PRE4CLE

The Cleveland Pre-K Implementation Plan

Produced by the Cleveland Pre-K Task Force

March 2014

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EXECUTIVE SUMMARY

PRE4CLE: Cleveland's Plan to Deliver High-Quality Pre-K

In late 2011, Cleveland Mayor Frank Jackson charged the Cleveland Metropolitan School District, the philanthropic sector, the business community and representatives of the charter sector to develop a plan to fundamentally reinvent public education in Cleveland. *Cleveland's Plan for Transforming Schools* was presented to Ohio's governor and legislative leadership in February 2012. The plan is built upon growing the number of excellent district and charter schools in Cleveland so that every child attends a high-quality school and every neighborhood has a multitude of great schools from which families can choose. The policy, financial and contractual conditions required to fully and authentically implement the Cleveland Plan were put into place through House Bill 525, signed into law in July 2012; and through Issue 107, the first successful levy in 16 years and the largest in the city's history, passed in November 2012.

One of the Cleveland Plan's goals is to *expand and support high-quality preschool education across the city*. In November 2013, CMSD, The George Gund Foundation, The Cleveland Foundation and other partners convened a Cleveland Pre-K Task Force to create an implementation plan for this goal. More than 50 stakeholders participated in an in-depth, intensive planning process to create a new pre-K plan for Cleveland, named PRE4CLE.

PRE4CLE Vision and Goal

PRE4CLE embraces the vision that *every child in Cleveland will enter kindergarten ready to succeed in school.* To realize that vision, the Task Force recognized the need to both expand awareness of the importance of high-quality pre-K and the demand for high-quality slots among Cleveland families, and also increase the number of high-quality programs that exist to fulfill that demand as it grows.

Therefore, **the primary goal of PRE4CLE is to provide 4 year-olds then 3 year-olds,[1] in the City of Cleveland high-quality, accessible pre-K education through: (1)** *increased access to and enrollment* **in; and (2)** *rapid and efficient expansion* **of eligible high-quality, high-capacity early learning settings in accordance with the goals outlined in the Cleveland Plan.**

As an initial goal, PRE4CLE aims to have at least 2,000 additional 4 year-old children enrolled in high-quality pre-K settings in 2016.

How PRE4CLE Will Accomplish its Goal

The PRE4CLE Plan cannot be implemented by a single entity – nor should it. Delivering high-quality, universal, voluntary pre-K will require public and private resources, backed by a long-term

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[1] The Cleveland Plan calls for high-quality pre-K for "four year-olds then three year-olds" in the City of Cleveland. PRE4CLE will prioritize access to high-quality pre-K for four year-olds, and expand access to three year-olds by 2018.

commitment of CMSD, its charter school partners, community-based providers, philanthropic organizations, businesses, labor and government. By embracing Cleveland's existing mixed-delivery system of pre-K (e.g. public and private, full-time and part-time, school-year and full-year programs) PRE4CLE will both leverage all existing pre-K resources and provide the families of pre-K children with options that best suit their needs.

PRE4CLE includes ten program components that will guide its implementation.

1. **Administration.** PRE4CLE will be guided in a transparent, accountable way by the *Cleveland Early Childhood Compact*, which will: (1) make recommendations for pre-K expansion priorities and timing; (2) oversee provider participation processes; (3) select and oversee an administrative entity to manage the fiscal and program implementation; and (4) oversee development of essential communications, outreach and advocacy activities.

2. **Financing.** PRE4CLE will work to secure the necessary additional public and private support needed to implement this plan. Maximizing use of existing sources as well as identifying the level of new resources needed is essential.

3. **Enrollment in High-Quality Pre-K.** PRE4CLE will focus on helping families identify high quality pre-K opportunities and filling all existing high-quality pre-K slots as quickly as possible, through a network of family recruiters who will work with both providers and families to ensure awareness of and accessibility to open pre-K slots.

4. **Rapid and Efficient Expansion and Access.** PRE4CLE will deploy a number of strategies to achieve the rapid and efficient expansion of high-quality pre-K slots and ensure that families have access to those slots. Strategies range from expanding existing pre-K classrooms in CMSD buildings, to identifying other sites with the capacity for expansion, to addressing transportation issues.

5. **Improving Quality.** PRE4CLE will work with Cleveland providers to help increase the number of providers that have a state Step Up To Quality (SUTQ) 3-star rating or better, and help 3-star providers continually improve to 4- and 5-star ratings. This work will also focus on helping providers implement equitable compensation strategies for pre-K teachers and staff, and advocacy to expand scholarship programs for teachers seeking an early childhood degree. And finally, PRE4CLE will conduct outreach to parents to help them understand and participate in the critical early learning years for their children.

6. **Participating Provider Requirements.** PRE4CLE will require stringent standards for pre-K providers who wish to participate in PRE4CLE. The baseline for participation is a SUTQ 3-star rating, including the use of evidence-based curricula and professional development requirements that are necessary to maintain and improve that minimum 3-star rating.

7. **Supporting Successful Transition.** PRE4CLE will engage Early Learning Leadership Teams at all CMSD primary schools that will coordinate with families, pre-K teachers and kindergarten teachers to ensure a smooth transition to kindergarten. In addition, PRE4CLE will partner with local organizations to host Kindergarten Information Nights across the city.

8. **Leveraging Community Resources.** PRE4CLE will develop a Community Asset Road Map, available via onsite and mobile applications, which will allow parents to find and engage with Cleveland's many providers of health, social and cultural resources that support all domains of child development.

9. **Community Engagement.** PRE4CLE will develop and implement a comprehensive strategic communications plan to motivate and share messages with parents, providers and partners as the PRE4CLE Plan unfolds and expands.

10. **Evaluation.** PRE4CLE will establish clear benchmarks and measure its ongoing success in terms of both the number of and enrollment in high-quality provider settings, and the social, emotional and academic growth of individual children in those settings.

To measure its success, PRE4CLE will use the following benchmarks:

Child Level Benchmarks:

1. Ensure that two-thirds of children in PRE4CLE arrive at kindergarten scoring above the County mean on the kindergarten readiness measure by 2018[2] (from the current baseline of 32%[3] of CMSD children exceeding the County mean).

2. By 2016, show statistically significant development gains by children in PRE4CLE as a group in the year before kindergarten, with at least half of participating children showing "meaningful"[4] improvement.

Early Childhood System Level Benchmarks:

1. At least 2,000 additional four-year old children are enrolled in high quality pre-k sites in 2016 (from current level of 1,200).[5] [6] This will be accomplished through two strategies:

   a. The addition of 750 newly rated high quality slots (through programs prepared and waiting for state Step Up to Quality rating)

   b. Filling and expanding high quality slots:

      1) Filling at least 250 currently available but vacant high-quality slots; and
      2) The addition of 1,000 newly created high quality slots.

2. Target newly rated and newly created high quality slots to children living in two underserved Cleveland neighborhoods, as well as throughout the City by 2016.

Moving Forward

As PRE4CLE begins its initial implementation, its first focus is to complete the following tasks before the 2014-2015 school year begins:

- Forming the *Cleveland Early Childhood Compact*.

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[2] As measured initially by the State of Ohio's Kindergarten Readiness Assessment and subsequently by the state's new multi-dimensional Kindergarten Entry Assessment.

[3] As measured among PRE4CLE children who enter kindergarten in CMSD and have a KRA-L score; county mean of 20 based on district level data from the Ohio Department of Education.

[4] As measured initially by the Bracken School Readiness Assessment and subsequently by the State of Ohio's formative assessment (Early Childhood-Comprehensive Assessment System). Statistical significance at the 10% level of probability; "meaningful improvement" is characterized by a gain of three or more points on the BSRA.

[5] Based on analysis of Starting Point data on early care capacity and enrollment (October 2013) conducted by the Center on Urban Poverty & Community Development.

[6] Refers to 4 year-olds in Cleveland currently enrolled in high-quality pre-K sites.

- Selecting an administrative entity to manage the implementation process, including a provider application/invitation process.

- Prioritizing tasks for implementation in each Program Component.

- Creating a communications plan to build and enhance engagement city wide.

- Developing a robust data system to provide critical information for achieving our standards and evaluating our success.

- Developing transportation options to help families safely get their children to and from high-quality pre-K programs.

- Securing funding for the first full school year and beyond.

The vision of PRE4CLE is ambitious – but absolutely necessary for the success of The Cleveland Plan. These critical first steps are the beginning of what will be a long-term process that will require the commitment of multiple stakeholders to be successful. As PRE4CLE unfolds, thousands of Cleveland's young children will start to receive the support and engagement they need to thrive in school and beyond as part of our city's ongoing economic and social success.

INTRODUCTION

In late 2011, Cleveland Mayor Frank Jackson charged the Cleveland Metropolitan School District, the philanthropic sector, the business community and representatives of the charter sector to develop a plan to fundamentally reinvent public education in Cleveland. *Cleveland's Plan for Transforming Schools* was presented to Ohio's governor and legislative leadership in February 2012. The plan is built upon growing the number of excellent district and charter schools in Cleveland so that every child attends a high-quality school and every neighborhood has a multitude of great schools from which families can choose. The policy, financial and contractual conditions required to fully and authentically implement the Cleveland Plan were put into place through House Bill 525, signed into law in July 2012; and through Issue 107, the first successful levy in 16 years and the largest in the city's history, passed in November 2012.

The Cleveland Plan has four interwoven strategies: (1) grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools; (2) focus the district's central office on key support and governance roles and transfer authority and resources to schools; (3) create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city; and (4) invest and phase in high-leverage system reforms across all schools from preschool to college and career. The Plan specifically calls for "expanding preschool to all 4-year-old children across the city through school-based programs and community-based partners in the near future, with a goal of eventually expanding to 3-year-olds as well[7]."

> **PRE4CLE Vision**
>
> Every child in Cleveland will enter kindergarten ready to succeed in school.

The context for this goal presents both challenges and opportunities.

The problems: Too many children enter kindergarten unprepared to learn, especially children from disadvantaged circumstances. In Cleveland, we know over half of the children entering CMSD kindergarten are at higher risk of not succeeding in school. This deficiency will hurt many of them for the rest of their lives if not rectified.

Too many parents remain unaware of what high quality early learning and development opportunities look like and the benefits of seeking such quality. Or, they are unable to access high quality due to cost or convenience barriers. As a result, some of Cleveland's existing high-quality pre-K slots remain unfilled.

The Center on Urban Poverty and Community Development at Case Western Reserve University (CWRU) prepared valuable analysis of the current state of pre-K education in Cleveland that shows the current state of pre-K in Cleveland as it relates to the problem and challenges noted above.

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[7] Cleveland's Plan for Transforming Schools (Abridged), page 10.

Findings include:

- Of the 16,535 three- to five-year-olds in Cleveland, only 2,857[8] are enrolled in pre-K programs known to be of high quality (2013 data).

- Only 22% of current pre-K center-based providers in Cleveland are considered "high-quality" (having a Step up to Quality SUTQ[9] rating of three stars or higher), and 64% of providers are unrated.

- Roughly 36% of the currently available slots in center-based pre-K classrooms are in high-quality programs.

The good news: Early learning and development can help to close the achievement gap. Research shows that public investments in high quality programs yield very high returns per dollar spent, with the largest returns accruing to the most disadvantaged children. While honest debate is always useful and welcome, the time for further analysis in Cleveland has passed; the more pressing questions now revolve around how to design and take high-quality early learning options to scale in Cleveland.

More good news: As a result of the Cleveland Plan and subsequent passage of the levy supporting its implementation, CMSD has both a charge and resources available to help reach 4-year-olds, then 3-year-olds, in Cleveland.

We have much to build on in our community.

Invest in Children, our countywide public-private partnership supporting the healthy growth and development of children from birth to kindergarten, has established a solid base from which to learn and grow.

More than 50 high quality center-based programs currently operate in Cleveland, and CMSD provides high-quality early learning to more than 1,600 3 and 4 year-old children in its pre-K classrooms.

Through steady progress, there are more high quality options in Cleveland than ever before. But, there are not enough. And some high quality slots available are not currently filled.

The challenges: How do we inform and educate parents? How can we help make good pre-K options affordable and accessible? How do we provide additional high-quality capacity through both CMSD and community-based providers?

The response: PRE4CLE. PRE4CLE is an early learning compact among CMSD and numerous other pre-K providers and partners created to help overcome the obstacles standing between where we are and where we need to be as a community committed to children. PRE4CLE is part of a continuum of education improvement and attainment in the City of Cleveland that includes the Cleveland Early Childhood Compact, the Transformation Alliance and the Higher Ed Compact – all undergirded by The Cleveland Plan.

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[8] Refers to both three and four year-olds.

[9] Step Up To Quality (SUTQ) is Ohio's quality rating and improvement system for licensed learning and development programs. SUTQ recognizes learning and development programs that exceed licensing health and safety standards.

PRE4CLE is a **collaboration** – *a* compact – among the stakeholders whose collective success is necessary for high-quality options that meet parents' needs and operates citywide. CMSD will play a big role – even a leading role – but cannot get the job done on its own. We need to work together.

School Readiness Begins at Birth

The first three years of life are a period of dynamic and unparalleled brain development in which children acquire the ability to think, speak, learn and reason. For babies, everyday experiences provide opportunities to learn. In fact, children's academic successes at ages 9 and 10 can be attributed to the amount of words they hear and give-and-take interactions with their parents and caregivers from birth through age 3.[10]

Effective pre-K programs are linked to strong programs and supports for infants, toddlers and their families. PRE4CLE is a strong and important step toward ensuring school readiness for all Cleveland children. It can and should build off this community's efforts to strengthen the birth-3 programs and supports available in Cleveland through *Invest in Children* and including Bright Beginnings and Help Me Grow early intervention and home visiting.

