

Boston Basics Multi-City Convening

December 2, 2016
at the Boston Children's Museum



*None of us
can do
alone what
all of us
can do
together!*

the **Boston**
**Basics**

Fun, Simple, and Powerful!

Speakers from the Boston Basics Core Leadership Team

- **Ron Ferguson**

Faculty Director of the Achievement Gap Initiative at Harvard University

- **Jeff Howard**

President of the Efficacy Institute and Chair, Black Philanthropy Fund

- **Turahn Dorsey**

Chief of Education for the City of Boston (in the Mayor's Cabinet, not the Superintendent of Schools)

- **Wendell Knox**

Retired CEO of Abt Associates Inc. and Vice Chair, Black Philanthropy Fund

Meeting Facilitators

- **Sarah McLean**

Harvard Resident, Education First

- **Liz O'Connor**

Founder and Principal, StrategyMatters

Cities and Towns Represented

- Boston, MA
- Bridgeport, CN
- Butte County, CA
- Chattanooga, TN
- Chicago
- Greenville, SC
- Houston, TX
- Los Angeles, CA
- Ossining, NY
- Peekskill, NY
- Salt Lake City, UT
- Suffolk, VA

the **Boston** Basics



MAXIMIZE LOVE, MANAGE STRESS



TALK, SING, AND POINT

123

COUNT, GROUP, AND COMPARE



EXPLORE THROUGH MOVEMENT AND PLAY

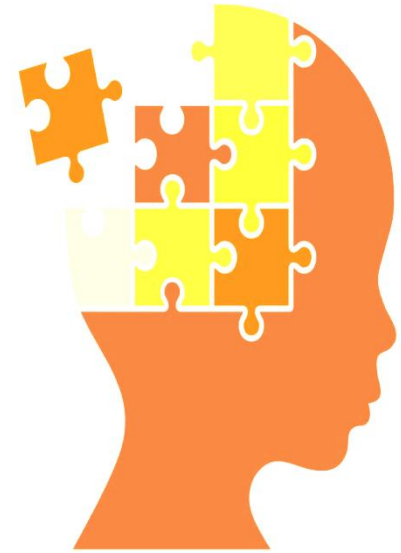


READ AND DISCUSS STORIES

We begin with the *Basics Caregiver Promise* and then watch the *Boston Basics Overview Video*.

Three Compelling Facts

- 80% of brain growth happens in the first three years.
- Racial, ethnic, and socio-economic skill gaps are very clear in national data by the age of two.
- Science is clear about the types of lived experiences in the first three years that really make a difference!



We face a moral imperative to act!

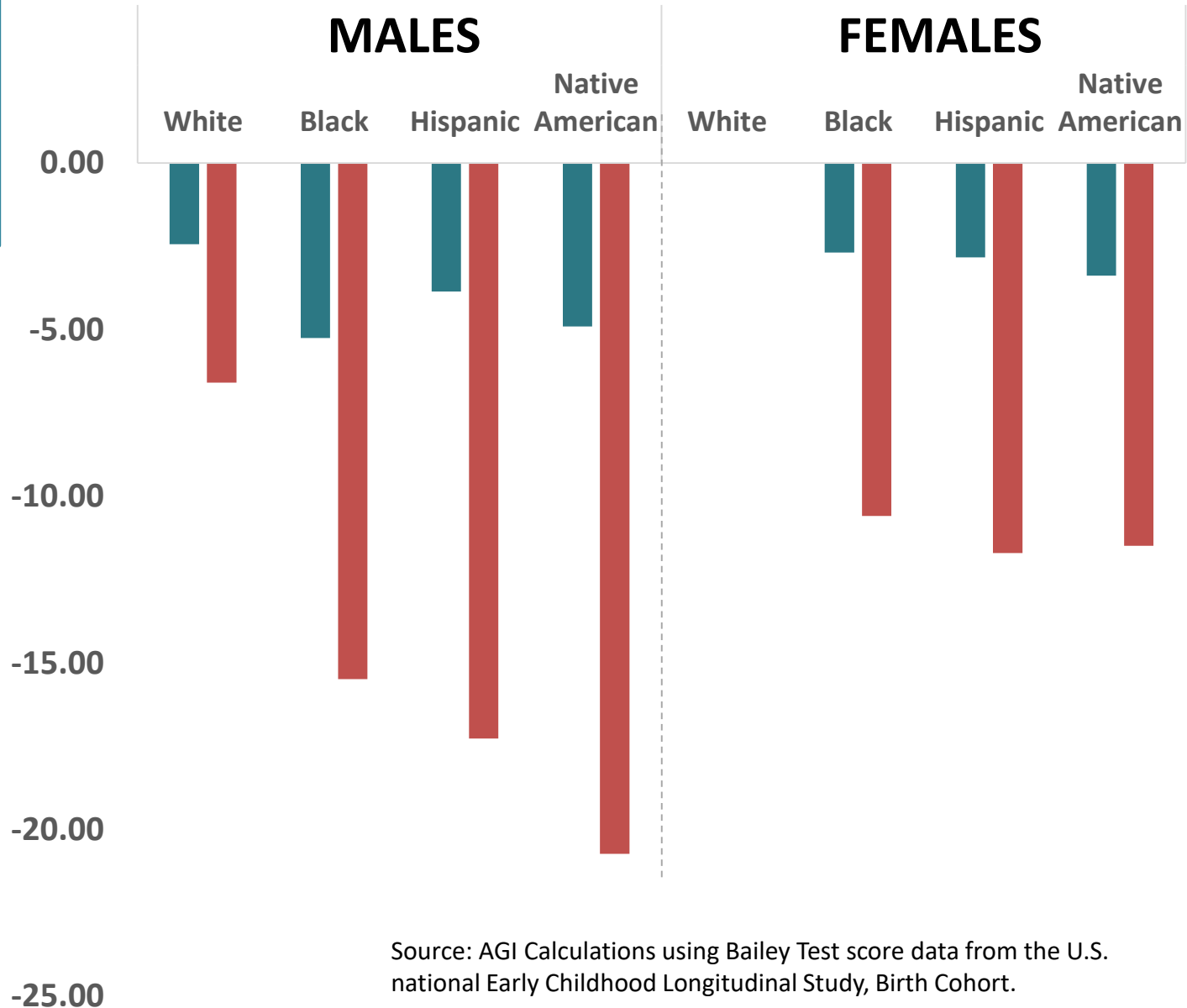
Cognitive Gaps in Early Childhood

(As a percentage of scores for white females)



■ At 1 Year Old

■ At 2 Years Old



Source: AGI Calculations using Bailey Test score data from the U.S. national Early Childhood Longitudinal Study, Birth Cohort.

Why do gaps open so early?

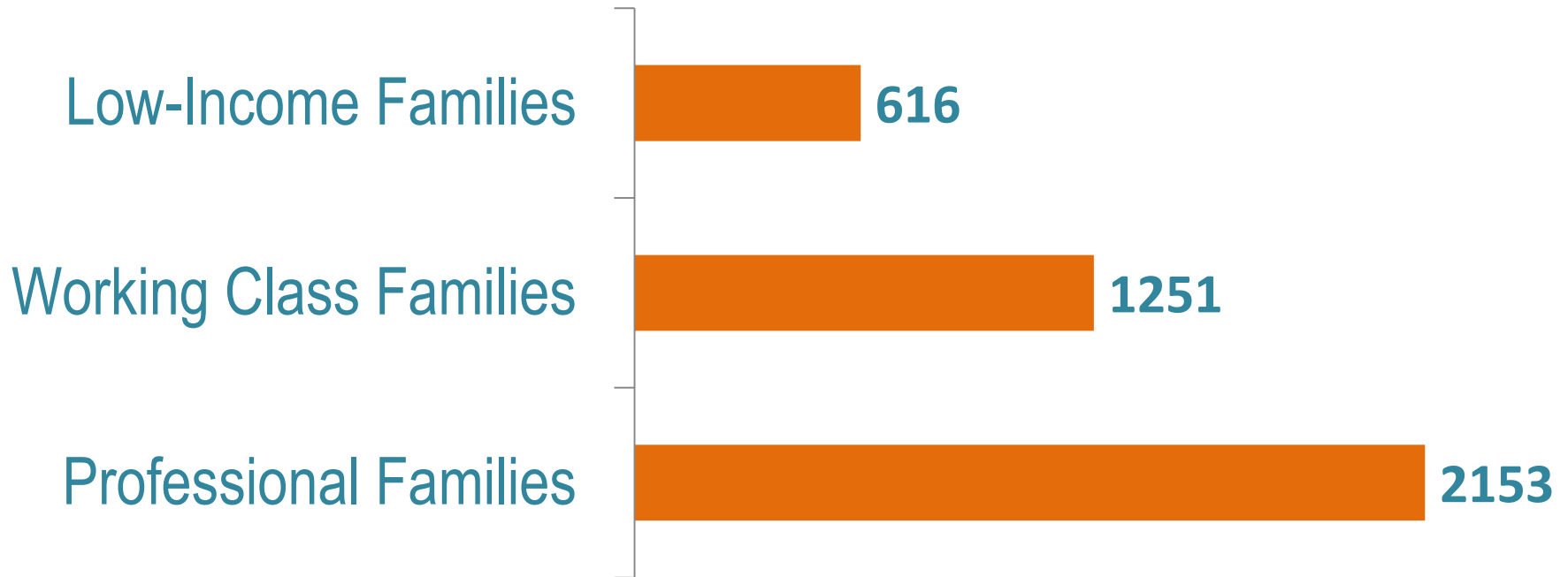


In one landmark study,* advantaged children in the U.S. heard as many as **30 million more words by the age of 3** compared to children whose families were receiving public assistance.



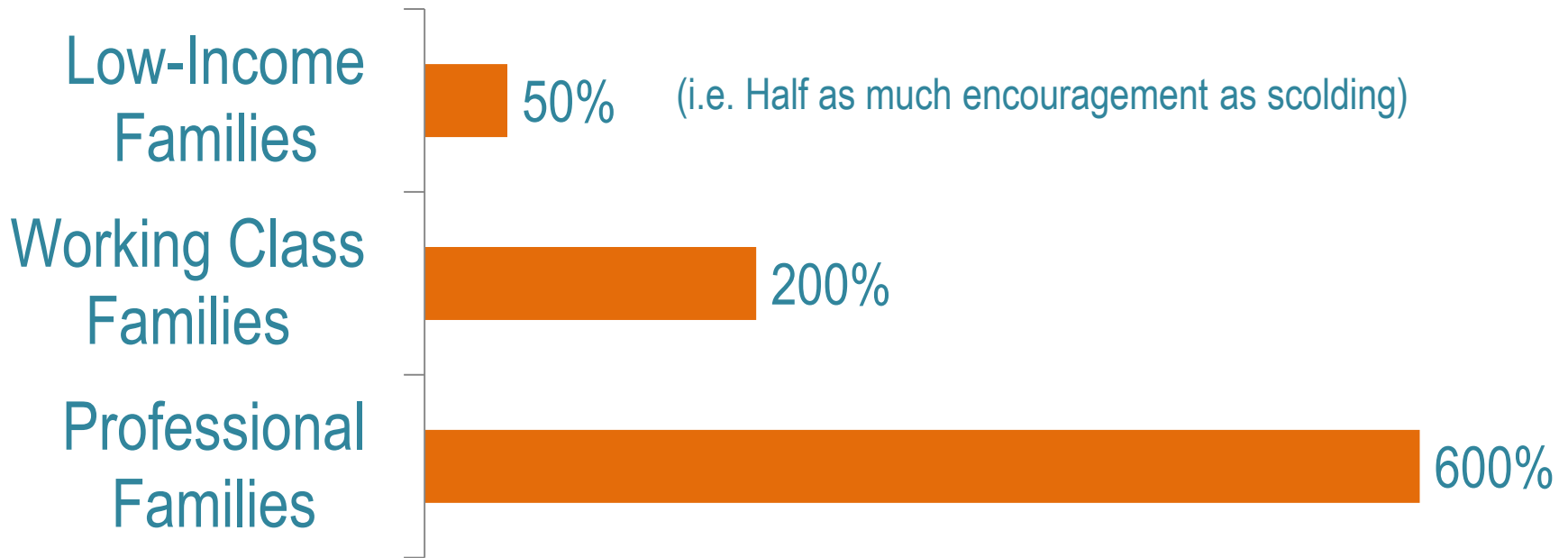
*Betty Hart and Todd R. Risley (1995). *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore: Brookes.
Also, Betty Hart and Todd R. Risley (2003, Spring). "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring). *American Educator*, pp.4-9.

