

Page 2 -Preventing the Achievement Gap for 39,000 Future Students

- With funding from United Way, **communities began identifying gaps in services and coordinating programming.** Fifty community-based organizations in Allston-Brighton formed the Early Childhood System of Care to connect parents and young children to neighborhood resources, and 15 family-serving organizations in Mattapan began meeting as a team to coordinate services.
- 741 early education, health and dental providers distributed **guides with child development milestones and activities to do at home, in eight languages, to 7,500 children and caregivers** during the November launch of Talk Read Play, a new public and parent engagement campaign from Countdown to Kindergarten and ReadBoston.
- **Sixty-two early education and care providers became accredited,** and an additional 140 Boston providers are in the process of becoming accredited/re-accredited.

The progress report released today shows how over the past year, Boston has:

- Ensured that early childhood is a high priority in programming, policy and resource development;
- Improved and expanded services for young children and their families;
- Identified common indicators and necessary baseline data to monitor city-wide progress; and
- Developed a collaborative infrastructure that ensures a permanent commitment to the healthy development and school readiness of all Boston children.

Examples of next steps included in the report are distributing information to parents along with all birth certificates, and reaching families through a wide range of media, such as a new Haitian radio show on parenting. The report is available on www.ThriveinFive.org.

Thrive in Five last spring released a comprehensive school readiness roadmap for Boston, driven by brain research and economic analysis that demonstrate the significant impact on children and the significant return on investment from early childhood interventions. The plan aims to prevent the achievement gap in our next generation by addressing gaps already apparent when students enter kindergarten.

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