

Patching the Quilt

Early Childhood Policy & Finance for Donors



About the Center for High Impact Philanthropy

Founded in 2006, the Center for High Impact Philanthropy has emerged as a unique and trusted authority for donors around the world who are seeking to maximize the social impact of their funds. In areas as diverse as closing the achievement gap in the U.S., effective disaster relief, and major global public health issues such as malaria and child mortality, the Center translates the best available information into actionable guidance for those looking to make the greatest difference in the lives of others. Put simply, success to us means moving more money to do more good.

To collaborate with the Center and further advance the field of high impact philanthropy, please contact us at: impact@sp2.upenn.edu.

About this Funder Brief

This brief is part of **Invest in a Strong Start for Children**, an online toolkit that provides donors with key facts, strategies for investment, and our analysis of several high impact opportunities in early childhood. This toolkit is an extension of our ongoing partnership with **The Annie E. Casey Foundation**, a national foundation focused on improving the lives of disadvantaged children.

Methodology

Our funder briefs serve to educate donors on key concepts and considerations they will encounter when exploring philanthropic opportunities in a new topic area, as well as highlight strategies and resources they can leverage to get involved.

Patching the Quilt provides donors with an overview of the early childhood policy landscape, and examples of how they might amplify their impact by engaging with the public sector. It reflects our synthesis of over 20 publications, studies, and websites, as well as conversations with several academics, funders, and nonprofits working in this space. Specifically, we present:

- An introduction to the “patchwork” system of early childhood government funding and oversight;
- Tips for donors on how to leverage the public sector to increase the impact of their philanthropy;
- Examples of how donors have engaged with the public sector in past and ongoing partnerships. Many of these partnerships and the organizations involved were cited in our review of the literature and/or mentioned as illustrative by those we consulted. We have not analyzed the impact and cost-effectiveness of each example;
- And a list of additional resources for donors interested in learning more.

As always, we hope this brief helps donors move from good intentions to high impact.

Summary

What has been called “the patchwork quilt” of government-funded early childhood programs represents an opportunity for donors to amplify their philanthropic investments by engaging with the public sector. This brief introduces the public sector landscape and discusses how donors can leverage existing public funds and programs to better support the essential developmental needs of young children. The brief includes mini-case studies illustrating different types of donor-government engagement, as well as links to additional information and resources.

Introduction

When looking to create positive impact on early childhood development, donors sometimes underestimate the role of the largest funder, provider and regulator of early childhood services – the government.

With regard to funding, the public sector spends more on early childhood care and services in a single month than the Gates, Ford and Walton Family Foundations spend on all issues in an entire year – combined.¹ In 2014, the federal budget allocated approximately \$20 billion to subsidize childcare for over a million children, over \$11 billion to provide healthcare to more than eight million children, and over \$10 billion to supplement the diet of more than five million infants and toddlers who lacked access to adequate nutrition.² In addition to the federal government, state and local legislatures also provide substantial resources to support early childhood development, including over \$5 billion to fund state Pre-K programs³ and over \$3 billion to subsidize medical services.⁴ All told, public funding for programs benefitting young children is estimated to exceed \$50 billion per year.⁵

In terms of provision of services, the government’s role is also a central one. For example, the government is the primary provider of early childhood care in the U.S., especially for needy families. Of the 37% of low-income children who attend preschool, 88% attend a public program.⁶ Over the years, programs have been added and cut, resulting in an early childhood “system” that is more a collection of uncoordinated programs than a cohesive fabric – a “patchwork quilt.”⁷ This situation represents both a challenge and an opportunity: donors can play an important role in pushing for more effective spending, helping to bridge spending gaps, and increasing their own impact by leveraging existing public sector dollars and programs.

What is the Government’s Role in the Early Childhood Landscape?

The early childhood landscape is characterized by a multitude of funding streams and implementing

agencies, with government having a regulatory role at both the state and federal levels.

At the federal level, six departments regulate over 100 different programs that target young children with limited access to health and educational resources (see Figure 1 below for a summary of some of the most important federal programs).⁸ With the exception of a few services that the federal government manages directly (e.g. Head Start), most programs are administered by individual state governments, who in turn may contract with private providers for certain services.

