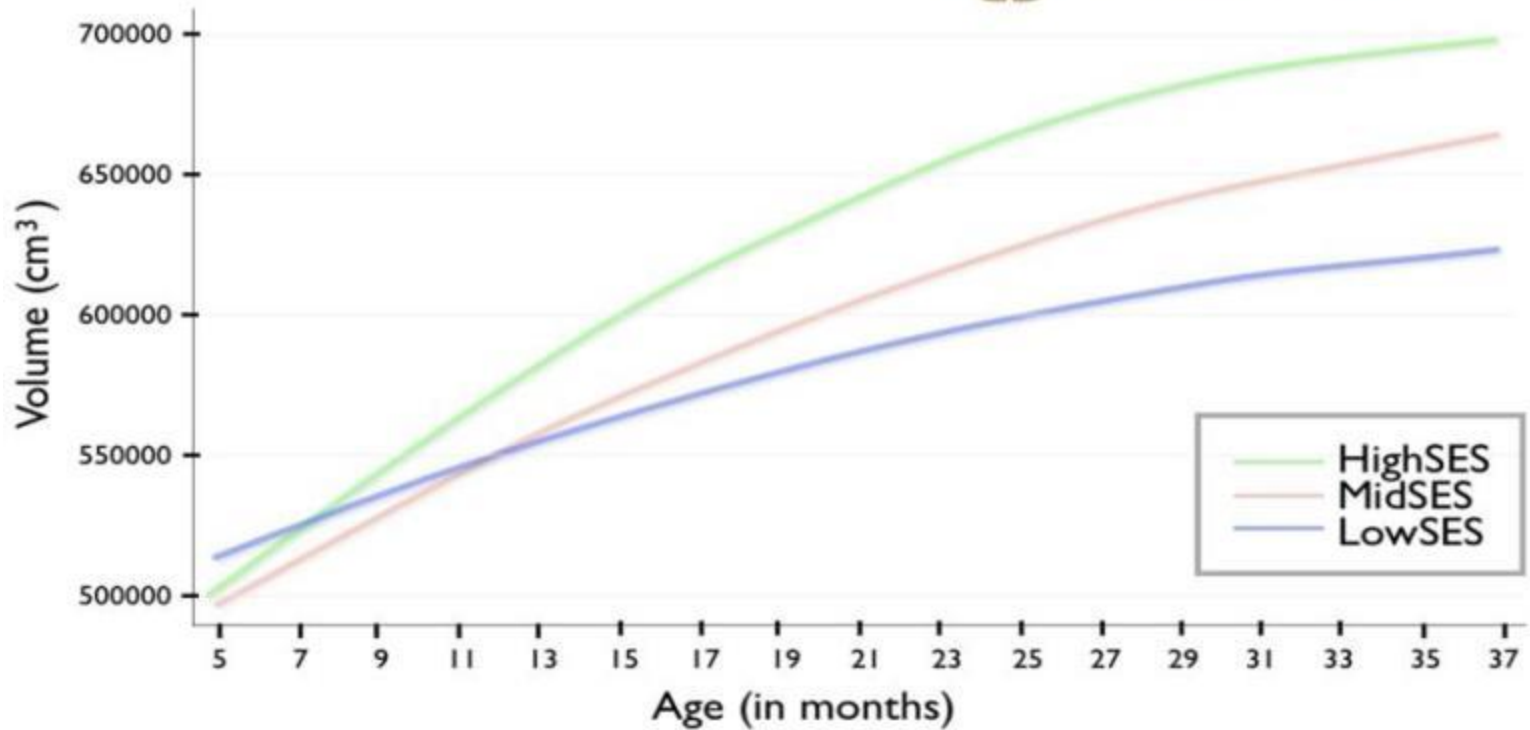
Comparing Brain Activity



Source: Charles Nelson, Harvard Medical School

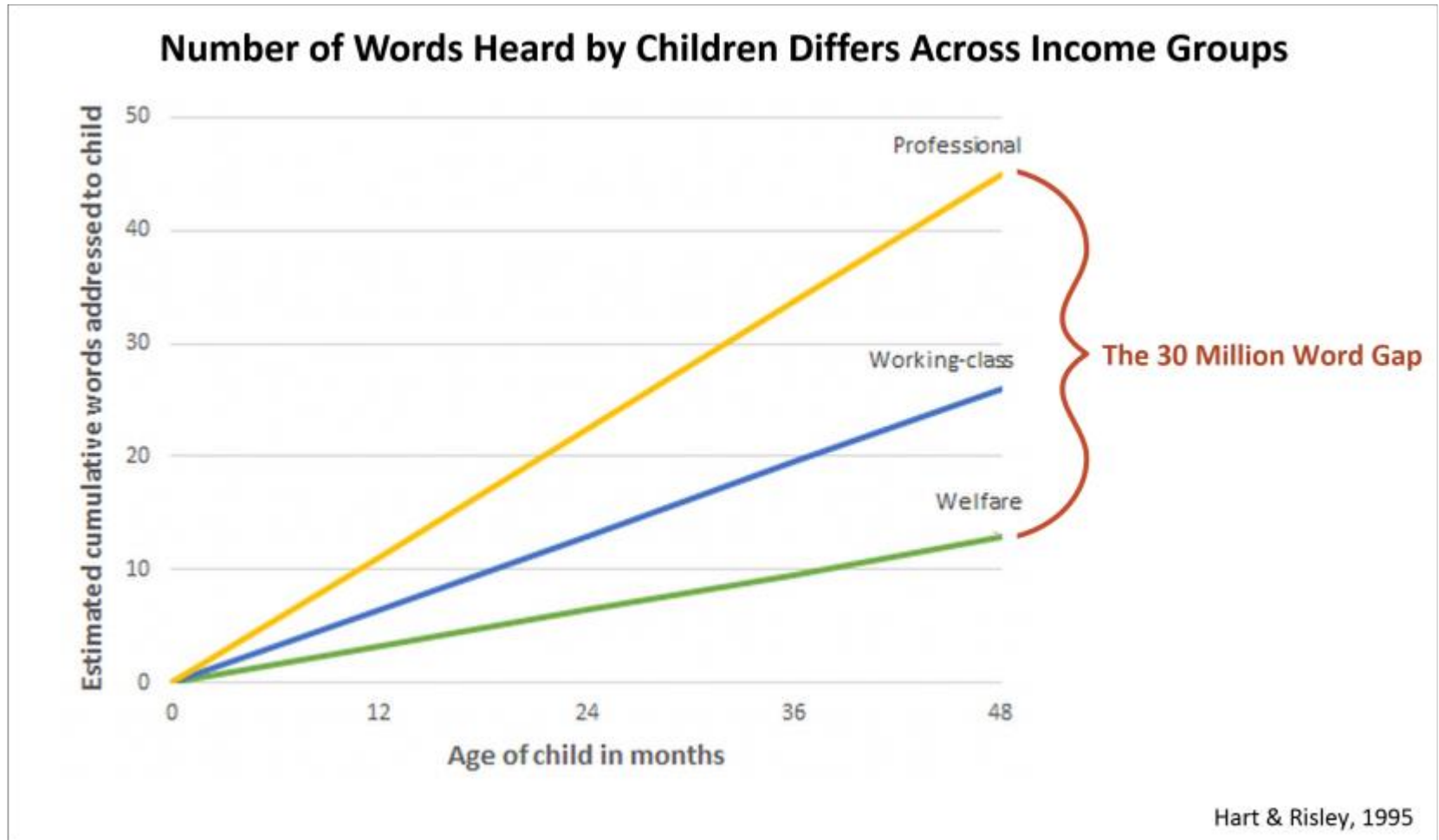
Brain Growth and Poverty

Total Gray Matter



Hanson et al, PLoS One 2013

30 Million Word Gap



Preschool Programs Have Positive Benefits

Over 120 original and synthetic studies over the past five decades have found positive effects for a range of preschool outcomes, and this pattern is clearest for outcomes relating to cognitive development.

