

# Preschool Reimagined

A year of thinking creatively to prioritize our kids



PRE4CLE



*We dedicate this report to our beloved friend and colleague, Billie Osborne-Fears.*

*Billie's incomparable leadership, loving spirit, and tireless work on behalf of children transformed our community and provided a north star for countless people lucky enough to work by her side.*

As the founding director of Starting Point, the first resource and referral agency for early learning in Northeast Ohio, Billie worked with state and local leaders to create an early learning referral system for families, build a professional development system for early learning programs, and establish a statewide scholarship program for early childhood teachers.

Billie was also instrumental in creating the concept of quality rating systems for early learning nationally—what is now called “Step Up To Quality” in Ohio—and launched Ohio’s pilot in Cuyahoga County. On September 1, 2020, just three days before Billie passed away, she got to see one last dream come true when Cleveland reached the milestone of having every child care center rated in Step Up To Quality. It was a triumph that would not have been possible without Billie’s vision, persistence, and belief in the power of early education.

As the Director of Starting Point, Billie was also pivotal in the accomplishments of PRE4CLE. Billie and her team at Starting Point worked tirelessly to propel the rapid expansion of high-quality preschool programs in Cleveland and provided outreach to families throughout the community to help them find the right high-quality preschool for their child.

For those of us who have been blessed and privileged enough to work closely with her, we have not only learned from her

leadership, but also from the joy, kindness, integrity, and love that she brought to her work each and every day. No matter what was on her plate, she tackled it with optimism, with an unmistakable can-do approach, and with a deep sense of humor and fun.

It has been one of the greatest honors of our lives to work with her and learn from her and to call her our friend, and we are so grateful for her leadership for PRE4CLE, for Cleveland, and for so many thousands of children across Ohio and the country.

We will love and miss you always.



*Billie Osborne-Fears, June 13, 1953 – September 4, 2020*

## Dear Friends and Partners,

A year ago, none of us could have imagined the events of 2020. At PRE4CLE, 2020 has been a year of urgent action to support young children, families, and the early education community to respond to the challenges of the COVID-19 crisis and reimagine what early education looks like in a world turned upside down.

In the “State of Preschool” section of this report, we share the sobering details of how much Cleveland’s preschool system has changed since March of 2020. Prior to the pandemic, PRE4CLE and our partners worked together to increase enrollment in high-quality preschool by 72 percent. This year, there are fewer children enrolled in high-quality preschool than when PRE4CLE began in 2014. Concerns for children’s safety, unemployment, staffing challenges, and temporary closures have created new barriers to accessing preschool, and our early education programs are struggling to remain open in the face of an unprecedented crisis.

Despite these unimaginable challenges, we at PRE4CLE see an opportunity to rebuild an early education system that is stronger and more resilient. COVID-19 has laid bare the weaknesses in the child care and early education system, but it also provides an opportunity to build a more equitable system that offers high-quality education to children, reliable and affordable care to families as they head back to work, and fair compensation for child care and early education professionals. In the “Build Back Stronger” section of this report, we outline our short- and long-term recommendations for achieving a better system as we work to help children, families, early educators, and our community recover from this crisis.

While PRE4CLE continues to respond to COVID-19 through advocacy, direct assistance to preschool programs, and one-on-one support to families, we are also moving forward on the goals of the PRE4CLE Plan. In the face of extraordinary obstacles, Cleveland now has 202 preschool programs that have reached a high-quality rating, an increase of 29 programs in just one year! PRE4CLE, through our lead agency Starting Point, is continuing to support all preschool programs in Cleveland to reach a high-quality rating by 2025.

Additionally, PRE4CLE is thrilled to announce a new project this year that will seek to reimagine the physical spaces of Cleveland’s early learning programs. For too long, the quality of many preschool buildings has not matched the quality of the preschool programs they house. With generous start-up funding from The George Gund Foundation and Gordon and Llura Gund, PRE4CLE is launching the Cleveland Early Learning Spaces project, which will provide funding to build and renovate preschool facilities that further support quality early learning in Cleveland.

Finally, PRE4CLE is working with Case Western Reserve University, Starting Point, Cuyahoga County, and other early learning partners to establish evaluation measures that can help us understand and address the many challenges and needs arising from the COVID-19 crisis and recovery. At the forefront of this research will be understanding the impact on young children so that we can respond quickly and thoughtfully as a community to support their continued growth and development.

As always, we welcome questions, ideas, and partnerships to make our work stronger. We look forward to working with you to heal our community and reimagine a path forward for Cleveland’s kids, families, and our early learning system.

Sincerely,

**Eric Gordon** :: Co-Chair, Cleveland Early Childhood Compact and CEO, Cleveland Metropolitan School District

**Marcia Egbert** :: Co-Chair, Cleveland Early Childhood Compact and Senior Program Officer for Human Services, The George Gund Foundation

**Katie Kelly** :: Executive Director, PRE4CLE



# State of Preschool

In March 2020, the COVID-19 pandemic forced all early learning programs in Ohio to close. Today, programs are re-opening in stages and working hard to continue to serve young children while keeping families and staff safe. The following pages share the challenges and victories of Cleveland's early learning system this year.