Federal-level initiatives led by the executive branch also affect the landscape. Recently, Executive Branch efforts have worked to: expand existing programs, such as Medicaid; increase dollars flowing to evidence-based interventions, such as home visitation programs targeting first time mothers and children; and incentivize both increased and more coordinated investment through programs such as the Race to the Top – Early Learning Challenge.

Figure 1

Department of Education		
<p>Race to the Top—Early Learning Challenge</p> <p>Discretionary grant program to increase access to high-quality early learning programs and to improve the quality of existing programs. The program also funds grants to develop state-wide integrated education systems.</p>		State Legislature
<p>Preschool Development Grants</p> <p>Improve or create preschool program infrastructure to support high-quality early learning.</p>		Local Education Agencies
<p>Part C of Individual with Disabilities Act</p> <p>Funds early intervention services for infants and toddlers with disabilities and encourages states to develop comprehensive integrated systems for young children with disabilities.</p>		State Department of Education

Department of Agriculture

<p>Women, Infants & Children (WIC)</p> <p>Flexible grants to states to fund supplemental food support and health care referrals for low-income children up to age 5 as well as for pregnant and postpartum women</p>		<p>State WIC Office</p>
<p>Supplemental Nutrition Assistance Program (SNAP)</p> <p>Provides EBT card assistance to low-income households to purchase food.</p>		<p>State SNAP Office</p>

Department of Health and Human Services

<p>Children's Health Insurance Program (CHIP)</p> <p>Partnership between the federal government and states to provide health insurance to children from families with incomes too high to qualify for Medicaid but too low to afford private health insurance. Features a cost-sharing protection to ensure that families do not have to pay more than 5% of family income on health care costs.</p>		<p>State CHIP Office</p>
<p>Head Start & Early Head Start</p> <p>Federal grants to fund 80% of comprehensive child development services for economically disadvantaged children ages 3-5. Early Head Start serves the same purpose (providing education, health, nutritional and social services) to a younger population, children from birth to age 3.</p>		<p>Local HS Grantees</p>

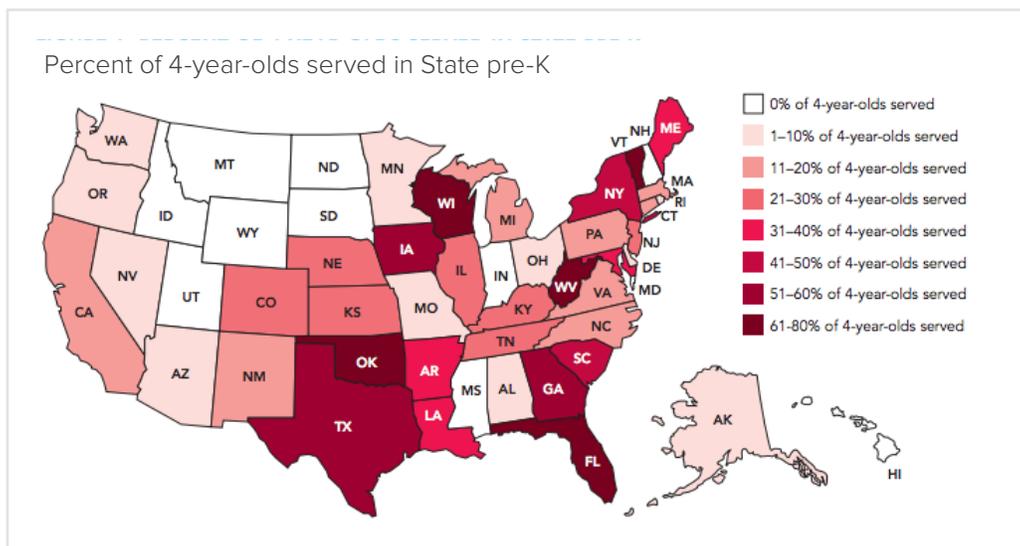
Department of Health and Human Services (cont.)