Words the child heard spoken per hour:



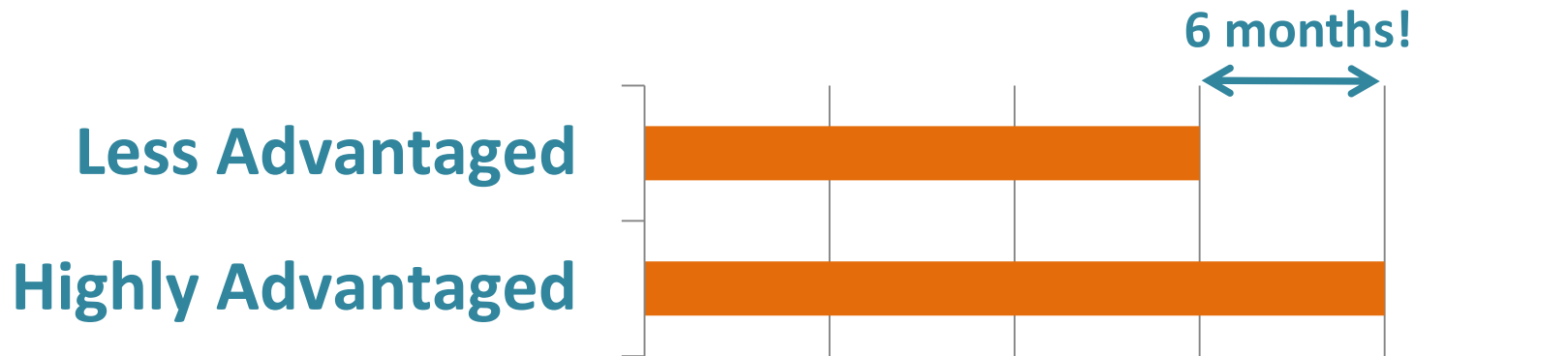
*Betty Hart and Todd R. Risley (2003, Spring). "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring). American Educator, pp.4-9.

The ratio of praise or encouragement to reprimands, warnings, or scolding:*



*Betty Hart and Todd R. Risley (2003, Spring). "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring). American Educator, pp.4-9.

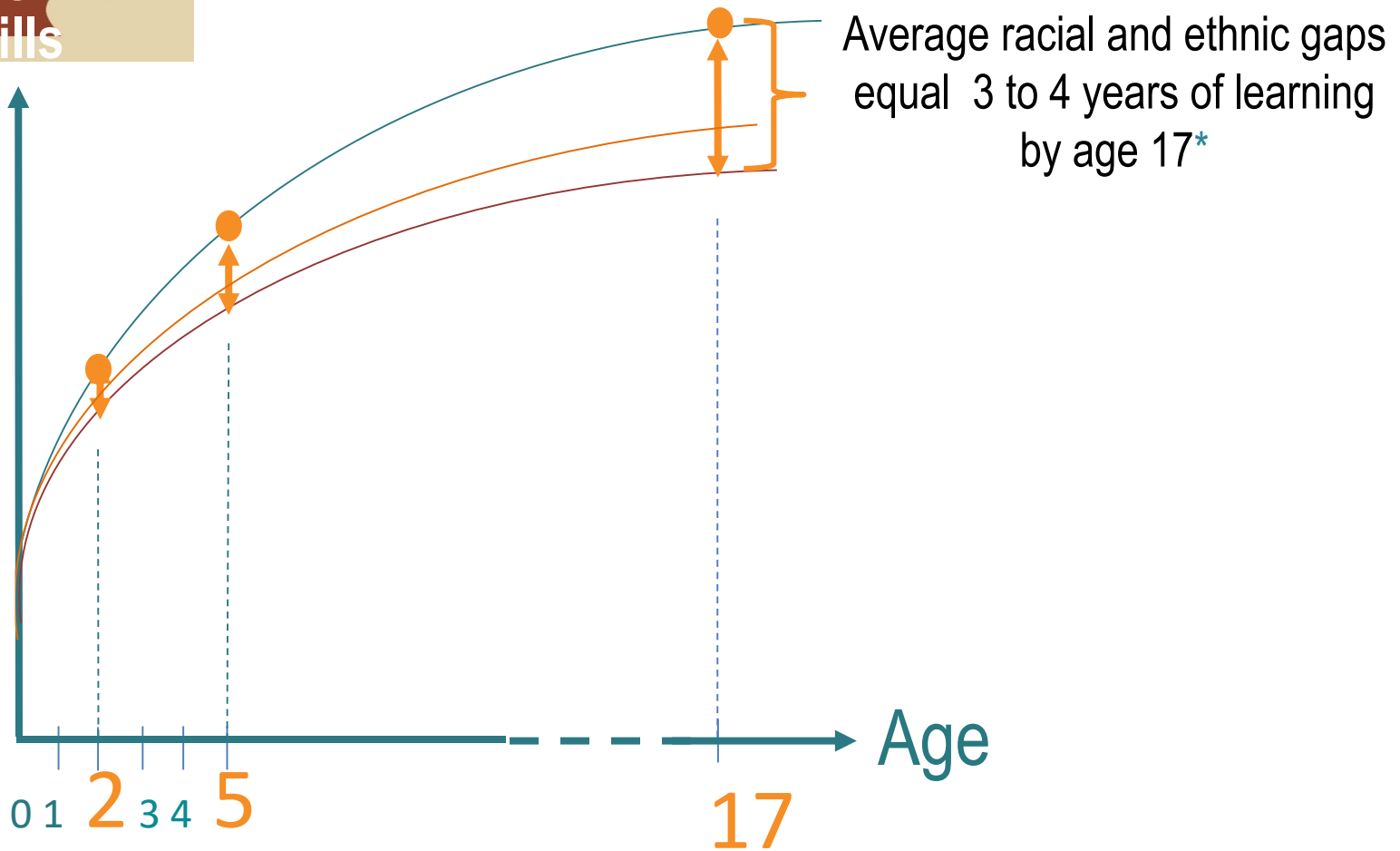
In another major study,* less advantaged children were **six months behind the highly advantaged in language processing skills** by the age of two!



Anne Fernald, Virginia Marchman, and Adriana Weisleder (2013). "SES Differences in Language Processing Skill and Vocabulary are Evident at 18 Months." *Developmental Science* Volume 16, Number 2, pages 234-248.

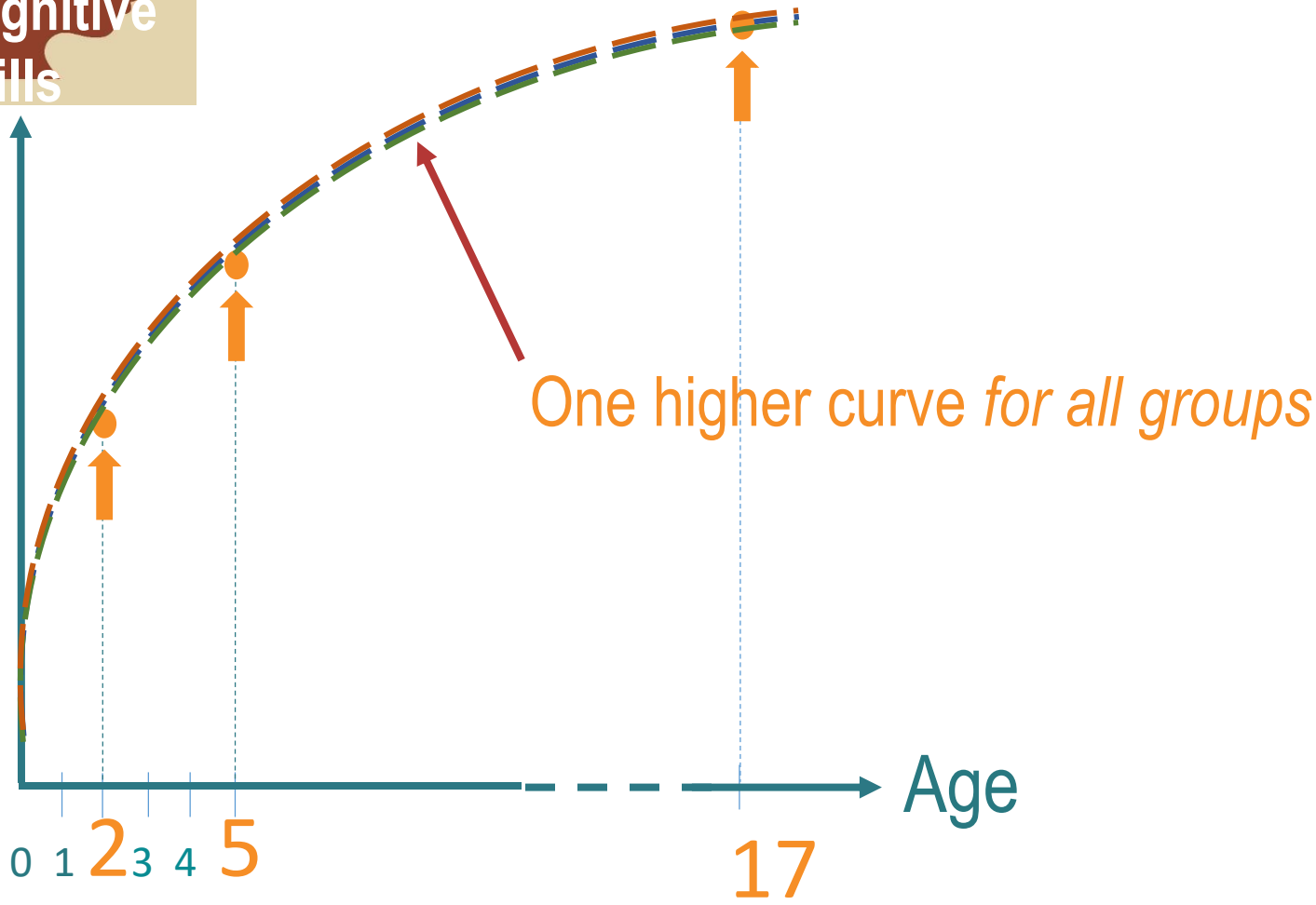
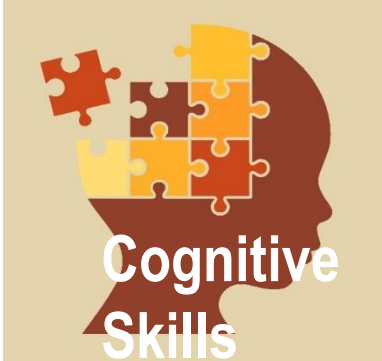


Too many fall behind early and never catch up



*This refers to the gap between blacks, Latinos, and Native Americans, compared to whites, on the National Assessment of Educational Progress.

Our Aspiration



So what can we do?

There will never be enough capacity in high quality programs to serve all of the families and children that could benefit.

So, let's

saturate the community
with *the Basics*.



Make *life* the program!

Help families experience
positive reinforcements
from every direction
for doing *the Basics*



the Black Philanthropy Fund and the Boston Basics Campaign

Jeff Howard, Chair, Black Philanthropy Fund

Convening Organizations of the Boston Basics Campaign

*Black
Philanthropy
Fund*

a learning and leadership community



The Achievement Gap Initiative at Harvard University

Toward Excellence with Equity



Boston Mayor's Office



**BOSTON
CHILDREN'S
MUSEUM**



Currently with 72 active partner organizations.

Origins of the Boston Basics Campaign

- Began with the conceptual work of Ron Ferguson of the Achievement Gap Initiative at Harvard, working with a national advisory committee and support from the Kellogg Foundation
- After he presented to us, we of the Black Philanthropy Fund (BPF) committed to anchoring a partnership to build a Boston Basics Campaign to reach out to all parents in our community
- We were joined by Rahn Dorsey, the Mayor's Education Chief (and a former trustee of the BPF)
- The BPF reached out, in December of 2014, to a dozen early childhood and parenting agencies, to assess interest in such a campaign. They strongly affirmed the idea, and encouraged the BPF to play a lead organizing role.

Campaign Objectives

- Have measurable positive impact on *actual* parenting practices in Boston
- Show measurable increases in Kindergarten Readiness, as a foundation for school success, and ultimately, College and Career Readiness

An Installable Package

- We have developed a package of tools, all built around the Basics, we offer to agencies who share our interest in children and early parenting
- We operate *open source*, providing access to the entire package to anyone, anywhere who wants to use it (as is) at no charge
- We offer limited customization, e.g., “The Houston Basics” for other communities interested in building a Campaign
- We are not establishing a new agency; we exist to serve children through support of existing institutions and early childhood providers

Funding the Campaign

- The initial investments in a Boston Campaign were made by the Black Philanthropy Fund:
 - Financed the English and Spanish Language videos (produced at WGBH) with supplemental support from the Latino Legacy Fund to help with the Spanish videos
 - Considerable “sweat equity” (along with AGI and Chief of Education) in developing strategy, raising additional funds, and building agency partnerships to deliver the BB
- We want the BBC to contribute to a sense of vitality in Boston’s early childhood community, to stimulate a *bigger* commitment and more funding across the board
- We have so far enlisted funds from individuals, organizations and institutions that reflect the diversity our community; this is a true *citywide* campaign and a public-private partnership

A Vision for the Future

- The norms and routines of early parenting will include the Basics.
- Far more children will arrive at school prepared to succeed, with far fewer falling off track before reaching kindergarten.
- Achievement will be higher among children from every background.
- Performance gaps by race, ethnicity, and background will greatly diminish.
- A growing share of young adults will become successful contributors, with a falling share struggling and requiring supplemental supports.