## REDUCED CLASS SIZES

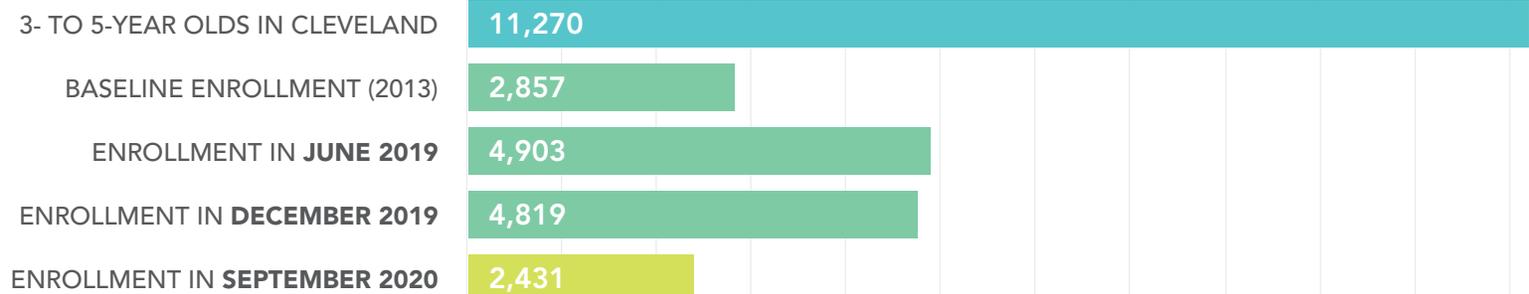
After child care centers were closed, the state introduced a new, optional Pandemic Child Care License so that programs could serve children of essential workers with reduced ratios and group sizes to limit the spread of the virus. As the state began to open up in June, all child care programs were also permitted to open with smaller class sizes. In August, programs could return to pre-pandemic capacity, though the state continued to offer financial support to programs that maintained reduced class sizes. **The vast majority of PRE4CLE Providers chose to keep fewer children in their classrooms to support the**

**health and safety of their staff, teachers, students, and families.**

## CHALLENGES FOR TEACHERS

Our local preschool providers are reporting that their staff members are concerned about COVID exposure, reduced hours leading to a decrease in wages, child care and supervision for their own children who are not in school, and the effect social distancing and mask requirements may have on interactions with their students. Because of these concerns, **providers are experiencing increased staff turnover.**

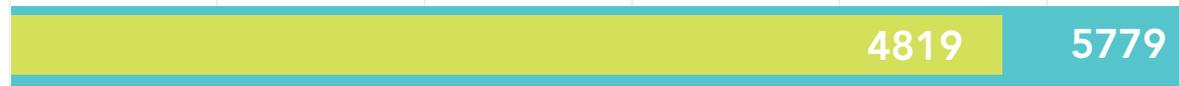
## HIGH-QUALITY PRESCHOOL ENROLLMENT



## HIGH-QUALITY PRESCHOOL CAPACITY AND ENROLLMENT PRE- AND POST-COVID

DECEMBER 2019

**83%** OF AVAILABLE  
HIGH-QUALITY  
SEATS FILLED



SEPTEMBER 2020

**52%** OF AVAILABLE  
HIGH-QUALITY  
SEATS FILLED



 HIGH-QUALITY PRESCHOOL CAPACITY

 CHILDREN ENROLLED IN HIGH-QUALITY PRESCHOOL

### UNDER-ENROLLMENT AND CLOSURES

Despite re-opening, **programs are still significantly under-enrolled.** This is likely due to a combination of parents losing their jobs and no longer needing child care or being ineligible for child care subsidies, working from home and keeping their children home with them, and finding alternative arrangements that they feel are safer options than child care programs.

Between continued reduced ratios and group sizes and families' enrollment decisions, **there are currently fewer children enrolled in high-quality preschool than there were when PRE4CLE began.** Fifty percent fewer children are currently enrolled in high-quality preschool than in December 2019, the last enrollment data we collected before COVID-19. There has also been a nearly 20 percent reduction in high-quality preschool capacity since December.

**Across all levels of quality, there are significant preschool capacity and enrollment reductions in our community.** Currently, only 31 percent of all Cleveland

children are enrolled in preschool at any level of quality, compared to 63 percent last year.

### HIGH-QUALITY PRESCHOOL CLOSURES

INACTIVE  
PROGRAMS

**99**

TEMPORARY  
CLOSURES

**10**

PERMANENT  
CLOSURES

**5**

**The staggering levels of under-enrollment are leading to a financial crisis for child care and early education providers. Without intervention, this could result in widespread permanent closures.** These trends are alarming and illustrate the ways that COVID-19 continues to push the early care and education system to the brink of collapse. As you will read in the next few pages, PRE4CLE is advocating for the relief the system needs to survive the pandemic and come back even stronger and more resilient to support our families and economy into the future.

