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What is B-3?

Cambridge's School Department and the Division of Human Services established **The Birth to Third Grade Partnership (B-3)**, a coordinating hub to improve the quality of Cambridge's early childhood (EC) programs while increasing access for low-income families. Based on an evaluation of the pilot program led by the Institute for Community Health, B-3 developed a quality improvement model for preschools and family childcare programs.

Services Provided by B-3 2017-2019



9 preschool directors received **mentoring** in administration, assessment, and supervision.



Communities of Practice monthly meetings for directors and educators to learn together.



82 educators received **coaching** to improve teaching practices, lesson planning, and classroom set up.



Program Improvement Funds to upgrade learning environments received by **19** programs.



Professional Development events for EC workforce city-wide.



QRIS Support given to **9** programs to improve assessment scores & advance levels.



132 children received scholarships to attend high-quality preschools.

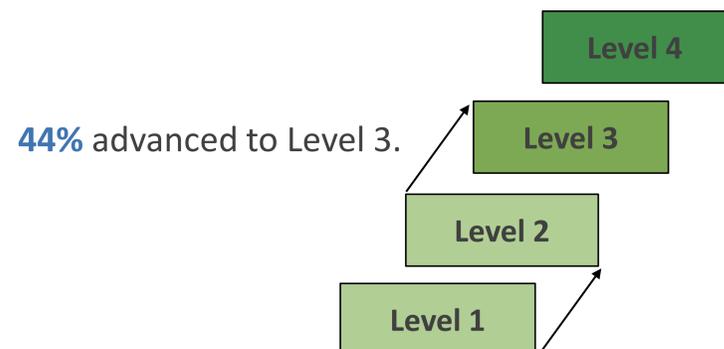
Early findings suggest that B-3's model has increased access to and improved the quality of preschools and family childcare programs. B-3 has also enriched the professional lives of the EC workforce and recognized their contribution to the success of Cambridge's children.

Evaluation Methods

- Independent assessment of centers using the Early Childhood Environment Rating Scale (ECERS-R) and the Classroom Assessment Scoring System (CLASS). These are required by MA's **QRIS**, the state system used for measuring quality among EC programs.
- **Interviews and focus groups** conducted with teachers, directors, family care providers, B-3 coaches and mentors, and parents of children receiving scholarships

Quality Rating Improvement System (QRIS) Scores

89% of the centers supported by B-3 improved their QRIS scores between 2017 and 2019.



Outcomes for Educators, Programs, Children, & Families

Family Childcare Providers

- Increased sense of professionalism
- Increased understanding of business management
- Supportive community of providers

Children and Families

- Parents feel supported by children's educators
- Parents feel supported in navigating the education system in Cambridge
- Children have enhanced learning & socioemotional outcomes

Educators

- Increased ability in creating and executing curricula
- Improved classroom management
- Designed intentional, more engaging learning environments

Program Directors

- Gained more skills for managing and supervising staff
- Learned to use data to more effectively drive program improvements

*"Many of us have been providers for many years and nobody thought about us, we were like nannies.... So **we learned to be more [like] professionals** which makes us feel better in terms of going there and doing an interview [with a parent]." – **Family Childcare Provider***

*"**All the pieces play into each other...** [Our coach] will meet with the teachers, they'll **plan curriculum**, they'll have set goals and they'll **go to the CoPs** and they'll get to hear from the other teachers doing the exact same thing" – **Director***

*"[Children] are finding new ways to use materials... With the loose parts I put out, **they're constructing or using their imagination more.**" – **Teacher***

*"Now [my daughter] talks about sharing and [preschool is] where she got it from." – **Parent***