A Message from Rahn Dorsey,
Chief of Education for the City of Boston
and a Brief Video clip from Mayor Martin J. Walsh

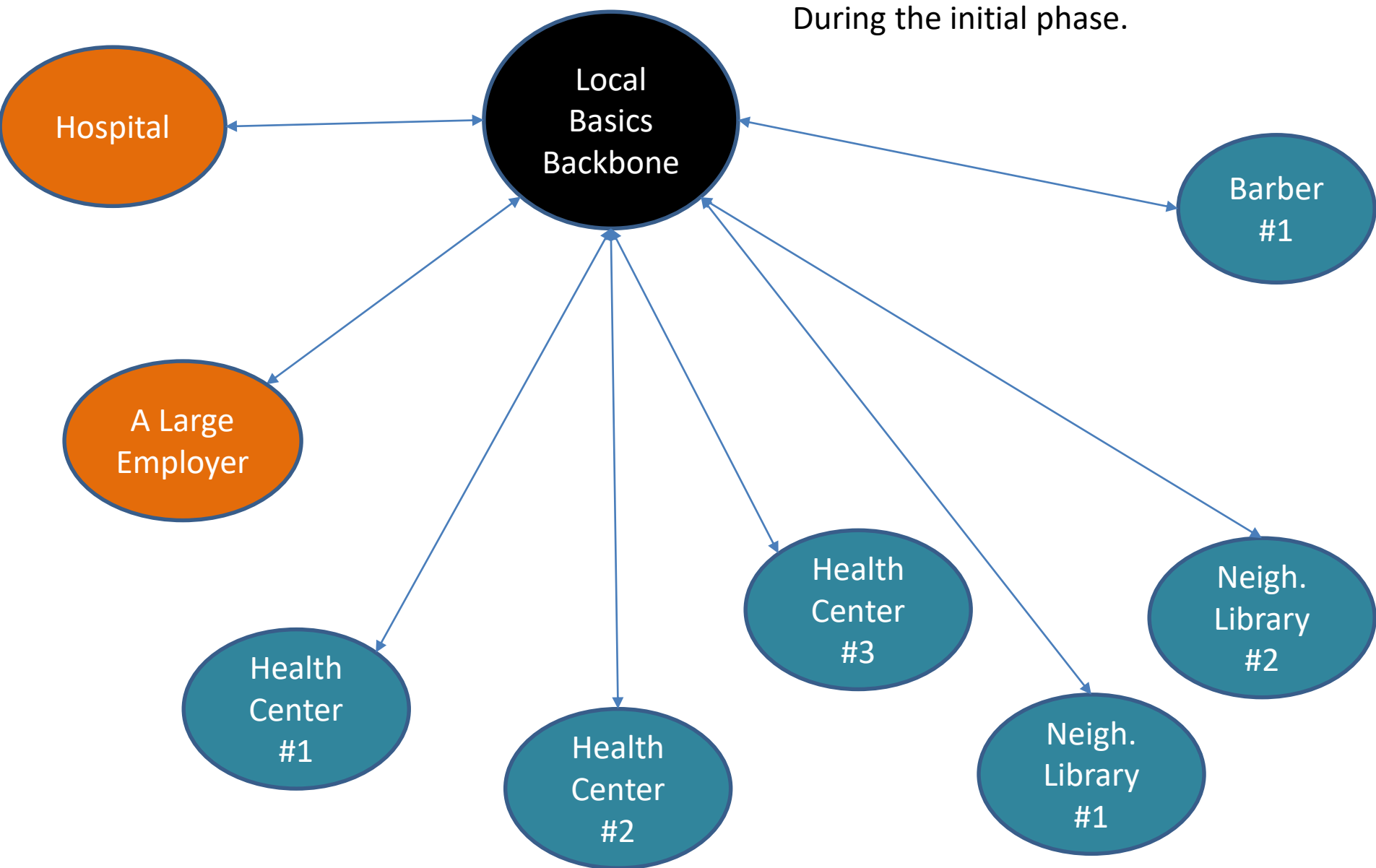
Note: this brief video can be watched as part of the conference video. It is not in this file.



Boston Basics Campaign: the Local System Model

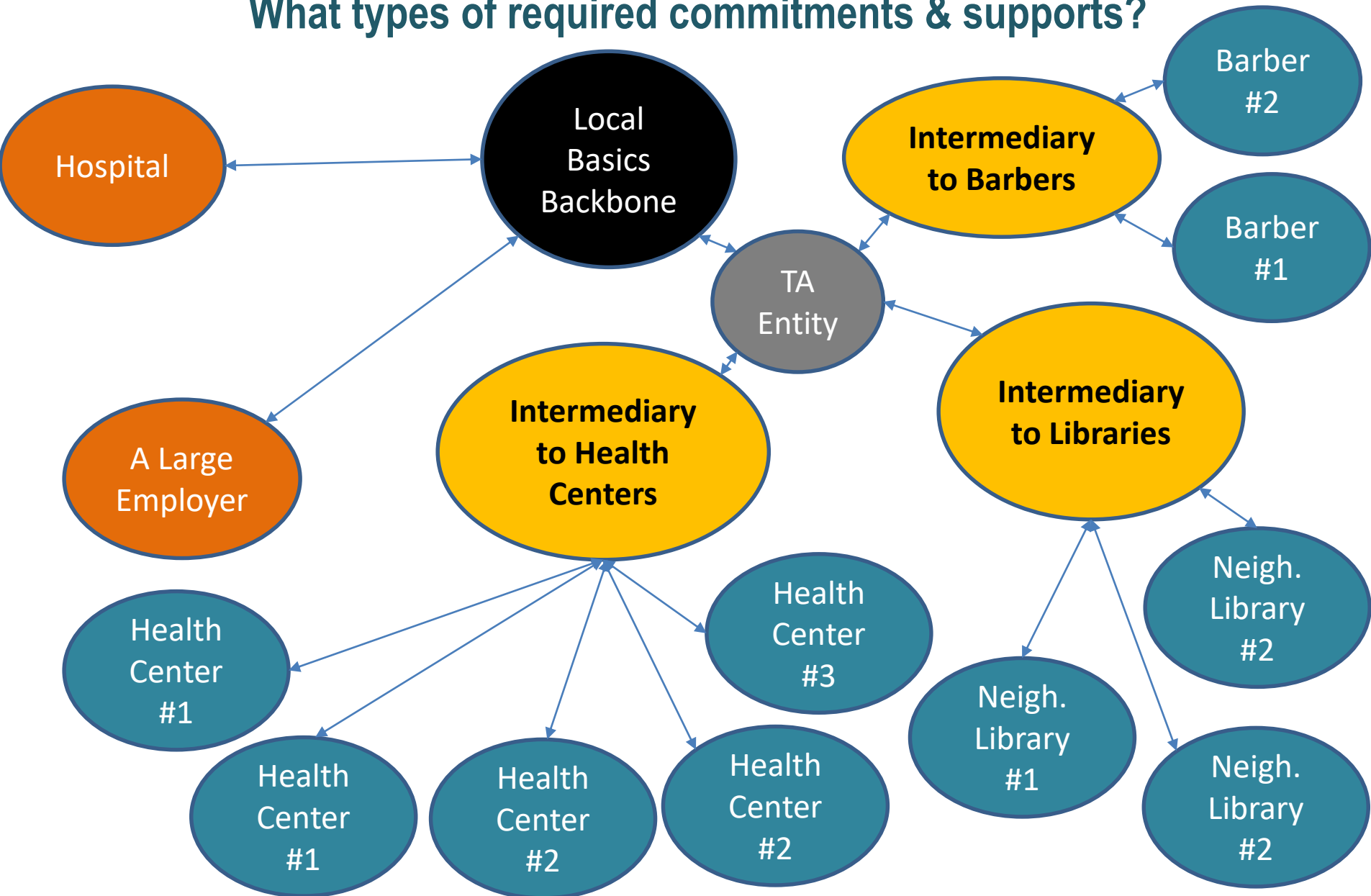
*Ron Ferguson, Faculty Director, the Achievement Gap Initiative at Harvard
and Wendell Knox, Vice-Chair, the Black Philanthropy Fund*

Roles & Linkages in a Local Basics System



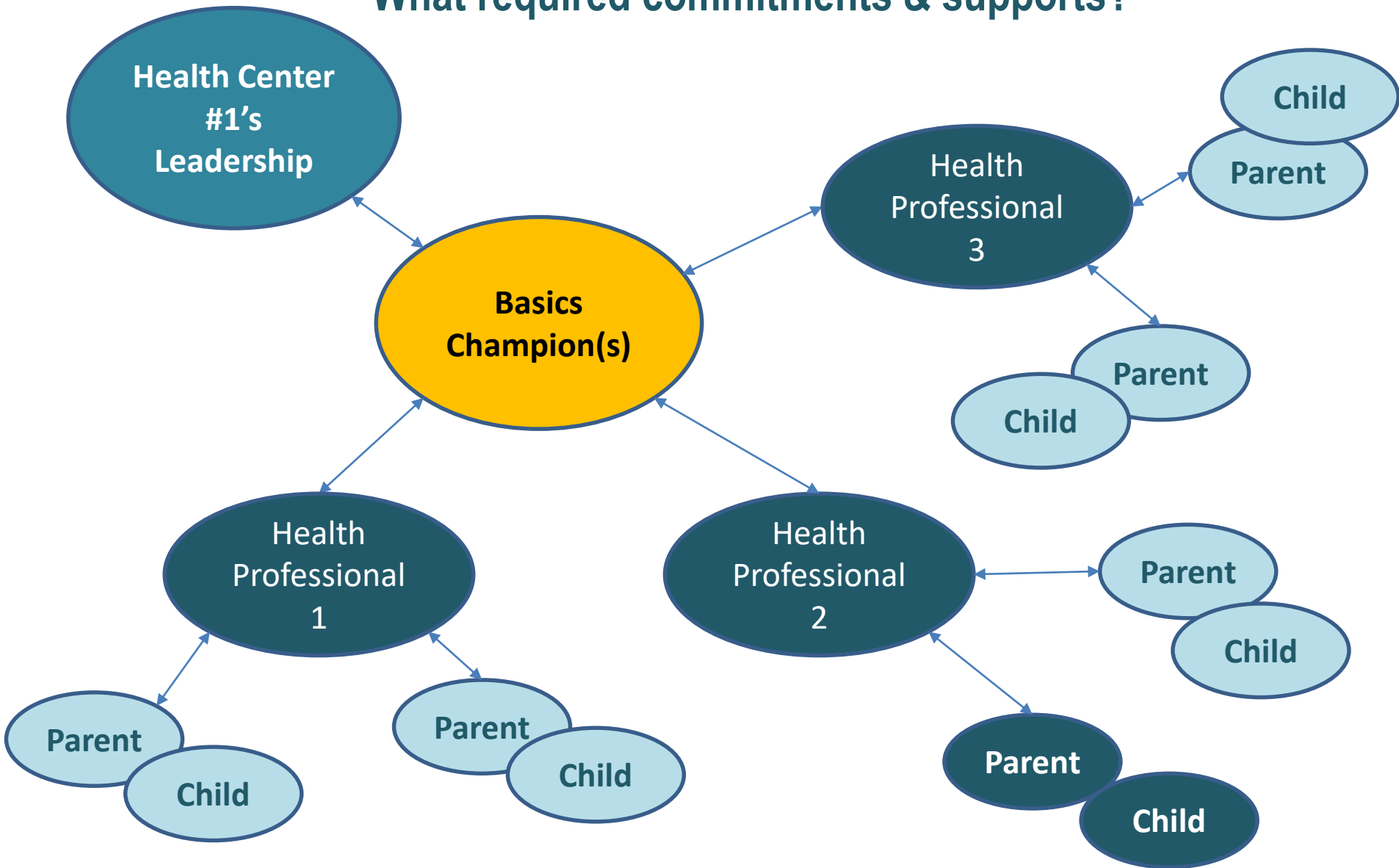
Roles & Linkages in a Local Basics System

What types of required commitments & supports?



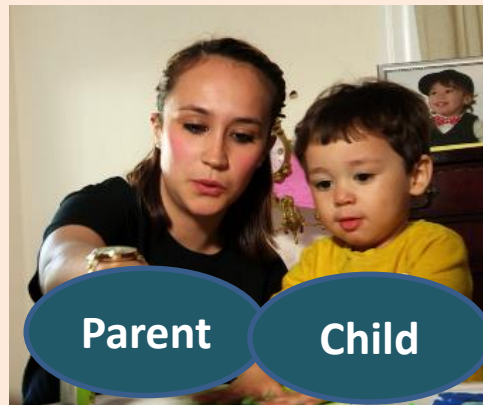
Roles & Linkages in a Basics Health Center

What required commitments & supports?