## Something to smile about.

Despite these monumental challenges to our system, our community has continued to make progress. September 1, 2020 marked the deadline for programs receiving Publicly Funded Child Care subsidies to be rated in Ohio's Step Up To Quality system.

We are pleased to report that 100 percent of providers in Cleveland met this deadline. In addition to all sites in Cleveland earning at least a one-star rating, 18 center-based programs and 19 family child care homes received a high-quality rating, helping PRE4CLE continue toward our goal of serving all children in high-quality preschool classrooms.

We now turn our focus to the 2025 deadline for programs to receive a high-quality rating.

Total  
high-quality  
preschools in  
Cleveland:  
202

### STEP UP TO QUALITY RATINGS

#### CENTER-BASED PROGRAMS

One- and two-star rated programs

35%

High-quality programs

65%

#### FAMILY CHILD-CARE HOMES

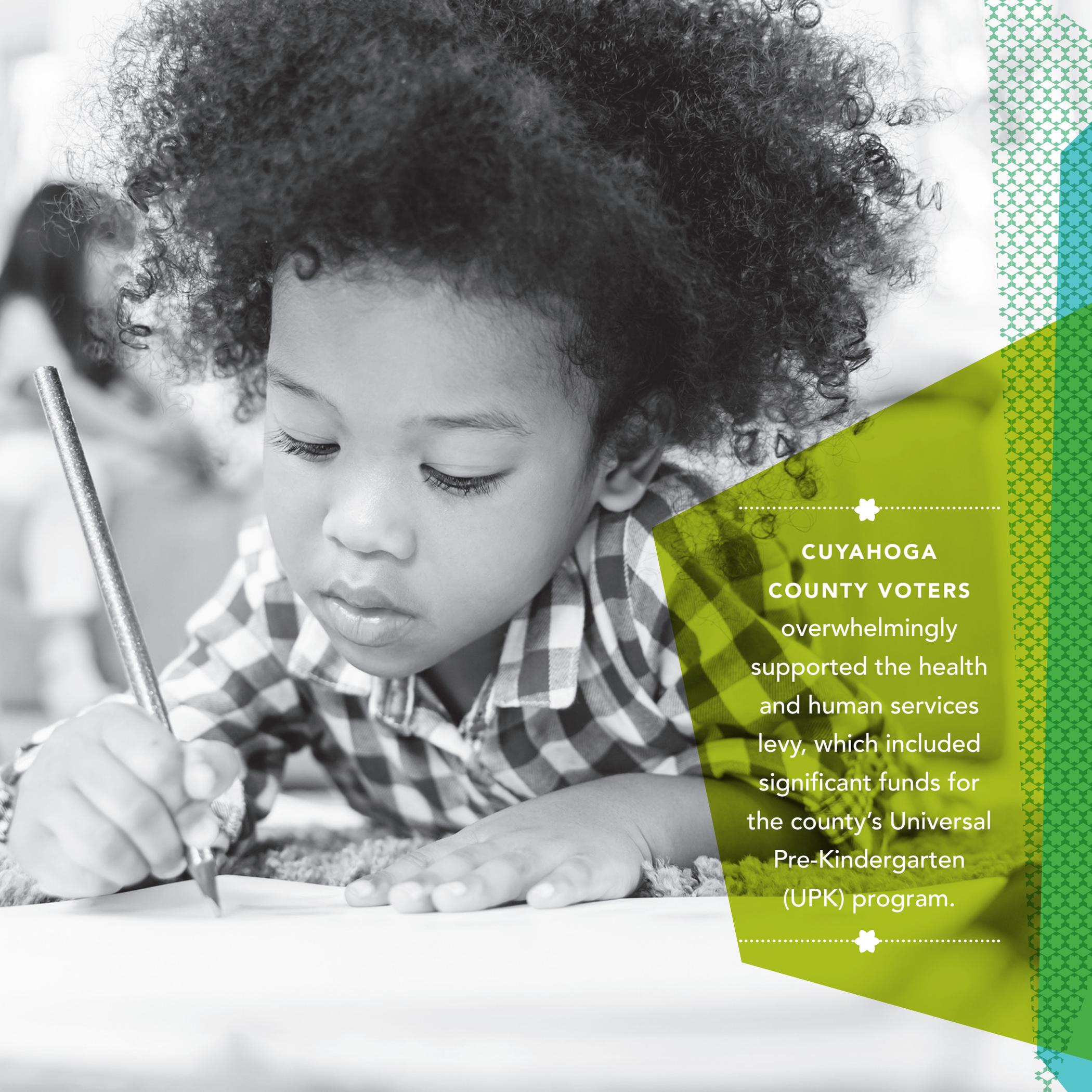
One- and two-star rated programs

70%

High-quality programs

30%

**NOTE:** Population data based on the US Census Bureau, Census 2010 and 2014 – 2018 American Community Survey (ACS) 5-year estimates. Data on children enrolled are from Starting Point. High-quality preschools include those rated 3, 4, or 5 stars in Ohio's Step Up To Quality 5-star rating system.