The First Step

In November 2013, CMSD and key partners in the community began a process to create a comprehensive implementation plan specifically for achieving the Cleveland Plan's pre-K goals. The result of this process is the PRE4CLE Plan.

The **vision for PRE4CLE** is: Every child in Cleveland will enter kindergarten ready to succeed in school.

More than 60 stakeholders representing a wide array of disciplines related to early learning and development met for three months as a task force charged with creating the vision and roadmap for providing access to universal, voluntary, high-quality pre-K to every 4-year-old then 3-year-old in the City of Cleveland. Participants included pre-K teachers and providers, along with early childhood development, education, civic, business, labor, government, and philanthropic leaders – all of whom are deeply committed to the pre-K goals of the Cleveland Plan (see Appendix D).

The Task Force reviewed extensive research about pre-K, visited and studied highly successful pre-K programs locally and in other parts of the country, sought advice from national experts, and analyzed current local demographic and pre-K performance data to inform this plan. The Task Force also listened to the needs and concerns of nearly 300 parents, caregivers, teachers and

> PRE4CLE will focus on filling existing yet vacant high-quality slots, increasing the existence of available high quality slots, ensuring families have access to those slots and helping children enroll and thrive in quality pre-K programs.

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[10] (Hart, B. and Risley, T.R., 1995, *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Brookes).

community leaders via neighborhood focus groups and surveys, to ensure that the pre-K plan created for Cleveland would be relevant and of value to the city's families.

Right now, as the importance of high-quality early learning and development, especially pre-K, is rapidly gaining more attention at the federal, state and local levels, Cleveland is primed to create a new approach to city-wide pre-K that:

- emphasizes quality, and

- ensures that every child is better prepared to succeed in kindergarten, in school, and in life.

As a first step in achieving its vision, PRE4CLE will focus on filling existing yet vacant high-quality slots, increasing the existence of available high quality slots, ensuring families have access to those slots and helping children enroll and thrive in quality pre-K programs.

The Cleveland Pre-K Task Force members are pleased to deliver this plan to help this vision become reality.

Excellence By Design

The Pre-K Task Force used 11 design principles to guide the development of the proposed pre-K program in Cleveland. These principles represent the core values and beliefs of the Pre-K Task Force, and support and emphasize high quality, accountability and sustainability as the foundation for the plan. Adherence to these principles will help ensure the realization of quality, equity, accessibility and return on investment
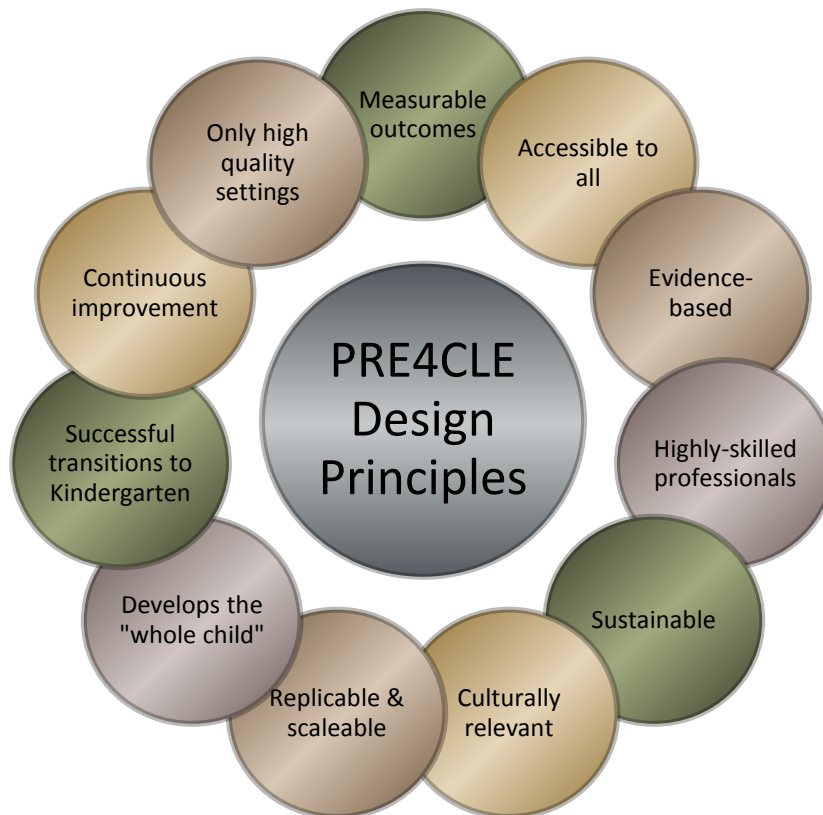
Our Commitment to High Quality

A pre-K program without an emphasis in quality is not an investment worth making. According to the Center for the Developing Child at Harvard University,[11]

> *Quality of implementation is key. Model programs can lose their impact if not brought to scale correctly. Rigorous program standards, ongoing training and technical assistance, and continual quality assessment and improvement are critical to ensuring the ongoing effectiveness of large-scale programs.*

Offering universal, voluntary, high-quality pre-K throughout the City of Cleveland will require a coordinated, multi-faceted approach. To ensure no element is overlooked, the Task Force delved deeply into a myriad of elements that are essential to any high-quality pre-K effort:

- Accountable, transparent administration that ensures ongoing quality and delivery of programs that meet the needs of students and parents.

- Sustainable finance and logistics to ensure ongoing quality and safety.

- Programs that are interwoven with the community to ensure broad outreach to – and strong relationships among – pre-K providers, families, K-12 schools and related community organizations.

- Ongoing evaluation and benchmarks for measuring success and areas for continuous improvement.

- Evidence-based curricula reflecting all domains of child development, delivered by highly qualified teachers and administrators who adhere to clear and rigorous standards and undergo regular professional development.

No single entity can be responsible for delivering all of the above components. A successful and functional pre-K program will require a long-term commitment to quality by every early childhood development stakeholder in the City.

Reinforced by the vast amounts of research[12] highlighting the benefits of high-quality pre-K, and given gaps in the current availability of and access to high-quality early learning and development in Cleveland[13], PRE4CLE is committed to ensuring high-quality pre-K becomes the standard for early education in Cleveland. The return on investment for Cleveland and all of its residents will be well worth the effort.

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[11] http://developingchild.harvard.edu/

[12] See Research Summary on page 18.

[13] See Research Summary: Cleveland's Current Pre-K Picture on page 18 for a full analysis.

Our Goal

Currently, many families in Cleveland face significant barriers in access to high-quality pre-K programs. Specifically, high-quality slots are too few in number, unevenly distributed throughout the City, and may be unaffordable for some families. In addition, many families are unaware of the importance of high-quality pre-K and/or unaware of how to find a high-quality spot for their children. Furthermore, affordability is a challenge, as a key pre-K subsidy is only available to enroll families earning less than 125% of the Federal poverty level. As a result, not all available high-quality pre-K slots are currently filled. At the same time, there are not nearly enough high-quality slots available to accommodate all of Cleveland's pre-K-aged children.

In an effort to overcome these challenges, PRE4CLE's goal will be to provide 4 year-olds then 3 year-olds[14], in the City of Cleveland high-quality, accessible pre-K education through: (1) *increased access to and enrollment* in; and (2) *rapid and efficient expansion* of eligible high-quality, high-capacity[15] early learning settings in accordance with the goals outlined in the Cleveland Plan. As a start, PRE4CLE will create an estimated 1,000 new high-quality pre-K slots for the 2014-15 school year.

Overview of PRE4CLE

PRE4CLE is a collaboration between multiple stakeholders committed to high-quality pre-K in Cleveland. It serves to enhance, connect and coordinate existing pre-K programs within a comprehensive strategy aiming toward a high quality early childhood educational experience for all of Cleveland's young children.

PRE4CLE embraces the existing mixed-delivery system operating in Cleveland. PRE4CLE cannot and should not be solely implemented by CMSD or any other single provider. It supports the differing needs of families by offering options such as full day and half day programs, and year round and school year (August–June) programs. PRE4CLE supports both healthy early childhood development before a child enters pre-K as well as successful transitions to kindergarten.

PRE4CLE includes 10 different program components that will guide implementation. Each component is rooted in the design principles[16] of this planning process, and has its own set of strategies and metrics to guide PRE4CLE towards achievement in each of these areas. All 10 components work together to achieve the goal of providing 4 year-olds then 3 year-olds in the City of Cleveland access to a high-quality, accessible pre-K education.

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[14] The Cleveland Plan calls for high-quality pre-K for "four year-olds then three year-olds" in the City of Cleveland. PRE4CLE will prioritize access to high-quality pre-K for four year-olds, and expand access to three year-olds by 2018.

[15] For the purposes of this plan, "high-capacity" is defined as pre-K programs that are able to serve a number of children through multiple classrooms or multiple sites.

[16] Design principles defined in the introduction on page 5.

10 Program Components of PRE4CLE

1. Administration

The **Cleveland Early Childhood Compact** will be established to monitor and oversee the implementation of PRE4CLE. Membership will include early childhood stakeholders (including workgroup co-chairs of the Cleveland Pre-K Task Force and pre-K teachers) and Cleveland Transformation Alliance[17] liaisons. The Compact will use research and data to: (1) identify PRE4CLE expansion priorities and timing; (2) oversee multiple phases of provider invitation/application processes; (3) select an administrative entity(ies) to manage the fiscal, development and program implementation of PRE4CLE; and (4) oversee development of essential communications, outreach and advocacy strategies to promote families' understanding and selection of high quality pre-K options for their children. The Compact is intended to flexibly evolve to meet the changing needs of the initiative. Its form, function and future will be reassessed in 2018.

The administrative entity will work with existing public and private pre-K programs to rapidly and efficiently expand access to high quality pre-K in Cleveland. It will work with the Compact to determine how to expand and drive consumer demand for high quality pre-K in Cleveland.

By working with existing high quality, high capacity pre-K providers and facilitating family options, PRE4CLE will support a mixed delivery model, with a focus on full-day, full-year programs. Part-day and school-year programs also will be available options.

> The **Cleveland Early Childhood Compact** monitors and oversees all aspects of the PRE4CLE implementation, including the selection and supervision of the Administrative Entity.
>
> The **Administrative Entity** works on the ground with pre-K providers to help them become PRE4CLE participants, increase their capacity, and improve their accessibility families.

PRE4CLE will establish both invitation and application processes that focus on high-quality, high-capacity providers. The program will prioritize filling existing high-quality slots and rapidly expanding slots in CMSD and other high-quality providers in high-need neighborhoods.

2. Financing

PRE4CLE must have access to reliable, sustainable financing in order to succeed. At the outset, CMSD leadership will determine the amount of CMSD levy funds that can be dedicated to rapidly and efficiently expanding high-quality pre-K slots and increasing enrollment in them. In addition to

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[17] The Cleveland Transformation Alliance (CTA) is a nonprofit advocacy organization that operates as a public-private partnership dedicated to growing a "portfolio" of high-performing district and charter schools in Cleveland. CTA derives its mission and scope from the Cleveland Plan for Transforming Schools, the 2012 blueprint for a comprehensive reinvention of public education in Cleveland. CTA's Board of Directors is chaired by Mayor Frank G. Jackson and includes 29 appointed representatives from the Cleveland Municipal School District, the charter sector, foundations and business leaders, and parents and educators. Learn more about the Cleveland Transformation Alliance at: www.rightschoolcleveland.org/.

CMSD funds, PRE4CLE will seek the support of philanthropic organizations to support immediate operations and the initial plan launch. Beyond CMSD and initial philanthropic support, PRE4CLE will maximize existing public funds, advocate for further investment of public dollars from local, state and federal sources, and will pursue private (corporate, individual, etc.) funds to sustain ongoing implementation activities that will help PRE4CLE participants increase access, increase quality, and provide transportation.

3. Rapid and Efficient Expansion and Access

PRE4CLE will employ specific strategies to achieve **rapid and efficient expansion** of and *access to* eligible, high-quality, early learning settings. In the near term, there are multiple opportunities to rapidly and efficiently build community capacity and access. These include:

- Expand existing CMSD pre-K classrooms from 14 students to 20 students through the addition of a qualified, full-time teacher's aide, potentially adding approximately 250 high-quality pre-K slots.

- Expand integrated classrooms serving both special education and typically developing children. This will potentially add approximately 45 high-quality pre-K slots.

- Maximize the use of available Head Start funds for high-quality slots.

- Coordinate and leverage to the greatest extent possible all available funding sources.

- Identify existing sites with capacity to expand their current classrooms or add additional classrooms, providing 400 more children with access per year.

- Fill 385 currently unused classrooms/slots in high-quality sites in community settings.

- In partnership with highest quality (4-5 SUTQ star rated) providers, establish two modular annex units[18] in two high-need neighborhoods in 2015. This will aid both access and capacity goals, serving an additional 80 children who may otherwise not have access to a high-quality pre-K experience. When enough permanent quality slots are built in a neighborhood to fill capacity, the modular facility will be transitioned to the next high need, low access neighborhood.

- Provide tuition assistance to highest-need families to the extent possible.

- Identify and develop transportation support options for families.

4. Enrollment in High Quality Pre-K

In addition to increasing the number of available high-quality pre-K slots in Cleveland, PRE4CLE will also focus on filling all currently existing slots and the newly created ones as expediently as possible. To do this, PRE4CLE will enlist the services of professional **family recruiters** to work with both families and high-quality providers to ensure that families are aware of available high-quality pre-K slots and are able to access them more easily.

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[18] A modular unit is a prefabricated structure that contains two classrooms, windows, a restroom and ADA access.

5. Improving Quality

Creating quality is a multi-faceted task that requires many elements working in tandem. Overall, PRE4CLE will work to: (1) bring more pre-K programs in Cleveland to a minimum 3-star rating (per the state's SUTQ rating system); and (2) continue to increase the quality of preschool in Cleveland by helping existing 3-star providers move to 4- and 5-star ratings.

