Creating Preschool
THE Idaho Way

A Comprehensive Toolkit for Community Collaboration

Developed with Advocacy & Communication Solutions, LLC October, 2018
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Dear Stakeholder:

Evidence overwhelmingly supports early childhood education as a way to significantly benefit a child’s school readiness, the family’s ability to work, and community prosperity. Yet our state is not investing funding in the early years, and too many of Idaho’s children and families do not have access to high quality early learning. Idaho is one of only a handful of states across the country that does not provide state funding for preschool.

Too many of Idaho’s children are falling behind in school. Only 51% of Idaho’s children enter school with grade-level reading skills. Performance in higher grades is also of concern; 65% of fourth graders are not proficient in reading, and 66% of eighth graders are not proficient in math.

Simply put: Idaho’s children aren’t ready to succeed in school.

This is where you come in!

We developed this toolkit specifically with YOU in mind. It is designed to support your efforts to create a local preschool collaborative. By forming a local preschool collaborative, you can draw on local expertise to design and deliver preschool that works for the children and families in your community. A local preschool collaborative brings together important decision makers and voices—from mayors and school boards to parents, local businesses and teachers—united by the common goal of bringing high-quality preschool to their community.

While it’s intended to be comprehensive, the toolkit allows for customization based on the dynamics of your community. This toolkit will help you find inspiration and help you think through key decisions to bring or enhance local preschool options. Regardless of where your community starts, the important thing is to begin moving toward and having a plan to implement high-quality preschool options.

We have a deep appreciation for YOU—Idahoans who are committed to your community—who are taking the leap to help fill Idaho’s preschool gaps. Developing local preschool collaboratives and increasing the opportunity for early learning is an important step toward Idaho Association for the Education of Young Children’s vision of a world where all children thrive: at home, in child care, in the classroom, or with their caretaker, teacher, early educator or family. We hope you’ll also join us in advocating for stable state funding to support high-quality preschool across the state.

By joining us in this collaborative effort for high-quality preschool, you join a national movement that includes stakeholders from across the country who are thinking through ways to increase access to, quality of, and find stable funding for early childhood education.

We are happy to be a resource throughout the process of establishing your collaborative and building your preschool program. Please don’t hesitate to reach out if there’s anything we can do to help you be successful. Idaho’s kids deserve it.

Warm regards,

Beth Oppenheimer
Executive Director
Idaho Association for the Education of Young Children

Did you know?

For every $1 invested in quality early learning, taxpayers save $7–13 in public costs, because children in high-quality early learning programs are less likely to repeat grades, require special education services, and need remediation. They are more likely to have grade-level reading skills by third grade, graduate from high school, continue with higher education, and have higher earning ability.
A snapshot of early education in Idaho

**Children under age 6**

Roughly 138,000 children are under age 6 in Idaho.¹

**Both parents working**

More than half—about 79,000 (57%)—live in households where both parents work outside the home.²

**Preschool access**

Idaho is one of only six states where 3- and 4-year-olds have no access to state-funded preschool.³

**Preschool enrollment**

Only 30% of Idaho children are enrolled in preschool.⁴

**Children living in poverty**

24,633 Idaho children birth to 4-years-old live in poverty.⁵

**Reading skills**

Only 50% of Idaho's children began kindergarten with grade-level reading skills.⁶

**Children not in school**

32,000 of Idaho's 3- and 4-year-olds (68%) are not in school.⁷

**Head Start Programs**

Idaho Head Start programs serve 5,150 children in 151 communities.⁸

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¹These statistics are based on available data on kids under age 6.
⁴Education Commission of the States. How States Fund Pre-K (https://tinyurl.com/y8284xyk)
⁵Annie E. Casey Foundation Kids Count. Data Center (https://tinyurl.com/ybcksnkp)
⁶Birth to 4-years-old. American Community Survey.
⁷Idaho Education News. (Dec 2016) Fall IRI Scores: Nearly 35,000 Students score below grade level. (https://tinyurl.com/y88ec58k)
⁸Annie E. Casey Foundation. 2018 Kids Count Data Book (https://tinyurl.com/y9zbrjz5)
⁹Idaho Head Start Fact Sheet (http://www.idahohsa.org/fact-sheets/)
Who should use this toolkit

This toolkit is designed for communities and individuals who want to address school readiness and increase support for working families. It is intended to be a road map to help local preschool stakeholders develop a high-quality local preschool.

Users of this toolkit may include, but are not limited to:
- School superintendents
- School board members
- Local Policymakers (City Council members, Mayors)
- Local non-profit organizations
- Child care providers
- Head Start teachers and/or administrators
- Actively engaged parents and parent groups
- Teachers
- Other local businesses and leaders who have a stake in the effort

It’s important to note that the most effective efforts to design and implement a preschool program are done in partnership with others. Bringing in partners to important discussions—at the earliest stage possible—will help you ensure critical buy-in and support. Make a list of potential partners in Section 3.

High-quality preschool in your community

The purpose of this toolkit is to help communities develop a local collaborative that will design and deliver a high-quality preschool program.

How-to:

Organize a leadership team
Communicate internally
Build a collaborative budget
Evaluate success
Design questions
Build a preschool budget
Fund preschool
Engage families
Market preschool
Engage in public policy

Section 1: Make the case
Why high-quality preschool should matter to your community.

Section 2: Assessment
The opportunities and potential barriers to success. Determine vision and goals.

Section 3: Engage partners
Collaboration and common goals. Understanding who should be engaged and how.

Section 4: Build a collaborative
Engaging stakeholders and the development of a preschool collaborative.

Section 5: Design preschool
Prioritizing decisions, includes case studies from successful Idaho preschool programs.
How to use this toolkit

The purpose of this toolkit is to help communities develop a local collaborative that will design and deliver a high-quality preschool program. As you use the toolkit, keep in mind that it’s not necessarily a series of sequential steps. Each section may be revisited multiple times throughout the building of the collaborative and preschool design. You may begin in different places—some may start with Section 2 (Assessment), while others may already have their preschool vision defined and want to start in Section 3 (Engage Partners). Others may want to start defining what the collaborative will look like with their partners, in Section 4 (Build a Collaborative). There is not one right way to work through this content, and it depends on your local context.

The toolkit—and the work that results from it—can be revisited throughout your process. Expect that there will be changes based on your community’s dynamics and the information you gather, and be prepared to adapt.

The toolkit is divided into the following sections:

**Section 1:**
**Make the Case for Preschool**
This section is designed to help you make the argument for why high-quality preschool should matter to your community. It outlines why preschool is important, why it’s a good investment, and how Idahoans feel about it.

**Section 2:**
**Assessment**
In this section, you’ll think through what already is available in your local community, including opportunities for and potential barriers to success. This section will help you determine what your vision and goals are for local preschool.

**Section 3:**
**Engage Partners**
A successful preschool collaborative brings together advocates from all areas of the community to work toward a common goal. From local government officials to non-profit leaders, parents to teachers, this section will help you understand who should be engaged and how.

**Section 4:**
**Build a Collaborative**
This section will help you engage stakeholders and guide the development of a preschool collaborative.

**Section 5:**
**Design Preschool for Your Local Community**
This section will help you make critical decisions about the design of your local preschool and prioritize those decisions. This section also includes case studies from other successful Idaho preschool programs.

**Section 6:**
**How-to Guides**
This section includes the how-to guides that will help you begin to build your collaborative and design your preschool program. You’ll learn about building a budget, finding funding, engaging families, building community support, and much more.

**Section 7:**
**Tools and Resources**
There are several existing tools and resources that will inform the work of your collaborative and the development of preschool. From existing guidelines to curriculum and training resources, this section will help both providers and families find the support they need and learn from others who have had success in building preschool programs.
**Toolkit glossary**

Preschool is high-quality programming for 3- and 4-year-old children before they enter Kindergarten, with the intentional purpose for school readiness. School readiness, which may occur in any setting, includes the development of a child’s cognitive, social, emotional, and physical abilities.

There are several core components of high-quality preschool, which research shows are best to help young children be prepared for school and life. The chart below offers guidance on the gold standards for these components. Although these are recommended standards, there may be limitations in your local community. The important thing is to get started, and to have a plan for achieving these high-quality standards.

<table>
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<th>Component</th>
<th>Guidance</th>
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| Teacher qualifications           | The gold standard is a bachelor’s degree.  
*If this isn’t possible to get started, at a minimum, you should not go below an AA or equivalent in child development.                                                                                                                                                                                                                                                                            |
| Teacher specialization            | Pre-service specialized training in ECE.  
(For example, see the Idaho Core Competencies for Early Childhood Education for further guidance: [http://healthandwelfare.idaho.gov/Portals/0/Children/EarlyChildhoodInfo/Idaho%20Core%20Compentencies.pdf](http://healthandwelfare.idaho.gov/Portals/0/Children/EarlyChildhoodInfo/Idaho%20Core%20Compentencies.pdf))                                                                                                                                |
| Assistant teacher qualifications | Working on a CDA credential or equivalent with at least 12 credits in early childhood education, child development, early childhood immersive education, or early childhood special education. Working on means some evidence of educational progress, such as an application, course flyer, grade report, receipt of tuition payment, copy of transcript, copy of military training modules, a course description from a course catalogue, or a letter from an advisor. |
| Professional development         | No less than 15 hours of professional development annually.                                                                                                                                                                                                                                                                                                                                               |
| Class ratios                     | 10:1 for 3-year-olds; 12:1 for 4-year-olds; and 24:1 for 5-year-olds.                                                                                                                                                                                                                                                                                                                                 |
| Supportive services              | The gold standard is to have screening and referral and supportive services for vision, hearing, health and mental health.                                                                                                                                                                                                                                                                               |
| Meals                            | Meal/snack at least 1x/day.                                                                                                                                                                                                                                                                                                                                                                               |
| Evaluation of success            | Potential ways to assess the success of the preschool and inform instructional and classroom improvements include:  
► Teachers have tools to monitor children’s developmental progress.  
► Participation in preschool requires that enrolled children participate in the state’s statewide Kindergarten screening assessment.  
► A third-party evaluation or observation of the classroom.  
| Wages                            | The gold standard is that there is K-12 pay parity.                                                                                                                                                                                                                                                                                                                                                       |
| Curriculum                       | Developmentally appropriate, culturally and linguistically responsive instruction, and evidence-based curricula and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to Kindergarten entry. |
| Inclusion                        | Strong supports for education of special needs children in inclusive settings.  
Strong supports for dual language learners.                                                                                                                                                                                                                                                                                                   |
| Length of day                    | Full-day preschool is the gold standard. To get started, a half-day is better than none.                                                                                                                                                                                                                                                                                                                   |
Several other key terms used throughout this toolkit are included here:

**Child Care:**
- Non-parental care of young children, ages 0–13 (including school-aged children). Licensing requires child care programs meet basic health and safety standards aimed at protecting the well-being of children in care.
  - **Center-based:** Child care for 13 or more children provided in nonresidential group settings, for example within public or private schools, churches, preschools, day care centers, or nursery schools.
  - **Family child care:** Family child care may be regulated or unregulated, paid or unpaid, listed or unlisted. Licensed family child care has between 1–5 children in a 24-hour period.

**Comprehensive Early Learning Standards:**
- Idaho Early Learning Guidelines, which consist of five domains that present a set of goals, developmental growth, and child indicators that reflect the development of young children.

**Evidence-based Curriculum:**
- A curriculum meeting Idaho’s Comprehensive Early Learning Standards that has been found to be effective in preparing children aged 4 years for entry into Kindergarten.

**Funder:**
- A funder can be traditional philanthropy in your local area, statewide, or from national foundations. Funders may also be individuals, local, state, or federal government agencies, or private businesses.

**Head Start:**
- Head Start is a comprehensive “whole child,” family-focused preschool program designed to help low-income and at-risk 3- and 4-year-old children and their families succeed in school and life.

**Leadership Organizations:**
- Decision makers for the preschool collaborative. Depending on the structure (see page 18) leadership organizations may be part of a core decision-making group, committees, or action teams.

**Local Preschool Collaborative:**
- A consortium of at least two of the following: business and philanthropic entities, public schools, private schools, community organizations, child care programs, Head Start, or individual community members organized for the purpose and objective of aiding in the provision of funds and providing community support, guidance and participation in the delivery of preschool.

**Partner Organization:**
- These organizations have mutual interests in seeing the collaborative achieve its preschool goals. They may not have a direct stake but are supportive of the effort. They may or may not serve as decision makers (as a Leadership Organization), and they may take on other roles in support of the preschool collaborative.

**School District:**
- A public school district organized under the laws of the state of Idaho, including individual public and charter schools within the school district.

**School Readiness Program:**
- A program using evidence-based curriculum aligned with Idaho’s Comprehensive Early Learning Standards, including an emphasis on literacy, numeracy and social and emotional development, intended to prepare preschool aged children for entry into Kindergarten.

**Stakeholder:**
- Those who will benefit directly from the success of the preschool effort, including parents, children, and teachers.
Section 1: Make the Case for Preschool

This section is designed to help you make the argument for why high-quality preschool matters to your community. These tools will help inform your advocacy and allow you to educate various stakeholders throughout the process of building a preschool collaborative. While this toolkit offers a comprehensive overview, there may be specific needs for your community. Additional resources can be found on Idaho AEYC’s website (https://idahoaeyc.org/our-impact/).

This section contains:

1. Why Quality Preschool Matters
   High-quality early education matters to children and families—from success later in life to the economic impacts of insufficient school preparation. The four points outlined in this section illustrate the reasons preschool is so important to the children and families in your community.
   
   ► The Need
   ► Brain Development
   ► School Readiness
   ► Economic Impact and Return on Investment
   
   Also in this section: a visual glimpse at the current state of—and the need for—preschool in Idaho’s communities.

2. What Idaho Wants
   In 2017, Idaho AEYC partnered with public opinion research firm Moore Information to survey registered voters and parents across the state regarding their feelings about early childhood education. Support is strong—80% of parents and 76% of voters support state investment in preschool. This section includes additional data about the strong support for preschool.

   **Why quality preschool matters**
   High-quality early education matters to children and families—from success later in life to the economic impacts of insufficient school preparation. Understanding four crucial arguments for preschool will help you advocate for preschool in your community. The following data is from Idaho AEYC.