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**CUYAHOGA  
COUNTY VOTERS**  
overwhelmingly  
supported the health  
and human services  
levy, which included  
significant funds for  
the county's Universal  
Pre-Kindergarten  
(UPK) program.

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**PRE4CLE**

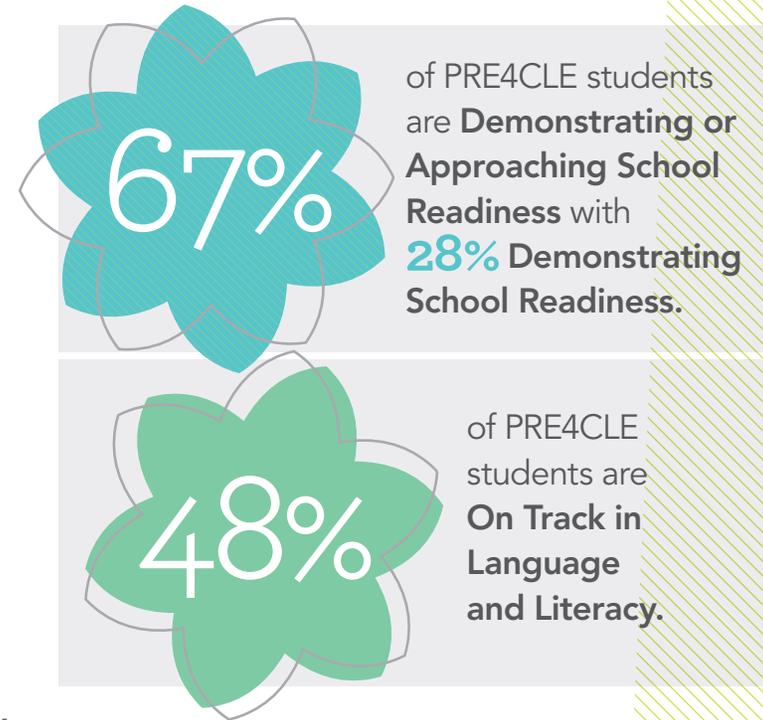
provided learn-at-home kits for 750 preschoolers.



# Kindergarten Readiness Benchmarks

PRE4CLE had two Kindergarten Readiness benchmarks for the fall of 2019. Our first goal was that 67 percent of children who attended a PRE4CLE Preschool were in the Demonstrating or Approaching School Readiness bands of performance on Ohio's Kindergarten Readiness Assessment (KRA), from the baseline of 60 percent in 2015, with at least 30 percent in the Demonstrating School Readiness band. Our second goal was that 52 percent of children who attended a PRE4CLE preschool were On Track on the Language and Literacy subscale of the KRA, from the baseline of 45 percent in 2015.

Children in PRE4CLE classrooms are making gains on the Kindergarten Readiness Assessment. In fact, **we have met our benchmark for percentage of children Approaching or Demonstrating School Readiness!**



Children who are Kindergarten Ready demonstrate:

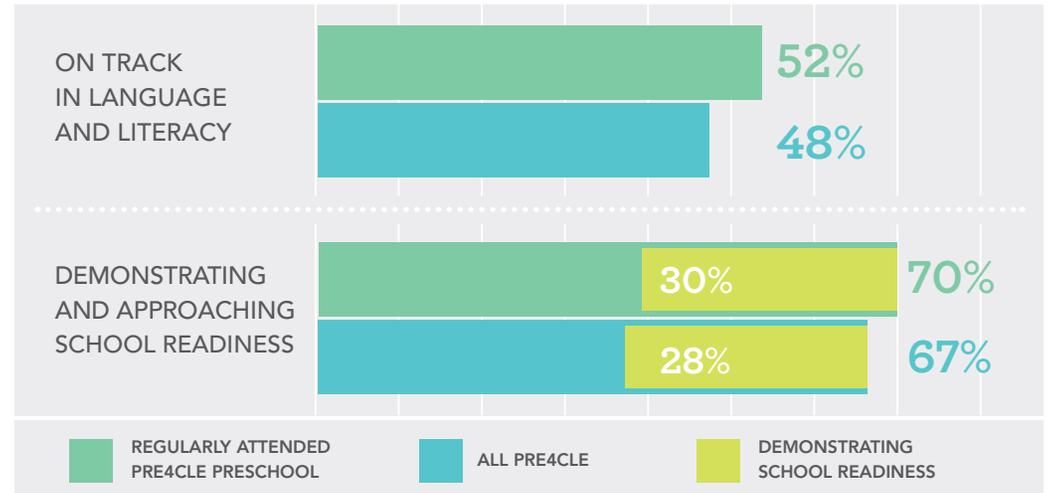
- ✓ Early literacy and math skills
- ✓ Positive interactions with teachers and peers
- ✓ The ability to succeed in a classroom environment
- ✓ Enthusiasm for learning

## WHAT IS THE KINDERGARTEN READINESS ASSESSMENT?

The Kindergarten Readiness Assessment (KRA) is administered by a child's teacher in the fall of their kindergarten year. The assessment is administered in three ways: selecting an answer to a question the teacher asks, performing a requested task, or being observed by the teacher during school and at recess. The KRA uses a variety of developmentally appropriate tasks to assess four areas of a student's development and learning: language and literacy, mathematics, social skills, and physical development and well-being. Each child receives a score for each area, as well as an overall score. The overall score is the total of the scores in each of the four areas and is divided into three bands of performance: Demonstrating Readiness, Approaching Readiness, and Emerging Readiness. The Language and Literacy assessment also divides its score into two levels: On Track and Not On Track.