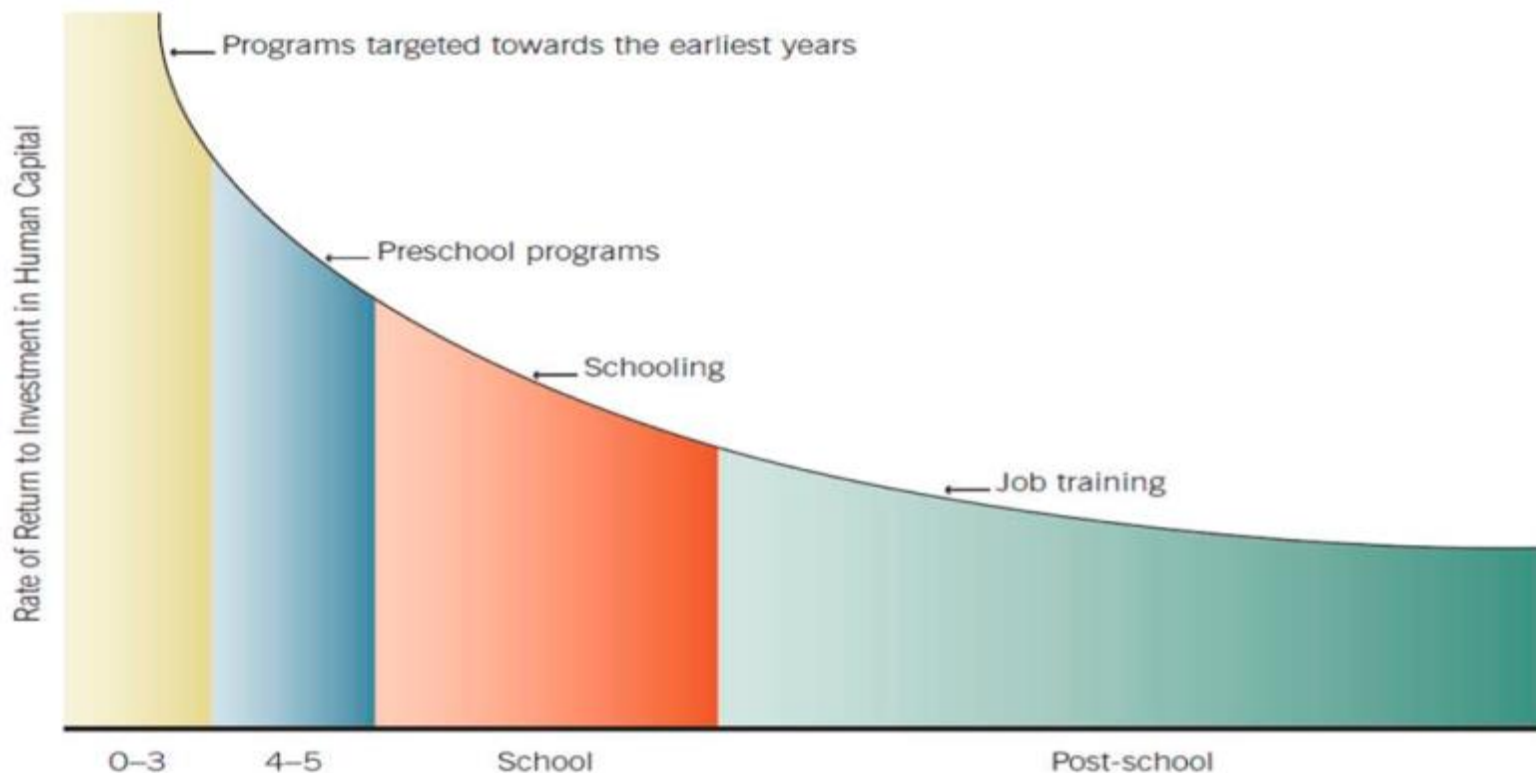
Gregory Camilli, et. al., Meta-Analysis of the Effects of Early Education Interventions on Cognitive and Social Development, University of Colorado and Rutgers, 2010

Lack of Childcare Harms Workforce

In Santa Clara County, 40 percent of the families waiting for child care assistance reported giving up their job search since they could not find affordable child care.