<p>Child Care and Development Fund (CCDF)</p> <p>Federal funds administered by states to subsidize child care for low-income families through child care vouchers or contracts with child care centers.</p>		<p>State Legislature</p>
<p>Temporary Assistance for Needy Families (TANF)</p> <p>Direct cash assistance and subsidies to fund child care for low-income families and to encourage workforce participation (get free childcare while you go to work).</p>		<p>State Legislature</p>
<p>Maternal, Infant, Early Childhood Home Visiting</p> <p>Funds local programs that send nurses, social workers or other professionals to counsel first-time pregnant women and connect them with services such as health care, early education, parenting skills, child abuse prevention, nutrition education and cash assistance.</p>		<p>State Legislature</p>

States combine federal, state, and local dollars to fund health insurance for low-income children, childcare subsidies, and food assistance for low-income families, among other programs. To receive federal funds, however, states must comply with federal regulations and often are required to match a certain percentage of the federal contribution.⁹

State funding levels for early childhood programs and policies regulating public programs vary enormously. These differences are determined in part by state demographics, political climate, and available funding.¹⁰ For example, access to publicly funded prekindergarten (Pre-K) varies significantly by state (see Figure 2 below).¹¹ At the local level, some districts augment state services by implementing their own programs.

Figure 2



National Institute for Early Education Research The State of Preschool 2013

Limitations of the Current System:

The current “patchwork” system of government funding and oversight of early childhood programs has some significant drawbacks. These include:

- *Mismatch between supply and demand.* Different programs and agencies rarely share information. This can lead to a duplication of services in some instances and gaps in others (for example, a federal Headstart and state pre-K program competing for children in one neighborhood while another neighborhood has neither). With some exceptions (for example, health insurance programs for children, where coverage rates are high), eligibility and demand for services nationally outstrips supply, but there is considerable local variation.
- *Lack of continuity of services for families and children.* Different regulations or administrative arrangements for similar programs also impede coordination where a single, unified program might be more efficient and user-friendly. For example, early special education services for infants and toddlers are part of a different program than those provided for preschoolers, so a family receiving these services must sign their child up a second time once they reach the age of three. And this transition often also means that families must change therapists or providers of special education services once their child turns three.¹² Moreover, lack of information sharing means that information about the child’s history and needs often does not transfer easily from one program or institution to another.
- *Heavy administrative burden on service providers.* Even where provision of a single program or service is possible, a single funding stream is often insufficient to cover needs, leaving

direct service providers spending an exorbitant amount of time coordinating various funding streams and complying with different sets of regulations and reporting requirements associated with each. For example, It is common practice for childcare programs to rely on “blending” or “braiding” together federal funding with other sources of funding (e.g. state subsidies or philanthropic support) just to cover their basic expenses.¹³

- *Lack of systematic/meaningful evaluation.* Relatively few federal and state level programs have been systematically evaluated, so a particular program’s efficacy is not always known, despite the fact that it may be receiving substantial resources. State level efforts to evaluate the quality of private provision of childcare services (through quality rating (QRIS) systems), in turn, tend to focus on inputs (number of teachers, space) rather than child outcomes or the teacher-child interactions that have been shown to drive child outcomes.

Early childhood experts view this situation as an opportunity to improve the efficiency, efficacy, quality, coverage, and coordination of existing programs (e.g. Head Start). At the same time, advocates have focused on increasing funding for newer programs (such as home visitation) that have a strong evidence base but are unable to meet existing needs at current scale and funding levels. Donors can play an important role in helping bring about needed change.

How Can Donors Get Involved?

Even though early childhood programs garner broad bipartisan support,¹⁴ this support has not always translated into increased quality and coverage, better efficiency, improved coordination or increased funding. Donors can help change this pattern by using their financial and social capital to encourage government officials and agencies to address issues that might otherwise be ignored. There are three main avenues open to donors interested in leveraging public sector dollars:

- Public-private partnerships
- Advocacy
- Systems-building initiatives

We discuss each approach below. For each type of approach, we provide concrete examples of the approach in action. These examples are meant to be illustrative of ways donors can get involved: several are efforts where a systematic assessment of impact is still underway; for others, an assessment of impact either looks quite different or was not attempted.

Public-Private Financial Partnerships

Many donors have teamed up with the public sector to leverage their private donations through public-private financial partnerships. Recognizing that many states and localities are facing tight budget constraints, some donors have successfully incentivized increased public investment in

early childhood services by participating in matching funds, which can be initiated by either public sector officials or philanthropists. Larger foundations often work together with private donors to raise private funds to match a public sector investment in early childhood services. The infusion of private dollars can encourage the government to increase its own funding and to implement higher quality standards.