## MORE TIME IN A PRE4CLE CLASSROOM INCREASES KINDERGARTEN READINESS

Children in PRE4CLE classrooms are gaining the skills and knowledge they need to be ready for kindergarten, but we've consistently seen that children who regularly attend a high-quality preschool perform even better. These results show the importance of enrolling children in high-quality preschool early and encouraging good attendance once they are enrolled.



## The KRA in 2020 and Beyond

Over the last year, the Ohio Department of Education has been working with a group of stakeholders to revise the KRA to make it work better for kids, families, teachers, schools, policymakers, and advocates. After months of feedback and discussion, the committee recommended:

- ✿ Shortening the KRA by reducing the number of items within the assessment
- ✿ Shortening the timeframe for KRA administration
- ✿ Allowing other education professionals beyond the kindergarten teachers to administer and score the KRA
- ✿ Significantly investing in the rebranding of the KRA so that the public and users understand what its purpose is and how it should be used by schools, teachers, and families

A pilot of the new, shorter assessment was administered in several school districts and was found to deliver valid results. The new version of the assessment is currently being administered throughout the state.

This fall, school closures and virtual schooling due to the coronavirus have significantly impacted schools' ability to administer the assessment. Though we are advocating for the KRA assessment window to be extended to 45 days after the start of in-person classes and districts are doing their best to assess children, we anticipate that it will be difficult to draw any conclusions based on this year's KRA results.

**NOTE:** In this analysis, we focused on children who attended PRE4CLE sites in the City of Cleveland in 2018–2019 and attended CMSD for kindergarten beginning in the fall of 2019 (N=1,409). Children who regularly attended PRE4CLE are defined as those who attended at least one day for eight or more months (N=1,173). These children were given the KRA upon their entry to kindergarten in the fall of 2019. The total sample of children in CMSD kindergarten classrooms who took the KRA in the fall of 2019 is N=2,747.



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**THE CLEVELAND  
METROPOLITAN  
SCHOOL DISTRICT**  
provided iPads  
to all preschool  
students, so they  
could participate in  
virtual preschool.

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# Building Back Stronger

The COVID-19 crisis has laid bare the weaknesses in the child care and early education system, but it also provides an opportunity to start fresh and build a newly resilient system that offers high-quality care and education to children, reliable and affordable care to families as they head back to work, and fair compensation for child care and early education professionals.

In order to accomplish those goals, policymakers, community leaders, and those working on the front lines of Ohio's COVID-19 recovery need to take urgent action to support young children and families as well as early care and education providers. We can't afford to get this wrong.

PRE4CLE created the Build Back Stronger agenda as a detailed roadmap to guide policymakers as they work to keep the early care and education system intact during the pandemic and seek solutions for recovery and growth.



## PHASE 1 PRIORITIES: Recover

In the near term, child care and early learning providers need to recover from the COVID-19 crisis to be able to serve families safely and power our economy forward.

**PRIORITIZE HEALTH AND SAFETY** | During these challenging times, our child care and early education providers play a vital role in keeping our kids safe. To ensure our providers' safety, we are advocating for the state to support reduced class sizes during periods of increased infections, to coordinate distribution of personal protective equipment (PPE) and sanitizing supplies, and to prioritize COVID-19 testing for child care staff and the children in their classrooms.



**SUPPORT THE CHILD CARE AND EARLY EDUCATION INDUSTRY** | The pandemic has pushed our already fragile child care and early education industry to the brink. We are advocating for the next federal relief bill to include at least \$50 billion for child care, and for the state to continue to provide relief payments to child care programs as they manage reduced enrollment during the pandemic.

**SUPPORT THE CHILD CARE AND EARLY EDUCATION WORKFORCE** | There are 1.5 million people directly employed in child care and early education in the US, with another half million indirect jobs supported by the industry. We are working to protect these jobs and advocating for fair compensation and the mental health supports these essential workers need as they serve families through this crisis.

**SUPPORT FAMILIES AND CHILDREN** | In 2016, an estimated 76,000 parents had to make career sacrifices because of child care issues. Our goal is to ensure that working parents have access to affordable child care and early education, so they can re-enter the workforce knowing their children have a safe place to learn, grow, and develop. Working with the state, our goal is to increase income eligibility and relax work requirements for publicly funded child care so that more families can get back to work more quickly in Ohio.