   **The Need**
   There is a lack of affordable, high-quality early childhood education in Idaho, and many Idaho children start Kindergarten far behind their peers.
   
   ► Idaho is one of only six states that does not invest in public preschool.\(^9\)
   ► Almost 50% of Idaho’s children enter Kindergarten without basic foundational skills. Only 30% of Idaho children are enrolled in preschool.\(^10\)
   ► Head Start programs serve only 20% of eligible families due to lack of state funding.\(^11\)
   ► Most Idaho parents say there is a lack of affordable, high-quality early childhood programs in their area.\(^12\)

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\(^9\)*Idaho Department of Education. [Fall Kindergarten IRI Scores](https://www.idahoednews.org/news/kindergarten-reading-scores-hit-11-year-low/).

\(^10\)*Annie E. Casey Foundation Kids Count. [Data Center](https://tinyurl.com/ybcksnkp).

\(^11\)*Idaho Head Start Association. [What is Head Start and Early Head Start Fact Sheet](http://www.idahohsa.org/fact-sheets/).

\(^12\)*Idaho AEYC. [Voter and Parent Survey on Idaho Education](https://www.idahoednews.org/news/kindergarten-reading-scores-hit-11-year-low/)
Children of low socioeconomic status often receive lower-quality care and education and have limited access to programs.

Brain Development

- 90% of brain development occurs before age 5. A child's first five years are a critical period for learning and growth.
- Early childhood brain growth is directly related to long-term cognitive, emotional and social outcomes.
- Young children require stable, interactive relationships for healthy brain development.
- Children who experience adversity face lifelong struggles with learning, behavior and physical and mental health.

School Readiness

Nearly 50% of children entering Kindergarten cannot identify more than 11 letters in the alphabet, putting Idaho last in the U.S. for this readiness benchmark. Children who start off behind their peers tend to stay behind—but when families have access to school readiness resources, it positively impacts the child's future, their families, and their communities.

- Age-appropriate, high-quality preschool programs provide the foundation for school readiness, including physical, cognitive, social, and emotional competence.
- Children who are socially, emotionally, and academically unprepared for Kindergarten burden the resources of the entire system.

Economic Impact and Return on Investment

Children who attend high-quality preschools are more likely to graduate from high school, continue with higher education, and have greater earning power.

- Every dollar invested in early childhood education can generate up to $7.30 in return.
- The availability of early childhood education attracts homebuyers and increases property values by $13 for every dollar invested in local programs.
- Children enrolled in high-quality early education are 46% less likely to serve time in jail, 33% less likely to be arrested for violent crimes, and 26% less likely to receive government assistance later in life.

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13Idaho Department of Health and Wellness defines low socioeconomic status as one or more of the following: less than high school education, annual household income less than $25,500, Medicaid used to pay for most medical care, or not having any health care coverage. Excluded from the low SES category: those with a household income greater than $50,000 or those with a college education.
16First Five Years Fund Why It Matters: Brain Development (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3400202)
17The Urban Child Institute What Do We Know About Social and Emotional Development in Early Childhood? (https://tinyurl.com/htcu34)
21First Five Years Fund Why It Matters: School Readiness (https://www.ffyf.org/why-it-matters/school-readiness/)
22National Association for the Education of Young Children (NAEYC) Where We Stand on School Readiness (https://tinyurl.com/ybcdk4yu)
23Pew Charitable Trusts Fact Sheet: Why All Children Benefit from Pre-K (https://tinyurl.com/yct7s5os)
By the Numbers: What Idaho Wants

In 2017, Idaho AEYC partnered with public opinion research firm Moore Information to survey registered voters and parents of young children to find out what they know about preschool. This section includes highlights that will prove to be valuable as you have conversations with various stakeholders about the need for preschool. [Here are the complete results.](https://tinyurl.com/ybxbec83f)

### Idaho Voters & Parents Recognize the Early Years are a Critical Time of Development

- 70% of voters and 76% of parents believe ages 0–5 are the most important time for a child’s brain development.
- When asked about the reasons for sending children to preschool, 70% of parents currently or will send their children to preschool for social development, Kindergarten preparation, and a head start on education.
- 85% of voters and 91% of parents believe access to quality, affordable preschool enhances their children’s educational performance in elementary school.

### The Quality of Existing Programs is a Concern

When voters were asked to rate the quality of preschool opportunities for children age 3–5:

- 24% “below average” or “poor”
- 32% “average”
- 22% “excellent” or “above average”
- 22% “don’t know”

### Support for State Investment in Preschool is Strong

- 80% of voters and 76% of parents support state investment in preschool.
- 69% of voters and parents believe the state should do more to ensure that children begin Kindergarten with the skills they need to succeed in school.
- Only 25% of voters and parents believe that preschool-age children are ready for Kindergarten.
- 81% of voters believe state funding for preschool results in direct returns for the state of Idaho.

### Existing Preschool Options are Too Expensive

- 55% of voters and 49% of parents believe preschool programs in Idaho are “very” or “somewhat” unaffordable.
- 25% of parents who do not have a child in preschool say it’s because they can’t afford it.

### Idahoans Would Utilize Public Preschool

- 76% of parents believe they would be “very” or “somewhat” likely to utilize a public preschool program if the state of Idaho offered one.
Section 2: Assessment

This set of questions is designed to help you think through what currently is and what will be in terms of preschool. This section includes several questions that can be quite involved and require discussions. These questions are critical for planning and analysis and some require partner input. If you do not yet know who your partners are or how to engage them, skip to Section 3.

Step 1:

Determine the current preschool landscape (the current environment)

1. What data or information can you lean on that supports your preschool planning decisions? (e.g., community or Head Start needs assessments, community surveys, school district planning data, etc.)

2. Are there children in your community who are less likely to be prepared for Kindergarten/first grade than others? How do you know?

3. Do children in your community currently attend preschool? (See the definition of preschool in the ECE glossary on page 5.)

NOTE: If there is more than one preschool program in your community these answers may look different and will need to be asked of each program.

If yes....

► Which children?

► How many children attend?
► In what facilities do children go to preschool?

► Are the preschool facilities close to where preschool-age children live?

► What is the teacher/child ratio?

► How is it funded? (e.g., parent tuition, school district, foundation grant, state child care subsidies, Head Start, etc.)

► What are the student requirements to attend (e.g., live in a specific neighborhood or school district, parent engagement, specific age, etc.)?

► What teacher qualifications and/or experience is required?

► Is it a half-day or full-day?

► How many days a week?

► How many weeks of the year?

► What curriculum do they use?

► How do they assess child progress?
► Does it engage parents and families? Is it a requirement?

► Does it address transitions to Kindergarten?

► Does it provide transportation? If yes, how?

4. Are there current preschool providers supportive of starting and/or expanding their preschool efforts? What else do you need to learn about their programs or support for quality preschool?

5. Are there people who are supportive of preschool efforts in your community? (Consider school district leaders, Head Start providers, child care providers, political or business leaders, faith-based leaders, associations or community groups, United Way, foundations, etc.). You will want to include these individuals on your network map in Section 3.

Sometimes opportunities and barriers can be policies or funding, other times they can be people. Think broadly about what is helping or hurting your preschool efforts.

► How can you work with these supportive individuals to achieve mutual goals?

6. What is currently providing momentum for your efforts (e.g., a mayor who supports preschool, a recent survey that shows voters want preschool, etc.)?

► What else can you do to provide momentum to preschool efforts?
7. Are there outside influences that need to be considered (e.g., election, community leadership, budget cycles, etc.)? How will that affect your efforts?

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8. What events or efforts are already happening that can support your preschool planning and delivery efforts? For example, there may be a local event where you can set up an information table or hand out flyers to recruit families to sign up for preschool.

► EXAMPLE: Boise’s preschool program launched at the same time that a new principal was coming on board. It was the perfect opportunity for him to go door-to-door introducing himself, and, along with the preschool teacher, invite parents to sign up for the new program.

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9. What are the top 3–5 arguments you often hear against preschool in your community?

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10. Who speaks out against preschool? These may be individuals or groups with competing interests. These individuals may present barriers, and you want to include them on your network map in Section 3 to engage them appropriately.

► How can you counter their opposition?
11. Are there policies or practices that currently hinder the development of preschool in your local community? 
   List them here:
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________

12. What other barriers will hinder your preschool effort (e.g., transportation, lack of facilities)? List them here.
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________

**Step 2:**

**Determine the preschool vision (future state)**

1. What is your preschool vision for your community? Do you want to ensure that all children in your area have access to preschool or target preschool to certain populations (by age, geography, developmental assessments, etc.)? Write down your preschool vision statement for your community:
   
   **EXAMPLE:** Lay the foundation for students to become lifelong learners and ready for school.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What change do you want to see in your community because of preschool delivery in three years? Five years? Ten years?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Who has to be supportive in order for your preschool efforts to be successful?

   ____________________________________________________________
4. Develop and write down your mission statement:
   EXAMPLE: Offer a developmentally appropriate and safe preschool environment to enhance the child’s social, emotional, physical, and cognitive development.

5. Consider and write down what you want preschool to look like in your community one year from now. How many children will be participating?
   Which children?
   Where?

6. What are your “non-negotiables” or guiding principles for preschool (e.g., all children will be served in the school district vs. the most at-risk children will be served in two neighborhoods, or teachers must have a degree, or preschool children will have access to special classes like music or computers, or preschool children will have transportation, or all partners will agree on a single curriculum, or preschool will have a certain level of sustainable funding to get started).

7. What are your initial ideas for funding for your preschool efforts? This will take shape even more after you think through potential funders in Section 3, build your budget, and identify additional funding sources in Sections 5 and 6.
Section 3: Engage Partners

It is important to determine partners early on in your effort. Once partners are identified you may need to go back to finish Section 2, Needs Assessment. This section may be revisited throughout your process to help you identify and name the organizations or individuals who are working on preschool issues or serving young children. The questions included in this section can uncover potential partnerships, determine next steps for collaborative activities, or reveal barriers for creating change in your community. This section can help you understand both those likely natural partners and those “unlikely partners” who can be supportive of preschool in your community.

Remember, you may not address this section in sequential order with the others. For example, you may start on this section to determine your leadership team, jump to Section 4 to determine the structure of the collaborative, and then revisit Section 2 and 3. This is a process that can and should be revisited each year as the effort evolves in your community and new stakeholders emerge.

Step 1: Make a List

For each question on page 17, add an individual or an organization to the list in the chart on page 20. In some cases you may know exactly the person you want for the job. In others, you may know you want an organization involved, but not sure who is appropriate for the job. Think broadly; you might not have relationships with them today, and that’s okay! As you build this list, there may be overlap with Section 2 in the Needs Assessment. List them again in this section on page 20 and build on that list with the suggestions on page 17, and then determine what role they will play in your collaborative.

Pay attention to unlikely partnerships.

Unlikely partnerships may be individuals or organizations that do not have a direct stake in your issue, but can be useful in showing that your issue is important to many people in the community. For early childhood, these might include criminal justice organizations or judges, economic development, institutions of higher education, hospitals, or businesses. Because they are often from a different field, you must have a rationale and a plan to bring them in and follow-up with them. Name a few unlikely partnerships for your Collaborative below.
Think through the following questions to help build your list.

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<th>1. Similar interests</th>
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<td>Who is currently working on preschool issues or offering preschool in your community? Who is naturally supportive of preschool?</td>
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<tr>
<th>2. Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who influences the preschool purse strings in your field? What resources are available to you? Are there public-private partnerships or area foundations that you can leverage? Are there prominent individuals or organization dedicated to providing funding for preschool? Remember funding can come from traditional philanthropy in your local area, statewide, or from national foundations. Funding can also come from individuals, government grants, or private businesses through a grant or a donation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Decision-making</th>
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<tbody>
<tr>
<td>Who makes the rules and policies for preschool? Do those policies work in the interests of or against your ultimate goal? Remember to think about your local school board; state and federal departments of education; as well as local, state, and federal elected officials.</td>
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</table>

<table>
<thead>
<tr>
<th>4. Influencers</th>
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<tbody>
<tr>
<td>Who influences the policies and procedures relevant to preschool and your goals? Are there individuals or organizations within or outside of early childhood that can apply strategic pressure in places of opportunity that can ultimately help you reach your goal? This could include allies of policymakers, funders, and regulatory bodies of your field.</td>
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<tr>
<th>5. Partners</th>
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<tbody>
<tr>
<td>Who currently is or should be engaged as partners with your organization? They may have the same target audience or serve the same population as you, but have a different mission or be in a different field. An example of this could be the Teachers Union.</td>
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<th>6. Opposition</th>
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<tbody>
<tr>
<td>Who in the community has been outspoken against preschool or critical of funding it? Is this someone who can be brought into the fold and swayed? Or is it someone who needs to be countered in a different way (i.e., neutralized or inoculated against)?</td>
</tr>
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</table>

As you make your list, make sure you think through the following types of organizations:

- Child care providers (e.g., YMCA, home providers, school-based, or center-based providers, etc.)
- Head Start
- Criminal justice or judicial agencies
- Education
  - School districts (administration or school board members)
  - Higher education
  - K-12 principals and teachers
- Faith-based groups
- For-profits (schools or private businesses)
- Community leaders in the community (Definition: An individual in a leadership position within a community. These individuals have a well-established professional/political profile and have the ability to influence other decision makers and policies.)
- Grassroots leaders in the community (Definition: An individual or community organization that influences individuals through a bottom up/organizing/campaign approach with constituents or those who are affected by an issue.)
- Health & Human Service Non-profits (United Way, Goodwill, etc.)
- Hospitals or health care entities
- Local businesses (those that may be affected by your issue, those that have the ability to influence policy or practice related to your issue, or those that have demonstrated interest in your issue)
- Parent groups
- Philanthropies
- Policymakers
  - Local government (county board members, city or county administration, etc.)
  - State government (administration, key staff, legislature)
- Professional associations (educators, doctors, nurses, law enforcement, etc.)
- Research partners (organizations that collect, analyze, and/or provide access to data and information for your issue or effort)
Step 2:

Determine the Ways You Want to Engage Each Individual or Organization

You will not have the same level of engagement with everyone on your list. Some individuals may be key partners and decision makers for your effort, and others may receive information from you periodically. Like the other sections in this toolkit, you may need to revisit this section after making other decisions (e.g., Collaborative Structure in Section 4 or Design Preschool in Section 5). Remember, an individual or an organization might have multiple roles. For example, an organization could be a leadership organization and a connector or funder. This is a starting point to think about the roles of the individuals involved and what you will ask them to do to support your preschool efforts.