Ecological Saturation

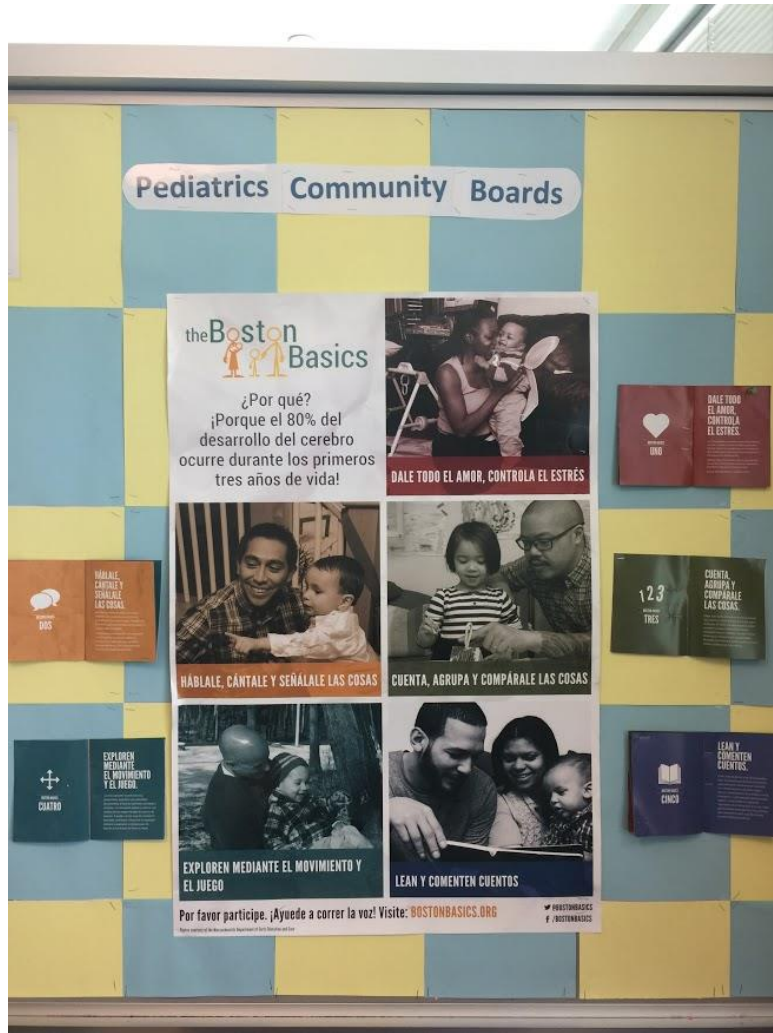
Health Centers
& Pediatricians



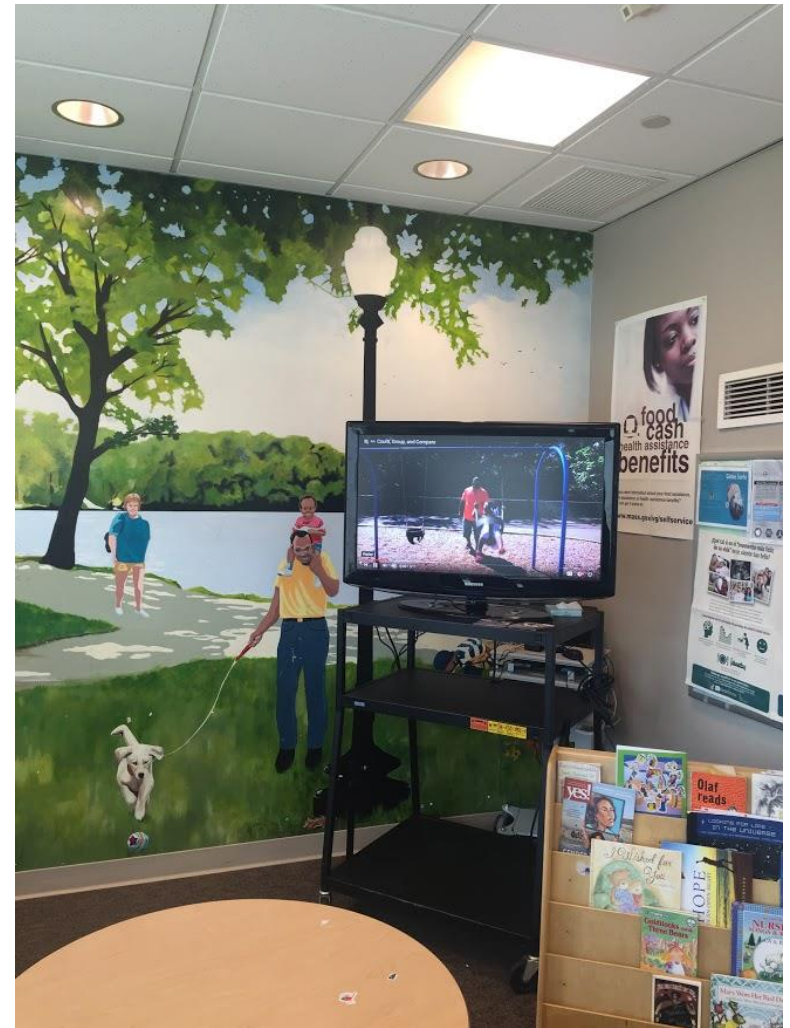
This could be the parent and child at the bottom right corner of the previous slide, with Health Professional #2.

Health Center

Southern Jamaica Plain Health Center



A Boston Basics Poster in Spanish on the Pediatrics board.

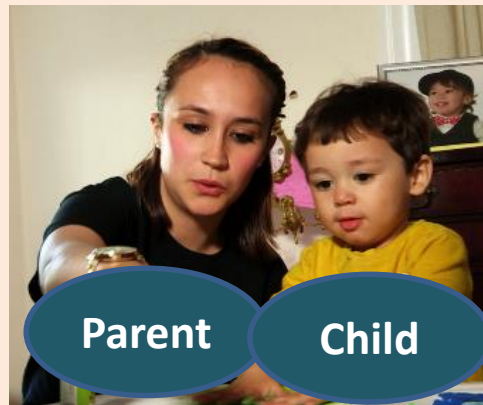
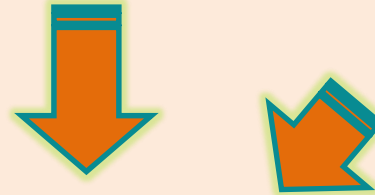


A Boston Basics video playing in the waiting room.

Ecological Saturation

Health Centers
& Pediatricians

Hospitals



Parent

Child

Boston Basics core team member, Dr. Barry Zuckerman, Boston Medical Center

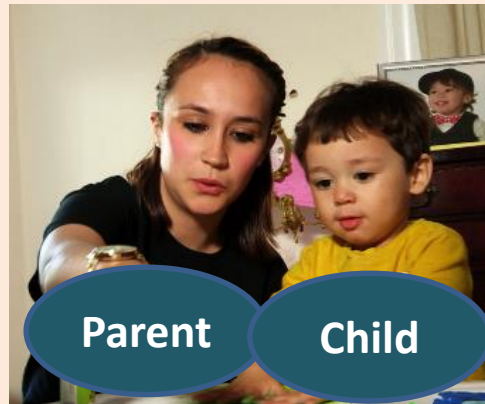


Ecological Saturation

Health Centers
& Pediatricians



Hospitals



Parent

Child

Employers



Partners Healthcare, Inc. is launching a Boston Basics Campaign to involve and benefit employees.

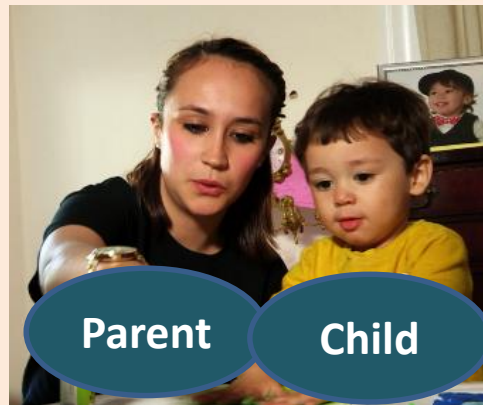


Ecological Saturation

Health Centers
& Pediatricians



Hospitals



Parent

Child

Employers



Faith Based
Organizations



Faith-Based

Boston Basics on the screen at *Congregation Lion of Judah Church Service*



The Boston Basics Overview Video in Spanish is playing.

Video clip from a Church Service at Lion of Judah in Boston, MA, September 11, 2016

Note: this brief video can be watched as part of the conference video. It is not in this file.

Faith-Based

Congregation Lion of Judah Boston Basics Workshop for Parents and Caregivers

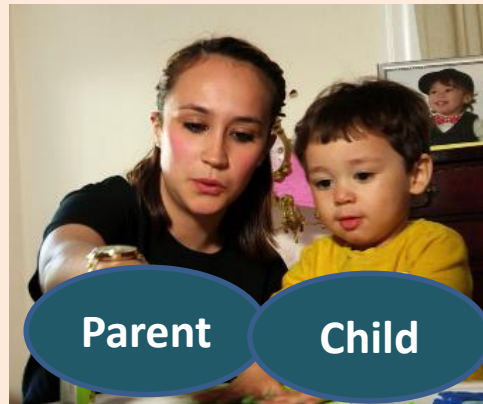


Ecological Saturation

Health Centers
& Pediatricians



Hospitals



Parent

Child

Employers



Faith Based
Organizations



Schools, Museums,
& Libraries



Family & Early Childhood

ReadBoston



Boston Basics workshop at a local library.

Ecological Saturation

Health Centers
& Pediatricians

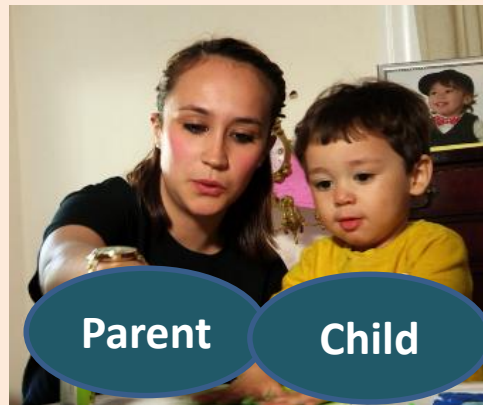
Hospitals

Employers

Faith Based
Organizations

Schools, Museums,
& Libraries

Community
Centers



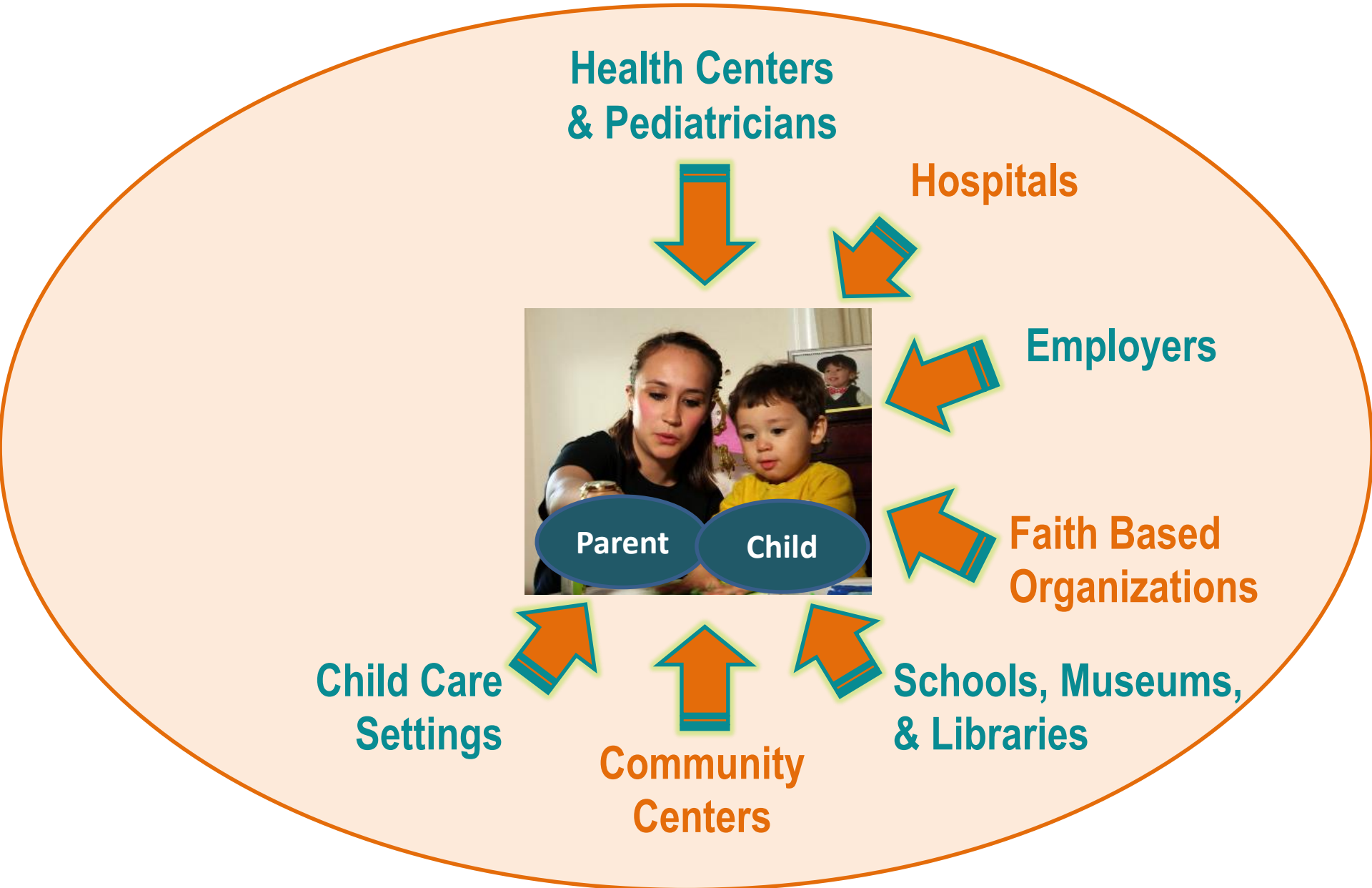
Boston Centers for Youth and Families Boston Basics Training for Center Directors