There has also been a lot of recent philanthropic interest in Social Impact Bonds (SIBs), a new financial instrument that uses private investment capital to fund high impact social programs. SIBs are based on the premise that effective social programs can generate benefits (including private benefits to program participants, public savings from government interventions avoided, and government revenue from participants' increased taxable income or economic activity) in excess of their costs—e.g., investing in regular health checkups could prevent expensive ER visits later on. SIBs, also known as “Pay for Success” bonds, enable private investors to fund social programs and (potentially) earn financial returns paid by the government. Returns are only paid out if the social program reaches certain predetermined performance goals (e.g. reducing ER visits by 10%); thus government pays and investors profit if, and only if, the program is effective. By their nature, SIBs depend on careful tracking of performance results and are best-suited to programs with a strong evidence base and where metrics are very clear and relatively easy to track.

Donors can get involved with SIBs by helping to fund either the initial SIB (along with other private investors), credit enhancement (which guarantees some payout to other investors even if the service providers fail to hit targets), or the pay-for-success payments (along with the government). The first SIB, created in 2010 in the United Kingdom, was used to fund programs that prevented recidivism in prison systems. More recently, SIBs are being used in the United States to fund investments in early childhood development. For example, in October 2014 the federal Corporation for National and Community Service Social Innovation Fund (SIF) announced a “Pay for Success” grant to the South Carolina-based Institute for Child Success to help develop SIB partnerships to expand home visitation programs.¹⁵ The City of Chicago also recently announced the establishment of a SIB to help fund expansion of the **Child-Parent Center model**, which is also receiving expansion funding elsewhere in the Midwest through the federal Investing in Innovation (i3) grant program.¹⁶ In another example, Utah has already implemented a SIB to expand high quality preschool (see mini-case study below).

Examples of public-private financing partnerships:

Case Study: Sixpence Early Learning Fund, 2006

Where: Nebraska

What: Private-Public matching grants for early childcare service providers

How: Philanthropists in Nebraska raised \$20 million in private donations to combine with \$40 million of public funds to start an Early Learning Fund. Earnings from that fund are then used to provide grants to districts and community partnerships to invest in early learning programs, which are matched 100% by the local grant recipient. Today the **Nebraska Children and Families Foundation** administers this blended funding program that has funded over 25 different high-quality early childcare programs across the state. Ongoing evaluation suggests that funded programs have demonstrated improvements in children's health, behavior, language development (though gains have been smaller for children with multiple risk factors), and parent engagement and parenting skills.

For more information: See the [2013-14 Sixpence Evaluation report](#)

Case Study: Utah High Quality Preschool Program, 2013

Where: Salt Lake City

What: Social Impact Bond to expand high quality preschool to over 3,500 children

How: Goldman Sachs and philanthropist J.B. Pritzker invested \$7 million in a SIB to fund a high-quality preschool program. The State of Utah and private donors agreed to provide the pay-for-success payments to the initial lenders (GS & JBP) if the program yields positive results. In this case, the involved parties defined 'positive results' in the following way: using the Peabody Picture Vocabulary Test as a predictive measure of whether a child will require special education services, the UHQPP tracks whether these at-risk children do, in fact, use special education services later on in primary school. Every year that a child who was predicted to need special education services does *not* require them is considered a "positive result" that earns a pay-for-success payment. The payment amounts are based on the actual cost savings realized by the public sector. For this particular SIB, the United Way of Salt Lake City serves as the Program Manager, using the SIB loan to fund implementing the program as well as managing the pay-for-success payments for investors.

For more information: See Goldman Sachs' [resource page](#) on the Utah SIB.

Advocacy

A broad definition of advocacy includes any action aimed to change attitudes, policies or practices regarding social, economic, or political structures (see Figure 3). A donor may advocate on behalf of early childhood issues as an individual, or s/he can help to support an advocacy campaign. There are two main types of advocacy: lobbying, and non-lobbying. Non-lobbying advocacy includes

education and raising awareness. Donors can help make sure, for example, that the public and government representatives are familiar with the evidence linking early childhood interventions to later life outcomes, and support investment in early childhood generally. There are no restrictions on awareness-raising and educational advocacy, and many advocacy campaigns begin with education and raising awareness.