1. **LEADERSHIP ORGANIZATIONS**

   Leadership organizations are decision makers for the effort. How they are organized and the type of decisions they make will be determined by your collaborative structure (see Section 4, Collaborative Structure for options and decision points). Who will lead your preschool effort? Who are the decision makers to make preschool happen in your local community (e.g., teachers, mayor’s office, school board, community organizations, funders, or intermediary organizations)? Consider any/all group members who will take on a leadership or decision-making role.

2. **SPOKESPERSONS**

   Who will make good spokespersons for your preschool effort? Who are they best positioned to reach? These individuals may not attend a lot of meetings, but they are influential and can speak to the media or to policymakers. Keep them on your external mailing/contact list. Invite them personally to be spokespersons for the effort through a letter/email and a one-on-one meeting. Note some of these individuals care about preschool but may not have a firm grasp of all the details. You may need to provide them with talking points and materials to help them communicate your desired message effectively.

3. **VOLUNTEERS**

   Volunteers are individuals who can help implement your preschool program. You may even have a volunteer strategy as part of your preschool effort. Depending on your preschool design, you may need volunteers at events or to go door-to-door or to provide transportation or snack. Who should you invite to volunteer? Keep them on your external contact list, and as your volunteer strategy takes shape, invite them to participate.

“Realistically, if the goal is to reach all of Caldwell’s preschool-aged children, then we need to make connections with parents and childcare providers—which we are currently working on. This truly has to be a community effort.”

—Julie Mead
Director of Special Services
Caldwell School District
4. CONNECTORS
These individuals can help you reach different people in the community. For example, they may have a listserv of parents, of voters in a particular neighborhood, health care workers, or educators. They may have other roles, such as spokespersons or leaders in organizations. Keep them on your external contact list. Explicitly ask these individuals to send information out to their spheres of influence to increase awareness or build support.

5. FUNDERS
These individuals or entities can help you reach your financial goals. There should be a separate funding strategy, named in Section 5, and can come from several sources (traditional philanthropy, individuals, government grants, or private businesses).

6. OPPOSITION
These individuals are in opposition to your effort in some way. Perhaps they have competing financial interests or believe full-day Kindergarten should be implemented first. Some of these opponents you can bring into the fold of your effort through one-on-one meetings, by adding them to your mailing list to keep them apprised of your activities, or even inviting them to have a voice on an action team. For others, letting them know what you are doing will create more problems. In this case, you may decide, “to not poke the bear,” and there is no action to be taken with them at this time. Remember, some opposition may also come within the education field (Kindergarten teachers or school board members who want all-day Kindergarten funded and implemented prior to preschool).

7. QUIET ADVOCATES
These folks will not want to be known to be involved by the general public, but a word or two from them in the right ears will move you forward. You are likely to only get them to do one to two things so choose your ask wisely.

8. OTHER
Consider other roles you will need based on your preschool design. Identify them here and use them in the chart on page 20.
<table>
<thead>
<tr>
<th>Name the organization or individual (Based on answers under Step 1 of Section 3)</th>
<th>Why are they important to engage? (e.g., funder, partner, or opponent) (Based on answers under Step 1 of Section 3)</th>
<th>What is their role? (e.g., decision maker, spokesperson, volunteer, etc.) There may be more than one. (Based on the answers under Step 2 of Section 3)</th>
<th>If you were not able to name the individual in column one, what type of individual from this organization needs to be involved? You may need more than one person from an organization, and they may even play different roles. (e.g., you may or may not need the organization’s CEO depending on the organization’s role.) (Based on answers under Step 2 of Section 3)</th>
<th>If you do not know this person, who can connect you to them?</th>
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Step 3:
Organize your list and prepare to engage

Use the questions below to organize your list and engage key partners for the preschool collaborative.

1. If you are still unsure who the right person is to engage at the organization, how will you find out?

Who do you know that can help you identify the right person and their contact information?

2. Do you have contact information for everyone on your list?

3. If not, who will gather contact information and keep track of the contact list?

4. Where will it be housed (e.g., Excel, shared drive, etc.)?

5. Who will reach out and meet with those that require a one-on-one meeting?

6. Do you need an introduction before you meet with one of the individuals?

Who can help you?
7. Based on the roles you have outlined for different individuals, what is your “ask”? 

8. Who is the best messenger to make “the ask” and explain the purpose of the collaborative? You may not always be the best messenger. 

Think about who is most trusted by your audience—what can you do to get them to deliver the message or make “the ask”? 

9. Are you ready to make “the ask” upon first contact? 

Will you only meet with your target audience one time? If so, you will need to make “the ask” at the first meeting. 

Is your target audience someone who will require several meetings before you make your ask? *Note: the answer to this question could affect the timeline.*

See Sections 4 and 6 for additional information on developing your leadership team and engaging individuals in your collaborative.
Section 4: Build a Collaborative

This section may be approached in different ways and at different times, depending on your needs and where you are in developing your preschool effort. You may need to determine your leadership structure before you finalize Section 2 (Needs Assessment) to ensure all voices are considered in your preschool vision. Likewise, some people may start with brainstorming their network in Section 3 to help them determine the best structure, while others already have a structure in mind for the collaborative, and working on Section 3 will come after Section 4. As you build your collaborative, review the how-to guides in Section 6 to help you organize your leadership team, communicate effectively, build a budget and more!

Step 1:

Determine the structure you want to use to make change happen

Some preschool collaboratives are driven by one organization or agency. Others use a board or committee structure to make decisions. Much of this depends on the size of your community, the amount of time dedicated to preschool issues, and ability to consistently meet to make decisions. These questions will help you determine what is best for your effort.

1. Who is leading the collaborative effort? (List the Leadership Organizations identified in Section 3).

2. What structure will be used to make decisions for the collaborative? Use the collaborative structure options to describe how the collaborative will make decisions.

“Looking back, it was really the power of the parents.

Picking our allies on the board was a crucial step. We knew we needed the right messengers. We knew there were different ways to reach people by posing questions that spoke to their hearts. For instance, "What early educational opportunities would you like to see your own children or even grandchildren have access to?" That got people to listen. They kept saying ‘no’ and we kept coming back until we got the ‘yes.’"

– Angie Tweit
Kindergarten Teacher
Juliaetta Elementary School
Collaborative structure options

► **Convene a small core leadership team** made up of 2–4 leaders from local organizations or agencies (e.g., school district, teachers union, city or county government, a foundation, intermediary organization [such as United Way]). This approach is used when decisions need to be made quickly and when leadership has a solid understanding of the direction they need to go.

  • **Precondition:** Even with a small group, this approach requires someone to coordinate meetings and take notes to memorialize decisions.

  • **Example of what they do:** This group is the core collaborative group and makes decisions that affect both the collaborative’s actions (e.g., leveraging stakeholders, budget decisions) and key decisions about preschool design (e.g., teacher qualifications and experience, curriculum, hours of service, family engagement approach, child assessment, evaluation).

► **Convene a steering committee** made up of 5–12 community leaders. This approach can extend the reach of funding and marketing opportunities by including more people in the decision-making process. This is a good way to secure buy-in from individuals and can also bring in diverse ideas about leveraging funding streams or the best approach to convince decision makers to support preschool.

  • **Precondition:** This approach requires strong facilitation to bring the group to consensus on key decisions.

  • **Example of what they do:** Like the core leadership team, a steering committee can also make decisions about the collaborative and preschool design. They inform strategy, and may or may not (if there is a core leadership team) make final decisions regarding the budget.

3. What is the role for the group(s)?

   What types of decisions will they make?

   How often will they meet? If you have multiple decision-making groups, they will make different types of decisions and have different roles in the collaborative.

4. What are the expectations of each decision-making level (e.g., meetings to design and implement preschool, assistance making critical connections or introductions, etc.)?

5. Who is involved at each decision-making level or group? For example, which individuals or organizations will be part of the core leadership team versus action teams?
Convene action teams made up of community stakeholders who know about preschool (e.g., non-profit leaders, faith-based leaders, child care providers, school leaders, teachers, principals, etc.) and how to access different types of funding (e.g. federal grants or individual donors). Action teams can provide insight into how best to market preschool to parents and families in the community, or how to work with parents and families to develop rideshare opportunities. This option is good for those who want input from a cross-section of the community.

• **Precondition:** It requires a strong facilitator to move each action team to decisions and a coordinator to ensure the decisions come together in a cohesive way for the overall effort.

• **Example of what they do:** Action teams are often made up of individuals who have knowledge or insights into community needs or opportunities; therefore, their decision-making often is focused on the participants’ expertise.

► **All of the above.** Some preschool collaboratives use all three approaches in different ways. If you would like to explore ways to use all three, outline who you think will be part of each group and what types of decisions you think they should make. For example, a small core leadership team could make final decisions based on recommendations from a steering committee and action teams. A steering committee made up of community leaders and experts could make financing recommendations, recommendations about curricula, or what professional development teachers should have access to annually. Action teams could make recommendations about where preschool should be and how to market it to families.

**Step 2:**

**Understand capacity**

Do the leadership organizations have the time/resources to get the preschool effort off the ground? A preschool collaborative can take many hours over a multi-year period dedicated to meeting with stakeholders and thinking through all of the elements of a high-quality program.

1. **How many hours per week can each individual playing a leadership role dedicate to the effort?**

2. **For how long will each individual and organization commit?** You may need a multi-year commitment.

3. **Does the collaborative have the financial resources needed to implement its work?**

“We are lucky to have partners who are committed to serving our community and working through some of the bumps of a collaborative program. We are all learning from each other, and this has benefited all of us.”

—Julie Mead

Director of Special Services

Caldwell School District
4. **Is there a plan to secure any financial gaps?** (See “Building a Budget” and “Financing Preschool” in Section 6.)

5. **Does the collaborative have the people on board who can develop and implement a successful strategy to secure resources?**

6. **Who will coordinate the work of the collaborative?**

   **Is there dedicated staff for the effort?**

   **What is their role?** (e.g., Resources may be needed to coordinate the effort, schedule meetings, conduct follow, locate or create documents/research, communicate with stakeholders, and manage the project timeline.)

7. **Who will facilitate the meetings?**

---

**Step 3:**

**Build a workplan and Timeline**

The workplan should be all encompassing, meaning that both the work of organizing the collaborative, as well as key decisions and work to implement preschool should be included. For example, the workplan should include how you will engage new partners, who will facilitate collaborative meetings, and who/when you will make key decisions about curriculum, etc. If you haven’t already done so, you will need to revisit this section after you go through Section 5: Design Preschool.

1. **How many hours per week do partners have to dedicate to this effort?**

   **Over what period of time?**

2. **How often can the organizing partners meet (weekly, monthly, quarterly)?**

---

“We didn’t have a lot of ego—we had like-minded people who saw a problem and came together to solve it. We empowered others to get on board and get the job done by working together. What CAN’T we try?”

–Beth Woodruff
Special Education Director
Basin School District
Idaho City
3. Are there important dates that need to be considered (budget cycles, elections, etc.)?

4. Build a workplan to determine how each person will play a role in planning and implementing your preschool effort.
   - Does each person involved in the collaborative have an assigned role based on his or her expertise and capacity?
   - Who will ensure that the workplan stays on track for the day-to-day activities?
   - Create periodic check-ins to monitor the workplan and make changes as necessary.

5. Review the big picture. Take a step back and look at all of the sections and steps in this toolkit, and in particular the preschool vision laid out in Section 2. List out key decision points and outline who will do what to both implement preschool in your community and make it sustainable.


Remember to review the big picture.
Take a step back and look at all of the sections and steps in this toolkit, and in particular the vision laid out in Section 2.
Section 5: Design Preschool for Your Local Community

This section will help you consider key components to design and deliver preschool in your local community. Remember to refer to Section 6: How-to Guides, and Section 7: Tools and Resources, for additional questions and information to help you make your decisions. The steps below may or may not be done sequentially, but they all need to be done at some point in your process.

**Step 1:**

Address the questions in the decision grid on page 30. Sections 6 and 7 may help you answer those questions.

**Step 2:**

Consider what else needs to happen to be able to implement preschool.

Use the How-to Guides in Section 6 to determine your approaches to engage parents and families, market your preschool, and build support among key stakeholders.

► Incorporate additional activities or decisions to be made into your workplan and timeline.

**Step 3:**

Build a budget using the How-to Guide 7 in Section 6.

**Step 4:**

Identify funding sources and develop a funding plan. Complete the How-to Guide 8 in Section 6 and answer the questions below.

► How will you pay for your local preschool? Name the funding sources that make the most sense for your area.

---

“Parents have been very creative. They developed play dates where they can rideshare and take kids at different times. This really helps our working families.”

–Stacey Roth
Administrator of Student Programs
Boise School District
► For each funding source, what is your approach to asking for funding?

- Who holds the purse strings?

- What is their process for funding (e.g., budget cycles, grant proposal decision cycles, etc.)?

- How will you engage them (one-on-one meeting, proposal, board meeting, etc.)?

- Who is the best messenger?

- What if the messengers say no, how can you convince them to say yes?

► What do you need to do to prepare for future funding of preschool in your community?