BCYF#2

Black Philanthropy Fund Chair Jeff Howard, standing at the back of the room, asking for a show of hands during an orientation for 35 community center directors.

Ecological Saturation



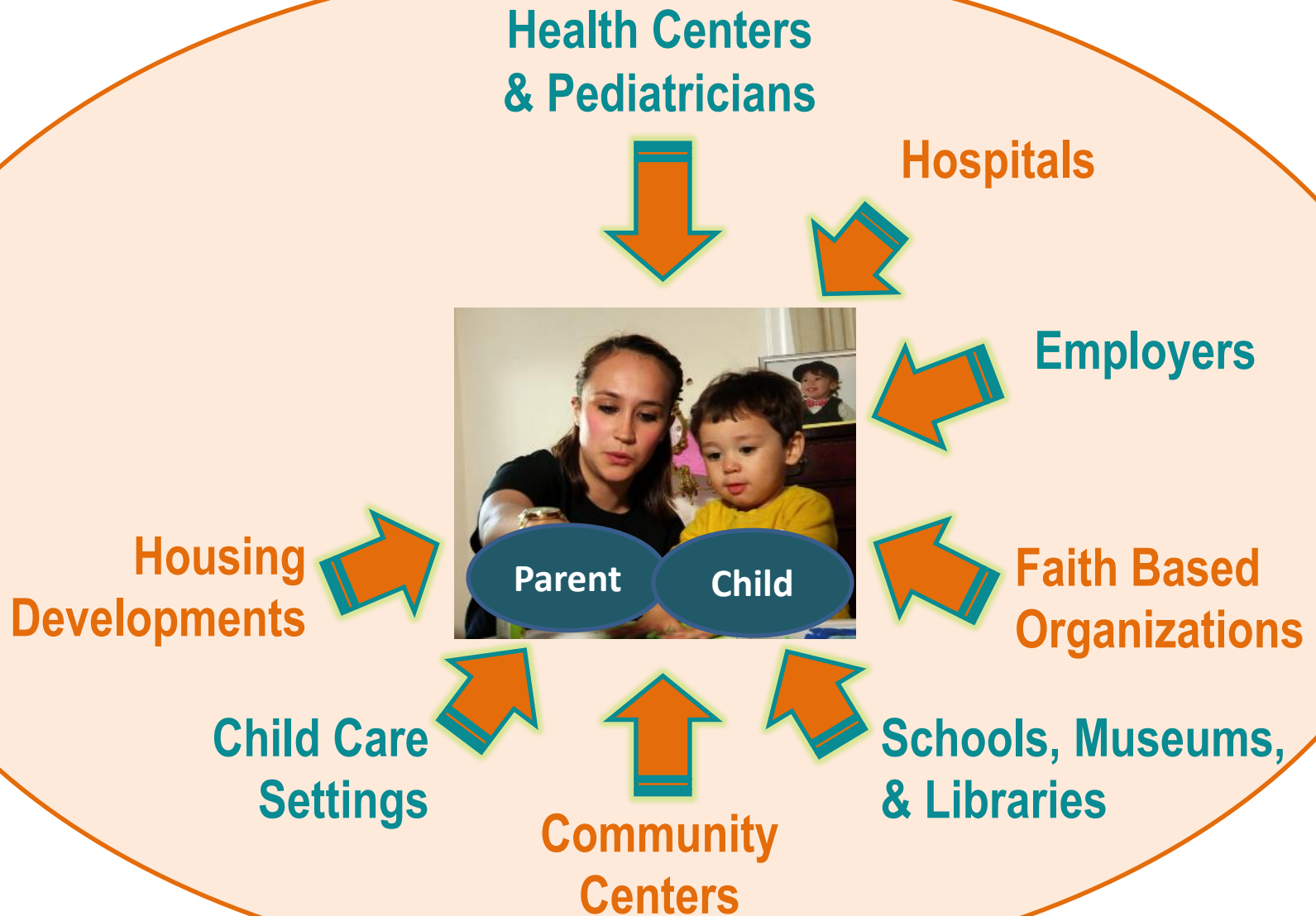
Family & Early Childhood

Family Nurturing Center



A participant receives a certificate following Boston Basics training at a childcare center.

Ecological Saturation

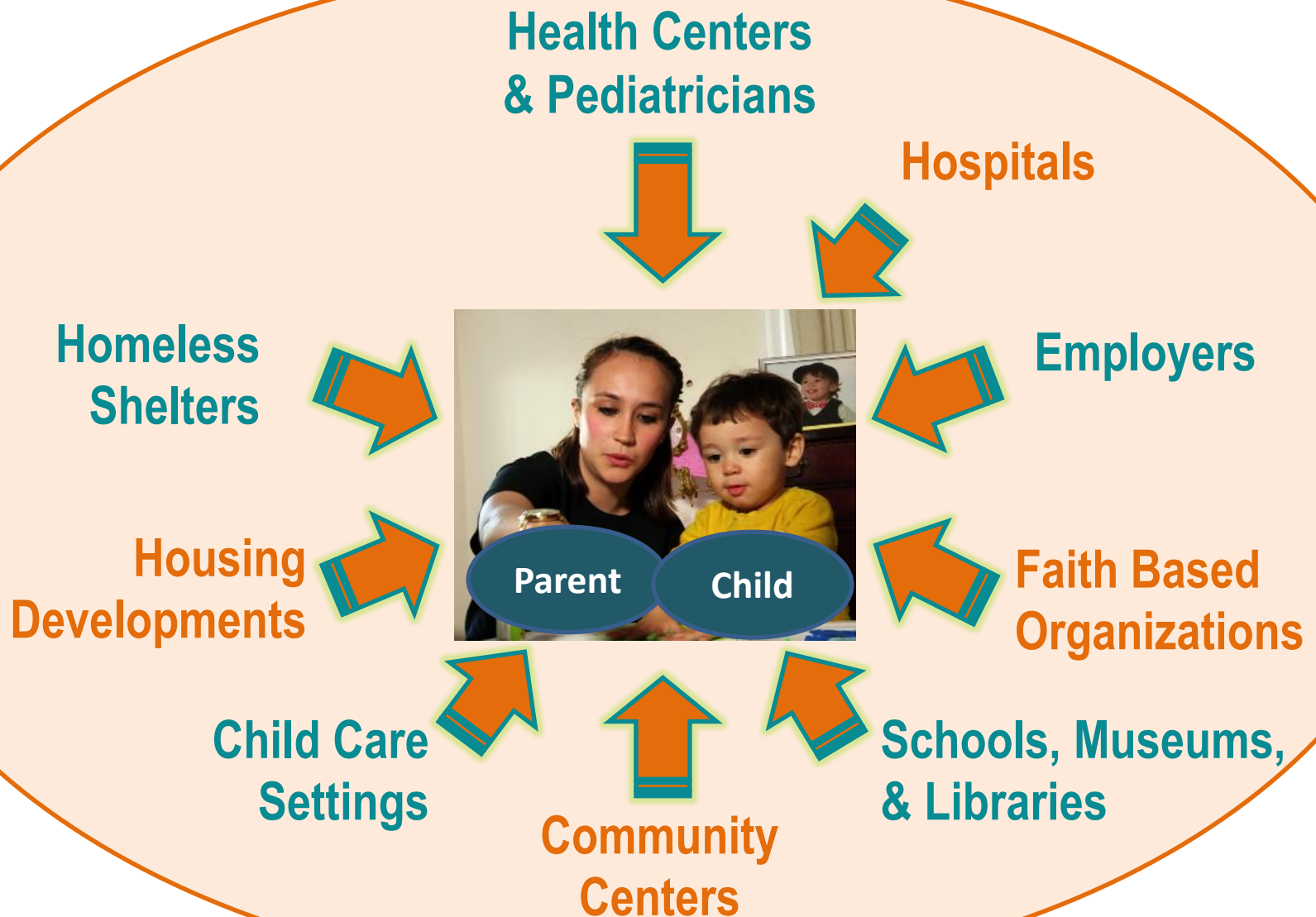




Mass Housing, a State Agency, is helping connect the Boston Basics with non-profit housing developments.

The goal is to have Boston Basics Care Circles and residents' clubs in housing developments.

Ecological Saturation



Horizons for Homeless Children
is going to incorporate the Basics into its
programming for young children.



PALS

ABOUT
US

PROGRAMS

IMPACT

NEWS &
EVENTS

HOW YOU
CAN HELP

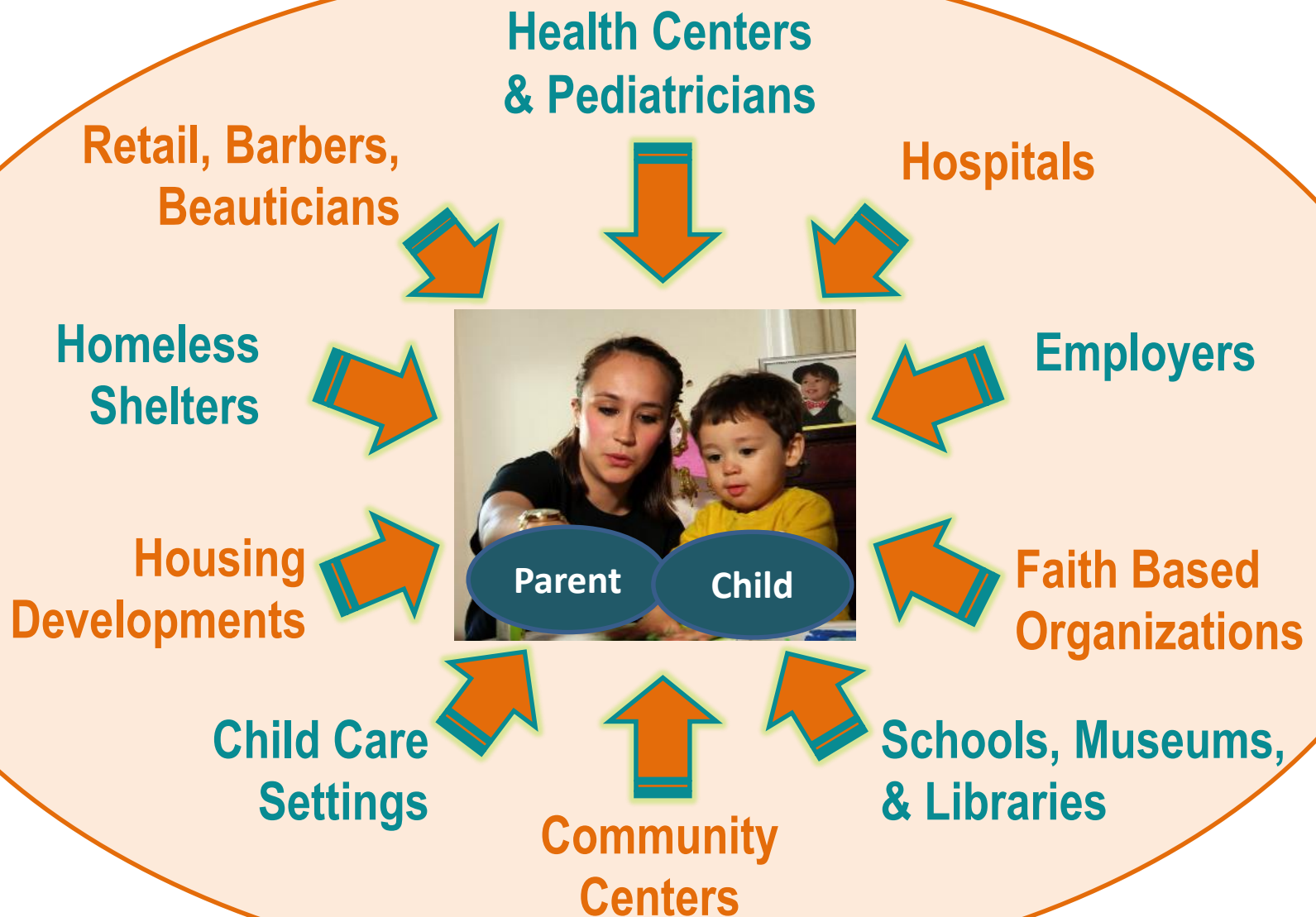
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DONATE

About Us

Horizons for Homeless Children is the Commonwealth's leading organization devoted exclusively to serving homeless children. We focus our efforts on helping young children mitigate the trauma and stress associated with homelessness.