When a person or campaign advocates for or against a specific policy or piece of legislation, it is considered lobbying. Unlike efforts to raise awareness, there are restrictions on what types of people and organizations can engage in lobbying, and to what extent (see Figure 4). Financial support for lobbying is also frequently not eligible for tax deductions.¹⁷ Individual donors may also choose to influence elected government officials through political contributions, although there are regulations governing such contributions as well (see Additional Resources for more information).

Figure 3



Figure 4

Legal Implications for Donors Interested in Advocacy			
	Individuals	Community Foundations	Private Foundations
Engage in Non-Lobbying Advocacy	✓	✓	✓
Fund Charities that Engage in Lobbying	✓	✓	Yes, but purposes of the grant cannot be earmarked for lobbying, nor may the grantee spend a majority of its time lobbying. Cannot be the sole funder of a project that includes any lobbying.
Fund Lobbying Campaign/Project	✓	Yes, but this spending counts towards the foundation's "insubstantial amount" of direct lobbying. Also, any contributions earmarked for lobbying purposes are not eligible for charitable contribution deduction.	✗
Lobby Directly	✓	Yes, but only an "insubstantial amount" defined by the 501 (h) expenditure amount.	✗
Fund Partisan Election Campaigns	Yes, but must adhere to campaign contribution limits.	✗	✗

The Center is not qualified to offer legal guidance. Figure 4 represents general guidance for donors, who may wish to further consult tax and/or legal experts before making donations in these areas.

Examples of Donor Engagement in Advocacy:

Case Study: Pre-K for PA, 2013-15 (ongoing)

Where: Pennsylvania

What: Grassroots Advocacy Campaign to expand access to high-quality Pre-K.

How: This multi-stage campaign took shape out of a series of discussions between early childhood advocates, local philanthropic funders, and the state business community regarding gaps in early childhood service coverage and quality. After a planning stage, which included sample public opinion polling, a decision was made to focus on quality Pre-K expansion. The first step was to conduct a statewide awareness campaign to educate the voter base about the need and benefits of Pre-K. Next, they began an advocacy campaign with the goal of expanding public funding of high-quality Pre-K throughout Pennsylvania. Since its inception, Pre-K for PA has registered more than 500 supporting organizations across the state, and was also instrumental in making access to high-quality Pre-K a topic for discussion and debate as part of the 2014 gubernatorial campaign. Newly elected Governor Tom Wolfe made expansion of access to high-quality Pre-K for 3 and 4 year olds part of his campaign commitments, although action on this front also will require legislative support. Pre-K for PA is still in the midst of its advocacy and is preparing to shift towards the next step – lobbying. An evaluation of the campaign and its results to date is ongoing.

For more information: See [Pre-K for PA](#). Donors can also contact the [United Way of Greater Philadelphia and Southeastern New Jersey](#), which participates in and serves as a fiscal agent for the campaign.

Case Study: Ready for School, 2006

Where: Oregon

What: Lobbying Campaign to invest in high-quality early learning programs.

How: Richard Alexander, founder of Viking Industries Inc., founded the Ready for School Coalition to advocate for investment in early learning. Using his own funds and extensive network of Oregon's business and community leaders, Mr. Alexander initiated the first legislative lobbying campaign to fully fund Head Start in Oregon. In 2007 the Ready for School coalition scored its first win—Governor Ted Kuiongoski directed an additional \$39 million to Head Start, which funded an additional 3,100 seats for low-income children. In 2012, Ready for School successfully lobbied in support of HB-4165 to streamline services and establish an early childcare quality rating system. A year later, Ready for School helped pass both HB-2013, which provided \$4 million to fund the streamlining process, and HB-3234 to create an Early Learning Division in the Oregon Department of Education. It is also important to note that protecting existing public funds can be just as helpful as increasing funding: in 2009, Ready for School successfully advocated against Head Start funding cuts during the recessionary economy.