Increasing provider ratings depends in large part on the competency and training levels of provider staff. Therefore, PRE4CLE will work with providers to help them implement an *equitable compensation initiative* based on the principles and policies of the WAGE$[19] program, that will help attract and retain highly qualified teachers in pre-K classrooms. In addition, PRE4CLE will advocate to expand T.E.A.C.H.[20] scholarships that allow early childhood educators to earn a bachelors or associates degree in early childhood or a related field.

Maintaining high quality also means reaching out to parents to: (1) help them understand the importance of the early years in their child's development; and (2) engage parents in developmentally appropriate activities at home and in conjunction with pre-K providers. PRE4CLE will assign *resource navigators* to each pre-K site to help families connect to the health and community resources in their area. In addition, PRE4CLE will promote *social and emotional learning* through evidence-based programs such as PATHS[21] or Incredible Years[22] at participating pre-K sites.

6. Participating Provider Requirements

High-quality pre-K depends on high-quality providers. Participating in PRE4CLE is not mandatory for any pre-K provider in Cleveland. Those that do participate, however, will be offered a menu of potential incentives, including financial support for expansion, potential tuition assistance for eligible families, access to professional development for staff, marketing and outreach for their programs, and connections to other supports and partnerships. Providers who wish to participate in PRE4CLE must submit an application and be accepted as a high-quality provider.

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[19] WAGE$ was created in 1994 to address low compensation and high turnover in the child care field. The program provides an annual salary supplement to child care providers who earn below a locally determined hourly rate. The salary supplements offered through the WAGE$ program are set up to create incentives for providers to seek higher levels of education and training and increase as providers move up an educational scale. WAGE$ was originally created in North Carolina but has been adopted by other states, and operates on localized funding sources. For more information please visit www.childcareservices.org/ps/wage.html.

[20] The T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® scholarship program is administered by the Ohio Child Care Resource & Referral Association (OCCRRA) and is designed to help improve the education, compensation and retention of early childhood professionals in both child care centers and family child care homes. For more information please visit http://www.teach.occrra.org/.

[21] PATHS is a social-emotional curriculum, delivered in a developmentally- appropriate sequence. The curriculum emphasizes affective awareness of self and others, targeting children's ability to self-regulate their behavior. For more information please visit: http://www.prevention.psu.edu/projects/PATHS.html.

[22] The Incredible Years (IY) Training Series is a set of three comprehensive, multifaceted, and developmentally based curricula for parents, teachers, and children. The program is designed to promote emotional and social competence and to prevent, reduce, and treat aggression and emotional problems in young children 0 to 12 years old. For more information please visit: http://incredibleyears.com.

The **SUTQ 3-star standard is the minimum requirement** for all providers fully participating in PRE4CLE. PRE4CLE will focus on increasing the number of 3-star providers (and then 4- and 5-star providers) across the full spectrum of early childhood settings: public preschools, Head Start locations, private preschools, private childcare providers and home-based care. Those providers rated less than 3-stars will be allowed to participate provisionally only if they submit an improvement plan to achieve the 3-star standard within one year. Three-star providers must meet a series of criteria including providing children with comprehensive developmental screenings, completing an annual continuous improvement plan and at least 50 percent of lead teachers must have an AA appropriate to certain age groups.

Participating providers must show that any curricula used is comprehensive (inclusive of all domains of child development) and evidence-based, and aligns with SUTQ standards. PRE4CLE does not dictate the use of specific curricula, and will accept any curricula that meet these standards and fits the different needs of the children served by each provider. PRE4CLE will provide the State of Ohio's curriculum guidance tools to all participating providers to help guide their selection of curricula.

In terms of professional development, participating providers are encouraged to take advantage of the opportunities listed in the previous section (T.E.A.C.H. and WAGE$-like incentives). In keeping with SUTQ 3-star provider standards, however, staff are required to participate in Ohio's Level 1 Early Learning and Development Standards and accrue 20 hours of professional development every two years.

7. Supporting Successful Transition

The transition from pre-K to kindergarten is an important step for children, their families, their new teachers and schools. As a part of its implementation, PRE4CLE will help ensure a smooth transition by creating **Early Learning Leadership Teams** at all CMSD primary schools. Each Early Learning Leadership Team will use the *Ready Schools Framework*[23] to guide the transition process.

In addition to transition teams, PRE4CLE will partner with local organizations to conduct a series of 5 to 7 **Kindergarten Information Nights** across the city. These events will provide information for parents and providers about ways to prepare children for kindergarten, expectations for students and families moving into kindergarten and tips for ensuring a smooth transition.

Parent participation in the transition process is important for a smooth start in kindergarten, so PRE4CLE will work to increase parent engagement through examples such as: creating partnerships with home-visiting organizations, establishing "open gyms" at local schools for exercise, and creating family resource rooms at provider sites.

8. Leveraging Community Resources

Cleveland has a multitude of family- and child-serving organizations that contribute to the social, emotional, cognitive and physical development of preschool-aged children – in other words, to help

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[23] Ready Schools Framework as implemented in Ohio was created by a partnership of the Ready School Resource Guide Leadership Committee, Ohio Department of Education, Office of Early Learning and School Readiness and the Ohio Association of Elementary School Administrators.

foster the healthy development of the "whole child." Rather than duplicate the services of these providers, PRE4CLE will look for ways to partner with them.

As part of this approach, PRE4CLE will develop a **Community Resource Asset Map** – a comprehensive, neighborhood-based roster of community health, cultural and social assets. We will make this list available to families through **multi-media tools**, including both web-based and, eventually, mobile applications that will allow providers to share and integrate information about available resources and parent supports, and allow parents to easily find and engage with those resources and supports.

9. Community Engagement

Increasing family and community awareness of and support for PRE4CLE requires a strategic and wide-ranging communications effort. As a first step in implementation, PRE4CLE will develop a **comprehensive strategic communications plan** that includes specific strategies to inform families, providers, and the community about why quality pre-K is important to Cleveland, what makes for a high-quality pre-K experience, and the importance of choosing a high-quality preschool program. The PRE4CLE strategic communications plan will include a solid brand platform and a set of consistent messages for use with each target audience. Target audiences for the communications plan include providers, families, community partners, local and state policymakers, and public and private funders. The messages developed for each audience will in turn drive the creation of related collateral materials, websites, social media and traditional media activity and advertising.

10. Evaluation

In order to gauge the success of PRE4CLE's efforts, it must plan for ongoing evaluation of its progress. That evaluation not only must include pre-determined measures, but also have the ability to evolve over time as more accurate measures of performance may be developed.

PRE4CLE's **evaluation will look at performance on two levels**: the impact on individual children within high-quality pre-K classrooms, and the impact on the City's entire pre-K network, in terms of high-quality pre-K availability and enrollment. For individual students, we will use Ohio's formative assessment and kindergarten entry assessments.[24] At the city-wide level, we will examine enrollment and capacity data reported annually by providers. Evaluation measures will include social, emotional and academic growth measures for children enrolled in high-quality slots; and kindergarten readiness among children enrolled in high-quality slots.

To support its evaluation efforts with current and relevant data, PRE4CLE will use a robust data system for monitoring participating providers that will allow for comparisons at the state, county, city, neighborhood, provider, and student level.

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[24] For the first year, the Bracken School Readiness Assessment will be used to evaluate individual students. This will potentially by replaced by the formative assessment being developed by the Ohio Department of Education as part of the Kindergarten Entry Assessment work.

MEASURING SUCCESS

Measuring the success of PRE4CLE is critical to achieving the best outcomes for children, supporting continuous program improvement, and being accountable for public investments.

PRE4CLE will establish and strive to reach benchmarks related to the performance of individual children and the growth of high-quality pre-K programs to serve them.

PRE4CLE Benchmarks

Child Level Benchmarks:

1. Ensure that two-thirds of children in PRE4CLE arrive at kindergarten scoring above the County mean on the kindergarten readiness measure by 2018[25] (from the current baseline of 32%[26] of CMSD children exceeding the County mean).

2. By 2016, show statistically significant development gains by children in PRE4CLE as a group in the year before kindergarten, with at least half of participating children showing "meaningful"[27] improvement.

Early Childhood System Level Benchmarks:

1. At least 2,000 additional four-year old children are enrolled in high quality pre-k sites in 2016 (from current level of 1,200).[28] This will be accomplished through two strategies:

   a. The addition of 750 newly rated high quality slots (through programs prepared and waiting for state Step Up to Quality rating)

   b. Filling and expanding high quality slots:

      1) Filling at least 250 currently available but vacant high-quality slots; and
      2) The addition of 1,000 newly created high quality slots.

2. Target newly rated and newly created high quality slots to children living in two underserved Cleveland neighborhoods, as well as throughout the City by 2016.

These benchmarks are designed to show meaningful growth and success based on the best data and assessment now available. As new data become available and strategies are refined during implementation, these benchmarks will be reviewed annually by the Early Childhood Compact.

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[25] As measured initially by the State of Ohio's Kindergarten Readiness Assessment and subsequently by the state's new multi-dimensional Kindergarten Entry Assessment.

[26] As measured among PRE4CLE children who enter kindergarten in CMSD and have a KRA-L score; county mean of 20 based on district level data from the Ohio Department of Education.

[27] As measured initially by the Bracken School Readiness Assessment and subsequently by the State of Ohio's Kindergarten Entry Assessment. Statistical significance at the 10% level of probability; "meaningful improvement" is characterized by a gain of three or more points on the BSRA.

[28] Based on analysis of Starting Point data on early care capacity and enrollment (October 2013) conducted by the Center on Urban Poverty & Community Development.

NEXT STEPS

PRE4CLE is poised and ready to make our vision a reality: *Every child in Cleveland will enter kindergarten ready to succeed in school.* As part of the continuum of the Cleveland Plan, PRE4CLE is bold and ambitious. It absolutely requires the enthusiastic participation and support of many different stakeholders – educators, families, government agencies, business and labor, and nonprofit organizations – in order to be successful. This need for engagement is coupled with the fact that PRE4CLE also is based on research and evidence from proven programs here and in other communities, taking the best available knowledge and bringing it home to serve our children.

In 2014, we have much to do to lay the groundwork for a successful pre-K program that will benefit Cleveland's children, neighborhoods and economy for years to come. By the beginning of the 2014-15 school year, PRE4CLE implementation will be in full force, resulting in a projected 1,000-plus additional high-quality pre-K slots for that school year. Therefore, we will spend the first half of 2014 on the following tasks:

- Forming the *Cleveland Early Childhood Compact*.

- Selecting an administrative entity to manage the implementation process, including a provider application/invitation process.

- Prioritizing tasks for implementation in each Program Component.

- Creating a communications plan to build and enhance engagement city wide.

- Building a robust data system to provide critical information for achieving our standards and evaluating our success.

- Developing transportation options to help families safely get their children to and from high-quality pre-K programs.

- Securing funding for the first full school year and beyond.

These are important first steps, and together, we will advance them in a way that aggressively promotes the Cleveland Plan's goal of providing high-quality pre-K to all of Cleveland's 4-year-olds and, then, 3-year-olds.

Let's get started.

RESEARCH: WHY PRE-K IS A SMART INVESTMENT FOR CLEVELAND

During the past two decades, the amount of research confirming the importance of early learning and development has increased in volume and significance. As more research comes to light, the argument for investing in high-quality pre-K programs becomes more and more compelling. Study after study shows that early childhood education delivers short-term academic boosts and ultimately lifelong benefits to students, as well as significant economic benefits to the communities in which they reside.

The Pre-K Task Force that created PRE4CLE dug deep into research at the national, state and local level. Here is a summary of the findings:

> Students who have a high-quality pre-K experience are more likely to do better across the board, for their entire lives.

Pre-K Benefits Students

Research on the benefits of pre-K is driving investments at the national level. In calling for increased federal investment in high quality pre-K in 2013 and 2014, the White House stated:

Expanding access to high quality early childhood education is among the smartest investments that we can make. Research has shown that the early years in a child's life – when the human brain is forming – represent a critically important window of opportunity to develop a child's full potential and shape key academic, social, and cognitive skills that determine a child's success in school and in life.

According to groundWork Ohio™, children who participate in high-quality early childhood education program are more likely to[29]:

- perform better in school;
- develop strong cognitive and social skills;
- graduate from high school and college;
- build healthy personal relationships; and
- earn more during their lifetimes.