Ecological Saturation

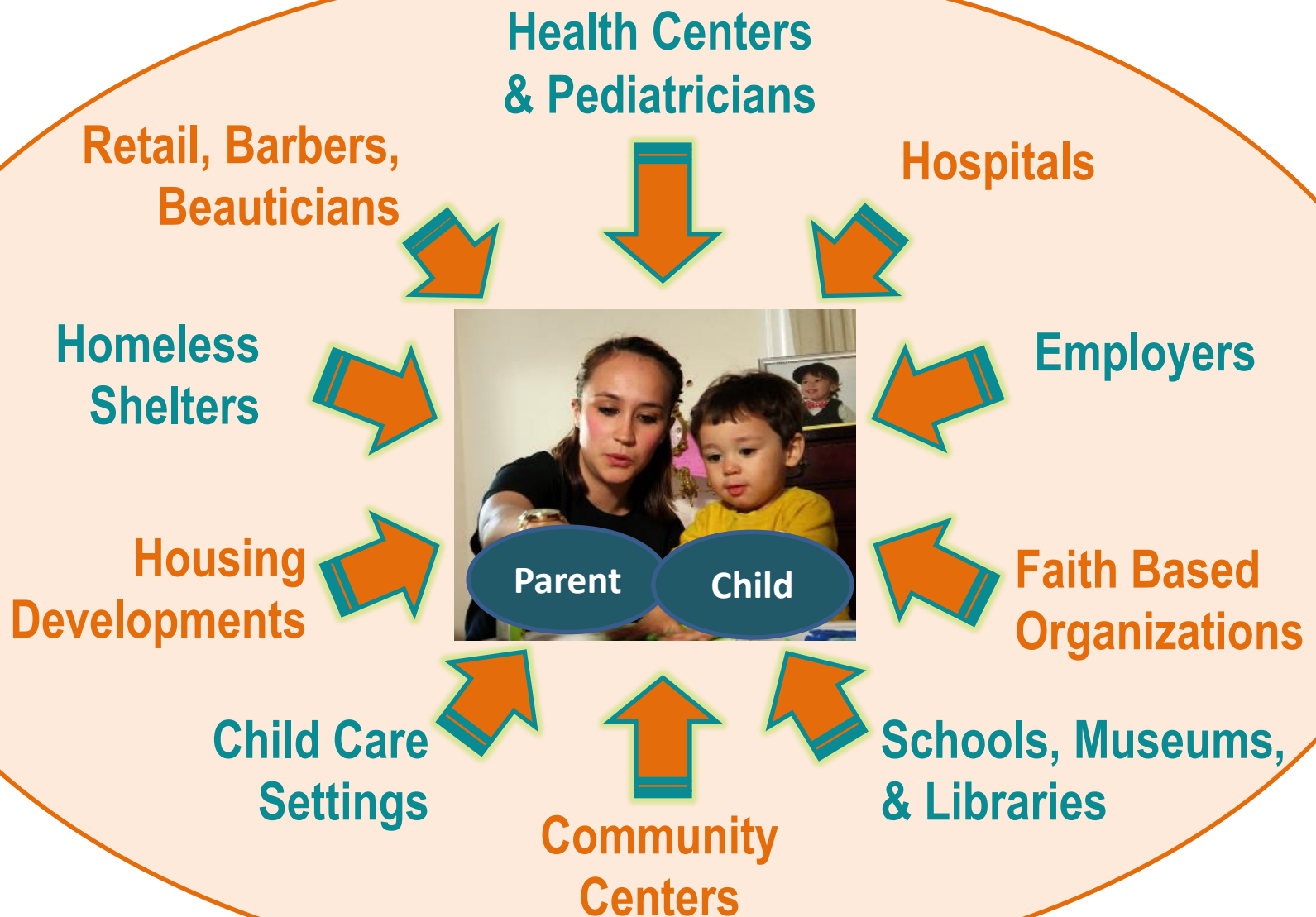


The Boston Basics Campaign did an outreach presentation at this Boston barbershop in collaboration with Barbers for Health.

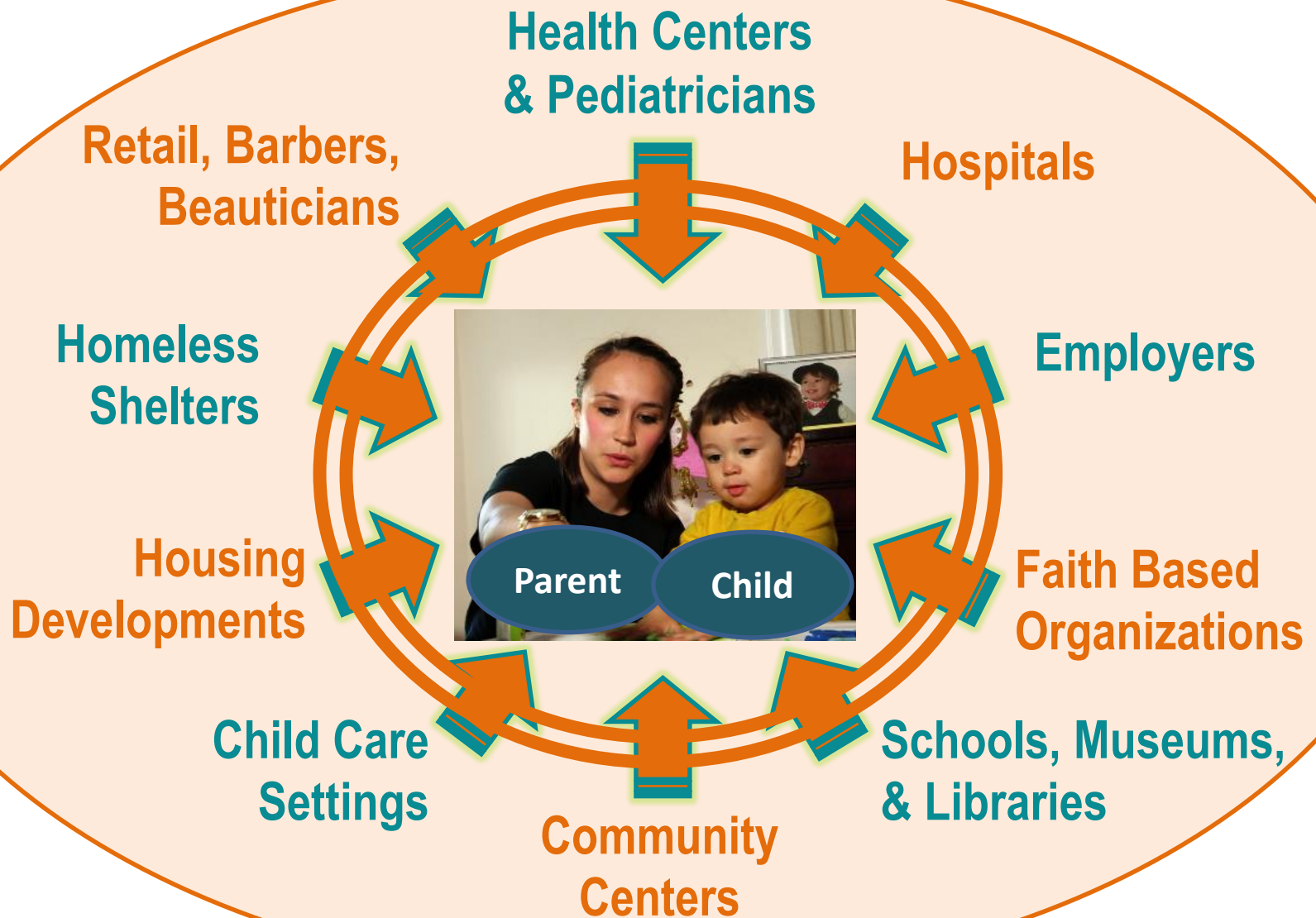


Mattapan's Finest Hair Salon

Ecological Saturation



Ecological Saturation with Cross-Sector Linkages



The idea is to work through existing institutions and social networks.

The Campaign offers new tools and relationships to support the work of existing organizations and programs, not a new front-line program.

However, outreach and support capacity is still necessary to advise and support implementation.

A Vision for the Future

- The norms and routines of early parenting will include the Basics.
- Far more children will arrive at school prepared to succeed, with far fewer falling off track before reaching kindergarten.
- Achievement will be higher among children from every background.
- Performance gaps by race, ethnicity, and background will greatly diminish.
- A growing share of young adults will become successful contributors, with a falling share struggling and requiring supplemental supports.

Q & A UNTIL THE 10:30 BREAK

Poem: A Basics Community Contract

Continued Discussion of Boston and Current Tools

11:00-12:30



***None of us
can do
alone what
all of us
can do
together!***

the **Boston**
**Basics**

Fun, Simple, and Powerful!



This Session:

- Some patterns in the baseline survey
- Description of the forthcoming Basics app
- A Workshop Series Activity with a video
- A Basics Visioning Activity

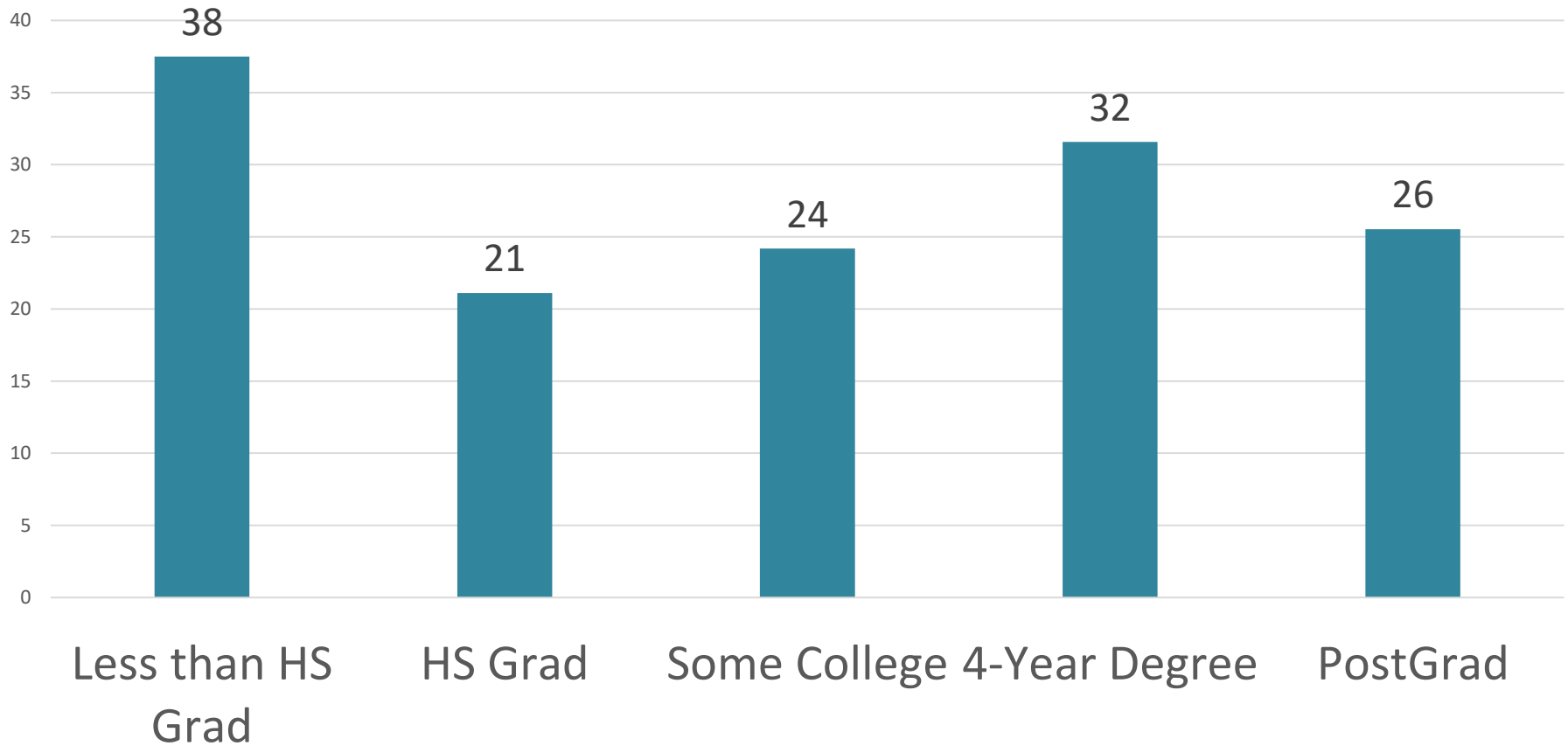
Note: tools can be rebranded to just “the Basics” or in some cases to “the [other place] Basics” where the other place is a specific place other than Boston, for example, Houston. If you are interested in this type of rebranding, contact Ron Ferguson.