Step 5:
Go back to Section 2 to ensure that your preschool delivery plan will help you achieve your preschool vision.
Use this decision grid to help you record and prioritize your preschool design elements.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Decision</th>
<th>What is your rationale for your decision?</th>
<th>How does it affect the preschool budget?</th>
<th>Rank its importance (1–21)</th>
<th>Is this a non-negotiable? (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who will attend your preschool? Will enrollment be prioritized for certain children? Based on what? (special needs, low-income, neighborhood-based, etc.)?</td>
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<tr>
<td>2. What will be the teacher/child ratio and group size?</td>
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<td>3. How many children total will be served?</td>
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<tr>
<td>4. What ages will be served?</td>
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<td>5. How many days/week?</td>
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<td>6. Will it be a full- or half-day?</td>
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<tr>
<td>Topic</td>
<td>Decision</td>
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<tr>
<td>7. Where will preschool be held (e.g., schools, community buildings, etc.)?</td>
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<tr>
<td>8. How many classrooms will there be?</td>
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<tr>
<td>9. What will be the requirements of families (e.g., parent volunteers one hour a week at the facility)?</td>
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<td>10. What requirements will there be of children (e.g., certain age, screening level, potty trained, children live within school district boundaries, etc.)?</td>
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<tr>
<td>11. What educational credentials and experience will be required of lead teachers?</td>
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<tr>
<td>Topic</td>
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<td>What is your rationale for your decision?</td>
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<tr>
<td><strong>12.</strong> What educational credentials or experience will be required of other classroom staff (include leadership, teacher assistants, other classified staff, or volunteers that may be used in the classroom)?</td>
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<td><strong>13.</strong> What types of professional development will be offered to lead teachers (e.g., curriculum, parent engagement, assessment, etc.)? Will it be ongoing regularly or one-time?</td>
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<tr>
<td><strong>14.</strong> What types of professional development will be offered to any other staff? (e.g., curriculum, parent engagement, assessment, etc.) Will it be ongoing regularly or one-time?</td>
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<td><strong>15.</strong> Will preschool be free to the families to attend or will there be a charge?</td>
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<td><strong>16.</strong> Will you provide transportation?</td>
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27Best practices show that ongoing, regular professional development for lead teachers and all other staff is the most effective. Some courses or training may be offered one time, while others may be offered on an ongoing basis.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Decision</th>
<th>What is your rationale for your decision?</th>
<th>How does it affect the preschool budget?</th>
<th>Rank its importance (1–21)</th>
<th>Is this a non-negotiable? (yes/no)</th>
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<tbody>
<tr>
<td>17. What curriculum will you use?</td>
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<tr>
<td>18. What assessment will be used to measure children’s progress?</td>
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<td>19. Will you screen children before entering the program? Which screening tool will you use?</td>
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<td>20. Will you offer a snack or meal? Who will provide it?</td>
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<tr>
<td>21. Will there be other supports provided to children, such as behavioral health assessments, referrals to health or dental care, or referrals to organizations who may help families with basic needs (food, housing, etc.)? Who will provide these services?</td>
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</table>
Understanding that there were not enough preschool services available in Caldwell, the school district worked closely with the YMCA, Head Start, and United Way (serving as an intermediary) to launch a coordinated and integrated preschool program based on the needs of children and families. The school district was already working with the YMCA and the United Way on the P16 initiative and integrated the Western Idaho Community Action Partnership (WICAP) Head Start into the preschool efforts. This brought the two programs (YMCA and Head Start) into four Caldwell school buildings and integrated them with the existing Developmental Preschool special education programs.

From the start, the collaborative identified their commitments, which served as a guiding document for all design decisions. Collaborative leaders decided that each preschool, regardless of its funding source (YMCA, IDEA, or Head Start) would all use the same curriculum and operate under the same standards. Since not all of the programs were held to the same professional teacher qualifications or building guidelines, the collaborative leaders determined they would follow the lead of the partner with the most restrictions or experience on the topic. For example, WICAP Head Start was flexible in which curriculum they could use, and IDEA did not use a curriculum. The collaborative decided to use the research-based Frogstreet (http://www.frogstreet.com/curriculum/) curriculum that the YMCA had been using.

### Caldwell, ID

<table>
<thead>
<tr>
<th><strong>Local Idaho Preschool Collaborative Profiles</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inception:</strong> &amp; <strong>Enrollment:</strong> &amp; <strong>Location:</strong></td>
</tr>
<tr>
<td>2016–2017 school year &amp; 280 children in 10 classrooms &amp; School-based classrooms</td>
</tr>
<tr>
<td><strong>Cost for families:</strong></td>
</tr>
<tr>
<td><strong>Funding:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Key Partners:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Student Requirements:</strong></td>
</tr>
<tr>
<td><strong>Unique Attribute:</strong></td>
</tr>
</tbody>
</table>
There is synergy between collaborative partners in Caldwell. For example:

- Both the WICAP Head Start and the YMCA programs required parent engagement, so this became a requirement. Since the programs were working together, there was the added benefit of a shared parent engagement calendar.
- There is no possessiveness in where children go, as long as they are able to access high-quality preschool. If there is a waiting list for a child to participate in the WICAP Head Start program, they may enroll in the YMCA preschool.

The preschool collaborative also works with Lee Pesky Learning Center’s (https://www.lplearningcenter.org/shop/publications/every-child-ready-to-learn/) Literacy and Professional Development specialists for ongoing professional development.

Caldwell’s preschool program serves 280 children in 10 classrooms, including a preschool classroom for migrant students, which also serves as an early immersion program. The preschool employs five special education teachers and five other lead teachers, as well as aides and paraprofessionals, ensuring three adults are present at all times.

The program has greatly benefitted from the commitment and collaboration of its local partners. The collaborative is looking for additional opportunities to increase parent engagement, shore up assessments and evaluation, and secure long-term funding and support.

Kendrick-Juliaetta, ID

<table>
<thead>
<tr>
<th>Inception:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017–2018 school year</td>
<td>Classes are held in the K-J Elementary School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment:</th>
<th>Cost for families:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 children</td>
<td>There is no cost for families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding:</th>
<th>Key Partners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>► 21st Century Community Learning Center Grant</td>
<td>► School Board</td>
</tr>
<tr>
<td>► Kendrick-Juliaetta &amp; 7 Ridges Education Foundation</td>
<td>► Parents and providers</td>
</tr>
<tr>
<td>► Idaho Community Foundation</td>
<td>► STEM Action Center</td>
</tr>
<tr>
<td>► National Education Association (NEA) Foundation</td>
<td>► Lee Pesky Learning Center</td>
</tr>
<tr>
<td>► Local grants</td>
<td></td>
</tr>
<tr>
<td>► STEM Action Center</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admits students in the following order: 5-year-olds who are not Kindergarten ready; 3-year-olds with IEPs; and 4-year-olds. All must reside in the school district.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unique Attribute:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raised parent and families voices to convince key leadership about the need for preschool.</td>
</tr>
</tbody>
</table>
Parents, educators, and community members in Kendrick-Juliaetta, ID, recognized a need for a preschool program, and formed an informal collaborative to explore how they might develop and deliver preschool in their community. It was important to them that they have the school board’s blessing, and to engage the school superintendent and the principal in the process. But when they first approached school board members, not all of them were convinced.

Collaborative leaders, which included some parents already, engaged other parents and families as preschool advocates. The design of the local preschool program is based on parent needs and shaped by parent focus groups and surveys. The data collected from the surveys and focus groups was key to gaining support from school board members and to securing funding for the program that was launched in 2017.

Sharing the desire for preschool, parents and families were—and continue to be—involving in grassroots marketing and social media. Collaborative leaders gave access to other parents to post on the Facebook and Twitter accounts to increase awareness in the community—a key to getting the attention of the school board. The inclusion of parent and family voices in decision-making was an important part of moving the collaborative from informal to formal, and parents and families are still engaged today.

Parents and families are key participants in the successful program. They came together to solve issues related to transportation, through a car pool. Parents and families are required to volunteer and provide snacks once a month, keeping them engaged and keeping the cost of food to a minimum. In addition to it being a best practice, family volunteers in the classroom also keep the teacher to student ratio down and classes free for families. A comprehensive parent handbook, developed by the preschool collaborative, can be found here. (http://www.dist283.org/21cclc)

Leaders of the collaborative relied on their familiarity with logic model tools28 to help coordinate, bring together all the pieces, identify decision points, and stick to a timeline. The local Education Foundation was brought in early to assist financially and with preschool design. The program secured curriculum and professional training resources through the Get Ready to Read (http://getreadytoread.org/) toolkit, the Lee Pesky Learning Center, and Idaho AEYC. Teachers receive ongoing professional development through Idaho’s 21st Century Community Learning Centers, (http://www.sde.idaho.gov/student-engagement/cclc/) In addition, the school district has a teacher-to-teacher mentoring program that helps pay for the planning time for the preschool teachers, and help them work together to improve the program.

Student progress is monitored and assessed using the Idaho Reading Indicator (IRI) (http://www.sde.idaho.gov/assessment/iri/). In addition, the collaborative is collecting data through teacher observations, periodic progress reports, and parent surveys. The program is well prepared to begin its second year in 2018. In the 2018-2019 school year, work is being focused on securing stable long-term funding and establishing standards for assessments, outcomes and data collection.

28Logic models make an explicit, often visual, statement of the activities that will bring about change and the results you expect to see for the community and its people. Learn more about logic models here: https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main
<table>
<thead>
<tr>
<th>Inception:</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment:</td>
<td>75 children</td>
</tr>
<tr>
<td>Location:</td>
<td>Two preschool classrooms in two community schools</td>
</tr>
<tr>
<td>Cost:</td>
<td>There is no cost for families.</td>
</tr>
</tbody>
</table>

### Funding:
- City of Boise Grant
- Boise Schools Education Foundation
- United Way of Treasure Valley
- Boise city officials, school district leaders, and community organizations noticed a concerning trend—some children were ready for school when they came to Kindergarten and others were not. In 2015, the City of Boise partnered with the Boise School District and other key partners to launch a preschool program in Vista, one of the city’s high-poverty neighborhoods, as part of a broader revitalization strategy (Energize Our Neighborhoods Initiative) and to close the achievement gap for students entering Kindergarten.

This effort built on a long-standing partnership between the city and school district. Once city officials committed the necessary funding, collaborative leaders chose two elementary schools to house the half-day preschool program, one of which is a community school. A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and family engagement leads to improved student learning, stronger families and healthier communities. The two chosen schools serve approximately 75 preschool students who are income-qualified for participation, and the class ratio is 18:2, which includes a lead teacher and para-professional. Both schools are Title I (i.e., low-income) schools with over 50% of the students qualifying for free or reduced cost lunch program.

Collaborative partners worked together to reach agreement about facilities, transportation, curriculum, teacher credentials, and teacher professional development. This includes the following:

### Student Requirements:
Between ages 3–5, must live in school district, have the ability to get to school, and be potty trained.

### Unique Attribute:
Offers professional development for all school staff (e.g., PE or music teachers) about developmentally appropriate engagement with young children.
► Although they ultimately were able to add or retrofit preschool classrooms at the elementary schools, there was much discussion about how to make this happen. They looked at portable classrooms, but the public said they wanted permanent buildings instead.

► Transportation is tricky—preschoolers must have door to door transport —and this proved to be too expensive for Boise’s preschool program. Instead, parents and families came together to develop a rideshare program to help working families attend preschool.

► Boise preschool uses the Splash into Pre-K curriculum by Frogstreet, (http://www.frogstreet.com/curriculum/) as well as components of READY! for Kindergarten curriculum (https://www.readingfoundation.org/readyforkindergarten). In addition, collaborative leaders wanted a preschooler’s day to mirror what they will experience in Kindergarten, and to expose them to music, physical education, and library time, in addition to focusing on literacy, math, and social and emotional development.

► Collaborative leaders wanted to emphasize quality in their preschool, which they defined as using certified teachers. Since the preschool is in a school district building, all teachers, whether they teach AP chemistry or Kindergarten have the same pay levels. Boise’s preschool program uses one certified preschool teacher and one classified staff per classroom.

► Teachers participate in ongoing professional development from the Lee Pesky Learning Center and utilize tools and resources from Idaho AEYC and the Idaho Stars program. After all of this planning, the route to filling the Pre-K classrooms was apparent. Collaborative leaders actively canvassed neighborhoods, distributed flyers and walked around to meet families in the target neighborhoods to drive enrollment.

After all of this planning, the route to filling the Pre-K classrooms was apparent. Collaborative leaders actively canvassed neighborhoods, distributed flyers and walked around to meet families in the target neighborhoods to drive enrollment.

Parents and families are active and engaged partners in their children’s preschool. Parents or another family member are expected to volunteer in the classroom one hour a week. Teachers send home a monthly “Learning Together” packet, giving families tools to reinforce lessons at home. The collaborative also conducted a survey of parents that asked questions about their support of preschool. This survey helps ensure the preschool programs are being responsive to parent needs.

Student progress is assessed using the Get Ready to Read (GRTR) (http://www.getreadytoread.org) screening tools to show where a child is on the path to developing pre-reading skills and prepare them for the Idaho Reading Indicator (IRI) (http://www.sde.idaho.gov/assessment/iri/). An evaluation of the preschool students’ GRTR evaluations and the IRI data once they reached Kindergarten show that students enrolled in the preschool program out-performed those who were not in the program on the IRI.

The collaborative continues to work with all partners involved to ensure long-term commitment to and sustainable funding for quality preschool and to the children and families in their community.
### Idaho City, ID

<table>
<thead>
<tr>
<th>Inception:</th>
<th>Enrollment:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999–2000 school year</td>
<td>19 children</td>
<td>School-based classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents pay $150/month, but 50% of families receive scholarships. There is no charge for Special Education students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Albertson’s Foundation</td>
</tr>
<tr>
<td>► Idaho Community Foundation</td>
</tr>
<tr>
<td>► Head Start</td>
</tr>
<tr>
<td>► Parents as Teachers</td>
</tr>
<tr>
<td>► Local School Levies</td>
</tr>
<tr>
<td>► Parent tuition</td>
</tr>
<tr>
<td>► Idaho City School District</td>
</tr>
<tr>
<td>► Criminal justice system</td>
</tr>
<tr>
<td>► Lee Pesky Learning Center</td>
</tr>
<tr>
<td>► Parents and families</td>
</tr>
<tr>
<td>► Local business owners</td>
</tr>
<tr>
<td>► State Department of Education</td>
</tr>
</tbody>
</table>

#### Key Partners:
- Idaho City School District
- Criminal justice system
- Head Start
- Parents as Teachers
- Lee Pesky Learning Center
- Parents and families
- Local business owners
- State Department of Education

<table>
<thead>
<tr>
<th>Student Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident of the district, 4-years-old by September 1, or 3-year-olds with special needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unique Attribute:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The collaborative includes unlikely partners, such as the criminal justice system, businesses, and the library.</td>
</tr>
</tbody>
</table>

Nineteen years ago, Basin School District in Idaho City together with the two other county districts, Garden Valley and Horseshoe Bend, started a free universal preschool program. Before the program started in Idaho City, only 30% of their third graders were reading at grade level on the Idaho Reading Indicator. Now, the majority do.