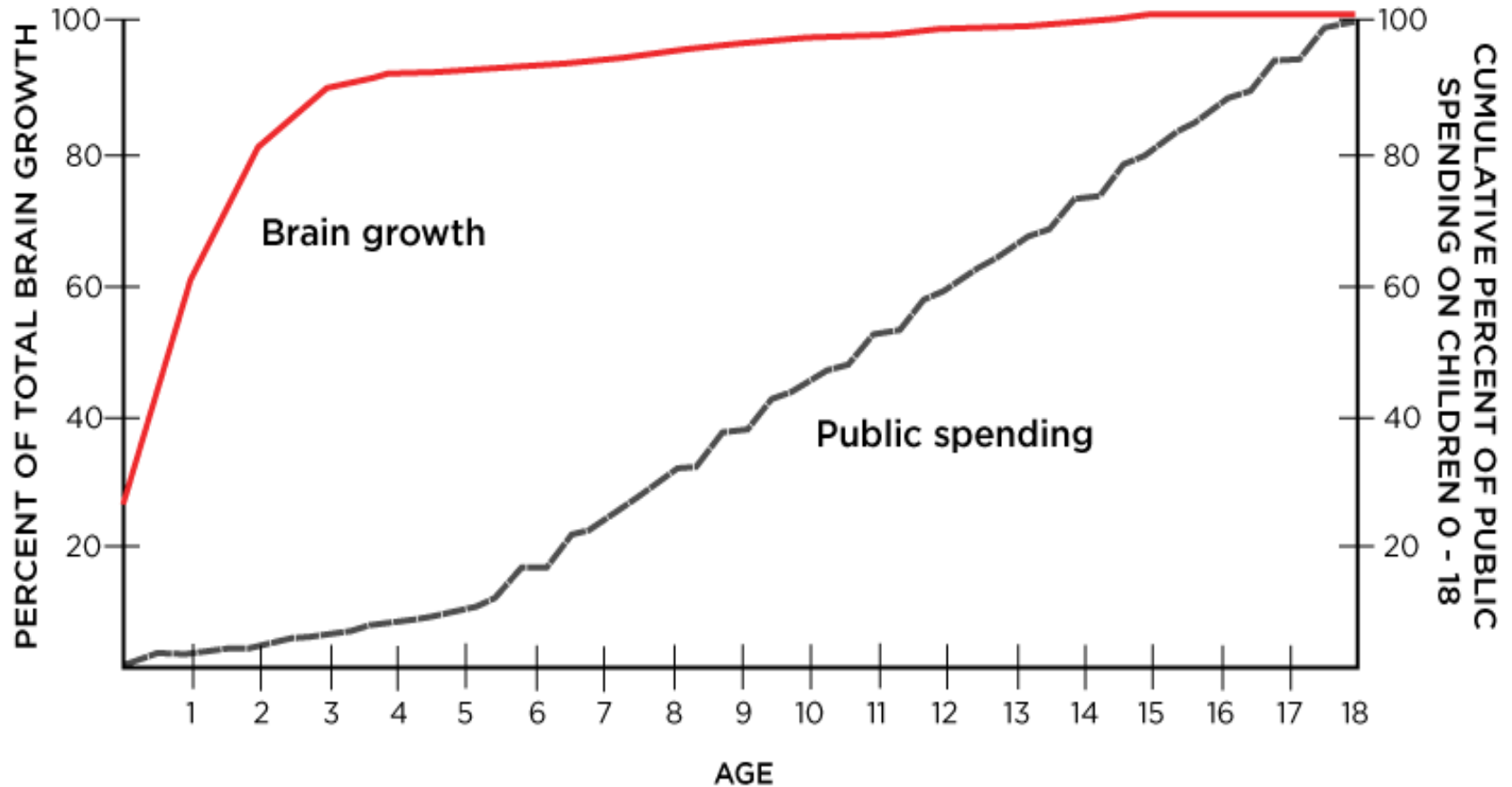
Casey Coonerty and Tamsin Levy, Waiting for Child Care: How Do Parents Adjust to Scarce Options in Santa Clara County? (Berkeley, CA: Policy Analysis for California Education, 1998).

Return on Investment in Human Capital



Source: Heckman and LaFontaine (2007).

Investment and Brain Growth – A Mismatch



Source: Public expenditures: RAND analysis of Table 1 in R. Haveman and B. Wolfe, "The Determinants of Children's Attainments: A Review of Methods and Findings," *Journal of Economic Literature*, Vol. 33, December 1995.