For more information: The [Ready for School campaign](#) is currently housed at the Children's Institute, a non-profit think tank that serves to spearhead and coordinate many ongoing advocacy and lobbying efforts. Also see a [short case study](#) describing the early formation of Ready for School and Alexander's personal involvement.

Case Study: Expansion of federal funding for Home Visitation Programs, 2011

Where: National

What: Direct lobbying effort by donor-funded non-partisan advocates and service providers to expand federal funding for local home visitation programs for pregnant women and their children.

How: The story of how \$1.5 billion of federal funding for evidence-based Maternal Infant Early Child Home Visiting programs was awarded by Congress for the 2010-2014 time period is a good illustration of a dogged, bi-partisan education and lobbying effort with a consistent focus on what works. In 2007, a meeting took place between Professor David Olds, founder of Nurse-Family Partnership (NFP), and senior officials at the Office of Management and Budget (OMB). OMB officials were impressed by Olds' presentation on evidence-based programs, and formed an interagency group to review evidence standards in federally funded programs. They also included \$10 million of pilot funding for the expansion of NFP-like programs in the 2008 budget.

Other programs, however, wanted in on the federal pilot money. The non-profit, donor-funded Coalition for Evidence-Based Policy worked with congressional staff to review existing evidence on the effectiveness of different programs. The result was that the pilot \$10 million was prioritized for "scientifically-based programs," which included other home visitation programs that could demonstrate either similarity of model or results. Two years later, the Coalition successfully worked with both Congress and the Obama administration to help pass a dramatic increase in funding for the Maternal Infant Early Child Home Visitation program. An external review conducted by MDRC found that the work of the Coalition was essential to passing the \$1.5 billion program that enabled NFP and other evidence-based home visitation programs to expand significantly.

For more information see: See [Building the Connection between Policy and Evidence](#), by Ron Haskins and Jon Baron, commissioned in 2011 by the U.K. National Endowment for the Sciences, Technology and the Arts (NESTA).

Systems-Building Initiatives

The vast majority of donors focus their investments within their local communities. This focus provides them an opportunity to work on better coordination of early childhood services at the state or municipal level. Particularly if they align their efforts, funders can wield considerable clout in encouraging more coordination among local early childhood actors, so that childrens' and families' needs are met in a more rational and integrated way. Examples of this kind of coordinated approach to service provision includes the work of the *Harlem Children's Zone*, the *Children's Services Council of Palm Beach, Florida*, and work done in Tulsa, Oklahoma (see case study below). The federal government is also providing a financial incentive for this kind of coordinated approach through the Promise Neighborhood Initiative.¹⁸

Donors interested in learning more about systems-building initiatives around the country can check out the work of the *Build Initiative*, as well as the *Early Childhood Learning and Innovation Network (LINC)*. *Early Learning Nation*, a national effort to increase support for early childhood

initiatives, also has outlined steps to improve local early childhood service coverage, quality, and coordination, including helpful examples of efforts in different localities.¹⁹

Example of a Systems-Building Initiative:

Case Study: Building a local level early childhood system (ongoing)

Where: Tulsa, OK

What: Direct lobbying effort by donor-funded non-partisan advocates and service providers to expand federal funding for local home visitation programs for pregnant women and their children.

How: Tulsa's commitment to early childhood is partly the story of a number of determined philanthropists, including the Schusterman family, the George Kaiser Family Foundation, the Buffett Early Childhood Fund, and donors to the United Way. In 1992, Steven Dow and his wife, Stacy Schusterman Dow, founded the Tulsa Community Action Project. This non-profit focused on providing high-quality early care to children from low income families while also providing skills training to their parents. Supported by a combination of public and private funds, Tulsa CAP has grown over the years from a staff of two and budget of under \$200,000, to an organization serving 2,100 young children with early education, an annual budget of \$53 million, and economic support programs that reach 18,000 Tulsa families.

Additional private funding helped Tulsa to build the first of three [Educare](#) sites in 2006, which would serve as showcases for high-quality childcare and training grounds for teachers. More recently, Tulsa became a member of the Transforming Early Childhood Community Systems Effort (TECCS), a collaborative initiative that promotes the use of a planning tool, the Early Development Instrument (EDI). The EDI represents a bundle of selected statistics gathered by local communities to gauge the overall wellbeing of their youngest members. Tulsa CAP serves as the lead agency for the development and dissemination of information based on the EDI.