The Basics Toolkit

- Videos
- Posters
- Booklets
- Baseline Survey on Beliefs
- Train the Trainer Protocols
- Parent Workshops
- Facilitator Training for Parent Workshops
- Website: www.BostonBasics.org
- App with push notifications (forthcoming)

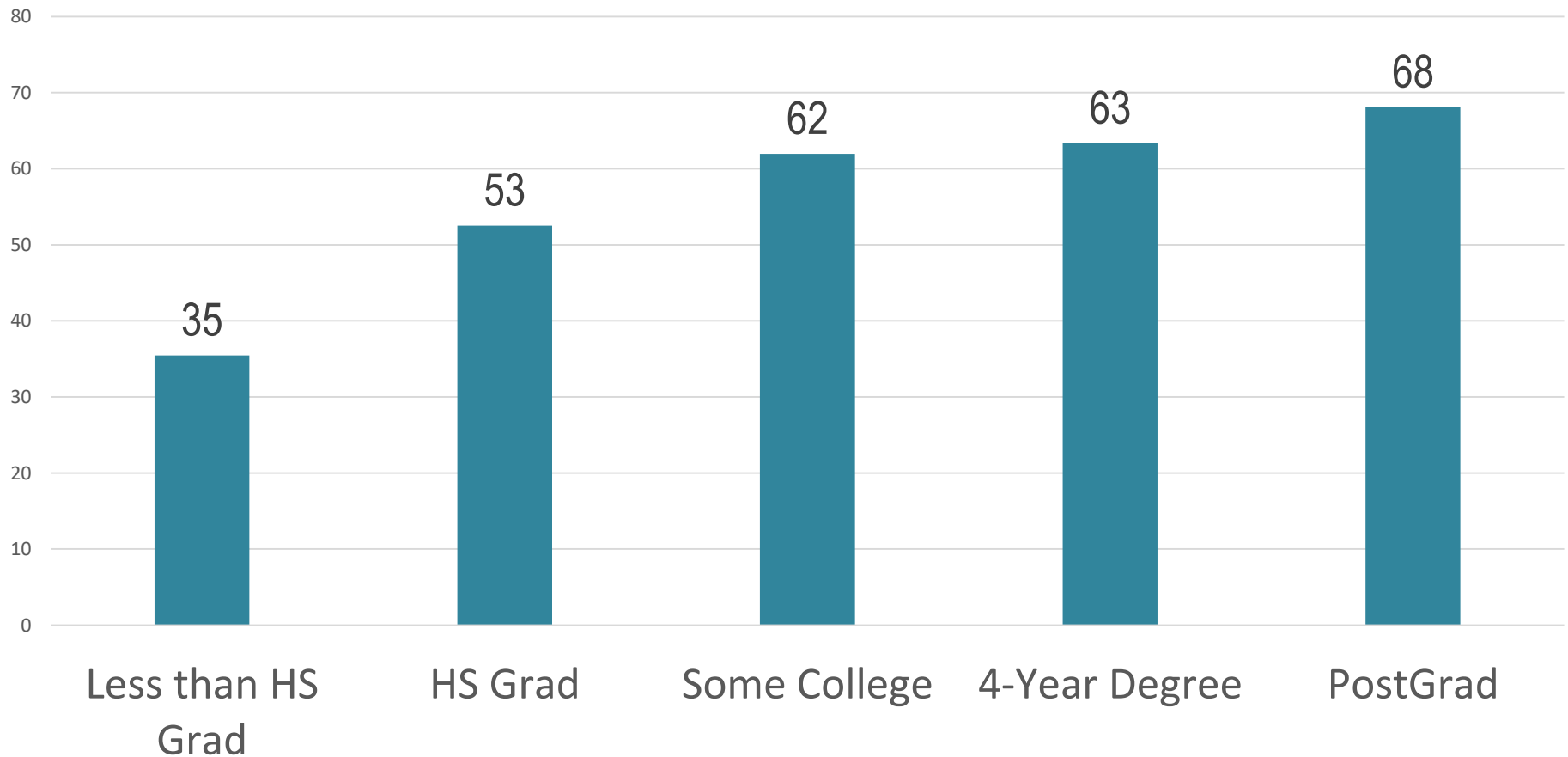
Baseline Survey on Spoiling Babies

Percentages that mostly agree with the statement,
"Parents should not worry about spoiling very young babies."
(n=346)



Games and Brain Development

Percentages that mostly agree with the statement,
"Fun games like peek-a-boo help a baby's brain develop."
(n=359)



The app

The app Weekly Topics, Birth to Third Birthday

B W

Year 1

| | |
|---|-----------------------------------|
| 1 | 1 Bond |
| 1 | 2 Respond to crying |
| 1 | 4 Show affection |
| 1 | 6 Take Time for Yourself |
| 1 | 14 Notice Your Emotions |
| 1 | 16 Review Routines |
| 1 | 18 Tune In |
| 1 | 20 Be Silly |
| 1 | 24 Connect with Adults |
| 1 | 33 Unplug |
| 1 | 35 Reassure Them |
| 1 | 44 Other Caregivers |
| 1 | 48 Help Just Enough |
| 1 | 51 Let them Help |
| 2 | 3 Teach communication |
| 2 | 8 Reply to sounds |
| 2 | 9 Sing |
| 2 | 11 Describe What You Are Doing |
| 2 | 17 Go Back and Forth |
| 2 | 23 Play Imitation Games |
| 2 | 25 Point and Name |
| 2 | 28 Talk Back |
| 2 | 31 Stay Positive |
| 2 | 40 Build Vocabulary |
| 2 | 43 Be Responsive |
| 2 | 47 Describe Actions |
| 3 | 26 Move to the Beat |
| 3 | 29 Count Things |
| 3 | 38 Count the Beat |
| 3 | 41 Compare Size |
| 3 | 46 Touch and Count |
| 3 | 49 Compare Amounts |
| 3 | 39 Fill and Empty |
| 4 | 5 Introduce hands, arms, and legs |
| 4 | 7 Explore objects |
| 4 | 10 Do Tummy Time |
| 4 | 12 Practice Reaching |
| 4 | 13 Follow Their Interests |
| 4 | 19 Introduce New Objects |
| 4 | 21 Play "Peek-a-Boo" |
| 4 | 30 Get Moving |
| 4 | 32 Find New Playspaces |
| 4 | 34 Use Everyday Objects for Play |
| 4 | 37 Play Hiding Games |
| 4 | 42 Make Safe Space |
| 4 | 50 Support Experimentation |
| 4 | 52 Go Outside |
| 5 | 15 Look at Books |
| 5 | 22 Make Book Time Fun |
| 5 | 27 Hunt for Pictures |
| 5 | 36 Read Daily |
| 5 | 45 Read with Voices |

B W

Year 2

| | |
|---|-------------------------------|
| 1 | 53 Have Routines |
| 1 | 59 Set Some Limits |
| 1 | 62 Be Specific |
| 1 | 69 Praise Good Behavior |
| 1 | 72 Involve Them |
| 1 | 73 Offer Choices |
| 1 | 75 Take Care of Yourself |
| 1 | 77 Name Feelings |
| 1 | 81 Have Clear Rules |
| 1 | 85 Plan for Difficult Moments |
| 1 | 89 Encourage Effort |
| 1 | 92 Talk about Transitions |
| 1 | 94 Practice Turn-Taking |
| 1 | 101 Stay Calm |
| 1 | 103 Pick Your Battles |
| 2 | 54 Encourage Pointing |
| 2 | 56 Interpret |
| 2 | 61 Encourage Talking |
| 2 | 68 Play "I Spy" |
| 2 | 78 Add Words |
| 2 | 82 Talk about Family |
| 2 | 84 Ask Questions |
| 2 | 90 Review the Day |
| 2 | 96 Talk During Errands |
| 2 | 98 Be A Good Listener |
| 2 | 65 Talk During Bathtime |
| 3 | 55 Compare Features |
| 3 | 67 Notice Shapes |
| 3 | 71 Solve Puzzles |
| 3 | 79 Combine Movement and Music |
| 3 | 88 Pour Water |
| 3 | 95 Fast and Slow |
| 4 | 58 Act it Out |
| 4 | 66 Sink or Float? |
| 4 | 57 Switch "ON" and "OFF" |
| 4 | 60 Get Rolling |
| 4 | 64 Explore Your Home |
| 4 | 76 Provide Simple Toys |
| 4 | 80 Draw |
| 4 | 83 Go Outside |
| 4 | 86 Find the Way |
| 4 | 91 Build with Blocks |
| 4 | 93 Go Along with Pretend |
| 4 | 99 Shoot Hoops |
| 4 | 102 Mystery Bag |
| 5 | 100 Count the Pictures |
| 5 | 63 Connect Words and Pictures |
| 5 | 70 Monitor Screentime |
| 5 | 74 Ask Questions |
| 5 | 87 Connect Books to Real Life |
| 5 | 97 Switch Roles |
| 5 | 104 Set a Great Example |

B W

Year 3

| | |
|---|--|
| 1 | 114 Discipline with Love |
| 1 | 116 Honor their Decisions |
| 1 | 121 Talk About Emotions |
| 1 | 127 Unplug |
| 1 | 132 Practice Managing Emotions |
| 1 | 139 Socialize |
| 1 | 145 Be A Role Model |
| 1 | 147 Act Out Emotions |
| 1 | 151 Practice Gratitude |
| 2 | 109 Ask Thinking Questions |
| 2 | 117 Fill in the Blank |
| 2 | 119 Make up Songs |
| 2 | 125 Ask "What If" questions |
| 2 | 144 Help them Answer their Own Questions |
| 2 | 155 Describe |
| 2 | 130 Answer Questions |
| 3 | 131 Collect and Sort |
| 3 | 107 Sort Things |
| 3 | 111 Look for Shapes |
| 3 | 113 Find Twos |
| 3 | 118 Count, Group, and Compare in the Kitchen |
| 3 | 126 Bigger and Smaller |
| 3 | 129 Arrange in Order |
| 3 | 133 Add and Subtract |
| 3 | 136 Guess How Many |
| 3 | 141 Talk About Time |
| 3 | 149 Share |
| 3 | 153 Make Patterns |
| 4 | 105 Hold Back |
| 4 | 110 Use the Senses |
| 4 | 112 Night Sky |
| 4 | 120 Design some Cards |
| 4 | 122 Animal Moves |
| 4 | 124 Remember What's Missing |
| 4 | 134 Scavenger Hunt |
| 4 | 137 Dance |
| 4 | 140 Support Pretend Play |
| 4 | 142 Imagine |
| 4 | 146 Freeze Games |
| 4 | 148 Build It |
| 5 | 154 Find Letters |
| 5 | 106 Make a Cozy Reading Spot |
| 5 | 108 Help them Follow Along |
| 5 | 115 Warm Up |
| 5 | 123 Tell Baby Stories |
| 5 | 128 Teach New Words |
| 5 | 135 Be Wise About Screentime |
| 5 | 138 Be Creative with Letters |
| 5 | 143 Act it Out |
| 5 | 150 Pretend to Read |
| 5 | 152 Ask "Why" Questions |
| 5 | 156 Share Family Stories |