The Center's Strategies

10 Strategies in 4 Areas

1. Children's Healthy Development

- Developmental Screening



2. Strong Beginnings – Prenatal to 3 Years Old

- Raising A Reader (RAR)
- Parental Support



3. Early School Success – Pre-K through 3rd Grade

- The Big Lift
- Pre-K “Movement Building”
- Articulation and Alignment
- Early Tech
- School Readiness Assessment



4. Awareness and Public Will

- Regional Child Advocacy Coalition Building
- Early Learning Economic Impact Study



Center for Early Learning – Since June 2014

- Parent Story Project
- State Preschool Budget Advocacy
- The Big Lift – Social Innovation Fund
- Raising A Reader – Birth to 3 Handbook
- DRDP School Readiness Assessment Pilot



Questions



Center for Early Learning



Silicon Valley's Parent Story Project

Our Partners

Bella Vista
FOUNDATION

the David &
Lucile **Packard**
FOUNDATION



HEISING - SIMONS
FOUNDATION



Project Purpose

**From the parent voice:
*What's it like to be a parent in Silicon Valley?***



Methodology

Data was collected through:

Representative survey
administered through random
digit dialing

1,000 parents were
surveyed

Focus group interviews
“community dialogues”

14 focus groups were completed,
reaching **120** parents

Family Characteristics

Parent Education Levels

Ethnicity	High School Diploma or Less
Hispanic/Latino	45%
Pacific Islanders	17%
Black/African American	15%
White/Caucasian	8%

Household Income Levels

Ethnicity	Less than \$32,000
Black/African American	44%
Hispanic/Latino	41%
Pacific Islander	30%
White/Caucasian	10%

Overarching Findings

- Overall, the story of Silicon Valley parents of children aged 0 – 8 is one of **strong families**.
- There is an overall sense of **family harmony and agreement** when it comes to appreciation of each other and decisions on how to spend money.
- There is a **big divide based on family income**.

Priority Findings

1. Parental **Social-Emotional** Well-Being
2. **Systems of Support** for Parents /Caregivers
3. **Early Learning Experiences** in **Home, Unlicensed** and Licensed Care Settings
4. **School Selection** and **School Engagement**



Parental Social Emotional Well-Being

Parental Social-Emotional Well-Being



36% reported chronic sadness or depression that interfered with their daily lives

10% of parents felt they were giving up too much of their life to meet their child's needs

Parental Social-Emotional Well-Being



Frequency of depressive symptoms



Low-income:
45%



Mid-to-high income:
34%

Low-income parents felt like they had less personal support than mid-to-high income parents



Systems of Support for Parents/Caregivers

Systems of Support for Parents/Caregivers

30% reported that they cannot count on others in their neighborhood

Close to **20%** reported that if their child got hurt or scared while outside playing, they did not feel that there were adults nearby that they would trust to help