The Jump Start preschool collaborative was formed in 1999 when key people saw the need in their community. The idea germinated when a juvenile judge, Patricia Young, realized that many of the children before her court struggled with reading and did poorly in school. After conducting research, she discovered that the best way to address literacy issues is through a quality preschool program. The County, through her guidance, enlisted the schools, public libraries, and Head Start to collaboratively apply for a grant for start up dollars. As soon as the money was secured the school districts began to organize a preschool effort.

Boise County is home to three communities separated by mountain passes. There are county offices, schools, a library, several churches, and a few businesses. Although it can be challenging to organize a collaborative effort in a geographically large, rural area, many different stakeholders came together to support and design preschool, including criminal justice, Head Start, Parents as Teachers, the public libraries, special education and primary general education teachers, businesses, and parents. Each partner brought a benefit to the collaborative, and the collaborative was able to hire and train staff so the preschools could start the next fall.
The collaborative met quarterly to learn from each other, keep up to date on goings-on, and regularly look at the big picture. This ongoing communication helped partners see their participation in the collaborative as something bigger than their individual organizations.

In addition to the internal communication among collaborative members, there was consistent communication to help others in the community see the broader preschool vision. The value of preschool was continually communicated as new personnel came in, so the vision is embedded in the community.

Head Start, the State Department of Education and the Lee Pesky Learning Center (https://www.lplearningcenter.org/teacher-training/earlychildhoodresources/) contributed to teacher trainings and provided resources for parents and families. Curriculum and classroom standards were built from the Creative Curriculum (https://teachingstrategies.com/solutions/teach/preschool/). Teachers also participate in regular Professional Development through Staff Development for Educators (SDE) (https://sde.com/) and renew their training through the Idaho Comprehensive Literacy Course (https://extendedstudies.boisestate.edu/educatorsdevelopment/idaho-comprehensive-literacy/).

The preschool collaboration between the districts and the other agencies collapsed when the grant money was no longer available, in 2003, but the separate districts and their communities worked to keep the free universal preschools active in their districts. After the economic collapse in 2008, Garden Valley and Horseshoe Bend lost their preschools. Idaho City has kept the preschool but some of the programs were too expensive to continue (Parents as Teachers, Head Start, parenting classes, play-groups, and date nights for parents) and they began charging tuition to buffer some of the cost, although many parents applied for scholarships (none were denied) and as always, children with special needs attended tuition-free.

The collaborative actively engaged parents and families on a regular basis. Idaho City Jump Start still includes weekly newsletters and annual parent-teacher conferences. Parents and families are also encouraged to volunteer, though it’s not required.

The Jump Start Preschool developed its own assessment structure, which includes pre-testing in the fall and post-testing in the spring, with teachers using formative assessments throughout the year to monitor progress. Since the program’s inception, every child who has gone through preschool, and was still in the district in middle school, has been able to read and has not needed behavioral support. This is a tremendous measure of the program’s success.

In 2017–2018, 92% of third-graders scored a three on the Idaho Reading Indicator, meaning they are reading at grade level—and the two students who didn’t did not attend the preschool program. The district has kept track of students as they continue through school—54% of high school graduates who attended preschool are now attending college or earned a degree, compared to 30% who started at Basin in Kindergarten or first grade and didn’t attend preschool.
Section 6: How-to Guides

How-to guides in this section are categorized into two sections. The first section is to help you get your “house in order” to develop the collaborative. These are things like building an internal budget or things to keep in mind when you reach out to potential collaborative members. The second section is to help you think through each of the preschool components.

Guides to help develop the collaborative:

1. Organize your leadership team
2. Internal communication tips
3. Build a collaborative budget
4. Collaborative timeline template
5. Evaluate success of the collaborative

Guides to design and implement preschool:

6. Key questions to ask yourself about design (curriculum, facilities, hiring teachers and staff, professional development, etc.)
7. Build a preschool budget
8. Preschool funding sources
9. Engage families
10. Build support and leadership through effective communication
11. Market preschool in your community
12. Public policy and advocacy
Guide 1: Organize your leadership team

You have the list of individuals who will be part of the collaborative in key leadership roles. Now what? Use these tips and prompt questions to ensure that you are prepared to engage these individuals to design and implement your local preschool programs.

1. Do all key collaborative partners understand the purpose of developing a preschool collaborative?

2. How will you help all the collaborative partners understand the collaborative and their role (be specific in your approach—who will reach out to them?)

   What will they say?

   When will they do it?

3. What is the commitment level for partners (e.g., number of meetings a year, sending information out to their networks, etc.)?

4. How will expectations be communicated and/or formalized?
5. Will you create guiding principles and/or a Memorandum of Understanding to help bring partners together?

What will those documents cover? For example, what will happen if one of the partners does not follow through in their actions (e.g., not attending meetings or finding funding)?

6. What if a key partner initially says no to participating in the leadership group? How will you move them to yes?

If this is not possible, who will take their place?

7. Think about how these collaborative partners working together will help each organization. How will their working together help you meet the goals for your issue?

How will it help the community? Name 2–5 mutual interests.
8. What challenges do you anticipate? For example, are there competing interests because of funding?

__________________________

__________________________

Are there organizations working against each other on other issues?

__________________________

__________________________

Are there potential or current partners that do not get along with others who are part of your leadership team?

__________________________

__________________________

► What will you do to overcome these challenges?

__________________________

__________________________
Guide 2:

Internal communication tips

Internal communication is the information that is shared within your collaborative. Depending on your structure, you may have different levels for a core decision-making team or action team members. Be strategic in your internal communication and your collaborative will thank you! As you communicate with your collaborative members, keep these tips in mind:

► Be intentional. Ask yourself these questions:

1. What needs to be communicated? Be concise and to the point.

2. Who needs to know this? Not everyone needs to know everything. Use your organized list to keep track of who needs to know what. For example, someone on the leadership team may need to be communicated to more often than a volunteer. A spokesperson will need to have “why preschool matters” but they may not need to know about the preschool budget.

3. When do they need to know this? Think through your timing.

Does someone need to have information prior to everyone else? Perhaps you need to counteract someone overreacting to a piece of news. It might be a good idea to give them a heads up by calling them first.
4. How will they receive the information?

► Who is the best messenger?

► Should they be told through a 1:1 meeting, a phone call, an email, or through social media?

► How will the audience best respond?

5. What do you want people to do as a result of the communication?

► Strike a balance in the frequency of communication. Make sure collaborative members are up-to-date, but be careful about sending too many emails. If you have several updates, combine them into a single communication.

► Find alternatives to in-person meetings. Given the reality of Idaho’s geography it may be necessary to use conference calls, video chats, or existing meetings or events where people are in order to find the time to make critical preschool design decisions.

► Do what you say you are going to do. If you say you will send a resource or call someone, follow through.

► Send meeting agendas at least a day in advance. This will help structure and make for more productive meetings. If you expect participants to read something as well (such as a report), send it a few days in advance of the meeting.

► Put it in writing. For important information that either needs to be clarified or a decision that may need to be tracked down later, communicate in writing, not only verbally.

► Know when to pick up the phone. If you want to share information or need a quick or easy answer, email is fine. Often, a voice-to-voice conversation can help difficult or detailed issues. Also, if you do send an email, it’s often a good idea to follow-up with a phone call. It reinforces your message and can help expedite a response.
Guide 3:

Build a budget for your collaborative

It takes time and energy to plan your preschool program. Think about this budget as separate from your budget for the delivery of preschool. Use these questions to think through what it will take for partners to come together to design preschool in your community.

Consider the following line items for your budget:

► Staff time
► Consultants or a facilitator
► Research or studies that will support preschool quality or expansion efforts
► Meeting expenses
► Travel reimbursement
► Administrative support

1. **How much of the collaborative is run by staff or volunteers vs. other consultants?**

2. **How can you quickly build up staff to help with communication strategy and implementation (e.g., social media, reaching audiences, etc.), evaluation, grant writing, marketing?**

3. **What funding sources are available to support these administrative costs?**
Guide 4: Develop a timeline

Depending on how your collaborative is coming together, your timeline may be more or less condensed. For example, you may need to allow time to bring parents into the fold as supporters, or you may need to be ready to implement in three months. Consider the follow tips to create your own preschool collaborative timeline.

► Determine what your timeline will include. Your timeline may include just the planning phase up until preschool launch, or it could include the first year of implementation. Be clear about what you want to include in your timeline.

► Work backwards. Once you determine what you want your timeline to cover, determine the end point. For example, if you want to create a planning timeline, when do you want to launch your preschool program? Is it one year from now? Or three months? Then fill in the details about what needs to happen between now and that point in time.

► List what needs to go into the timeline. Your list will depend on what your timeline includes. For example, a planning timeline may have specific decision points that need to be made or research into types of curriculum. An implementation timeline will include when teacher professional development will occur and when students will be assessed.

► Detail who will do what. Be specific and name people in the timeline next to tasks to keep people accountable.

► Be as detailed as you can. You may be able to start with a weekly timeline to get started. It is common to move to monthly and even quarterly the further out you get in the timeline.

► Make a plan to update the timeline. Hold time in your timeline to review lessons learned, modify your preschool program, and plan for the next iteration.

► Revisit and revise. Once you have everything in your timeline, you may need to revisit some of your decisions and revise your timeline.
Below is a three-month planning timeline. This is just an example with a few tasks that will need to be completed. You may modify this by adding on tasks and/or as many months/weeks as you need, or putting actual due dates in the boxes along with the shading.

<table>
<thead>
<tr>
<th>Task</th>
<th>Person responsible</th>
<th>MONTHS</th>
<th>WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare research and documents for collaborative meetings</td>
<td>Sally/Mary/Dan</td>
<td>June: 1</td>
<td>2</td>
</tr>
<tr>
<td>Collaborative stakeholders meetings</td>
<td>Sally (lead)</td>
<td>July: 3</td>
<td>4</td>
</tr>
<tr>
<td>Recruitment push (send emails, put up flyers, social media, door knocking, etc.)</td>
<td>Sally/Mary</td>
<td>August: 1</td>
<td>2</td>
</tr>
<tr>
<td>Determine assessment tools</td>
<td>Sally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize curriculum</td>
<td>Sally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine what is in the parent packet</td>
<td>Mary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum training</td>
<td>Dan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for the year</td>
<td>Dan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep classroom</td>
<td>Dan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send parent packet out</td>
<td>Mary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Day of School!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Below is a sample implementation timeline from a non-preschool initiative (sometimes it is helpful to see how other fields implement their initiatives).

### Sample Implementation Timeline

#### GOAL 5
By December 2019, children and youth are actively engaged in City program decision-making so that youth perspective is represented.

**Strategy 1.**
Use the existing Mayor’s Youth Council, other youth councils, and the CYF Commission to learn from, adjust, and expand on what exists.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Form a committee to conduct a review and identify the right vehicles to engage youth; include youth to participate in the review, drawing youth participants from the youth councils that already exist.</td>
<td>2018 Jul, Aug, Sep, Oct, Nov, Dec</td>
</tr>
<tr>
<td>Task 2</td>
<td>Create mandatory slots on Mayor’s Youth Council for PIT participants.</td>
<td>2018 Jul, Aug, Sep, Oct, Nov, Dec</td>
</tr>
<tr>
<td>Task 3</td>
<td>Use virtual technology to engage youth throughout the community.</td>
<td>2018 Jul, Aug, Sep, Oct, Nov, Dec</td>
</tr>
<tr>
<td>Task 4</td>
<td>Review Mayor’s Youth Council standards and create opportunities for leadership in each PIT program.</td>
<td>2018 Jul, Aug, Sep, Oct, Nov, Dec</td>
</tr>
<tr>
<td>Task 5</td>
<td>Encourage programs to have youth councils to help prepare youth for opportunities available on the Mayor’s Youth Council.</td>
<td>2018 Jul, Aug, Sep, Oct, Nov, Dec</td>
</tr>
<tr>
<td>Task 6</td>
<td>Require all programs funded by PIT to engage youth through surveys about their needs and desires for services. Integrate this engagement into standards and requirements for contracts.</td>
<td>2018 Jul, Aug, Sep, Oct, Nov, Dec</td>
</tr>
</tbody>
</table>

#### Strategy 2.
See that the City of Little Rock develops and implements a clear and intentional pathway to support, recognize, and confirm youth as a priority for the community.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Work to establish partnerships across the community that leverage assets and strengths to support youth.</td>
<td>2017 Feb, Mar, Jul, Apr, May, Jun, Aug, Sep, Oct, Nov, Dec, 2018 Q1 &amp; Q2, 2019 Q3 &amp; Q4</td>
</tr>
<tr>
<td>Task 2</td>
<td>Use partnerships to pursue new and diverse resources that support youth success and defined by youth-focused goals.</td>
<td>2017 Feb, Mar, Jul, Apr, May, Jun, Aug, Sep, Oct, Nov, Dec, 2018 Q1 &amp; Q2, 2019 Q3 &amp; Q4</td>
</tr>
<tr>
<td>Task 3</td>
<td>Ensure DCP leverages partnerships that support youth in three areas, provide supportive services, leverage youth funding, or a service provider. In addition to state and federal grants, opportunities may be found at America’s Promise (<a href="http://www.americaspromise.org/odf/findings/gerrardc1-14">http://www.americaspromise.org/odf/findings/gerrardc1-14</a>).</td>
<td>2017 Feb, Mar, Jul, Apr, May, Jun, Aug, Sep, Oct, Nov, Dec, 2018 Q1 &amp; Q2, 2019 Q3 &amp; Q4</td>
</tr>
<tr>
<td>Task 4</td>
<td>Ensure DCP integrates principles and language from America’s Promise into the RFP/RFP processes. Programs can respond with applications indicating that they understand the promises and incorporate the promises into their programs.</td>
<td>2017 Feb, Mar, Jul, Apr, May, Jun, Aug, Sep, Oct, Nov, Dec, 2018 Q1 &amp; Q2, 2019 Q3 &amp; Q4</td>
</tr>
<tr>
<td>Task 5</td>
<td>Disseminate information using the communication channels described in the communication plan (to be developed) and through the State of Children Address in June 2017.</td>
<td>2017 Feb, Mar, Jul, Apr, May, Jun, Aug, Sep, Oct, Nov, Dec, 2018 Q1 &amp; Q2, 2019 Q3 &amp; Q4</td>
</tr>
</tbody>
</table>
Guide 5:
Evaluate the success of the collaborative

A collaborative that receives grant funding may be required to evaluate their effectiveness in planning and launching a preschool program. For others, tracking progress, memorializing successes, and reviewing lessons learned can help boost the collaborative success in the future.