For more information: See [TECCS](#), [Tulsa CAP](#), and [Educare Tulsa](#), and review the George Kaiser Foundation's [investments in Tulsa](#).

Conclusion

There are many ways donors can support the needs of young children. For those interested in translating charitable funds directly into frontline services, supporting an evidence-based non-profit working with low-income children is an excellent option. There are also significant potential advantages to working further upstream, closer to—and even in partnership with—the governmental funding and regulatory players that dominate the early childhood space. Efforts at this level can help direct the allocation of (public) funds that far exceed what any individual alone could contribute. Examples like the mini-case studies above show that donors can use this kind of leverage to press for change in the early childhood space.

For additional information and examples of how you can become involved, see the resources below.

Additional Resources

Federal and State Policy:

Zero to Three has a wealth of resources for those interested in learning more about policy at both the federal and state levels, including an Early Experiences Matter Policy Guide.

The **National Association for the Education of Young Children (NAEYC)** website has fact sheets describing major federal programs.

The **National Priorities Project** has a basic, clear primer on the federal budget process.

Research Connections has produced an early childhood glossary of terms that can help donors navigate their way around policy discussions.

The First Eight Years: Preparing Kids for a Lifetime of Success, a 2013 report from The Annie E. Casey Foundation's Kids Count program, gives background on early childhood coverage, policies and needs nationwide, and includes a number of specific policy recommendations beginning on page 12.

The Alliance for Early Success has an excellent framework for those interested in influencing state level early childhood policy. The **framework** has clear goals across a range of areas (e.g. health, education) as well as policy actions that support those goals.

Improving Public Financing for Early Learning Programs, a 2011 policy brief from the **National Institute for Early Education Research (NIEER)**, is somewhat dated, but provides a readable and still relevant summary of ideas to improve preschool quality and funding.

State Level Comparisons of Policy and Service Provision in Early Childhood:

The National Women's Law Center has compiled a state by state summary of childcare assistance policies.

Kids Count Database provides an interactive data center on childcare statistics broken down by state and county.

Edweek's 2015 Quality Counts focuses on early childhood, and the online version has several interactive tools allowing comparison of states across a range of metrics.

Public/Private Partnerships:

This **Video on Social Impact Bonds**, developed by McKinsey and Company, explains their structure and use.

Partnering with the Private and Philanthropic Sectors: A Governor's Guide to Investing in Early Childhood was written for public sector leaders, but provides a good source of state level case studies for partnerships.

Ready Nation, an association of business interests promoting early childhood development, has a list of resources on pay-for-success.

Advocacy and Lobbying:

The Council on Foundations has an advocacy toolkit, as well as guidance on legal considerations associated with advocacy and lobbying.

The National Association for the Education of Young Children (NAEYC) also has a helpful guide on electoral advocacy and lobbying.

Six Tips for Smarter Political Giving is a one page guide for donors developed by Arabella advisors.

National groups involved in early childhood advocacy are listed in this toolkit as **Key Players**; additional examples of state-level coalitions engaged in advocacy include **The Connecticut Early Childhood Alliance**, **First Steps of Kent County, MI** and the **Oregon Ready for School Campaign**.

Systems-Building Initiatives:

Ounce of Prevention: Blending and Braiding Early Childhood Program Funding Streams Toolkit is a handbook that provides several excellent case studies of states and municipalities that have worked to better harmonize funding streams.

The Build Initiative supports states and municipalities in efforts to create a more comprehensive and effective system of early childhood services. Build is also a member of the **Early Childhood Systems Working group**, a voluntary group of national leaders in early childhood who provide technical assistance to states.

Early Childhood Learning and Innovation Network for Communities (LINC) is a joint project of the Center for the Study of Social Policy and the Children's Services Council of Palm Beach County, Florida. This network connects communities working on early childhood systems, and offers examples of problem solving and solutions from across the country.

Early Learning Nation grew out of a commitment made at the US Conference of Mayors 2014 to focus additional attention on early childhood, and is backed in part by the Bezos Foundation. The website is a good source of practical suggestions and case studies of communities working to strengthen early childhood services at the local level.