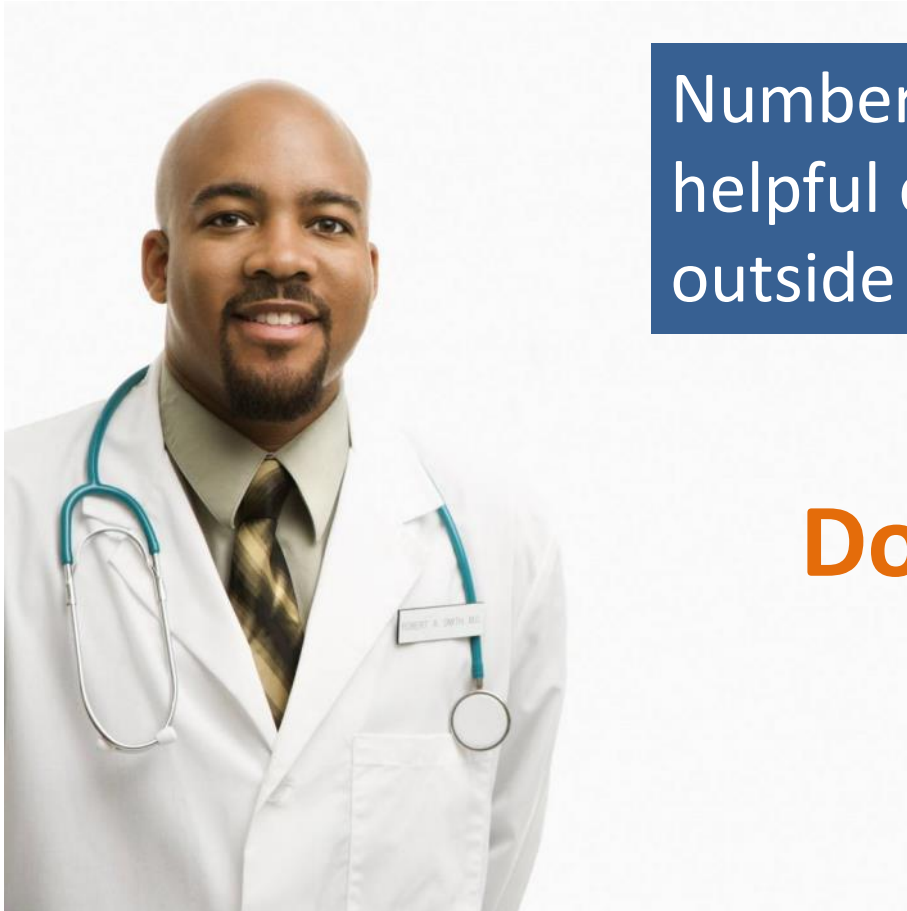
Systems of Support for Parents/Caregivers



68% of parents making less than \$32,000/year left the workforce

38% of those making less than \$32,000/year lost their job or were laid off

Systems of Support for Parents/Caregivers



Number one source for helpful childrearing advice outside of family:

Doctor or Nurse



Early Learning Experiences at Home and Care Settings

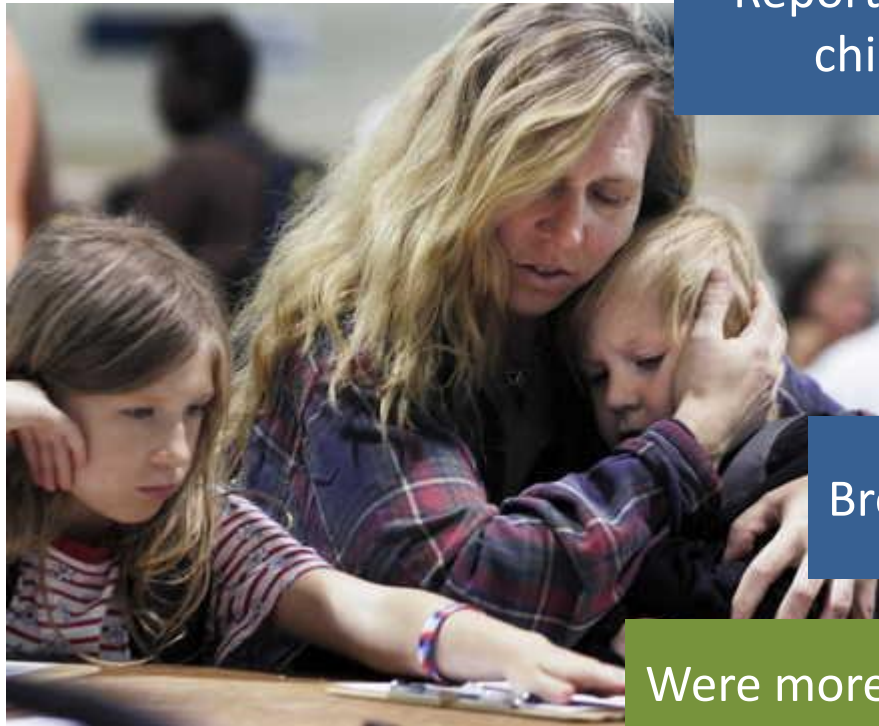
Early Learning Experiences at Home



Overall, Silicon Valley parents have positive parenting practices and confidence in their ability to guide their child's development

Early Learning Experiences at Home

Low-income parents vs. mid-to-high income parents:



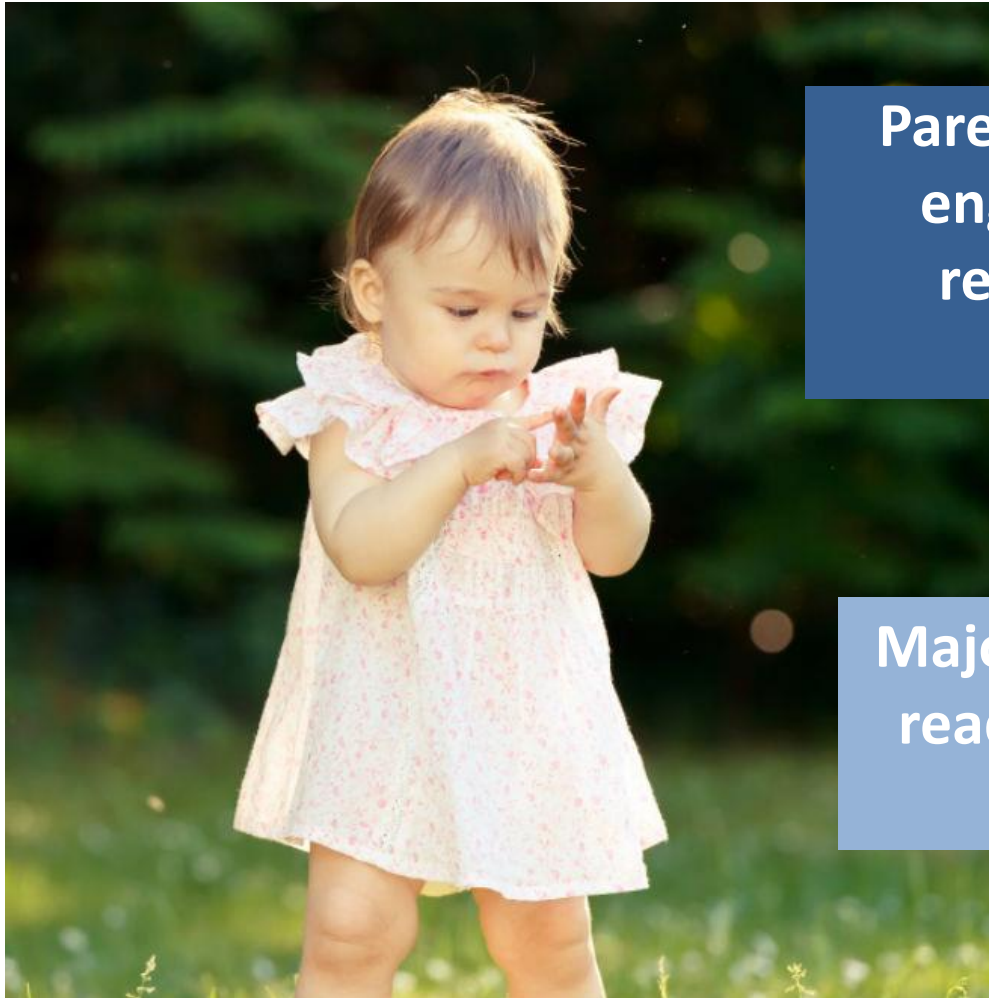
Reported lower instances of trying to teach their child to manage his/her emotional needs

Expressed greater concerns about their child and child rearing

Breastfed on average two months less

Were more likely to help their child with homework and have family meals

Early Learning Experiences at Home



Parents did not frequently engage in mathematics related activities with their children

Majority of parents reported reading with their child 5-6 days a week

Early Learning Experiences at Home



Low-income parents read or looked at books and shared stories with their child significantly less frequently than mid-to-high income parents

Early Learning Experiences at Home and Unlicensed Child Care Settings

83% of infant/toddlers were cared for by a parent or relative as their primary caretaker



20% of parents of infants/toddlers and preschool-age children experience difficulty finding child care