## PHASE 2 PRIORITIES: Rebuild

Once we've stabilized the child care and early-education industry, we will turn our attention to building the system back even stronger than it was before the pandemic.

**PRIORITIZE QUALITY** | We want to maintain Ohio's Step Up To Quality goals, deadlines, and funding while identifying long-term, stable funding sources for the system.

**IMPROVE ACCESS** | For many parents, the price of high-quality child care is simply out of reach. We need to change that. Working with the state, our goal is to increase child care eligibility to 200 percent of the federal poverty level.

### **INCREASE COMPENSATION FOR PROFESSIONALS**

| If we want to attract and retain the best early childhood professionals, we need to compensate them with wages and benefits that reflect their professionalism and the essential nature of their work.

### **SUPPORT PROVIDERS TO BE MORE SUSTAINABLE AND RESILIENT**

| Ohio's long-term well-being depends on a child care and early education infrastructure that works for every family, including the identification of permanent, stable revenue sources and investing in fair payment structures for early learning providers.



We invite you to join us in our advocacy to build a stronger and more resilient early care and education system. Start by reading the full *Build Back Stronger* report, and signing up for updates and advocacy opportunities at [pre4cle.org](https://pre4cle.org).



**MERRICK HOUSE**

quickly shifted  
operations to become  
a pandemic child  
care site for essential  
workers.



# Evaluating the Impact of COVID-19

We know that the pandemic has significantly impacted the early childhood system as well as the children and families who are served in the system. In partnership with Starting Point, Invest in Children, and our evaluation team at Case Western Reserve University's Center on Urban Poverty and Community Development, we are working on a number of evaluation strategies to measure the pandemic's impact on kids, families, the early childhood system, and the local economy.

## PRE4CLE BENCHMARKS

This year, PRE4CLE's benchmarks expired. Based on our capacity and enrollment data in December, we believe we would have met our system-level benchmarks in June 2020. However, the pandemic is having a catastrophic impact on the early childhood system and we are at risk of losing decades of progress for early learning. We also know that children's academic, social, and emotional growth has been impacted by the pandemic. For these reasons, we determined that rather than increasing our benchmarks without having any sense of where we're heading, we would mostly hold our benchmarks steady as a way to measure the losses within the system over the next year. We also want to acknowledge that the landscape

may change in ways that make us revisit and update these benchmarks.





While much of the system has been negatively impacted over the last several months, one very bright spot for our community was meeting the goal of rating all child care and early education programs. One hundred percent of programs that serve children who receive public funding in Cleveland are now rated at least one star in

Ohio's Step Up To Quality rating system. PRE4CLE continues to focus on expanding the availability of high-quality programs, including maintaining the state's 2025 goal that all programs be rated 3 stars or higher. To support that goal, we have adjusted our Provider benchmark to reflect the 2025 deadline.

## PRE4CLE 2020 Benchmarks

### SYSTEM-LEVEL BENCHMARKS

- ✿ 50 percent of preschool-aged children in Cleveland are enrolled in high-quality preschool by June 2021.
- ✿ 100 percent of preschool programs in Cleveland are highly rated in Step Up To Quality (three stars or higher) by June 2025.

### CHILD-LEVEL BENCHMARKS

- ✿ 67 percent of all children who attended a PRE4CLE preschool are in the Demonstrating or Approaching School Readiness bands of performance on the Kindergarten Readiness Assessment, with at least 30 percent in the Demonstrating School Readiness band in 2022.
- ✿ 52 percent of children who attended a PRE4CLE preschool are on track on the Language and Literacy subscale of the Ohio Kindergarten Readiness Assessment in 2022.

A black and white photograph of a woman smiling while washing her hands with soap suds. The suds are thick and white, covering her hands. The background is blurred, showing the woman's face and hair. On the left side, there is a green and blue geometric graphic overlay with a dotted line and a small white flower icon.

.....✿.....  
**CORINNA BRYANT**  
created a hand-  
washing station on  
her front porch.



## COVID EVALUATION PLAN

In addition to adjusting our benchmarks, we have identified five guiding questions for our evaluation of the pandemic's impact on our system, kids, families, providers, teachers, and community.

**ONE** | What role does the child care and early education system have in our economy?

**TWO** | What is the impact of the pandemic and re-opening restrictions on child care providers and the early childhood workforce?

**THREE** | What is the impact of the pandemic and re-opening restrictions on kids and families, including learning loss?

**FOUR** | What unexpected benefits or best practices did we learn during the pandemic and re-opening that we want to be part of our system going forward?

**FIVE** | How have racial inequity and systems of structural racism in our community exacerbated these issues for people of color?

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We have identified four strategies to answer these questions:

**ONE** | Phone Survey to parents of children ages 0 – 12 to determine changes in child care arrangements and the impact on workforce participation.

**TWO** | Provider Focus Groups to learn about the practices implemented during the pandemic and re-opening, teacher perceptions, parent perceptions, and challenges.