Resources on impact and evaluation:

The Elusive Craft of Evaluating Advocacy: Stanford Social Innovations Review, 2011.

What Are We Talking About When We Talk About Impact?: Center for High Impact Philanthropy, 2013.

Beyond Compliance: Measuring to Learn, Improve and Create Positive Change: Center for High Impact Philanthropy, 2013.

¹ Based on the Foundation Center's most recent audit of 990-PF tax returns of the largest U.S. grantmaking foundations, ranked by total giving. The annual combined giving calculations were based on the following FY 2012 numbers: Bill & Melinda Gates Foundation, \$3,178,235,962; Ford Foundation, \$593,753,416; Walton Family Foundation, \$423,776,585.

² Department of Health & Human Services. Fiscal Year 2014 Budget in Brief: Strengthening Health and Opportunity for All Americans. ONLINE. 2014. Washington, D.C. Available: <http://www.hhs.gov/budget/fy2014/fy-2014-budget-in-brief.pdf>.

³ Workman, E., Griffith, M., Atchison, B. (2014, January) State Pre-K Funding – 2013-2014 Fiscal Year. Education Commission of the States. Available: <http://www.ecs.org/clearinghouse/01/10/4/11034.pdf>

⁴ Center for Medicare & Medicaid Services. CHIP Statement of Expenditures. ONLINE. March 28, 2012. Baltimore. Available: <http://www.cms.gov/Research-Statistics-Data-and-Systems/Computer-Data-and-Systems/MedicaidBudgetExpendSystem/Quarterly-CHIP-Statement-of-Expenditures-CMS-21.html>.

⁵ Population Reference Bureau. (2012). American Community Survey. United States Census Bureau. ONLINE: Available: <http://datacenter.kidscount.org/data/tables/7876-children-ages-3-and-4-not-attending-preschool-by-poverty-status?loc=1&loct=1#detailed/1/any/false/1049,995,116/4172,4173/15190,15189>.

⁶ Klein, A. (2014) Congressional Talk Swirls Around Early-Education Proposals. EdWeek. ONLINE. February 14, 2014. Available: <http://www.edweek.org/ew/articles/2014/02/19/21momentum.h33.html>.

⁷ Urban Institute

⁸ Matching percentages vary by program, ranging from about 60% - 70% of federal funds) <http://www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Financing-and-Reimbursement/Childrens-Health-Insurance-Program-Financing.html> <http://www.cbpp.org/cms/index.cfm?fa=view&id=3808>

⁹ <http://www.brookings.edu/~media/research/files/papers/2002/4/welfare%20gais/pb21.pdf>

¹⁰ <http://www.ecs.org/clearinghouse/01/06/90/10690.pdf>

¹¹ For a discussion of best practices regarding this transition, see: <http://www.nectac.org/~pdfs/pubs/transition.pdf>

¹² Wallen, M. & Hubbard, A. (2013) Blending and Braiding Early Childhood Program Funding Streams Toolkit. Ounce of Prevention Fund. ONLINE. November 2013. Available: <http://www.ounceofprevention.org/national-policy/Blended-Funding-Toolkit-Nov2013.pdf>.

¹³ A national poll conducted by Public Opinion Strategies and Hart Research Associates found that a majority of Democrats (84%), Republicans (60%) and Independents (68%) supported greater federal government investment in early childhood programs.

¹⁴ <http://www.nationalservice.gov/newsroom/press-releases/2014/national-service-agency-announces-12-million-support-pay-success>

¹⁵ For info on the Chicago SIB, see: http://www.cityofchicago.org/city/en/depts/mayor/press_room/press_releases/2014/oct/mayor-emanuel-announces-expansion-of-pre-k-to-more-than-2-600-ch.html/

¹⁶ Before supporting a lobbying organization or campaign, donors should verify the target organization's tax status and its implications for disclosure and tax deduction. To learn more, see the resources linked above.

¹⁷ More information concerning the Promise Neighborhood Initiative can be found at: <http://www2.ed.gov/programs/promiseneighborhoods/index.html>

¹⁸ <http://www.eln2025.org/steps-to-building-an-early-learning-nation>

¹⁹ <http://www.aecf.org/resources/laying-the-groundwork-for-collective-impact-a-working-paper/>

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