► How will you know if your collaborative is successful (e.g., partners coming together, successful launch, leveraging funding for preschool, etc.)?

► Create benchmarks for what you want your collaborative to achieve based on your activities. For example, if parent engagement is a major component that will ensure your preschool program is successful, the benchmark may be around parent engagement. Other benchmarks may be the creation of a partner agreement to implement preschool.

► How will you track the collaborative’s progress? Will it be tracked in an ongoing way or at specific points in time (e.g., annually or quarterly)?

► Are there external requirements for the collaborative to be evaluated (e.g., some funders require evaluations)?

► How will you assess and improve your collaborative’s operations? (Use ACS’ Assess Your Collaboration in Section 7: Tools and Resources)

► With whom will you share evaluation outcomes, if anyone?
Guide 6:

Key questions and considerations for preschool design

This guide covers several design elements including, curriculum, facilities, hiring teachers and staff, professional development, assessments, transportation, and snacks. Refer to the preschool best practices chart in the Toolkit Glossary. Additional resources on each of these topics may be found in Section 7.

**Determine a preschool curriculum**

**Collaborative questions:**

1. Who will make the curriculum selection?

   For school-based preschool, will decisions happen at the district level or building level?

2. Will multiple curriculums be allowed in your community? For example, if you are combining or leveraging multiple programs (e.g., Head Start, YMCA) will they all use the same curriculum?

3. What will be the criteria for selection?

4. When and how will the selected curriculum be communicated to key stakeholders?
5. Is it important to you that the preschool curriculum aligns with the Kindergarten curriculum?

6. Is it important to you that the curriculum aligns with the early learning standards?

7. What kind of training will teachers need on the curriculum? (If training is needed, include that in the budget and the timeline.)

8. Will parents and families want or need to know about the curriculum before they register for preschool?

   If so, how will that be communicated?

Tips for selecting a curriculum:

► Look to preschool programs that already exist in your community (e.g., Head Start, YMCA) and consider using their curriculum or updating it.

► Think about modifications that are needed to meet the needs of your preschool.

► Think about what is needed for the preschool staff. Some choose a broad curriculum framework, while others may help teachers plan out their day-to-day work.

► Consider what is important to your program. Curriculums come in all shapes and sizes. Some take a comprehensive view of early childhood development (focusing on literacy, numeracy, and social and emotional health). Others are narrower in scope.

► If you want or need to start from scratch, see additional curriculum resources in Section 7.
Determine preschool locations/facilities

Many facilities can be used for preschool including school buildings, library, child care (centers or homes), Head Start, or community organizations.

1. Can you use an existing space (e.g., combining classrooms, pre-fabricated facilities, an empty space, a community building, a library, or a private facility)?

2. Does the space need to be renovated or modified to accommodate preschool-aged children?

3. How will opening new facilities increase maintenance or insurance costs?

4. If you plan to use pre-fabricated facilities, what are the licensing requirements for pre-fabricated facilities?

5. If you are thinking about using school district buildings:
   - How many buildings in your district have space for preschool classrooms?
   - Are pre-fabricated facilities allowed in your district?
   - Would the addition of a preschool classroom have an affect on any of the other grades in terms of classroom space?
   - How will transportation and the placement of facilities affect families who have more than one child going to school?

6. Who will make the final decision on facilities?
   - What information do they need to make that decision?
### Teacher and staff qualifications

Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences, and quality learning environments. Refer to the best practices chart in the Toolkit Glossary.

Questions to consider:

1. **What qualifications will you require of teachers?**

   - Years of experience?
   - Degree?

2. **What qualifications will you require of staff (list these for assistant teachers, other teachers who may have contact with preschoolers [e.g., music, library, physical education], administrators)?**

3. **Will you require a background check for teachers, staff, or others who will be in the classroom (such as parent volunteers)?**

4. **How do your required qualifications affect your budget?**
**Teacher professional development**

Education professionals increase their knowledge, understanding, and practice with young children through experience and professional development. The [Idaho CORE Competencies for Early Care and Education](http://healthandwelfare.idaho.gov/Portals/0/Children/EarlyChildhoodInfo/Idaho%20Core%20Competencies.pdf) are designed to set a standard and guidelines for professional development that is aligned with national standards. Seven competency areas are organized from basic to high-level skills across five Levels. Each level is a building block for the next, with knowledge and skill in the lower level required before moving to the higher level. The competency areas are:

1. Health, Safety, and Nutrition
2. Child Growth and Development
4. Learning Environments, Curriculum, and Instruction
5. Child Guidance
6. Observation and Assessment
7. Professionalism

Idaho has several resources to help you think through professional development options for preschool. See more in Section 7: Tools and Resources.

- Idaho STARS Professional Development System is a gateway to training and education. Education pathways, scholarships, and training opportunities are available here: [https://idahostars.org/Child-Care-Providers/Professional-Development](https://idahostars.org/Child-Care-Providers/Professional-Development)
- The Lee Pesky Learning Center has several online and in-person training options. Learn more by going to their website: [https://www.lplearningcenter.org/](https://www.lplearningcenter.org/)
- Professional development webinars, online courses, and accreditation through the National Association for the Education of Young Children: [https://www.naeyc.org/resources/pd](https://www.naeyc.org/resources/pd)

Questions to consider:

1. **Who will receive professional development (e.g., teachers, staff, principals, support staff)?** For example, one local Idaho preschool needed their music and physical education teachers to understand developmentally appropriate practices to better communicate with preschool-aged children.
2. **What type of professional development is needed?** These could include:
   - Curriculum
   - Developmentally Appropriate Practices
   - Child care licensure
   - IdahoSTARS
   - Literacy
   - Math
   - Social and emotional development
   - Health, safety, and nutrition

3. **Which of these professional development opportunities will be provided as a one-time event and which will be ongoing annually?**

4. **Will all professional development happen in the first year?**

   Are there professional development opportunities that can be phased in?

5. **Update your decision grid and timeline.**
Assessments

See Section 7 for more information about screening and assessment tools.

1. Will you screen children before they enter preschool? If yes...
   - What screening tool will you use?
   - When will it be implemented?
   - Who will do the screening?
   - How will you communicate to parents what the tool is and why it is important?

2. How will you monitor or assess children’s progress?
   - What assessment tool will you use?
   - When will it be implemented?
   - Who will do the assessment?
   - How will you communicate to parents about what the tool is and why it is important?

3. How comprehensive is your chosen assessment?

4. Will it provide the information you need to support preschool expansion in the future?
Transportation

1. Is transportation a need for your families? 

What data supports this? 

2. Will you provide transportation for your preschool families? 

3. What transportation options can be leveraged in your community (e.g., some communities governments have vans, or community centers have vans, or school buses)? 

4. What are the regulations on transportation for preschool-aged children? 

5. How much do you estimate it will cost to provide transportation? 

6. If transportation will not be provided, will the collaborative support parents and families in finding transportation options for their children? (e.g., setting up a listserv or a way for parents and families to communicate and coordinate transportation)
Snack/Meals

1. Based on your community partners and preschool design, are there requirements regarding a snack or meals?

2. At a minimum, what will your preschool provide?

3. How much will that cost?

4. Who in the community may be able to provide snack or a meal?
   - Community partners
   - Local businesses/grocery stores
   - Families

5. What is your plan for securing snacks/meals?

“Social media was our friend.
We let the parents take leading roles, and they were invested from the beginning by passing out flyers, bringing snacks and coordinating transportation. Once the School Board saw momentum of the parents, they got on board.”

–Angie Tweit
Kindergarten Teacher
Juliaetta Elementary School
Guide 7: 

**Build a preschool budget**

Below are several line items to think through on your budget. Consider, review and answer questions, and fill out the decision grid in Section 6 before getting started. For additional information, look at the Center on Enhancing Early Learning Outcomes (CEELO) Cost of Preschool Calculator here: [http://ceelo.org/cost-of-preschool-quality-tool/](http://ceelo.org/cost-of-preschool-quality-tool/)

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Total Cost</th>
<th>If you don’t know the cost, how will you find out?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers (based on total number)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other classroom staff (based on total number)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership or business staff (to handle billing or financing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social worker or other staff that handle referrals for health and human services</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program (ongoing):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
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<tr>
<td>Utilities</td>
<td></td>
<td></td>
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<tr>
<td>Classroom supplies</td>
<td></td>
<td></td>
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<tr>
<td>Curriculum (ongoing)</td>
<td></td>
<td></td>
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<tr>
<td>Marketing materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snacks/meals</td>
<td></td>
<td></td>
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<tr>
<td>Transportation assistance</td>
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<td></td>
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<tr>
<td>Assessments (ongoing)</td>
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<tr>
<td>Screening</td>
<td></td>
<td></td>
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<tr>
<td>Field trip costs for children</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Start-up costs:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum (start-up)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom furnishings</td>
<td></td>
<td></td>
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<tr>
<td>Classroom supplies (start-up or one-time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments (start-up)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers and internet access for teachers</td>
<td></td>
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</tr>
</tbody>
</table>
Guide 8:
Preschool funding sources

Review the table below for an overview of the local and federal funding sources that may be used for financing preschool. Think creatively about what you can easily leverage, even if the eligibility is not an exact fit. Think creatively to address the funding needs. One local area in Idaho creatively swapped services paid for by the school district and the local education foundation to bypass what the district was and was not allowed to cover. After you consider the different funding sources, answer the questions in Step 2 on page 66 to help you get started thinking about your next steps.

As you consider these sources, think about how you may braid or blend funds. The Ounce of Prevention Fund\(^{29}\) (https://www.theounce.org/) adopted the following definitions:

► **BLENDING**: Funds from two or more separate funding sources are wrapped together within one full-workday, full-year program budget to pay for a unified set of program services to a group of children. In blending, costs do not have to be allocated and tracked by individual funding source.

► **BRAIDING**: Funds from two or more funding sources are coordinated to support the total cost of services to individual children, but revenues are allocated and expenditures tracked by categorical funding source. In braiding, cost allocation methods are required to assure that there is no duplicate funding of service costs and that each funding source is charged its fair share of program and administrative costs.

Braiding funds is more common because of the federal tracking requirements. Blending funds are used when local government encourages a pooled fund to allow for greater discretion in their use. Either way, it takes administrative skills to manage multiple funding sources, track expenditures, share evaluative information based on the funding source requirements, and account for the costs.

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\(^{29}\)The Ounce of Prevention Fund is a Chicago-based nonprofit dedicated to providing all children particularly those in poverty, with quality early childhood experiences from birth to age five. The Ounce develops programs, conducts research, trains practitioners and advocates for early childhood education. Learn more at www.theounce.org. (http://www.theounce.org)
## Step 1: Review the funding chart