Michael

week 2




1) Weekly Focus



2) Mid Week Check in



3) Reflection

FocusTitle This Week's Focus Title

Text

Photo or Video



This week: Maximize Love, Manage Stress

November 04, 2016



Week

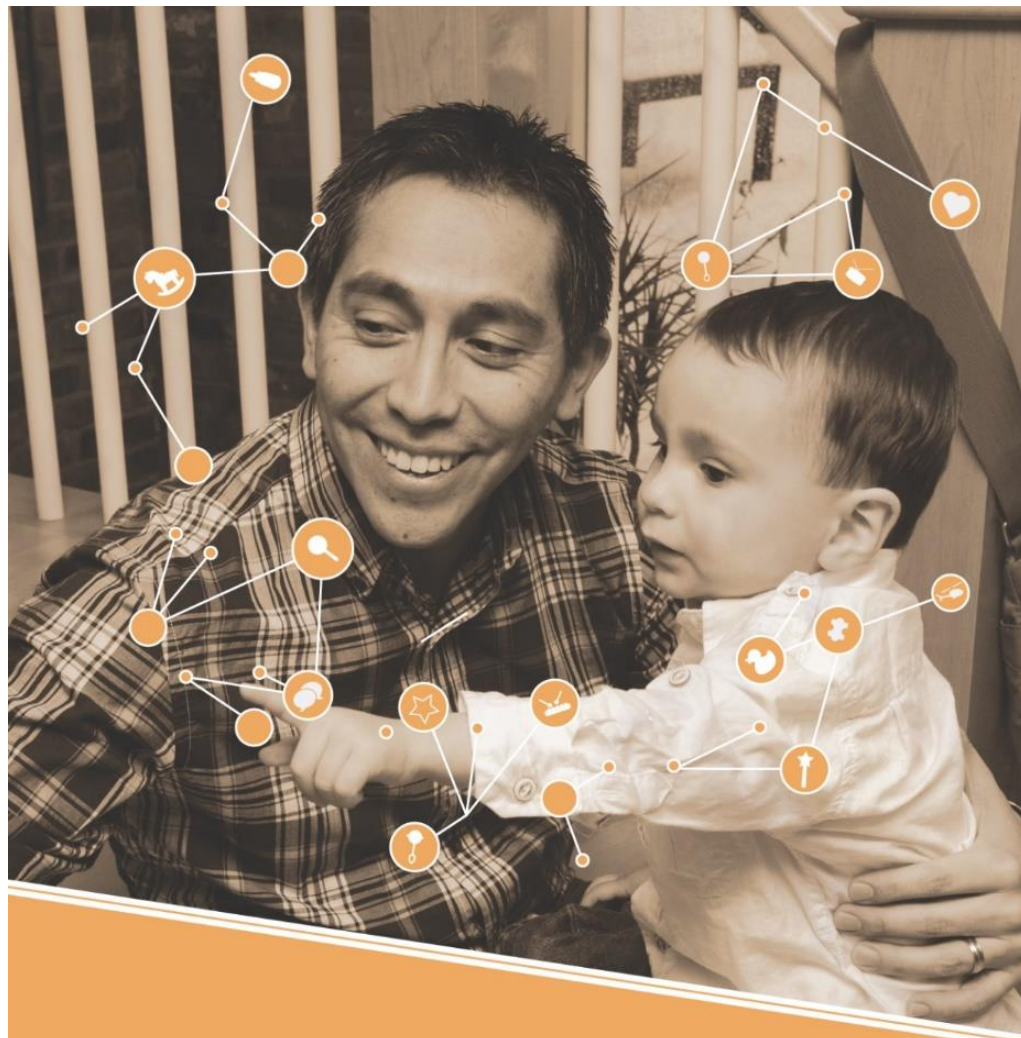
Complete

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed quis ex eget dolor accumsan egestas a quis sapien. Sed congue vestibulum mauris at tempor. Cras a nibh finibus, vulputate lacus a, viverra eros. Suspendisse potenti. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque finibus eget dui ut tempor. Aliquam at ligula eget augue scelerisque auctor. Pellentesque eu nisi massa. Duis fermentum quis nisi et imperdiet. Quisque posuere est vitae tellus faucibus, laoreet placerat tellus vulputate. Donec diam mi, aliquam ut vestibulum sit amet, tincidunt eget nulla.



Week-2

Posters



Basic #2

TALK, SING, AND POINT

To build language skills

LEARN MORE AT BOSTONBASICS.ORG [@BOSTONBASICS](https://twitter.com/BOSTONBASICS) [@BOSTONBASICS](https://www.instagram.com/BOSTONBASICS) [f/BOSTONBASICS](https://www.facebook.com/BOSTONBASICS)





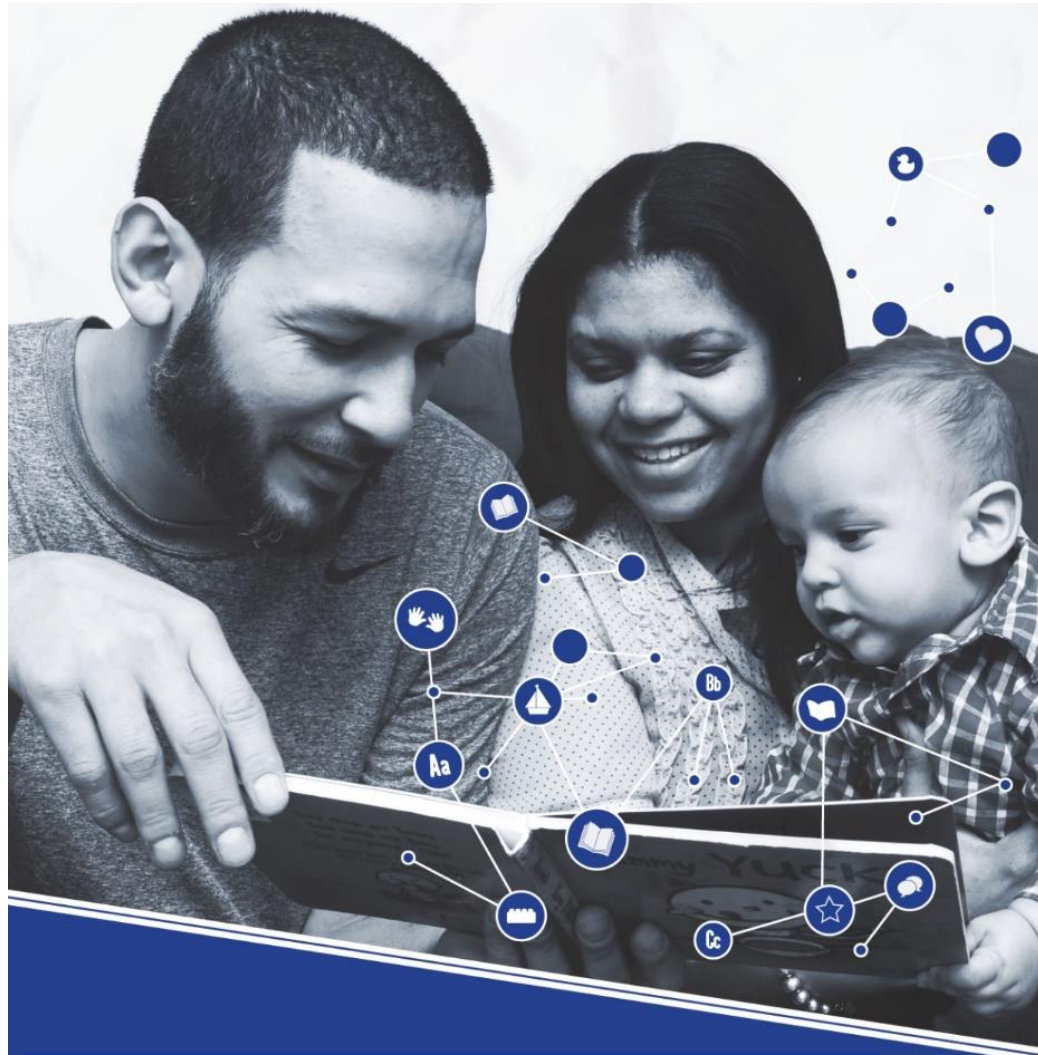
Basic #3

COUNT, GROUP, AND COMPARE

To build a love of math

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Basic #5

READ AND DISCUSS STORIES

To help them grow smart

LEARN MORE AT BOSTONBASICS.ORG [@BOSTONBASICS](https://twitter.com/BOSTONBASICS) [@BOSTONBASICS](https://www.instagram.com/BOSTONBASICS) [f/BOSTONBASICS](https://www.facebook.com/BOSTONBASICS)

theBoston
Basics

Boston Basics Booklets



PLEASE TAKE ONE

theBoston Basics

For Infants (Ages 0-12 Months)

Why? Because 80% of brain growth happens in the first three years!

BOSTONBASICS.ORG



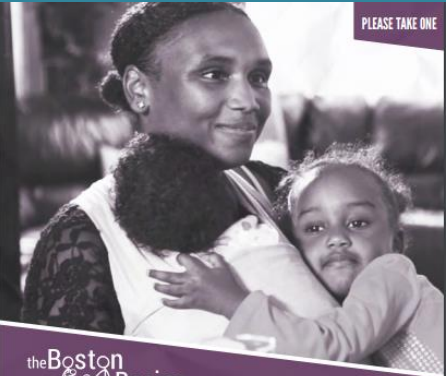
TÓMALO. ES PARA TI.

theBoston Basics

Para tu bebé (en sus primeros 12 meses de vida)

¿Por qué? ¡Porque el 80% del desarrollo del cerebro ocurre durante los primeros tres años de vida!

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PLEASE TAKE ONE

theBoston Basics

For Toddlers (Ages 12-36 Months)

Why? Because 80% of brain growth happens in the first three years!

BOSTONBASICS.ORG



TÓMALO. ES PARA TI.

theBoston Basics

Para tu niño (edades entre 12 y 36 meses)

¿Por qué? ¡Porque el 80% del desarrollo del cerebro ocurre durante los primeros tres años de vida!

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The Six-Video Set

- English
- Spanish (Diverse Latino families)
- Haitian Kreyol (voice-over narration with subtitles)
- Others coming

Let's Watch and Debrief a Video



We are going to re-watch the video twice.

The video contains important ideas and strategies.

Please take notes the second time through and see how many ideas and strategies you can catch!

Triad Discussion (5 min)

- Share the lists you produced with 2 or 3 people around you.
- Pick a few ideas and strategies that you think might be the most important and discuss why.
- Which do you do already? Which could you or others do more or better?

Large Group Discussion (5 min)

We all know that what parents *do* is critical to infant and toddler brain development.

- Of all the strategies you discussed, which might be the most important?
- Which are used fairly regularly?
- Which could you or others do more or better?

A Visioning Exercise

“Write” the story of a family’s life in a place where the Basics Campaign was successful. Imagine the many ways that a child and family would encounter the Basics across different settings during the period from zero to three years of age. Think about the importance of reinforcement across these settings and ways that different settings might be linked.

Individual think time.

Group discussion using the flip chart.

Aspiration for Tool Kit Resources

| Age | Max Love, Manage Stress | Talk, Sing, and Point | Count, Group, and Compare | Explore through Movement and Play | Read and Discuss Stories |
|--------------|--------------------------------|------------------------------|----------------------------------|--|---------------------------------|
| 0-3 months | X | X | X | X | X |
| 4-6 months | X | X | X | X | X |
| 7-9 months | X | X | X | X | X |
| 10-12 months | X | X | X | X | X |
| 13-15 months | X | X | X | X | X |
| 16-18 months | X | X | X | X | X |
| 19-21 months | X | X | X | X | X |
| 22-24 months | X | X | X | X | X |
| 25-27 months | X | X | X | X | X |
| 28-30 months | X | X | X | X | X |
| 31-33 months | X | X | X | X | X |
| 34-36 months | X | X | X | X | X |

Cross-Cutting Themes

| Age | Max Love, Manage Stress | Talk, Sing, and Point | Count, Group, and Compare | Explore through Movement and Play | Read and Discuss Stories |
|--|--|--------------------------------------|--|--|---|
| Serve and Return Communication | | | | | |
| Watch to Detect Child's Interests and Follow their Lead | | | | | |
| Growth Mindset Re: <i>Child and Parent</i> | | | | | |
| Cultivate a Circle of Supportive Family and Friends | | | | | |

Face-to-Face Dissemination & Supports

- Prenatal Training & Counseling, often in Groups
- Briefings when Leaving the Hospital with the Newborns
- Well-Baby Health Care Visits
- Adult Check-Ups
- Counseling Groups in Community Settings
- Home Visits by Professionals as well as Campaign Citizen Envoys
- Trainings for Parents, Extended Family Members, Others
- Professional Development for Early-Childhood Caregivers
- Sermons and other Faith-Based Activities
- Celebrations in a Variety of Settings
- Parent Groups & Care Circles Across the Community
- Informal Conversations in All Types of Settings

A Vision for the Future

- The norms and routines of early parenting will include the Basics.
- Far more children will arrive at school prepared to succeed, with far fewer falling off track before reaching kindergarten.
- Achievement will be higher among children from every background.
- Performance gaps by race, ethnicity, and background will greatly diminish.
- A growing share of young adults will become successful contributors, with a falling share struggling and requiring supplemental supports.