Results from Ohio's Kindergarten Readiness Assessment – Literacy (KRA-L) also demonstrate the impact of children attending high quality pre-K. KRA-L scores range from 0-29 and are categorized into three Bands (See below for Band definitions). Of the 29,115 KRA-L student scores analyzed over the past 9 years in the Cleveland Metropolitan School District, 6,796 CMSD students attended

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[29] See www.groundworkohio.org.

pre-school and 22,319 did not attend pre-school. A larger proportion of CMSD students who attended CMSD pre-school did better on the KRA-L than those students that did not attend CMSD pre-school. More specifically, a larger percentage of CMSD students who attended CMSD pre-school are categorized in Band 3 (Assess for enriched instruction) and a lower percentage are categorized in Band 1 (Assess broadly for intense instruction) compared to CMSD students that did not attend pre-school. The overall mean KRA-L score for students who attended CMSD pre-school was 2.2 mean points higher than CMSD students not attending pre-school. New research shows that for every additional point on the KRA-L, there is an 11% greater chance of passing Ohio's new Third Grade Reading Guarantee requirements.[30]

KRA-L Band	CMSD Non-Pre-School Student Scores		KRA-L Band	CMSD Pre-School Student Scores	
	Count	Percentage		Count	Percentage
Band 1 (Score 0-13)	10,345	46.4%	Band 1 (Score 0-13)	2,258	33.2%
Band 2 (Score 14-23)	8,933	40.0%	Band 2 (Score 14-23)	2,765	40.7%
Band 3 (Score 24-29)	3,041	13.6%	Band 3 (Score 24-29)	1,773	26.1%
Mean	**22,319**	**14.8**	**Mean**	**6,796**	**17.0**

Band 1 – Assess broadly for intense instruction
Band 2 – Assess for targeted instruction
Band 3 – Assess for enriched instruction

Pre-K Benefits Cleveland's Economy

An investment in high quality pre-K also delivers significant economic benefits for communities. Renowned economist and Nobel Laureate James Heckman of the University of Chicago has created the "Heckman Equation," that shows the correlation between investment in early learning (including pre-K) and the resulting rates of economic return on that investment.
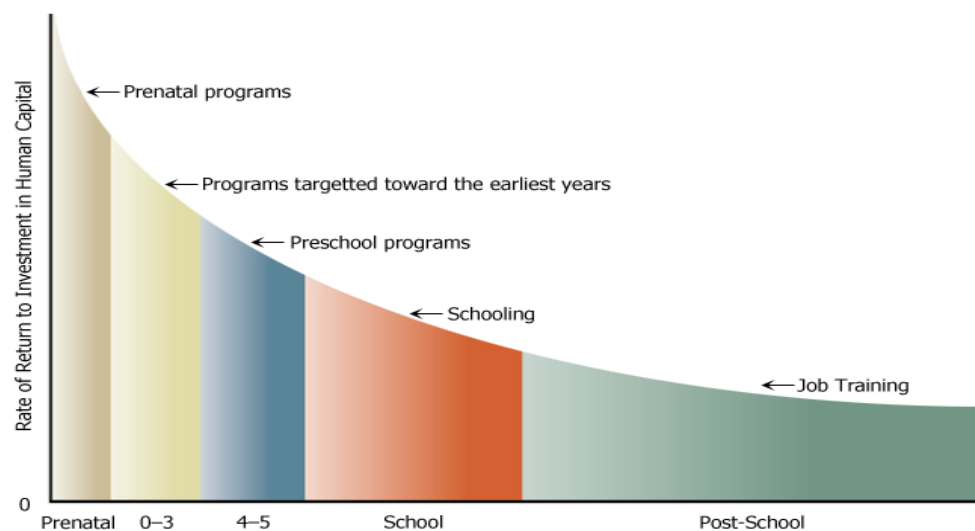
Source: Heckman (2008)

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[30] Fischer, R., Anthony, E, & Kim, S. (2014). Predictive ability of KRA-L on third grade reading proficiency in Cleveland. Center on Urban Poverty and Community Development, MSASS, CWRU.

The White House points to a $7.00 annual rate of return for each dollar invested in early learning, realized through reductions in spending on later interventions, like remediation, repeated grades or special education.[31]

Local benefits accrue as well. According to groundWork Ohio™, "The Federal Reserve Bank of Cleveland found that quality early childhood programs for low-income children generate an overall 16% rate of return on investment, 12% of which is a public rate of return. This translates into higher lifetime earnings and reduced dependence on welfare, both will yield a significant return on investment for our community."

A high quality pre-K program also yields additional benefits to the economy by making Cleveland an attractive place for families to raise their children.
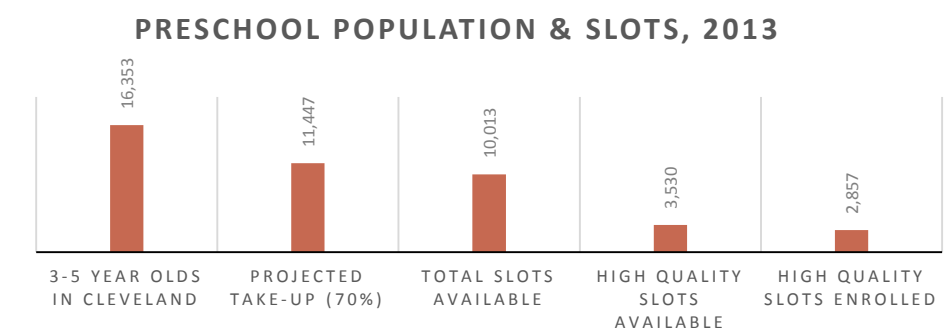
According to Heckman,

> *This issue is moving past why we should invest in early childhood development to how. A priority should be placed on providing access to disadvantaged children; delivering high-quality programs that integrate early learning and health; and starting from the earliest possible age, preferably from birth. Wise investments based on the evidence have the greatest likelihood of producing the greatest return.*[32]

Cleveland's Current Pre-K Picture – Limited Supply of High Quality

The Center on Urban Poverty and Community Development at Case Western Reserve University (CWRU) prepared detailed research on the current state of pre-K education in Cleveland to inform the work of the Task Force. As highlighted in Figures 1-4, findings include:

- Of the 16,535 three- to five-year-olds in Cleveland, only 2,857 were enrolled in high quality pre-K programs in 2013.[33] However, there were a total of 3,530 high quality slots available in 2013.

Figure 1

PRESCHOOL POPULATION & SLOTS, 2013

3-5 YEAR OLDS IN CLEVELAND	16,353
PROJECTED TAKE-UP (70%)	11,447
TOTAL SLOTS AVAILABLE	10,013
HIGH QUALITY SLOTS AVAILABLE	3,530
HIGH QUALITY SLOTS ENROLLED	2,857

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[31] www.whitehouse.gov/issues/education/early-childhood.

[32] Heckman, James, "Early Childhood is Becoming a National Priority," The Heckman Equation, February 2014 Update (e-newsletter).

[33] Slot counts presented are full-day equivalents, so that part-day slots are counted and divided by two to create a full-day equivalent slot. As such, these counts are somewhat lower than the total number of physical slots available. Approximately 87% of all slots are full-day slots.

- Only 22% of current pre-K center-based providers in Cleveland are considered "high-quality" (having a Step up to Quality SUTQ rating of three stars or higher), and 69% of providers are unrated.

Figure 2: Programs Serving 3-4 Year Olds in City of Cleveland, 2013

	Slots/Site	Providers	High Quality*	Slots	High Quality*
Center-based	**35**	**243**	**54**	**8,453**	**3,024**
Head Start	92	13		1,194	
Private Childcare	35	168		5,945	
Private Preschool	37	13		480	
Public Preschool	17	49		834	
Home-based	**3**	**473**	**146**	**1,560**	**506**
Type A	8	12		91	
Type B	3	461		1,469	
TOTAL		**716**	**200**	**10,013**	**3,530**

* High Quality is defined as SUTQ 3 Star or higher (Centers) and Gold Seal (homes)

- Roughly 36% of the currently available slots in center-based pre-K classrooms are in programs known to be high quality.

- Of those providers who are considered "high quality," 17 have received a 3-star rating from SUTQ, 18 have received a 4-star rating, and none have received a 5-star rating.

- Although 4-star providers have the capacity to serve 1,176 students, only 1,034 were enrolled in 2013. Of the 873 3-star slots available, only 758 were filled in 2013.

- There are 13 high-quality providers who meet Cuyahoga County's Universal Pre-K standards, offering 725 slots, of which only 602 were filled.

- There are 146 family child care providers who are Gold Seal certified, offering a total of 506 slots, but only 218 of these slots were filled in 2013.

Figure 3

Pre-K PROVIDERS in Cleveland, 2013

■ High Quality ■ Lower Quality ■ Unrated

Center-based programs (n=243): 163, 54, 26
Home-based programs (n=473): 315, 12, 146
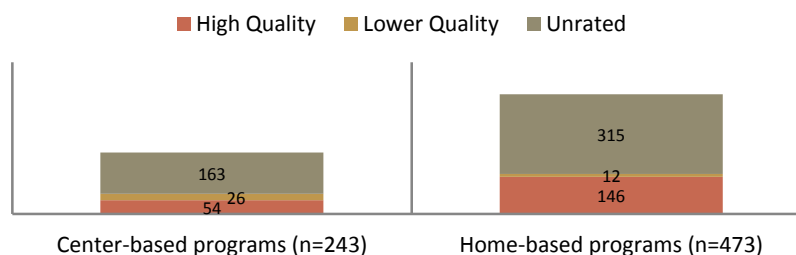
Figure 4

Pre-K Slots in Cleveland, 2013

■ High Quality ■ Lower Quality ■ Unrated

	Center-based slots (n=8,453)	Home-based slots (n=1,560)
Unrated	4,660	963
Lower Quality	769	91
High Quality	3,024	506

Center-based slots (n=8,453)   Home-based slots (n=1,560)
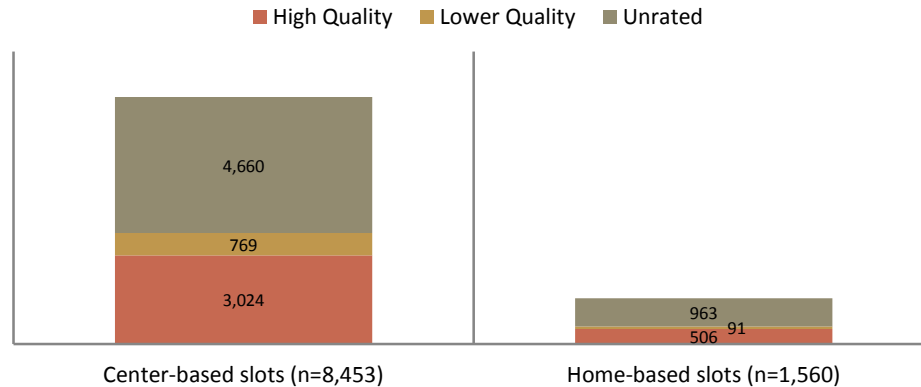
The distribution of high-quality pre-K providers is uneven across the city. Neighborhoods such as University Circle, Brooklyn Centre, West Boulevard and Jefferson are close to capacity in terms of pre-K slots available, while neighborhoods such as St. Clair-Superior, Fairfax, Kinsman and Ohio City have more unused capacity. West Boulevard, Central, Glenville, Old Brooklyn, Broadway-Slavic Village and Kamms' Corners have the highest populations of 3- to 5-year-olds, totaling 39% of the city's total.

High quality sites serving 3-5 year olds in Cleveland

★ 3 Stars (n=17)
★ 4 Stars (n=18)
○ Gold Seal (n=146)
▲ UPK (n=13)
▭ Cleveland Boundary

Data Source: Starting Point
Prepared By: Center on Urban Poverty and Community Development,
Jack, Joseph & Morton Mandel School of Applied Social Sciences,
Case Western Reserve University
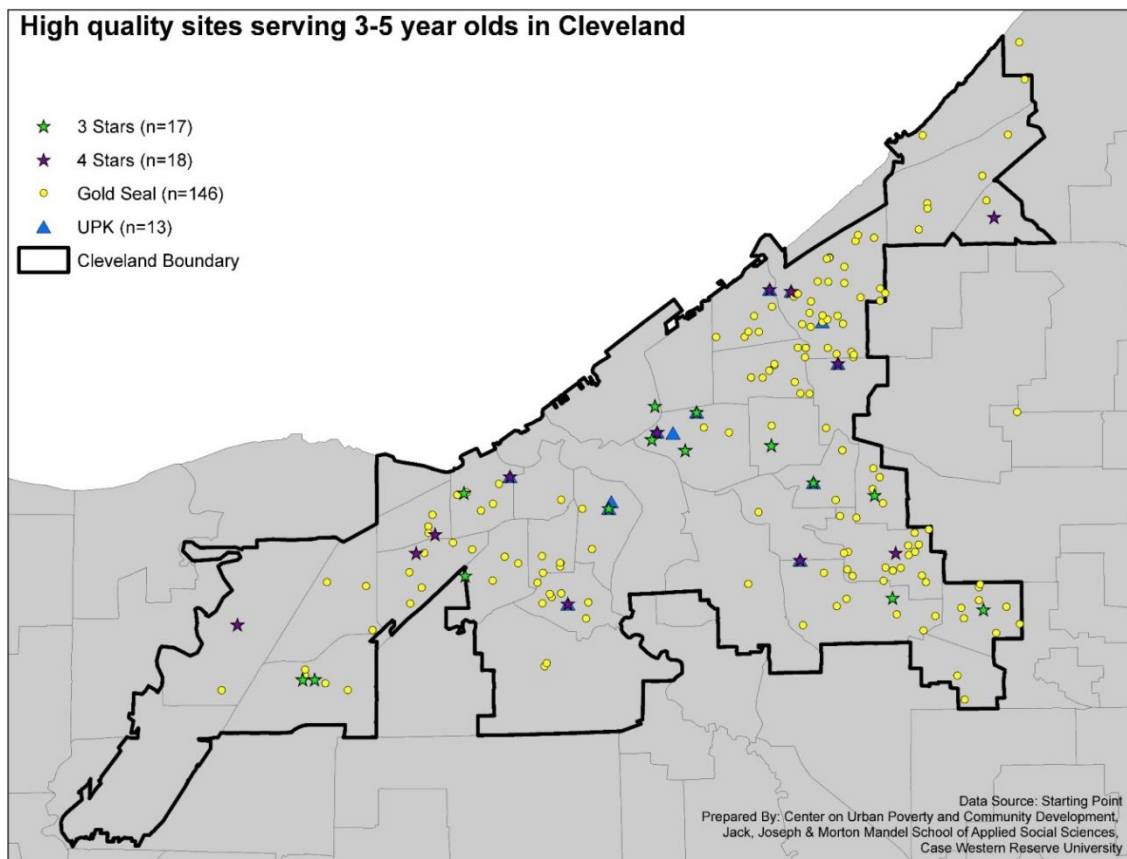
Clearly, there is room to grow in terms of high-quality pre-K. The PRE4CLE will focus on filling existing yet vacant high-quality slots, increasing the existence of available high quality slots, ensuring families have access to those slots and helping children enroll and thrive in quality pre-K programs.