**THREE** | Child Well-Being Indicators using the Poverty Center's integrated data system to determine how the pandemic has affected children and families outside of preschool and child care settings.

**FOUR** | Ongoing data analysis focused on capacity, enrollment, Kindergarten Readiness Assessment results, and the early childhood workforce.

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We believe that this combination of strategies will prepare us to respond to the needs of kids, providers, and families in real time. We will also be able to conduct a retrospective analysis that will arm our community with the knowledge we will need to mitigate the negative impacts of this pandemic and be better prepared to respond to future crises.

# How PRE4CLE is Responding to the COVID-19 Crisis



While families and preschool providers navigate the unprecedented challenges created by COVID-19, PRE4CLE is working to support their needs through advocacy, technical assistance, and one-on-one outreach to families.

Our goal is to strengthen providers and families during this difficult time while also working to emerge from this crisis

without losing ground on the progress that Cleveland has made during the last six years. Highlights from PRE4CLE's work during the pandemic include:

## **SUPPORT FOR PRESCHOOL PROVIDERS** |

Since the pandemic began in March of 2020, PRE4CLE's team at Starting Point has worked hand-in-hand with preschool providers to ensure that they have the technical assistance, protective equipment and sanitation supplies, and resources they need to re-open safely and provide the maximum protection for the children they serve and their staff.

**SUPPORT FOR FAMILIES** | As many families struggle with new realities of job loss, school closures, safety concerns, and other challenges, PRE4CLE is working to help families find affordable early learning options that meet their urgent needs that are also high-quality and following the state's safety guidelines. PRE4CLE is emphasizing one-on-one referral services that link families to available high-quality preschool seats and educate them on how to identify programs following the state's safety protocol.

**ADVOCACY** | As highlighted in the “Build Back Stronger” section of this report, PRE4CLE is focused on addressing the short- and long-term needs of families and preschool providers during this pandemic period. Since March, PRE4CLE has worked to educate policymakers at the state and national levels about the critical needs of Cleveland’s families and preschool providers, and to fight for supports that reduce the harmful impacts of the pandemic and ensure that families and providers can emerge from this crisis as strong as possible.



## A NEW FACE AT PRE4CLE

In 2020, the PRE4CLE team welcomed Alyse Mitcham as our new Outreach and Engagement Specialist working with families and preschool programs in the community to support PRE4CLE’s enrollment and quality expansion goals. Prior to joining the PRE4CLE team, Alyse worked in various roles at OhioGuidestone as program manager and life skills instructor helping to connect young people to job training and educational opportunities. Alyse brings extensive knowledge of community outreach and a passion for supporting young people in our community to succeed.

We are  
so happy to  
welcome her  
to the team!



**CATHOLIC  
CHARITIES EARLY  
LEARNING CENTERS**  
provided meal  
pick-up and delivery  
to their families.



# Building a Brighter Future

Last year, we kicked off our Early Learning Spaces project, focused on supporting providers to ensure that the quality of their facilities matches the quality of the programs they are delivering. In the past year, that work has made significant progress. We worked with an architectural firm to assess the facility quality of 15 high-quality programs across the city and design a prototype for an ideal early learning center.

We have also partnered with IFF, a mission-driven lender, real estate consultant, and developer that creates opportunities for low-income communities to help them thrive. Since our partnership began, IFF has helped us guide this project forward using their expertise gained through supporting a similar project in Detroit, Michigan.

With all of these exciting developments in place, we are hopeful that we will be able to break ground on our first project within the next year.

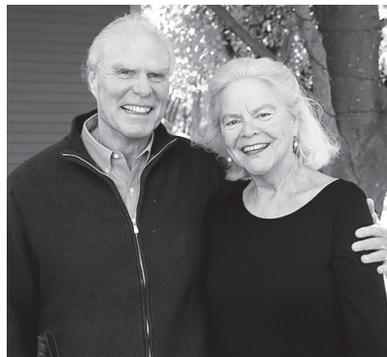
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## Lulie's Room

The Llura Gund Early Learning Fund



in partnership with  
**PRE4CLE**



PRE4CLE is honored to launch the Early Learning Fund in memory of the life and legacy of Llura “Lulie” Gund with generous funding of \$2 million from The George Gund Foundation and Gordon and Llura Gund. Lulie devoted more than 20 years to The George Gund Foundation

board of trustees, serving as vice president for much of that time, in addition to many other philanthropic efforts across the country. Lulie’s smart, thoughtful, and deeply passionate leadership on issues that impact children and families—particularly early childhood education—greatly influenced many such initiatives in Cleveland, including Cuyahoga County’s Invest in Children programs and PRE4CLE.

The Llura Gund Early Learning Fund will launch PRE4CLE’s Early Learning Spaces project, providing essential seed funding to transform preschool facilities across Cleveland. The funding will also be used to create “Lulie’s Room” preschool classrooms that will reflect the warm and loving spirit that Lulie brought to all of her work. PRE4CLE is incredibly grateful for the generosity of The George Gund Foundation and Gordon and Llura Gund, and we look forward to unveiling the first Lulie’s Room classroom in 2021.