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Administering Agency</th>
<th>Fund Distribution</th>
<th>Eligibility Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local levy</td>
<td>City or County</td>
<td></td>
<td>To be determined by local entity</td>
</tr>
<tr>
<td>Local bonds</td>
<td>City or County</td>
<td></td>
<td>To be determined by local entity</td>
</tr>
<tr>
<td>School District</td>
<td>City or County</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropy</td>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Businesses</td>
<td>Local business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United Way or</td>
<td>United Way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other funding</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>intermediary</td>
<td></td>
<td></td>
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<tr>
<td>Local Option</td>
<td>City</td>
<td></td>
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<tr>
<td>Resort Special</td>
<td></td>
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<tr>
<td>Tax District</td>
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<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>U.S. Department</td>
<td>Federal grants</td>
<td>Available to families with incomes up to 100% FPL or 130% if all in 100% level are served, children ages 3–5 (Head Start) or 0–3 (Early Head Start)</td>
</tr>
<tr>
<td>(3–4 years old)</td>
<td>of Health and Human</td>
<td>distributed to</td>
<td></td>
</tr>
<tr>
<td>/Early Head</td>
<td>Services</td>
<td>public and private sector local grantees that must follow detailed federally mandated program and performance standards.</td>
<td></td>
</tr>
<tr>
<td>Start (0–3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>years old)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century</td>
<td>Idaho Department</td>
<td>Idaho Department</td>
<td>An eligible entity may include a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act [25 U.S.C. 450b]), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities. These grants support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, primarily those who attend high-poverty and low-performing schools.</td>
</tr>
<tr>
<td>Community</td>
<td>of Education</td>
<td>manages the request for applications. Competitions are made available as federal funding allows. Typically, competitions open in November and close the last Friday of January.</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Centers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding Source</td>
<td>Administering Agency</td>
<td>Fund Distribution</td>
<td>Eligibility Requirements</td>
</tr>
<tr>
<td>----------------</td>
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<td>-------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Individuals With Disabilities Education Act (IDEA)—Part B - Early Childhood Special Education</td>
<td>U.S. Department of Education</td>
<td>The Idaho State Department of Education gives the remainder of the grant as flow-through sub-awards to Idaho school districts and local education agencies. For fiscal year 2018, the local sub-awards totaled approximately $53.5 million. In addition to the IDEA Part B funds that may be used to provide special education and related services to children ages 3–21, Idaho receives an annual Preschool grant under Section 619 of IDEA. This is a smaller grant that may only be used to provide special education and related services to children ages 3–5.</td>
<td>Available to all preschool-age children with identified disabilities or developmental delays. The district shall provide Free Appropriate Public Education to an individual who is at least 3 years old and who qualifies for special education services unless the parent/adult student has refused special education services. Students aged 3 to 5 must have their special education services identified on an IEP since Idaho does not have state-funded preschool programs.</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families (TANF)</td>
<td>U.S. Department of Health and Human Services</td>
<td>Idaho Department of Health and Welfare. Head Start provides child care services to TANF-eligible families. Child care services for non-TANF families may be paid for by direct TANF funds if the family qualifies for Idaho Child Care Program. Payment is made directly to the provider.</td>
<td>Eligibility for TANF depends upon one’s income and the total number of dependents in the household. Idaho’s program pays up to a maximum of $309 per month for eligible families—up to the lifetime limit of 24 months.</td>
</tr>
<tr>
<td>Child Care and Development Fund (CCDF)</td>
<td>U.S. Department of Health and Human Services; Administration for Children and Families</td>
<td>Idaho Department of Health and Wellness is the state administrator of the funds.</td>
<td>Child care subsidies are available to working families with incomes up to 85% of state median income. CCDF also funds quality enhancements of early childhood programs through IdahoSTARS.</td>
</tr>
<tr>
<td>Title I</td>
<td>U.S. Department of Education; discretionary funds to local school districts.</td>
<td>Federal funds go to local school districts through a formula-based grant, proportional to the percentage of children living in poverty. It is up to the school districts if they wish to use Title I funding for preschool.</td>
<td>All children in schools where 40% of children are in poverty, or to academically at-risk children in schools with lower percentages of children in poverty.</td>
</tr>
<tr>
<td>Title II Part A— the Supportive Effective Instruction State Grants Program</td>
<td>U.S. Department of Education.</td>
<td>Discretionary use by the Idaho Department of Education and local education agencies.</td>
<td>Supports the professional development of early educators.</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Administering Agency</td>
<td>Fund Distribution</td>
<td>Eligibility Requirements</td>
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<tr>
<td>----------------</td>
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<td>-------------------</td>
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</tr>
<tr>
<td>Child Care Tax Credits</td>
<td>Federal and 28 State Treasury Departments</td>
<td>Credits for child care expenditures against federal and state income taxes.</td>
<td>For families with expenditures up to age 13, but credit amounts are based on income levels. Most states tie their credit to the federal credit.</td>
</tr>
<tr>
<td>Preschool Development Grant Birth through Five (PDG B-5) under the ESSA (Every Student Succeeds Act)</td>
<td>Jointly administered by the Departments of Education and Health and Human Services</td>
<td>$250 million, competitive federal grant opportunity authorized under the Every Student Succeeds Act, section 9212. Funding is awarded to states.</td>
<td>Includes the full range of programs, services and funding streams that support children birth through age 5 and their families. There are initial grants and renewal grants available.</td>
</tr>
</tbody>
</table>
| Secure Rural Schools Act (SRS) | U.S. Department of Agriculture, Forest Service | SRS payments are made to eligible counties. Each county in an eligible state must elect to receive one of the following payments:  
- a share of the state’s 25-percent payment, OR  
- a share of the “State payment.”  
**25-percent:** Since 2008 the 25-percent payment has been based on a 7-year rolling average national forest receipts, distributed among the counties in which the national forest is situated in proportion to acreage of national forest in the affected counties.  
25-percent payments must be used for public schools and roads in accordance with 16 U.S.C. 500. Under 16 U.S.C. 500, the State has broad discretion as to how to allocate the payment for public schools and roads, including authorizing the county to make the allocation.  
**State payment:** The county share of the Secure Rural Schools Act State payment must be allocated according to specific guidelines to be used for public schools and roads (commonly called Title I funds), Title II special projects on national forests, and Title III county funds to be used for Firewise communities activities (to reimburse counties for emergency services on the national forests and for development of community wildfire protection plans.) | SRS payment distributions fulfill the federal government’s responsibility to counties with tax-exempt federal lands, specifically counties with high percentages of national forests. |
Step 2: Looking back at your preschool design, consider the following questions to develop your funding plan:

Understand your service gaps.

1. What services will the preschool need to fund and for whom (e.g., low-income children, transportation, etc.)?

2. Which funding streams include the needed services in their allowable uses?

Build relationships with other early childhood partners.

3. Who in your local area is a recipient of the identified funding streams for preschool?

4. Is there an existing partnership with this funding recipient?
   ▶ If not, how can you bring this organization to the table to discuss a funding partnership?
   ▶ Is there an intermediary organization that can help connect you? (e.g., United Way, Education Foundation)

Do your research.

5. What research or data can help make your case for preschool?

6. Are there funding models from other places that you want to replicate? (See resources in Section 7.)
Look for short-term funding to get started. Make a plan for sustainability.

7. What do the funding cycles look like for your optimal funding streams?

8. What funding streams are your immediate targets?

9. What funding options will take longer to cultivate?

Explore creative solutions.

10. Are there any funding silos that you or one of your partner organizations can bring together?

11. Who are unlikely partners that may be interested in funding a preschool effort?

Become an expert—or find one that can inform your preschool collaborative.

12. Are there restrictions to the funding streams that will create barriers for your preschool effort?

13. Does use of any of the identified funding streams require changes in statute or state regulation?
Guide 9:

Engage parents and families

Parents and families can be powerful partners or they can create obstacles. Their voices can help convince local and state elected officials and other policy makers about the need for preschool. Organizing parent voices takes a lot of coordination. They have jobs, kids, and limited time to dedicate to your effort, so make it easy for them to engage. This section will help you consider what role parents should have in your collaborative based on your capacity to leverage and organize their voices. Don’t just think about mom and dad. Consider these questions for other family members, such as aunts, uncles, cousins, and grandparents.

1. What are the benefits to including parent and family voices in your preschool collaborative?

2. What effect will it have on your collaborative effort if you do not include parents’ voices?

3. What role do you see for parents? This role could be in the development of the preschool program or during the school year.

   During development:
   - Going to school board meetings
   - Calling the mayor’s office
   - Writing a letter to the editor in the local paper
   - Filling out a survey about their preschool needs
   - Participating on action teams to inform preschool design and decisions

   During implementation:
   - Volunteering in the classroom
   - Providing rideshares
   - Providing snacks

Parents and families have limited time to dedicate to your effort, so make it easy for them to engage.
4. Which parents do you want to engage?

Do you want to reach out to those who will be served by the preschool?

Or all parents in the community?

Are there parent groups already formed that you can engage?

5. How will you engage parents? This should be based on what role they will play and which parents are engaged. Some options include:

► Email
► Flyers
► Social media
► Texting
► Using lists already created/used by partners (e.g., school district)
► Group meeting(s)

6. Who controls what messages go out to parents (e.g., who can post on a Facebook page)?

7. If you want parents to be engaged during implementation, when will you talk to parents and families about transportation, snacks, volunteering in the classroom or any other role they might want to play?

Will the role be formal or informal and what are the implications of that decision?
Guide 10:
Build support and leadership through effective communication

Below are several tips, questions and reminders to help you build support among key stakeholders. Messaging depends on the stakeholders’ previous knowledge of early childhood, their role, and what action you want them to take.

1. You have your list key audiences and you know who you need to reach in order to accomplish your goals. Think through the best approach for reaching them and remember these tips.
   - Do your homework. What do they already know?
   - What else do they need to know to be supportive?
   - Who are the best messengers? It may not be you! Identify someone that they trust to have a conversation.
   - Follow-up! Check in with them to see if they have any questions. If you say you will send them information, do it in a timely manner.
   - Be persistent. You may not win their support the first time.
   - Be direct and remember your ask. You may have limited time. Think about the 1–2 key points you want to make and have your ask ready.
   - It’s OK if you do not have all the answers. If you can’t answer a question, tell them you will get back to them, and then follow-up in a timely manner.
   - Send a thank-you after your meeting.

2. Build your messaging. Keep your audience in mind, and use the four questions and key audience chart on page 72.

3. What communication collateral or leave-behind do you need to develop or modify to help support your messages?
4. Tracking: How will you keep track of what you communicate, to whom, and when (e.g., Excel sheet)?

See the sample below.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Ask</th>
<th>Messenger</th>
<th>Meeting or email Date</th>
<th>Brochure left?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori McClung</td>
<td>To send out the preschool information to families on her list.</td>
<td>Collaborative leader</td>
<td>8/2/18</td>
<td>Y</td>
</tr>
<tr>
<td>Scarlett Bouder</td>
<td>To allow preschool to be held at the local school.</td>
<td>Parent group leader</td>
<td>5/6/18</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Messaging to key audiences**

Answer the following four questions to develop the basis for your elevator speech. Try to answer each question in 10 words or less.

1. **What are you trying to achieve?** State what you do in 10 words or less. Review it. If your grandmother wouldn’t understand it, erase and start again.

2. **How will you do this work?** This is your time to shine. Talk about the unique work you do. What is different about your work than what other organizations do? What is your value? Keep it to 10 words or less and keep it “wonky-free.”

3. **Why does your work matter to your audience?** You’re speaking to a local school board member. Or a parent. Or a business owner. Or a teacher. Why does this issue matter to them? Why does it matter to the community? Write down all of the ways the issue impacts them and the people they represent. For each target audience, keep why it matters to 10 words or less.

4. **Why should anyone care?** What’s at stake? What will happen if there’s no action? How does this impact the community? Educational outcomes? What are the outcomes for the people it serves? How does your work solve a problem? What will be most persuasive for your audience? What information does your audience need to hear? What action do you want the audience to take? Keep it to 10 words or less, and in words your spouse, parents, or sibling would understand.
### Key audience chart

The chart below outlines how to develop and customize messaging for key target audiences (businesses, funders, elected officials, parents and caregivers, and system stakeholders) based on Idaho-specific research and national best practice. Use this chart to understand why it is important to reach that audience, their motivation to act, and what the message focus should be. Refer also to Section 1: Making the Case for Preschool to leverage Idaho AEYC messages, on page 7. For additional ideas, visit the U.S. Chamber of Commerce Foundation’s Guide for Business Engagement in Early Education.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Why it is Important to Reach this Audience</th>
<th>Motivation (What are the things that will motivate this audience to act? What do they want to know?)</th>
<th>Message Focus</th>
<th>Message Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Businesses/business associations/chambers of commerce</strong>&lt;br&gt;These are individuals who own or run businesses or associations that represent the interests of businesses or industry.</td>
<td>The business community can be a powerful champion to whom policymakers will listen. Cultivate these champions strategically. Often, aside from having children of their own, they may not know about the science behind healthy development and how to support it.</td>
<td>Business wants to know that funding a program will lead to a concrete change or improvement in individuals and the community. They want to know that the government is making a good investment.</td>
<td>• Highlight short- and long-term investment and impact data targeted to their business or employer base.&lt;br&gt;• Make it clear how accomplishing your goal will personally benefit their bottom line and their employee’s bottom line.&lt;br&gt;• Be clear and concise. Stay away from early childhood jargon.&lt;br&gt;• Use research to make your case.&lt;br&gt;• Be concrete in describing how preschool can impact a child’s readiness for school and their future.&lt;br&gt;• The benefits of quality early childhood education are not only social, but economic, with a benefit as high as $16 for every dollar invested.&lt;br&gt;• Today’s preschoolers are tomorrow’s workforce.</td>
<td></td>
</tr>
<tr>
<td><strong>Funders</strong>&lt;br&gt;Funders include foundations and private funders.</td>
<td>A diversity of funding will help local collaboratives provide the services children and families need most. It allows local collaboratives to build new partnerships and reach a broader group of children and families.</td>
<td>• Clear definition of the problem and solution.&lt;br&gt;• Personal stories.&lt;br&gt;• Benefits to families and the community in their footprint.&lt;br&gt;• How early childhood services will affect other aspects of community (e.g., increased ability for parents to work).</td>
<td>• Show them positive outcomes for children, families, and the community.&lt;br&gt;• Impact data&lt;br&gt;• Return on investment data&lt;br&gt;• Underscore the visibility of early childhood in the current national conversations.&lt;br&gt;• Connect the messaging to supporting the local community.</td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td>Why it is Important to Reach this Audience</td>
<td>Motivation (What are the things that will motivate this audience to act? What do they want to know?)</td>
<td>Message Focus</td>
<td>Message Example</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Elected Officials/Policy Makers | Engage this audience to increase support and investments for early childhood issues. They may not understand how the issues impact their department and/or their constituents. Often, aside from having children of their own, they may not have worked closely with young children and do not know about the science behind healthy development and how to support it. | • Personal stories.  
• Local data and information.  
• Benefits to constituents.  
• Benefits to the economy.  
• Short-term benefits (particularly for elected officials who may be term-limited).  
• Impact data (not transactional numbers). | • Messages conveyed through personal stories and anecdotes are particularly well received by elected officials.  
• Work to find a connection between your message and the benefit it will have to their constituents (individuals and businesses).  
• Be mindful in how much time you spend highlighting impact data. Compelling data can help bolster their perception, but it will likely not sway their position on an issue.  
• Break down what early childhood education means for families, businesses, and the economy in layman terms.  
• Impact data  
• Return on investment  
• Connect early childhood to issues that are “popular” for that elected official or policy maker.  
• Share evidence that Idaho voters want preschool.  
• Connect the messaging to supporting the local community. | • Children are born ready to learn but may not have access to the experiences or environments that foster healthy brain development.  
• Children who attend preschool have better long-term outcomes, such as graduating high school, going to college, less disruptive behavior in the classroom, and are less likely to be involved in criminal justice system.  
• This has an impact on the child and their family, as well as the local community. |
<table>
<thead>
<tr>
<th>Audience</th>
<th>Why it is Important to Reach this Audience</th>
<th>Motivation (What are the things that will motivate this audience to act? What do they want to know?)</th>
<th>Message Focus</th>
<th>Message Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>System stakeholders</td>
<td>By communicating with system stakeholders, local collaboratives can form new partnerships to help serve children and families.</td>
<td>• Personal/organization gain. • Shared community goals, families they serve, or partners with whom they work. • Opportunity to be involved and support the effort or initiative. • Community Impact and return on investment.</td>
<td>Focus on how highlighting local preschool can be integrated into their existing activities and why it will benefit them, their organization, who they serve directly, or the community. • Highlight the return on investment, brain development, and compelling impact data specific to their role in the system. • Do not assume this audience understands language often used in early childhood education. • Be concrete in describing how preschool can impact a child’s readiness for school and their future.</td>
<td>• High-quality preschool provides children with the foundation they need for success in school and in life. • Children who attend preschool have better long-term outcomes, such as graduating high school, going to college, less disruptive behavior in the classroom, and less likely to be involved in criminal justice system.</td>
</tr>
<tr>
<td>Parents and families</td>
<td>Parents and families who can repeat the knowledge will pass this knowledge on to others, and word of mouth is sometimes the best messenger.</td>
<td>Parents and families always want to provide their children with the best care but may not have the information or resources to access it. Parents, regardless of race, class, or income, want to know that they can trust that their children receive quality services from an experienced professional, familiar with working with infants and toddlers.</td>
<td>The messages should be approachable and assume parents and families have the best interest of the child at heart. For example, beware of messages that create additional anxieties for parents and families or guilt them into doing something different. • Clear and concise messaging that doesn’t use government language is best. • Parents want to know their children are in a safe, clean environment, with staff who have had background checks. • Be concrete in describing how preschool can impact a child’s readiness for school and their future.</td>
<td>• High-quality preschool provides a safe and nurturing environment so children can learn and grow.</td>
</tr>
</tbody>
</table>
Guide 11: 

Market preschool in your community

The questions below will help you think about the best approach to market preschool in your community. The purpose of this marketing should be about raising awareness about the program and increasing enrollment rather than building support or leadership.