What Cleveland Families Want – More Access to High Quality

In January 2014, the Pre-K Task Force worked with the Neighborhood Leadership Institute to conduct a series of five focus groups and an online survey with a total of nearly 300 participants, to learn about parental attitudes and opinions about pre-K; to understand the barriers that PRE4CLE should address; and the best ways to engage families moving forward. Several overarching themes emerged from this research and ultimately shaped the final Task Force recommendations:

- **Families want quality pre-K for their children.** They recognize the importance of preparation for kindergarten, particularly the need to develop social skills. Quality is important to families and it begins with how they are treated from the moment they engage with providers. The classroom environment and the presence of highly qualified teachers consistently rank as the most important aspects of the pre-K experience for parents.

  It is extremely important that children are being taught a rich and robust curriculum that is hands-on, fun, creative, and effective.

  Families value highly qualified teachers who continually develop professionally and demonstrate genuine care and concern for children and their families.

  Parents associate a quality pre-K experience with good communication between themselves and the teacher; a vibrant dynamic classroom setting that is well organized, safe, and clean; and the growth and development they see in their child.

  Families prioritize: the environment, the teacher, the level of respect and communication, accessibility (including neighborhood-based sites or transportation provided), and that the program supports the whole child. Parents and families envision pre-K programs that are rich with exposure to music and museums; creative arts and citizenship development; science and social emotional learning, literacy and language – English and foreign language, teachers who are compassionate and knowledgeable, and opportunities to grow as parents and partners in the education process.

- **A number of factors drive a family's choice of pre-K programs.** Families make decisions about where they will send their child to school for pre-K based on convenience, affordability, accessibility and whether or not transportation is available. Most families prefer a neighborhood-based pre-K program. They rely on churches and faith-based organizations, and family and friends (word of mouth) for trusted information and resources about early care and preschool.

- **A number of barriers exist.** Families report that they are not using high quality pre-K programs because they don't know they exist; because enrollment is limited; because of language barriers; and because it does not fit into the non-traditional work/school schedule some parents navigate. Transportation is a barrier if preschool is not neighborhood-based.

- **Barriers can be overcome.** The best way to get information to families about preschool is to advertise in more places and provide information, including meetings, at the neighborhood school. Parents would like to have more communication about preschool at doctor's visits and open house events at schools. Many requested a smartphone app to find local resources for children. Families recognize that options are needed to maximize the opportunity for as many young scholars as possible to attend pre-K and recommend a program that provides half-day, full-day, summer, and year-round preschool.

THE TIME IS RIGHT TO INVEST

Pre-K investment is the right investment for Cleveland at this time. With the *Cleveland Plan for Transforming Schools*, our leaders have set forth a clear plan for improving our school system, and high-quality pre-K is a key part of that improvement. Our citizens have signaled their support for education at the polls. And our families have shared their needs and dreams for their young children. As the research shows, an investment we make today will be a smart one with valuable returns.

Our bottom line? PRE4CLE, with its exclusive emphasis on high-quality pre-K opportunities, gives our children a jumpstart toward educational success and healthy development, pays off financially for Cleveland's economy, and gives Cleveland families what they desire and deserve for their children.

APPENDICES

- Appendix A: Detailed Recommendations
- Appendix B: Expense and Revenue Estimates for PRE4CLE
- Appendix C: Implementation Timeline
- Appendix D: Participants

Appendix A – Detailed Recommendations

Implementation Timeline

PRE4CLE will be implemented in three phases during the next five years:

- Phase 1 (2014-15) will focus on increasing enrollment in available but unfilled high-quality programs and creating high-quality pre-K slots in Cleveland neighborhoods that are most underserved by pre-K and in which existing pre-K programs are underperforming – with the goal of increasing the number of and access to high-quality pre-K slots as rapidly and efficiently as possible.

- Phase 2 (2015-2016) will focus on improving the quality of existing providers in high-need neighborhoods.

- Phase 3 (2016-2018) will focus on further expanding the number of high-quality pre-K slots in neighborhoods that are still underserved.

1. Administration

The oversight role of PRE4CLE will be to determine the need and demand for the expansion of preschool options and to monitor the implementation and quality assurance efforts of programs participating in PRE4CLE. Specifically, the oversight of PRE4CLE will be conducted by the *Cleveland Early Childhood Compact*, an independent body, which will in turn select an administrative entity to implement and manage elements of the PRE4CLE plan. The Compact will take into consideration the rigorous standards of developing accountability, seek to understand and adjust to the availability of funding sources, create a channel of communication to the Transformation Alliance, and rapidly implement the provider application process. It can also be an effective collaborator while not being wholly constrained by local government processes and regulations. The Compact will also ensure that all of the options for pre-K throughout Cleveland include best practices from multiple models that meet the unique needs in Cleveland and build on existing capacity in the Cleveland schools and community. The following recommendations maximize current resources for expansion by initially including CMSD, the Learning Coalition and other high-capacity, high-quality providers during Phase 1. This model also presents additional mechanisms to address high-need neighborhoods with high-quality preschool settings including professional development, transportation and capital investments.

Recommendations

1) **Create the *Cleveland Early Childhood Compact* to identify an administrative entity and monitor deliverables.** The Compact, whose membership will include early childhood stakeholders and Transformation Alliance liaisons, will:

   - Determine expansion priorities.

   - Select an administrative entity(ies) to manage elements of PRE4CLE, including the provider application process.

   - Evaluate the purpose and structure of the Compact in 2018.

2) **Select an independent *administrative entity* through a structured process conducted by the Compact.** The administrative entity will:

- Provide any necessary fiscal management to any new, flexible funding streams available for pre-K programs.

- Develop application process and establish team to review submissions from high-quality providers wishing to participate in PRE4CLE and potentially access additional funding.

- Monitor funds and quality controls with minimal burden to providers by aligning to existing requirements.

- Align monitoring with existing agencies that currently provide early childhood monitoring and technical assistance.

   Criteria for administrative entity:

   a. Be a non-pre-K provider
   b. Have fiscal management experience
   c. Unlikely to be directly impacted by City/County processes and political transitions

3) **Employ a mixed delivery model**

The initial implementation of PRE4CLE will focus on existing pre-K providers, including CMSD and its charter school partners, and other high-quality community-based providers, to offer a continuum of options for families to access. In order to meet both the needs and wishes of families, high-quality programs of all length and frequency listed below will be considered for inclusion in PRE4CLE:

- Part-day, school-day and full-day

- School-year and full-year

4) **Implement application/invitation process for providers**

High-quality providers will be encouraged to participate for the benefits they can realize through the branding, networking and professional development of PRE4CLE. Additionally, providers may be eligible for additional funding streams through their involvement.

   Tiered Definition of High-Quality (for Phase 1 – during transition to SUTQ ratings):

   a. ODE-licensed CMSD: Licensure
   b. ODJFS-licensed: Defined as having a minimum of 3- star SUTQ rating
   c. Family Home Care Providers: Gold Seal

- Early adopters (by invitation): CMSD expansion and high-capacity community providers with the potential for greatest impact with minimal capital expense.

- As available, additional per child allocation will be awarded through an application/invitation process to high-quality providers to increase slots and access prioritized on neighborhood need.

- Maximize the flexibility of child eligibility for any additional funding: if possible, make available to any 4-year-old residing in Cleveland.

- District and providers can also propose implementation of new and innovative models as a part of the application.

- Consider co-location of CMSD and community-provider preschools in alternate private settings.

5) Prioritize filling existing high-quality slots and expanding slots in CMSD and high-quality providers in high-need neighborhoods

Fill existing open slots and expand total number of slots in CMSD and high-quality providers in high-need neighborhoods.

High-need: Defined as neighborhoods that are underserved (lack of access to high-quality programs) or underachieving (low percentage of students meeting Kindergarten readiness standards determined by KRA-L or other assessment tools).

Priority:

a. Neighborhoods that are both underserved and underachieving.
b. Neighborhoods that are underachieving.
c. Neighborhoods that are underserved.

Priority order may change based on the environment in each phase.

Secondary Focus:

a. Support capital and professional development improvement of providers' transition to providing higher-quality programs.

b. Explore the feasibility of a more comprehensive transportation system, which makes existing facilities with capacity more accessible to families in underserved and underachieving neighborhoods.

c. Develop new early childhood education centers in selected high-need neighborhoods.

Initial Implementation Steps (Complete by December 2014)

January 2014-June 2014

1. Determine membership for the Cleveland Early Childhood Compact.

2. Complete a needs assessment on gaps and capacity, and identify Phase 1 high-need neighborhoods.

3. Select an administrative entity and monitoring subcontractor (if needed).

4. Develop an application/invitation process to expand the number of slots in existing high-quality, high capacity pre-K provider sites.

5. Create a multi-phased expansion plan, based on the expansion priorities determined by the Compact.

6. Identify "partner" providers to be included in initiative (regardless of funding).

7. Distribute available additional funding to select partner providers.

8. Fill currently available slots in existing high-quality pre-K provider sites.

9. Increase the number of slots in early adopters (CMSD, Learning Coalition, and other high-capacity, high-quality providers) sites.

10. Begin feasibility study around transportation strategies to increase access to high-quality pre-K sites.

July 2014-December 2014

1. Conduct Phase 2 gap analysis and needs assessment.

2. Determine priorities for Phase 2 application process.

3. Identify any actions to include from delivery models secondary focus.

Longer Term Implementation Timeline

January 2015-June 2015

1. Gather monitoring information from Phase 1 providers.

2. Begin Phase 2 application process for high-quality providers.

3. Distribute available funding to awarded high-quality providers.

July 2015-December 2015

1. Conduct Phase 3 gap analysis and needs assessment.

2. Determine priorities for Phase 3 application process.

3. Identify any actions to include from delivery models secondary focus.

4. Increase enrollment in existing slots at high-quality provider sites.

5. Award funding to high-quality pre-K providers to increase the number of slots in "high-need" neighborhoods.

6. Support capital improvement and professional development to increase quality of existing providers, with a geographic priority of neighborhoods demonstrating gap in high-quality pre-K providers.

January 2016-June 2016

1. Gather monitoring information from Phase 1 and 2 providers.

2. Begin Phase 3 application process for high-quality providers.

3. Distribute available funding to awarded high-quality providers.

4. Continue to increase enrollment in existing slots at high-quality provider sites.

5. Continue to expand number of high-quality providers that are awarded funding to increase slots in "high-need" priority neighborhoods.

6. Develop new early childhood education centers in high-need neighborhoods that demonstrate a persistent gap in high-quality providers.

2016-2018

1. Continue process of gap analysis, application review, funding, monitoring and new action steps from secondary focus.

2. Continue to enroll new 4-year olds in high-quality preschool settings.

3. Continue to increase quality of existing providers.

4. Continue to expand number of high-quality providers across the City of Cleveland, targeting neighborhoods of persistently low student achievement, as based on the Kindergarten Entry Assessment.

5. Continue to develop and implement access strategies (i.e. transportation).

6. Expand number of slots in "partner" providers to increase access for 3-year olds in Cleveland, targeting neighborhoods of persistently low student achievement, as based on the Kindergarten Entry Assessment.

7. Review existence, purpose and structure of Cleveland Early Childhood Compact in 2018.

2. Financing

These funding recommendations are based on in-depth research about the kinds of investments that deliver the highest returns for pre-K education. Investment in high-quality, high-dosage programs with wraparound support services delivers better outcomes. Programs that are free to every family will lead wealthier families to shift their sourcing of early childhood programming to public programs, driving up funding requirements. As a result, the greatest benefits accrue to the most disadvantaged children.

Recommendations

1) **Identify amount of CMSD levy funds that can be dedicated to the first-year costs of implementing PRE4CLE.**

2) **Identify other sources of public and private funding to close the gap.**

   - Secure philanthropic support for immediate operations and oversight functions to launch plan.

   - Identify any remaining gap and pursue additional funding sources.

   - Seek additional funding that can be used as flexibly as possible, especially in filling gaps created by existing funding requirements. Additional funds should be attached to the needs of the children, and used as flexibly as possible to meet those needs.

Each of the above recommendations should be addressed immediately and accomplished in the near term.

3. Rapid and Efficient Expansion and Access

The following recommendations address logistical components necessary for the rapid and efficient expansion of slots in high-quality pre-K settings. They are based on the availability and locations of classrooms, and how families are able to access high quality pre-K programs.

Cleveland has an existing infrastructure that, with support, can rapidly expand to increase the number of slots in high quality pre-K programs. Expanding existing CMSD pre-K classrooms from 14 students to 20 students would create 250+ new high quality slots in Cleveland. Additional spaces also can be created by combining traditional and special education classrooms, which results in an environment beneficial for both children and teachers. Modular classrooms represent a quick, movable option to create additional high quality slots in the most at-risk neighborhoods in Cleveland. And because these facilities are portable, they can be moved into other parts of the city when enough permanent quality slots are available in a given neighborhood.

Transportation is a significant barrier that prevents families from accessing high quality pre-K programs. Providing private transportation and/or public transportation stipends to parents can significantly increase their ability to access high-quality programs. In an effort to emphasize the importance of quality in early childhood education, only parents with children enrolled in high-quality programs will have access to these transportation assistance benefits.

Recommendations

1) **Expand existing CMSD pre-K classrooms**

   - Expand existing CMSD pre-K classrooms from 14 students to 20 students.
   - Maximize pre-K slots available within special education and integrated special education classrooms within CMSD.

2) **Expand other existing high-quality, high-capacity pre-K providers**

   - Provide funding to high-quality, high-capacity pre-K providers who are able to expand quickly.

3) **In partnership with highest quality (4-5 star SUTQ rated) providers, establish modular annex units in two high-need neighborhoods in 2015 to serve an additional 80 children**

   - Locate pre-fabricated annex facilities (modular units) in two areas with a high number of 4 year olds and a low number of quality slots available. These facilities will ideally be located on properties offering shared access to playgrounds, etc. and can be moved to other high-need neighborhoods after the number of quality slots expands in each neighborhood.