# PRE4CLE Providers

## **BELLAIRE-PURITAS**

Artemus Ward  
Puritas Head Start

## **BROADWAY-SLAVIC VILLAGE**

A.B. Hart  
Brightside Academy  
Mound  
Villa Head Start  
Warner Girls' Leadership Academy

## **BROOKLYN CENTRE**

Corinna Bryant  
Denison  
Maribel Guerra

## **BUCKEYE-SHAKER SQUARE**

Fundamentals Early Childhood  
Development Academy  
Sunbeam

## **BUCKEYE-WOODHILL**

Harvey Rice

## **CENTRAL**

Bingham Early Learning Center  
Day Care for Future Scholars  
Dike School of the Arts  
The Early Childhood Center  
at Arbor Park  
Friendly Inn Settlement  
George Washington Carver  
King Kennedy Head Start  
Marion Sterling  
Outhwaite Head Start  
William Patrick Day Head Start

## **CLARK-FULTON**

Market Square Horizon  
Education Center  
Walton

## **COLLINWOOD-NOTTINGHAM**

East Clark  
Hanna Gibbons  
Intergenerational Day Care  
Kenneth W. Clement Boys'  
Leadership Academy

## **CUDELL**

Marion Seltzer  
Willard Child Development Center

## **DETROIT SHOREWAY**

Gordon Square  
Early Learning Center  
H. Barbara Booker  
Joseph Gallagher  
St. Augustine Manor  
Child Enrichment Center  
Waverly

## **DOWNTOWN**

Cleveland Fed Kids  
Developing Character  
Smarty Pants Learning Center

## **EUCLID-GREEN**

Carl B. Stokes Head Start  
Euclid Park

## **FAIRFAX**

Bolton  
St. Adalbert

## **GLENVILLE**

Apples of Gold Child Care II  
Brightside Academy-Glenville  
Franklin D. Roosevelt  
Glenville Early Learning Center  
Mary M. Bethune  
Murtis Taylor at  
Kathryn R. Tyler Center  
Patrick Henry  
Wade Early Learning Center

## **HOUGH**

Daniel E. Morgan  
Lexington Bell  
Early Childhood Center  
Mary B. Martin  
Wade Park

## **JEFFERSON**

Garfield  
Wilson's Home Daycare

## **KAMM'S**

Care-A-Lot Daycare &  
Achievement Center  
Clara E. Westropp  
Douglas MacArthur Girls'  
Leadership Academy  
Newton D. Baker  
Riverside  
Triskett Station Horizon  
Education Center  
Valley View Boys'  
Leadership Academy  
West Park Discovery World

## **KINSMAN**

Anton Grdina  
Rainbow Terrace Head Start

## **LEE-HARVARD**

Adlai Stevenson  
Charles W. Eliot  
Louis Stokes Head Start

## **MOUNT PLEASANT**

Andrew J. Rickoff  
Brightside Academy  
Murtis Taylor Child  
Enrichment Program

## **NORTH SHORE**

## **COLLINWOOD**

Apples of Gold Child Care III  
A Jubilee Academy  
Memorial  
Oliver Perry  
Salvation Army Grovewood

## **OHIO CITY**

Lakeview Terrace Head Start  
The Music Settlement  
at Ohio City  
Orchard Hale STEM  
Paul Dunbar  
Urban Community School

## **OLD BROOKLYN**

Benjamin Franklin  
Charles Mooney  
Old Brooklyn Horizon  
Education Center  
Weekare Day Care  
William Cullen Bryant  
William Rainey Harper

## **ST. CLAIR-SUPERIOR**

St. Phillip Neri Head Start  
Willson

## **STOCKYARD**

Brightside Academy  
Clark  
Salvation Army Ohio City  
Thomas Jefferson

## **TREMONT**

Buhrer  
Horizon Learning Center  
Luis Munoz Marin  
Merrick House  
Scranton  
Tremont Montessori

## **UNION-MILES**

Chapelside Academy  
Charles Dickens  
Miles  
Nathan Hale  
Robert Jamison  
Union Miles Head Start

## **UNIVERSITY**

The Music Settlement  
at University Circle

## **WEST BOULEVARD**

Almira  
Louis Agassiz  
Milagros Cruz  
St. Ignatius Head Start  
Wilbur Wright

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Executive Director

## **BILLIE OSBORNE-FEARS**

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Starting Point

## **DEBBIE FODGE**

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## **MICHELLE CONNAVINO**

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## **BRITTON HILL**

Community Outreach and  
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## **ALYSE MITCHAM**

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### DR. MONYKA PRICE

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Early Childhood Expert

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Early Childhood Education  
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### Partner Organizations

The work of PRE4CLE is supported by many organizations in the Cleveland community that are not represented on the Cleveland Early Childhood Compact. Without these additional partners, we would not be able to meet our goals. We are extremely grateful to these organizations and the Cleveland community for championing high-quality early childhood education.

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