1. Determine who you want to reach. Are the parents and families in a specific neighborhood or throughout the county?

2. Is there an organization that already engages these parents and families (e.g., a community center or YMCA in a specific neighborhood)?

3. What is the best approach to reach parents and families? Some options include:
   - Flyers placed in schools, community centers, parks, or grocery stores.
   - Is there an opportunity for door-to-door knocking (e.g., a new principal wanted to get to know the community, and so he took flyers along with him)?
   - Social media—what parent groups exist already?

4. Who will help you get the word out? How will you use your partners? Think about the following:
   - School district administration
   - Teachers
   - Parents and families
   - Community organizations

5. What kinds of communication collateral do you want or need to explain your preschool program?
Public Policy and Advocacy

Idaho AEYC is Idaho’s voice for quality care and early learning. Existing and emerging preschool collaboratives in Idaho need state-level funding to be sustainable. Idaho AEYC engages state-level and local policy makers to raise awareness and advocate for state and local funding. We invite you to join our effort! Here are some actions you can take:

► Sign up for Idaho AEYC advocacy alerts.
► Volunteer to write a letter or call your state legislator.
► Provide local preschool data and information to help make our case at the state level.
► Use the guidance in this toolkit to share information with local or state policymakers to raise their awareness about the importance of early childhood. Refer to Section 1 and Section 6 How-to Guide 10.

You may find you need to engage your local policy makers to implement your local preschool. If there’s an issue you’d like to see addressed in your community, policy is a part of the solution. That means getting in front of policymakers will be part of your task. Policymakers have thousands of constituents vying for their attention—how do you make sure your issue isn’t lost in the noise? One visit won’t do it. Educating and engaging policymakers requires an ongoing, intentional effort and strategy. Refer to these helpful guides to meeting with policymakers:

► Five Rules for Policymaker Engagement:
  https://tinyurl.com/y9zqc5h4
► Guide to meeting with policymakers:
  https://tinyurl.com/y8fjrfy6
Section 7: Tools and resources

Here are some additional tools and resources that will be helpful in getting your preschool collaborative off the ground. Additional information can be found on Idaho AEYC’s website. (https://idahoaeyc.org/our-impact/)

This section contains:

1. Assessment Resources
2. Curriculum Resources
3. Data, Research and Other Useful Information
4. Funding and Financing
5. Idaho Early Learning Guidelines and Core Competencies
6. Professional Development Resources for Educators and Providers
7. Public Policy and Advocacy tools
8. Relevant Articles
9. Tools for Building a Successful Collaborative
10. Tools and Tips for Parent Engagement

1. Assessment Resources

Not sure how to assess a child’s progress in your preschool program? Take advantage of these tools.

► The Florida Center for Reading Research disseminates information about literacy instruction and assessment (http://www.fcrr.org/resources/index.html) for children in Pre-K through 12th grade.

► The Frank Porter Graham Child Development Institute at UNC provides assessment tools. (https://tinyurl.com/ybvsh8m6)

► Pearson Education offers the Developmental Indicators for the Assessment of Learning (DIAL). (https://tinyurl.com/y8c5aop7)

► Get Ready to Read! offers a screening tool that helps parents and providers assess a child’s readiness for Kindergarten, as well as a toolkit for children transitioning to Kindergarten. (http://www.getreadytoread.org/screening-tools/grtr-screening-tool)


► The University of Virginia’s Curry School of Education developed a Phonological Awareness Literacy Screening (PALS) assessment for educators. (https://pals.virginia.edu/)

► Washington state developed a comprehensive Guide to Assessment in Early Childhood. (http://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf)
2. Curriculum Resources for Educators and Providers

Local and national non-profits, associations, and governments offer myriad tools designed to help educators standardize and evaluate high-quality preschool programs in your community.

► Several Idaho school districts, including Caldwell, have adopted Frogstreet Curriculum (http://www.frogstreet.com/curriculum/) for their preschool collaboratives.
► Get Ready to Read! offers curriculum and resources for early learning and childhood basics. (http://www.getreadytoread.org/early-learning-childhood-basics)
► Vanderbilt’s Center for Social, Emotional, Foundational Learning offers training modules (http://csefel.vanderbilt.edu/resources/training_preschool.html) for preschool educators.
► The Frank Porter Graham Child Development Institute at UNC provides hundreds of resources, including publications and curriculum for educators. (http://fpg.unc.edu/resources)
► Other curriculum resources may be found here:
  • The State of Idaho offers many resources for early childhood professionals. (http://healthandwelfare.idaho.gov/Children/EarlyChildhoodInfo/tabid/80/Default.aspx)
  • The National Education Association offers lesson plans, multi-media presentations and themed packages. (https://tinyurl.com/yajqo8bp)

3. Data, Research and Other Useful Information

Additional data sources will be valuable as you begin to make the case for preschool.

► Idaho-specific resources:
  • NIEER Ranks State Preschool Programs (http://nieer.org/state-preschool-yearbooks/yearbook2016)
  • Head Start: Idaho by the Numbers (https://www.nhsa.org/files/resources/2017-fact-sheet_idaho.pdf)
  • Child Care Aware: A Snapshot of the Childcare Landscape (http://usa.childcareaware.org/advocacy-public-policy/resources/research/statefactsheets/)
  • Idaho’s Early Childhood Education Clearinghouse (https://tinyurl.com/y8lat42p) offers information about early learning guidelines and links to resources for caregivers and educators.
  • Idaho Department of Public Health’s services for Child Care facilities (http://idahopublichealth.com/environmental-health/childcare)

► National resources:
  • North Carolina Early Childhood Foundation’s First 2,000 Days Research on Childhood Brain Development (https://tinyurl.com/y8tgpq6d)
  • The National Education Association (http://www.nea.org/home/18226.htm) offers research on Early Childhood Education.
  • Data Sharing (https://tinyurl.com/yafs8lds) Leads to Improved Outreach to Preschool Age Children
4. **Funding and Financing**

Find resources and examples of finding funding sources for preschool collaboratives.

- The Center on Enhancing Early Learning Outcomes (CEELO) developed a [calculator](http://ceelo.org/cost-of-preschool-quality-tool/) to help users determine costs and funding sources for high-quality preschool programs.
- [The Ounce](https://tinyurl.com/y748poe9) developed a toolkit for blending and braiding early childhood funding.
- Read [case studies](https://tinyurl.com/yd4u4nzv) on how other communities have funded preschool initiatives.

5. **Idaho Early Learning Guidelines and Core Competencies**

Understand statewide guidelines and competencies for early childhood education.

- [Idaho’s Early Learning Guidelines](https://tinyurl.com/ybxc2ja5) will help you support the growth and development of young children from birth through third grade, regardless of the setting.
- Idaho’s [Core Competencies](https://tinyurl.com/y8ymltwa) for Early Childcare set the standard for professional development of early childhood educators in Idaho.

6. **Professional Development Resources for Educators and Providers**

Ongoing professional development resources will help providers trained and informed.

- The National Association for the Education of Young Children (NAEYC) offers an [Early Learning Accreditation Program](https://naeyc.org/accreditation/early-learning-program-accreditation), [Professional Development](https://naeyc.org/resources/pd) Workshops and Webinars, and [Books and Periodicals](https://naeyc.org/resources/pubs) for early childhood educators.
- [IdahoSTARS](https://idahostars.org/Child-Care-Providers/Approved-Trainings) offers childcare providers assistance with training, licensing, a robust resource library, several training classes ([https://public.idahostars.org/CalendarofEvents.aspx](https://public.idahostars.org/CalendarofEvents.aspx)) and more.
- The Lee Pesky Learning Center offers [tools and resources](http://lplcinnovations.org/) for early childhood educators, and self-paced [online classes for literacy and math](https://tinyurl.com/y87cpzlx). It also offers Every Child Ready to Learn books ([https://tinyurl.com/y9hocsxy](https://tinyurl.com/y9hocsxy)) and other resources on its website. There is a free app available for download on the site that includes activities that go along with the books. The Lee Pesky Learning Center also provides the following courses:
  - The [Idaho Comprehensive Literacy Course](https://tinyurl.com/y89tx4er) administered through the Lee Pesky Learning Center and Boise State University, is required for all Idaho education professionals who wish to renew their Early Childhood/Early Childhood Special Education Blended Certificate, Standard Elementary or Standard Exceptional Child Certificate.
  - [IdahoSTARS training](https://idahostars.org/Child-Care-Providers/Approved-Trainings)
► Staff Development for Educators (SDE) (https://sde.com/) is a national organization that offers Professional Development tools and resources, including workshops, coaching and on-site assessments.

► Attend the Idaho AEYC’s Professional Development Institute. (https://idahoaeyc.org/idaho-aeyc-professional-development-institute/)

► The National Head Start Association offers Professional Development (https://www.nhsa.org/our-work/professional-development/overview) tools, including conferences and training.

► The Center for Public Education (http://www.centerforpubliceducation.org/research/teaching-teachers-effective-professional-development) discusses the need for effective Professional Development.

► ASCD (formerly the Association for Supervision and Curriculum Development) offers online courses and webinars for early childhood educators. (http://www.ascd.org/professional-development/pd-online.aspx)

► PBS.org (http://www.pbs.org/teacherline/) offers Professional Development courses for new and experienced teachers.

► DayByDayID.org (http://daybydayid.org/) offers resources for providers and parents who have limited access to books.

► Vanderbilt’s Center for Social, Emotional, Foundational Learning offers tools and training modules for teachers and caregivers. (http://csefel.vanderbilt.edu/resources/strategies.html)

7. Public Policy and Advocacy

Utilize these tools to create advocacy and public policy initiatives for your collaborative.

► Community engagement (https://tinyurl.com/ycymu6rp) is a key step in building support around a cause like preschool.

► Download Idaho AEYC’s Toolkit (https://tinyurl.com/yceo8oy8) for building a community advocacy program and other advocacy resources. (https://idahoaeyc.org/advocacy-resources)

► Local policy makers (https://tinyurl.com/y8fjrfy6)—from school boards to government officials—are crucial to the success of preschool collaboratives. Understand how to prepare for these conversations.

► Read five rules for policymaker engagement. (https://tinyurl.com/y9zqc5h4)

8. Relevant Articles

Preschool and early childhood education have always been a hot topic in the media. These articles will help you understand the early childhood landscape in Idaho.

► Survey Finds Wide Support for State Funded Pre-K (https://tinyurl.com/ydfcrfer)

► Idaho Ranks Last (https://tinyurl.com/yck4xgbs) for Early Childhood Education

► Education Commission (https://tinyurl.com/y9b5klxp) of the States Pre-K Funding Trends


► United Way Supports Early Learning (https://www.unitedwaytv.org/united-way-supports-preschool-early-learning)
9. **Tools for Building a Successful Collaborative**

You’re not alone! Take advantage of free tools that will help you assess, plan, engage and evaluate your preschool collaborative.

- Learn about Kentucky’s [https://tinyurl.com/y82ecwh6](https://tinyurl.com/y82ecwh6) successful preschool programs.
- Before you begin to [build a coalition](https://tinyurl.com/ybf8wmdm), assess your needs with these preparation tips.
- Not sure who to involve, and to what extent? [Network Mapping](https://tinyurl.com/y8opqj6f) will help you identify and engage your network.
- Learn how to create clear and concise [messages](https://tinyurl.com/ycv3sg3u) for every audience.
- Understand how industry experts speak about [early education](https://tinyurl.com/y7pcr5kr) for infants and toddlers, as well as trends in messaging and tips for reaching stakeholder audiences.
- Learn how to build, refine and [assess the success](https://tinyurl.com/y8qfgqkc) of your preschool collaborative.

10. **Tools and Tips for Parent Engagement**

Parent/family engagement is a key component of any successful preschool program. Learn how to create and maintain that engagement.

- NAEYC offers tips for [family engagement](https://www.naeyc.org/resources/topics/family-engagement).
- Ascend at the [Aspen Institute](https://tinyurl.com/y7nw6xnw) developed an Early Childhood Engagement Framework Toolkit for the state of Maryland.
- [Attendance Works](http://www.attendanceworks.org/resources/toolkits/early-education-toolkit/engaging-families/) offers a toolkit for family engagement.
- The [Regional Educational Laboratory Program](https://tinyurl.com/y9z3oe7g) through the U.S. Department of Education, offers resources for engaging families and the community.
- [Pearson Education](https://www.pearsoned.com/digital-tools-power-parent-engagement/) offers digital tools for parent engagement as well as a [parent toolkit](https://tinyurl.com/yavp3kq8).
- Edutopia and GreatSchools Communities share [19 Proven Tips](https://tinyurl.com/ybqy7xb3) for getting parents involved at school.
- Corwin Connect outlines [ten strategies](http://corwin-connect.com/2016/05/10-strategies-engage-parents/) for keeping parents engaged.