4) **Identify and develop a set of transportation support options for parents with children participating in PRE4CLE**

- Expand transportation options for parents to access high-quality pre-K programs by offering public transportation stipends, making grants to providers to purchase vans to offer transportation, and implementing a transportation system to transport children who do not have a high quality facility within one-half mile of their home. Transportation options will be limited to families with children attending high quality pre-K programs.

5) **Establish more permanent pre-K classrooms**

- Ensure preschool classrooms are established and maintained in existing K-8 district buildings that have: (1) capacity to implement without large capital improvements; and (2) are in a neighborhood that has a need for more high-quality pre-K slots.

- Move existing 3-star providers up the quality ladder, to achieve 4- and 5-star SUTQ ratings and support existing high-quality providers to maintain their status over time.

- Invite 4- and 5-star providers to apply for a grant to open a new facility to serve children in high-risk areas (only available to current 4- and 5-star SUTQ-rated facilities/providers). The maximum number of new facilities to be opened via grant process each year will be capped at two.

Initial Implementation Steps (Complete by December 2014)

1. Expand traditionally developing CMSD pre-K classrooms from 14 students to 20 students per classroom.
2. Maximize pre-K slots in integrated special education classrooms where available; extend to school-day classes where applicable.
3. Begin modular annex unit development process for use by mid-2014-2015 school year.
4. Establish guidelines for transportation stipends to families and grants to providers.
5. Secure vehicles and develop plan to transport children to high quality facilities.

Longer-Term Implementation Timeline

January 2015-December 2015

1. Provide funding to high quality providers who can quickly expand their capacity
2. Place pre-fabricated annex facilities (modular units) in two high-need neighborhoods.
3. Expand transportation options for families needing assistance to access high-quality pre-K programs.

January 2016-December 2017

1. Continue to work with existing high-quality pre-K providers to fill available slots.
2. Move existing facilities up the SUTQ ratings ladder.

3. Continue to offer transportation options for parents to access high quality providers.

4. Ensure preschool classrooms are established and maintained in existing K-8 CMSD district buildings.

January 2018 and beyond

1. Continue to move existing facilities up the SUTQ ratings ladder.

2. Continue to offer transportation to options for parents.

3. Invite 4 and 5 star providers to apply for grants to open a new facility.

4. Enrollment in High Quality Pre-K

Although Cleveland families want access to high-quality pre-K, many of them do not know where to find high-quality programs – or even if high-quality offerings exist in their area. Others may not even realize the importance of enrolling their child in a pre-K program. Dedicated outreach will be essential to filling the current openings at high-quality pre-K sites, and also filling the new high-quality slots that will be created through PRE4CLE.

Recommendations

1) Enlist family recruiters to work with existing high-quality providers to fill currently available slots

Recruiters should be based within a preschool cluster, which will consist of preschool sites located within a reasonable radius, and not to exceed manageable building/site numbers. The recruiter will be stationed at a site that is central to his/her cluster of preschool sites allowing for effective support of the families that will receive information about the existence of high-quality pre-K programs in their area and assistance in accessing those programs. The recruiter will be expected to proactively reach out to families with preschool-aged children to provide information about pre-K and make the appropriate connections with high-quality pre-K programs.

Initial Implementation Steps (Complete by December 2014)

1. Hire initial family recruitment specialists to ensure currently available slots in high quality settings are filled.

Longer-Term Implementation Timeline

January 2016-December 2017

1. Continue family recruiter role

January 2018 and beyond

1. Continue family recruiter role

5. Improving Quality

PRE4CLE will employ several strategies to ensure that pre-K experiences for Cleveland families and children are consistently high quality across the board – regardless of where a provider is located. To maintain city-wide quality, PRE4CLE will establish and uphold overall standards for providers, their staff, and parents.

For pre-K providers, the 3-Star rating of Ohio's Step Up To Quality (SUTQ) pre-K guidelines will be the minimum standard for quality for all programs to seek. Programs must achieve this level in order to continue receiving state funding through childcare subsidies by 2020. Given these factors, there is little sense in setting up a parallel system for the determination of program quality.

In terms of teachers, evidence shows that children benefit most when their teachers have high levels of formal education and specialized early childhood professional preparation. Research also shows that qualified and well-compensated care providers and teachers are the cornerstone of high-quality early childhood programs. Many individuals entering or working in the early childhood workforce have neither the access nor needed supports to obtain professional development, particularly within higher education degree programs.

Families also play a critical role in creating a high-quality pre-K experience for their children. The first few years of a child's development are the most important in shaping what a child becomes as an adult. Families with limited resources face many challenges and barriers that often prevent them from being able to nurture the physical and cognitive development of their children. By providing accessible human and material resources and support to families in need, we can ensure the successful development of the whole child.

Recommendations

1) **Offer a range of high-quality settings to families (public preschool, Head Start, private preschool, home-based care)**

   - Ensure that all pre-K programs, regardless of their setup, meet the quality standards outlined in this plan.

2) **Expand T.E.A.C.H. scholarships and implement equitable compensation initiative**

   Strengthen the Professional Development system for pre-K educators by:

   - Securing additional funding for the Teacher Education and Compensation Helps Ohio (T.E.A.C.H. Ohio) program to support college scholarships for administrators and teachers.

   - Exploring the feasibility of developing a substitute pool and administrative mechanism.

   - Providing stipends for teachers and assistant teachers/aides to attend training on weekends and evenings.

   Additionally, programs shall launch fair, equitable compensation plans (including benefits packages) to recruit and retain new teachers with bachelor's degrees.

3) **Identify resource navigators at each pre-K site within PRE4CLE to connect families with health and community resources.**

Every pre-K site will be assigned a resource navigator to connect families with health and community recourses. A team of professionals will be accessible for the navigator to call upon to meet the individual needs of children and parents within a preschool cluster. Clusters will consist of several preschool sites located within a reasonable radius, and not to exceed a manageable building/site number. The navigator will be stationed at a site that is central to his/her cluster of preschool sites allowing for effective support of families that will receive access to professionals consisting of (but not limited to) nurses, social workers and counselors. The navigator will be expected to assess the individual needs of the students and families to make the appropriate connections with professionals and community resources.

- Navigators will work with home-visit organizations to extend their services.
- Navigators will continue to support families and extend their services as needed.

4) **Promote healthy social and emotional learning (SEL) through evidence-based programs at all participating pre-K sites.**

Pre-K sites will promote social and emotional learning (SEL) through existing programs, such as PATHS or Incredible Years and early childhood mental health consultation. Pre-K sites also will endorse healthy foods and provide families opportunities for physical exercise on a regular basis (for example, by opening school gymnasiums after school hours where feasible).

- Pre-K sites will work with outside organizations to promote SEL and healthy living choices through interactive lessons.
- Programs will recognize the importance of physical exercise for healthy social and emotional development.
- Schools with preschool classes will create parent resource rooms where space allows.

Initial Implementation Steps (Complete by December 2014)

1. Identify existing programs with a 1- or 2-Star SUTQ rating and assess what would be needed to bring them up to a 3-star level.

2. Develop strategy to increase the number of high-quality pre-K slots in neighborhoods identified as underserved.

3. Develop a plan to evaluate PRE4CLE participating providers that provides timely data on program capacity and quality. Also need to determine an appropriate approach to tracking child-level progression data.

4. Determine baseline on SUTQ ratings, staff qualifications and compensation, professional development needs and use of curriculum in selected programs.

5. Work with programs to develop professional development plans and refer programs to existing resources (i.e. training, T.E.A.C.H.).

6. Develop a community-wide professional development plan.

7. Determine capacity of Ohio's Comprehensive Professional Development System needed to implement professional development plan and seek funding for staffing, scholarships, and stipends.

8. Provide professional development on Ohio's Early Learning and Development Standards Level 1, curriculum 101 and other specialized training.

9. Develop proposal to conduct feasibility study on the development of a substitute pool.

10. Determine the number of schools/sites within a network that will allow for manageable service by the resource navigator.

11. Hire/identify navigators for each preschool cluster and establish the "home base" for the navigator from which to circulate to the other sites within the cluster.

12. Review existing programs to use as models for the development of the navigator/cluster service.

13. Identify partner community organizations that will work with parents of preschool age children.

14. Identify schools with the space to create family resource rooms.

15. Identify schools that are able to provide after school open gyms for exercise and physical activity classes.

16. Determine which SEL program a site will use, such as PATHS or The Incredible Years.

Longer-Term Implementation Timeline

January 2015-December 2016

1. Navigators will work with home-visit organizations to extend their services.

2. Preschool sites will work with outside organizations to promote SEL and healthy living choices through interactive lessons.

January 2017-December 2018

1. Navigators will continue to support families and extend their services as needed.

2. Preschools will continue to support social and emotional learning and physical exercise for families.

6. Participating Provider Requirements

Quality standards for pre-K providers participating in PRE4CLE will be rigorous, so our expectations for those standards and results must be clearly articulated. PRE4CLE will use established, evidence-based standards for program quality, curriculum and staff professional development as both the threshold and basis for evaluation of participating providers.

PRE4CLE will not dictate a particular curriculum for providers, but rather insist that curriculum used by providers is evidence-based and best suited to the needs of the children each provider serves. According to the National Institute for Early Education Research, "no single curriculum or approach has been proven to be best for all preschool programs. Curricular decisions should take

into account children's ages, behavior or learning needs, linguistic and cultural backgrounds, and economic status, as well as teachers' prior training and experience and need for ongoing professional development".[34]

In terms of professional development, PRE4CLE will adhere to the professional development requirements included in SUTQ's 3-star rating, as well as the State of Ohio's Early Learning and Development Standards Level 1.

Recommendations

1) **Establish a threshold quality standard for eligible programs as the Step Up to Quality 3-star rating**

   - Use the 3-Star Level on the Step Up To Quality Scale (SUTQ), Ohio's Tiered Quality Rating Improvement System, as the threshold standard for provider quality.

   - Prioritize full-day, full-year program slots, but make high-quality part-day, school-day and school-year slots available to families that want them.

   - Allow programs that have not yet been rated in SUTQ, or are rated less than 3 Stars, to participate in the initiative on a provisional basis if they have applied to be rated or they submit a plan to achieve a 3 Star rating within one year.

2) **Ensure all approved curricula are comprehensive and evidence-based.** Programs must engage in a process to identify, obtain, and implement a written, research-based, comprehensive curriculum aligned with all developmental domains in Ohio's Early Learning and Development Standards, which are developmentally appropriate and demonstrates its alignment to child assessment tools.

3) **Make State of Ohio curriculum guidance tools available to all programs.** Programs will not be mandated to use a particular curriculum, rather use the state's guidance on the selection of an appropriate, comprehensive, research-based curriculum. To do this, two key tools designed by the state will be provided to assist programs: a curriculum alignment tool and a model curriculum. A list of commonly used curriculums that are research based and comprehensive that meet SUTQ Standards can be found in the SUTQ Program Standards Resource Guide.

4) **Promote threshold staff qualifications that correspond with Step Up to Quality 3-star rating level and increase over time.**

   Minimum staff qualifications should be based on the 3 Star Level of Step Up To Quality rating with additional requirements over time:

   - The Site Administrator must have a minimum of an Associate's Degree and be working toward a Bachelor's Degree, and a minimum of 2 years classroom experience;

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[34] National Institute for Early Education Research, Preschool Policy Brief, Issue 12, *Preschool Curriculum Decision-Making: Dimensions to Consider* (March 2007).

- 50% of teachers must have a Bachelor Degree and the remaining 50 percent must have a minimum of an Associate's Degree and be working toward a Bachelor Degree in early childhood education or child development;

- Assistant teachers, teacher aides and substitute teachers must have a minimum of a high school diploma/GED and a Child Development Associate Credential (CDA) by 2015;

- Type A/Type B Family Child Care: Homeowner has an Associate's Degree (AA) in Early Childhood Education (ECE) or approved related field or a CPL 2.

5) Require Ohio's Early Learning and Development Standards Level 1 and annual professional development hours

Professional Development requirements

- Administrators, teachers, teacher assistants/aides and family childcare providers must receive a minimum of 20 clock hours of approved specialized training every two years.

- Administrators and teachers must complete Ohio's Early Learning and Development Standards Level 1, curriculum and child assessment training.

Initial Implementation Steps (Complete by December 2014)

1. Identify existing programs with a 1 or 2 Star SUTQ rating and assess what would be needed to bring them to a 3 Star level.

2. Develop a plan to evaluate PRE4CLE participating providers that provides timely data on program capacity and quality. Also need to determine an appropriate approach to tracking child-level progression data.

3. Determine baseline on the use of curriculums in selected programs.

4. Work with Ohio Child Care Resource and Referral Association to finalize list of approved curriculums.

5. Develop a plan to assist programs in identifying and selecting curriculum (including possible funding to assist with costs to purchase curriculum and any associated training needed.)

6. Secure funding and hire or assign existing staff for Ohio's Comprehensive Professional Development System partners.

7. Determine baseline on SUTQ ratings, staff qualifications and compensation, professional development needs and use of curriculum in selected programs.

8. Work with programs to develop professional development plans and refer programs to existing resources (i.e. training, T.E.A.C.H.).

9. Develop community professional development plan.

10. Determine capacity of Ohio's Comprehensive Professional Development System needed to implement professional development plan and seek funding for staffing, scholarships, and stipends.

11. Provide professional development on Ohio's Early Learning and Development Standards Level 1, curriculum 101 and other specialized training.

12. Develop proposal to conduct feasibility study on the development of a substitute pool.

7. Supporting Successful Transition

PRE4CLE seeks to build strong relationships between families, students and educators to ease the transition of every child into kindergarten. Transitions between preschool and kindergarten can be difficult and parents are often taken by surprise at the difference between the settings. Children are often not ready for school and schools are sometimes not fully ready for them. Care must be taken to ensure that thoughtful planning, targeted training, community support and sharing of information take place. Children come from a variety of settings and from diverse backgrounds. Some come with intellectual gifts and some come with challenges. PRE4CLE will strive to ensure that all children are able to ease into their new settings with success, and that educators have the information they need to facilitate that transition successfully.