Early Learning Experiences at Home and Unlicensed Child Care Settings



Difficulty finding child care



Low-income:
35%



Mid-to-high income:
18%

Parents as primary caretaker



Low-income:
81%

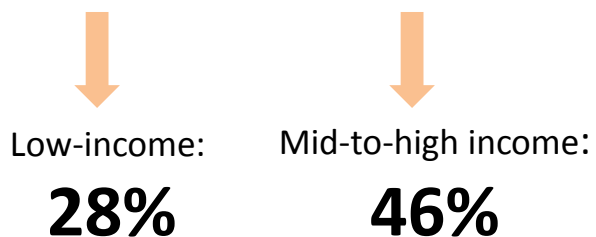


Mid-to-high income:
62%

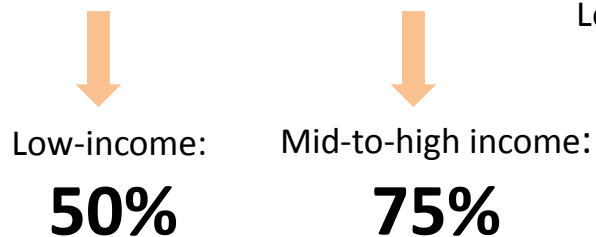
Enrichment activities



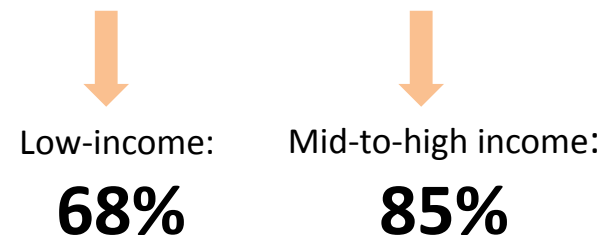
Parents of Infants/Toddlers



Parents of Preschoolers



Parents of School-Age Children





School Selection and Engagement

School Selection and Engagement

Majority of parents expressed high satisfaction with the preschool or school that their child attends



20% of parents wished their child could attend a different preschool or school

School Selection and Engagement



**Low-
income
parents...**

felt their children were
not safe at school

felt that their
interactions with the
school were not
positive

Volunteered at the
school

**... more
than mid-to-
high income
parents**

Recommendations for our community

1. **Convening**
2. **Learning groups**
3. **Care coordination and co-location of services**
4. **Public education campaign**



Silicon Valley's Parent Story Project

<https://vimeo.com/97013976>

For more information:

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Center for Early Learning



Back Up Slides

The Center's Work – *Children in Our Community*

Number of **children birth through 8 years old**
in Santa Clara and San Mateo counties

Ages	Santa Clara Co.	San Mateo Co.	Total Children
Birth through 4	124,464	46,360	170,824
5 through 8	121,928	44,729	166,657
Total	246,392	91,089	337,481

The Center's Work – *Children in Our Community*

Number of **children birth through 8 years old**
in Mountain View

Ages	Santa Clara Co.
Birth through 4	5,254
5 through 8	4,079
Total	9,333

Our Environment Shapes Our Brain

- **The brain is built through experiences** - *children are not sponges;*



- **Skill begets skill** - *a strong foundation increases odds for positive outcomes*

Dr. Pat Levitt, National Scientific Council on the Developing Child

The Science of Neglect

	OCCASIONAL INATTENTION	CHRONIC UNDER-STIMULATION	SEVERE NEGLECT IN A FAMILY CONTEXT	SEVERE NEGLECT IN AN INSTITUTIONAL SETTING
Features	Intermittent, diminished attention in an otherwise responsive environment	Ongoing, diminished level of child-focused responsiveness and developmental enrichment	Significant, ongoing absence of serve and return interaction, often associated with failure to provide for basic needs	“Warehouse-like” conditions with many children, few caregivers, and no individualized adult-child relationships that are reliably responsive
Effects	Can be growth-promoting under caring conditions	Often leads to developmental delays and may be caused by a variety of factors	Wide range of adverse impacts, from significant developmental impairments to immediate threat to health or survival	Basic survival needs may be met, but lack of individualized adult responsiveness can lead to severe impairments in cognitive, physical, and psychosocial development
Action	No intervention needed	Interventions that address the needs of caregivers combined with access to high-quality early care and education for children can be effective	Intervention to assure caregiver responsiveness and address the developmental needs of the child required as soon as possible	Intervention and removal to a stable, caring, and socially responsive environment required as soon as possible

Center for the Developing Child at Harvard University