Recommendations

1) **Develop Early Learning Leadership Teams at all CMSD primary schools to facilitate successful transition to kindergarten using the *Ready Schools Framework.***

   - Appoint a Transition Coordinator within CMSD to coordinate transition planning, training and engagement.

   - Identify a uniform citywide message on the importance of transitions for students entering kindergarten.

   - Establish professional days to be used for site visits between pre-K and kindergarten classrooms to acquaint students to new environments and allow teachers an introduction to prospective students.

   - Conduct series (5-7) of Kindergarten Information Nights across the city.

2) **Increase parent participation and advocacy in the transition process for their children.**

   - Develop joint training for early childhood and kindergarten teachers on a variety of topics.

   - Ensure that all parties meet and share relevant information – ECE providers and parents, kindergarten teacher and parents.

   - Develop a process for sending and receiving teachers to share information on students to promote a smooth transition process.

3) **Develop an effective process by building strong relationships between families, students and educators** to ease transition of every child into kindergarten through training, dissemination of information, community support and Early Learning Leadership Teams and Coordinator.

Initial Implementation Steps

1. Appoint a CMSD Transition Coordinator to oversee Early Learning Leadership Teams (building level) who will plan for the unique needs of children in their neighborhoods and disseminate best practices (pre-K-3) to teachers in the building.

2. Create a Transition Planning Guide for Early Learning Leadership Teams so that processes and protocols will be uniform and executed with fidelity.

3. Implement Early Learning Leadership Teams at the neighborhood level.

4. Early Learning Leadership Teams make Transition Plan using the Transition Guide.

Longer-Term Implementation Timeline

January-December 2016

1. Develop joint training between early childhood educators and kindergarten teachers.

2. Create channels and processes for information sharing.

January 2017-December 2018

1. Continue teacher trainings and parent outreach and refine processes for sharing transition information.

8. Leveraging Community Resources

Cleveland is rich in resources but families often aren't aware of what's available and how to access these resources. That's not surprising: programs come and go, hours of operation change, and it's hard even for professionals to keep up with all of the resources available. In addition, many high need families move frequently between neighborhoods making it even harder to know what's available nearby their home, which is often a consideration for families with young children. The critical first step in connecting families with community resources is creating a vehicle that can provide up to date neighborhood specific information on early childhood resources. Given how frequently information changes, and how tied in to technology young families tend to be, creating an electronic platform that can be updated in real time and accessed via a smart phone provides a promising approach to meet this challenge.

PRE4CLE will leverage existing resources and develop online tools to ensure that parents maximize the unique opportunity the pre-K experience provides to empower their families to positively influence all aspects of their child's development, both inside and outside of the pre-K classroom.

Recommendations

1) **Develop a comprehensive, neighborhood-based roster (Community Resource Asset Map) of community health, cultural and social assets available to families through multi-media means.**

    To ensure the list is effective in meeting the needs of parents, providers and other pre-K stakeholders, the resource list should be community-wide, yet maintain the ability to be sorted by neighborhood and accessed via multiple traditional and electronic means – with

an emphasis on the ability to be integrated with mobile electronic and social media applications.

2) **Develop web-based and mobile applications and methodologies for sharing and integrating information about community resources and parent support with existing and established social media**.

Ensure continued maintenance, use and relevance of resource list and dissemination methods through project monitoring, adaptation and by providing ongoing and tangible benefit for families – including incentives as needed.

Initial Implementation Steps (Complete by December 2014)

1. Research similar efforts in other communities (i.e. Denver 5x5) and use information to inform development and further refinement of local effort.

2. Conduct an assessment of available community resources that directly support school readiness among young children and families.

3. Develop list of resources that can be sorted, understood and used by neighborhood in Cleveland.

4. Create a Community Resource Asset Map and format in manner that is conducive to use by web and mobile applications.

Longer-Term Implementation Timeline

January 2016-December 2016

1. Establish process to keep resource information current.

2. Develop web and mobile information sources.

January 2017-December 2018

1. Ensure continued updates to and use of information by families, adapting content and delivery systems as needed.

9. Community Engagement

PRE4CLE will only be effective if people know about it and support its success. A strategic communications plan will educate people on the importance of high quality, how to find it, and how to remain engaged as sophisticated consumers. PRE4CLE's strategic communication will leverage the existing infrastructure, such as organizational communication tools and provider email blasts, as well as new infrastructure, like a community wide texting campaign that informs parents on the importance of high quality and social media. Audience-specific messaging will ensure that the communication plan reaches priority audiences through trusted sources. Keeping families informed and engaged in the pre-K initiative through branding and advertising will ensure everything is linked to a unified source/brand and that ongoing information is provided to the community about enrollment, costs, benefits, successes, and more in a clear and cohesive manner. PRE4CLE will create specific, strategic messaging to families to take advantage of the kinds of information that resonates with families (based on survey research) and generates family and community support.

1) **Develop a strategic communications plan that includes specific strategies to communicate about quality, importance of preschool, and the PRE4CLE program.** These strategies include messaging, key messengers, prioritized audiences, collateral materials that include social media and traditional media, a branding and advertising strategy, and an annual community wide preschool enrollment kickoff and campaign that educates families from birth to age 5 on pre-K enrollment options and instructions. The development of this plan should begin immediately after the finalization of the PRE4CLE Plan, and implementation should follow.

2) **Implement and evaluate the strategic communication plan on an ongoing basis.** To ensure that messaging reaches appropriate audiences, communications infrastructure is providing families and providers with the information they need, and communications are constantly updated to ensure accuracy, the strategic communication plan will be updated as needed to reinforce community alignment, and identify, recruit, and retain the community partners that will make this effort sustainable.

Initial Implementation Steps (Complete by December 2014)

1. Coordinate communication with the communication staffs at Pre-K Task Force organizations to ensure there is a unified message and effort, leveraging existing communication work.

2. Launch communications infrastructure to support the communication of this plan (website, phone number, etc.)

3. Develop initial PR materials for task force members and other partners to use as they share information about the pre-K program, and make this information available on a website.

4. Establish planning team to begin working for annual kickoff in March.

5. Develop a strategic communication plan that includes elements in plan (based on research such as environmental scan, survey, etc.) in collaboration with community, parents, and providers.

6. Conduct initial implementation of the strategic communication plan.

7. Create a group of parents, community advisors and communication ambassadors and train them on all of the materials and messages to all prioritized audiences.

Longer-Term Implementation Timeline

January 2016-December 2018

1. Update communications plan as needed.

2. Continue ongoing outreach to community partners.

10. Evaluation

PRE4CLE's evaluation approach examines both the overall landscape of programs in Cleveland and the individual-level development of children. It will allow families to choose higher-quality

programs. On a child level, we anticipate the evaluation will show children in higher quality settings making better progress during the pre-K period and arriving at kindergarten better prepared to succeed.

Recommendations

1) **Include child and system level benchmarks in evaluation**

   - Track the overall availability and enrollment in documented high-quality slots (3-Star or above) in Cleveland versus the total availability and enrollment; also track this at the neighborhood level to assess geographic access across Cleveland for families. (see Measuring Success on page 16).

2) **Use state formative and kindergarten entry assessment as progress measurement tool**

   - Track the growth of children in high-quality pre-K settings by using an individual measure of development. In the short-term (2014-15) this could be accomplished by using the Bracken School Readiness Assessment, which is used in Cuyahoga County's UPK program. Thereafter, this could be accomplished with the formative assessment tool being developed by the State as part of its Kindergarten Readiness Assessment work.

   - Track the kindergarten readiness of children from all settings. Initially this will be done using the KRA-L and eventually by the multi-dimensional Kindergarten Readiness Assessment, which will be required in all public kindergarten settings. We might also consider comparing the kindergarten readiness scores (average and by band) for children by setting type, to children in our county and state, with the intent to close the gap.

3) **Create data system to inform standards and evaluation work**

   - PRE4CLE will require a data management system to effectively monitor the operations of sites and the outcomes of children. The data system would provide a way to track child-level enrollment and attendance, the results of child assessments, and information on family characteristics. The system will be able to inform overall program management, quality assurance and improvement activities, and program outcomes.

   - The data system used for Cuyahoga County UPK is one option to consider. It is a web-based system called COPA (Child Outcomes, Planning, & Administration) which is a product of Nulinx, Inc. and is also used by Head Start programs. Starting Point manages the COPA system for UPK and has expertise in operating such a system across multiple provider sites. A distinct advantage of such a system is that it results in a single data system for all participating programs with a uniform set of minimum data. The attendance information allows for analysis of how children's exposure to preschool correlates with their developmental progress and kindergarten readiness. The primary challenges to such a system include: (a) addressing provider and family concerns about access to information; (b) ensuring sites have access to the technology to use a web-based system; (c) working with sites that are already using other data management systems to minimize redundant data entry; and (d)

assisting sites with limited staffing and technology capacity to keep their records up to date in the system.

Initial Implementation Steps (Complete by December 2014)

1. Select or create a database system to collect and analyze information on standards and evaluation.

2. Develop a plan to evaluate PRE4CLE participating providers that provides timely data on program capacity and quality. Also need to determine an appropriate approach to tracking child-level progression data.

Appendix B – Expense and Revenue Estimates for PRE4CLE

The estimated budget for Phase 1 of PRE4CLE covers a 4-month initial launch phase followed by increasing effort over the next two school years.

Goal for Phase 1: At least 2,000 additional four-year old children are enrolled in high quality pre-K sites by the end of 2016 (from current level of 1,200)[35] through a combination of:

1. Filling at least 250 currently available but vacant high-quality slots
2. The addition of 750 newly rated high quality slots
3. The addition of 1,000 net-new high quality slots

To accomplish the Phase I goal requires a prioritized set of related activities, carefully managed by a trusted entity. The major activities are designed to:

- Promote PRE4CLE widely so as to involve current preschool providers in expansion and quality improvement.

- Engage families of preschoolers to enroll in identified high quality settings, assist families to apply for public funds for which they may be eligible, and provide transportation for those who need it.

- Increase the quality of current sites by providing support for implementing site-based quality improvement plans and scholarships for teachers to complete college degrees.

- Support the effectiveness of preschool by increasing the continuity of transitions from preschool to kindergarten.

- Expand the supply of high-quality preschool through support for expansion of current sites and modest investment in modular classrooms.

The Phase I expense budget below supports 2,065 additional preschool children enrolled in high-quality preschool by 2016.

PRE4CLE Expense Estimate for Phase 1	March-June 2014	Year 1: 2014-2015 (July-June)	Year 2: 2015-2016 (July-June)
Oversight and management			
Establish the "Cleveland Early Childhood Compact" to manage initial implementation & funding distribution (based on cost of Transformation Alliance and Higher Ed Compacts)	$80,000	$250,000	$250,000
Establish data system to support management and evaluation (based on cost of Cuyahoga UPK data system)	$35,000	$50,000	$50,000

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[35] Based on analysis of Starting Point data on early care capacity and enrollment (October, 2013) conducted by the Center on Urban Poverty & Community Development. *CMSD Pre-K Work Group Data Summary.*

PRE4CLE Expense Estimate for Phase 1	March-June 2014	Year 1: 2014-2015 (July-June)	Year 2: 2015-2016 (July-June)
Promote and engage families and preschool providers			
Develop and manage marketing and recruitment campaign	$50,000	$200,000	$200,000
Increase the number of recruiter-navigators to 6 city-wide (based on personnel cost @ $75,000). Add preschool to the portfolio of current CMSD recruiters (no cost)	$150,000	$450,000	$450,000
Use all current high-quality preschool capacity			
Expand 42 current CMSD school-day school-year preschool classrooms (add 6 children to current 14-child classes). Personnel cost to replace part-time aide with full-time aide @ $49,240 plus cost of food/supplies @ $1,010 per child (total of $9,217/child) **Gain = 252 children**		$2,322,600	$2,322,600
Expand 12 current CMSD school-day school-year preschool special education integrated classrooms (add 4 children to current 12-child classes). No cost for personnel; cost of food/supplies @ $4,040 per classroom. **Gain = 48 children**		$48,480	$48,480
Fill 385 currently unused classrooms/slots in high-quality sites in community settings (based on November 2013 analysis, Table 4). Cost for teaching personnel, food and supplies @ $7,100/child (based on estimates provided by Learning Coalition and Cuyahoga UPK). **Gain = 385 children** (Assumption: 50% are unused slots and 50% are unused whole classroom)		$1,366,750	$1,366,750
Increase supply of high-quality preschool (expand high-quality capacity)			
Identify existing sites with capacity for new classrooms and launch 20 new classrooms per year. Cost of setting up classrooms is the cost for durable goods (furniture, storage, learning centers and non-consumable supplies and equipment e.g., manipulatives, puzzles, books, unit blocks). The range is between $14,000 and $19,000 per classroom. The higher price is for durable hardwood furniture and equipment with 10-year warranty as opposed to mainly plastic/plywood furnishings with 3-year warranty. **Gain = 800 children** (400 per year)		$330,000	$330,000
Support ongoing cost of operating high-quality preschool in these new classrooms @ $10,500/child. Year 1 for 400 children; Year 2 for 800 children		$4,200,000	$8,400,000
Purchase two 2-classroom modular units to be placed in high-need, low supply neighborhoods. Cost @ $175,000 per unit **Gain: 80 children**		$350,000	

PRE4CLE Expense Estimate for Phase 1	March-June 2014	Year 1: 2014-2015 (July-June)	Year 2: 2015-2016 (July-June)
Support cost of operating high-quality preschool in these new classrooms @ $10,500/child. Year 1 for 80 children; Year 2 for 80 children		$840,000	$840,000
Increase and stabilize the supply of high-quality preschool			
Increase access to intensive professional development on curriculum and related topics for 100 personnel in sites seeking Step Up to Quality ratings of 3-5. Cost @ $320 (partially supported by current IIC-UPK & state CCR&R Core Funding)		$32,000	$32,000
Expand existing T.E.A.C.H. Scholarship program for 25 educators seeking AA degrees and 25 educators seeking BA degrees, in sites currently seeking Step Up to Quality ratings of 3-5. Cost based on $3,308/AA scholar and $5,021/BA scholar		$208,225	$208,225
Increase the stability of high-quality preschool teachers through an initiative for equitable compensation. To be determined, based on models from other jurisdictions, e.g., WAGE$. Cost is $15,965/teacher if use difference between annual starting salary of CMSD teachers ($42,215)[36] and current average preschool teacher salary of non-CMSD ($26,250)[37]. Cost for 50 teachers in current high-quality sites in Year 1 and 100 teachers in Year 2		$798,250	$1,596,500
Result of above quality improvement activities is to move 25 sites with at least one preschool classroom to Step Up to Quality ratings of 3-5. **Gain = 500 children**			
Text4baby and Smartphone apps to connect families with community resources. Cost based on other communities, includes development and updating		$200,000	$200,000
Increase continuity in the transition from preschool to kindergarten via new position already funded in CMSD ECE office and additional model to be determined. Estimate @ $1,000/site for 250 sites)		$250,000	$250,000
Increase access to high-quality preschool for families			
Provide tuition scholarships to families of preschoolers (aligned with current IIC-UPK tuition support) – details to be determined. Cost for 1,000 children if based on IIC-UPK @ $800/child)		$800,000	$800,000

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[36] Cleveland Teachers Union agreement with CMSD (May 2013)
https://s3.amazonaws.com/s3.documentcloud.org/documents/699125/cmsd-ctu-ta-2013-05-08-part-ii.pdf.

[37] Most recent available data from the Bureau of Labor Statistics for preschool teachers in Cleveland
www.bls.gov/oes/current/oes_17460.htm#25-0000.

PRE4CLE Expense Estimate for Phase 1	March-June 2014	Year 1: 2014-2015 (July-June)	Year 2: 2015-2016 (July-June)
Transportation for the estimated 80% of needy families[38] living more than ½ mile from high-quality site. To be determined (set up transportation service, provide bus passes, etc.) Cost estimate based on $1,500/child and 1,500 children needing transportation		$2,250,000	$2,250,000
Evaluation (including first-year Bracken assessment of 20% random sample of 400 children at $78/child) and communication (5% of total direct for both)	$15,750	$747,315	$979,728
Total Expense per period =	$330,750	$15,693,620	$20,574,283

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[38] Based on analysis by CWRU of location data on home and program for families currently using child care subsidies, 20% live within ½ mile.

Revenue

Revenue sources that are available to cover these expenses include:

- The CMSD Levy that included preschool.

- Ohio Department of Education (ODE) Early Childhood Education/Expansion (if child's family income is <200%FPL and child is not in Head Start or receiving child care subsidy). The maximum is $4,000 per child.

- Child care subsidy funding if the family is working and the family income is <125%FPL. Subsidy funds are pro-rated by child age and hours. Full-day rates are not available if other funds cover part of the day. The maximum part-day rate in Cuyahoga County is $76.40/week or $3,200 per child for a school year of 42 weeks. The quality bonus is 5% additional for each star level in Step up to Quality, so the maximum for a 5-star is $4,000 per child.

- The federal Head Start grantees are currently serving many children in sites that are already rated as high-quality and will continue to do so.

- The Child and Adult Care Food Program (CACFP) is federal and available to all program types. It is worth approximately $900/child/year.

- Federal Title I education funds.

Given these sources and their constraints, the following are recommended for PRE4CLE.

- All programs in PRE4CLE must enroll in the CACFP.

- All families eligible for state child care subsidy will be assisted to apply.

- A currently funded vacant Head Start space is highest priority to fill (since it requires the least extra funding).

Potential Revenue from Existing State and Federal Sources (not exhaustive)		Per child	Children	
ODE ECE Expansion (part-day preschool)	$400,000	$4,000	100	
Ohio Child Care Subsidy (assume 30% eligible, split evenly among SUTQ 3-5)				
SUTQ 3	$762,057	$3,690	207	10%
SUTQ 4	$795,190	$3,851	207	10%
SUTQ 5	$828,323	$4,011	207	10%
CACFP (assume 60% of children will be eligible for free/reduced price meals)	$1,115,100	$900	1,239	60%
	$3,900,671			

Appendix C – Implementation Timeline

	PHASE 1		PHASE 2			PHASE 3	
	2014		**2015**		**2016**	**2017**	**2018**
	January-June	July-December	January-June	July-December			
Governance	• Identify participants on Early Childhood Compact. • Early Childhood Compact to complete needs assessment on gaps and capacity to identify Phase 1 high-need neighborhoods. • Early Childhood Compact to identify administrative entity and monitoring subcontractor, if needed. • Administrative Entity to develop Phase 1 invitation/ application process to expand existing high-quality sites. • Identify "partner" providers that are included in initiative (regardless of funding). • Available additional funding distributed to invited early adopters.	• Phase 2 gap analysis and needs assessment. • Determine priorities for Phase 2 application process. • Identify any actions to include from delivery models secondary focus.	• Gather monitoring information from Phase 1 providers. • Phase 2 application process for high-quality providers. • Distribute available funding to awarded high-quality providers.	• Phase 3 gap analysis and needs assessment. • Determine priorities for Phase 3 application process. • Identify any actions to include from delivery models secondary focus.	• Gather monitoring information from Phase 1 & 2 providers. • Phase 3 application process for high-quality providers. • Distribute available funding to awarded high-quality providers. • Continue process of gap analysis, application review, funding, monitoring and new action steps from secondary focus.	• Continue process of gap analysis, application review, funding, monitoring and new action steps from secondary focus.	• Continue process of gap analysis, application review, funding, monitoring and new action steps from secondary focus. • Review existence, purpose and structure of Early Childhood Compact.

	PHASE 1		PHASE 2			PHASE 3	
	2014		2015		2016	2017	2018
	January-June	July-December	January-June	July-December			
Delivery Models	• Increase enrollment in existing high-quality slots. • Increase additional slots in early adopters (CMSD, Learning Coalition, and other high-capacity, high-quality providers). • Begin feasibility study of transportation strategies to increase access to high-quality preschool settings.		• Continue to increase enrollment in existing slots in high-quality providers. • Expand number of high-quality providers that are awarded funding to increase slots based on "high-need" priority list. • Support minimal capital improvement and professional development to increase quality of existing providers, with a geographic priority of neighborhoods demonstrating gap in high-quality providers.		• Continue to increase enrollment in existing high-quality slots. • Continue to expand number of high-quality providers that are awarded funding to increase slots based on "high-need" priority list. • Develop new ECE Centers in high-need neighborhoods that demonstrate persistent gap in high-quality providers.	• Continue to enroll new 4-year olds in high-quality preschool settings. • Continue to increase quality of existing providers. • Continue to expand number of high-quality providers across the City of Cleveland, targeting neighborhoods of persistently low student achievement, as based on the Kindergarten Entry Assessment. • Continue to develop and implement access strategies (i.e. transportation). • Expand number of slots in "partner" providers to increase access for 3-year olds in Cleveland, targeting neighborhoods of persistently low student achievement, as based on the Kindergarten Entry Assessment.	

	PHASE 1		PHASE 2			PHASE 3	
	2014		**2015**		**2016**	**2017**	**2018**
	January-June	**July-December**	**January-June**	**July-December**			
Logistics	• Hire family recruitment specialist to ensure current slots in high quality settings are filled. • Expand CMSD classrooms from 14 students to 20 students per classroom. • Combine special education/regular education classrooms where available; extend to school-day classes where applicable. • Begin modular development process for use by mid-2014-2015 school year. • Establish guidelines for transportation stipends to families and grants to providers. • Secure vehicles and develop plan to transport children to high quality facilities.		• Provide funding to high quality providers who can quickly expand their capacity. • Place pre-fabricated annex facilities (modular units) in 3-4 spots. • Expand transportation options. • Provide support to expand Harvey Rice and the Children's Museum.		• Continue family recruiter role. • Continue to work with existing high quality providers to fill unused slots. • Move existing facilities up quality ladder. • Continue to offer transportation options for parents to access high quality providers. • Ensure preschool classrooms are established and maintained in existing K-8 district buildings.		• Continue family recruiter role. • Continue to move existing facilities up the quality ladder. • Continue to offer transportation to options for parents. • Invite 4- and 5-star providers to apply for a $150,000-$175,000 grant to open a new facility.

	PHASE 1		PHASE 2			PHASE 3	
	2014		2015		2016	2017	2018
	January-June	July-December	January-June	July-December			
Standards & Evaluation	• Create a database system to collect and analyze information on standards and evaluation. • Identify programs operating at under 3 stars to assess what would be needed to bring them to a 3 star level. • Identify neighborhoods with particularly low levels of access to high quality slots and develop strategy to make slots available. • Develop evaluation plan for system that provides timely access to data on program capacity and quality, and approach for tracking child-level data on progress.						

	PHASE 1		PHASE 2			PHASE 3	
	2014		2015		2016	2017	2018
	January-June	July-December	January-June	July-December			
Curriculum	• Determine baseline on the use of curriculums in selected programs. • Work with OCCRRA to finalize list of approved curriculums. • Develop plan to assist programs in identifying and selecting curriculum (cost to purchase curriculum, training needed). • Secure funding and hire or assign existing staff for CPDS partners.						

	PHASE 1		PHASE 2			PHASE 3	
	2014		2015		2016	2017	2018
	January-June	July-December	January-June	July-December			
Professional Development	• Determine baseline on SUTQ ratings, staff qualifications and compensation, professional development needs and use of curriculum in selected programs. • Work with programs to develop professional development plans/refer programs to existing resources (i.e. training, T.E.A.C.H.). • Develop community professional development plan. • Determine capacity of CPDS needed to implement professional development plan and seek funding for staffing, scholarships, and stipends. • Provide professional development on Ohio's Early Learning and Development Standards Level 1, curriculum 101 and other specialized training. • Develop proposal to conduct feasibility study on the development of a substitute pool.						

	PHASE 1		PHASE 2			PHASE 3	
	2014		2015		2016	2017	2018
	January-June	July-December	January-June	July-December			
Health & Development, Parent Engagement	• Determine the number of schools/sites within a network that will allow for manageable service by the resource navigator. • Hire/identify navigators for each preschool cluster and establish the "home base" for the navigator from which to circulate to the other sites within the cluster. • Review existing programs to use as models for the development of the navigator/cluster service. • Identify partner community organizations that will work with parents of preschool age children. • Identify schools with the space to create family resource rooms. • Identify schools that are able to provide after school open gyms for exercise. • Determine which SEL program a site will use, such as PATHS or The Incredible Years.		• Navigators will work with home-visit organizations to extend their services. • Preschool sites will work with outside organizations, such as Roots of American Music to promote SEL and healthy living choices through interactive lessons.			• Navigators will continue to support families and extend their services as needed. • Preschools will continue to support social and emotional learning and physical exercise for families.	

	PHASE 1		PHASE 2			PHASE 3	
	2014		**2015**		**2016**	**2017**	**2018**
	January-June	**July-December**	**January-June**	**July-December**			
Community Engagement	• Coordinate communication with the communication staff task force organizations to ensure there is a unified message and effort, leveraging existing communication work. • Launch communications infrastructure to support the communication of this plan (website, phone number, etc…). • Develop initial PR materials that are available for task force members and other partners to communicate the pre-K program, make this information available on a website. • Establish planning team to begin working for annual kickoff in March. • Develop strategic communication plan that includes elements in plan (based on research such as environmental scan, survey, etc.) in collaboration with community, parents, and providers (governance). • Initial implementation of the strategic communication plan (for example develop collateral materials, online presence, etc…). • Create a group of community advisors (including parents) and communication ambassadors and training on all of the materials and messages to all prioritized audiences.		• Update communications plan as needed. • Continue ongoing outreach to community partners.				

	PHASE 1		PHASE 2			PHASE 3	
	2014		**2015**		**2016**	**2017**	**2018**
	January-June	July-December	January-June	July-December			
Integration with Community Resources	• Conduct environmental scan of available community resources that directly support school readiness among young children and families. • Develop list of resources that can be sorted understood and used by neighborhood in Cleveland. • Create Resource Asset Map and format in manner that is conducive to use by web and mobile applications. • Research similar efforts in other communities (i.e. Denver 5x5) and use information to inform development and further refinement of local effort.		• Establish process to keep resource information current. • Develop web and mobile information sources.			• Ensure continued updates to and use of information by families, adapting content and delivery systems as needed.	

	PHASE 1		PHASE 2			PHASE 3	
	2014		**2015**		**2016**	**2017**	**2018**
	January-June	**July-December**	**January-June**	**July-December**			
Transition Planning	• Hire CMSD Transition Coordinator to oversee Early Childhood Leadership teams (building level) who will plan for the unique needs of children in their neighborhoods and disseminate best practices (pre-K-3) to teachers in the building. • Create a Transition Planning Guide for Early Learning Leadership Teams so that processes and protocols will be uniform and executed with fidelity. • Implement Early Learning Leadership Teams at the neighborhood level. • Early Learning Leadership Teams make Transition Plan using the Transition Guide.		• Develop joint training. • Create channels and processes for information sharing.			• Continue teacher trainings and parent outreach and refine processes for sharing transition information.	

	PHASE 1		PHASE 2			PHASE 3	
	2014		**2015**		**2016**	**2017**	**2018**
	January-June	**July-December**	**January-June**	**July-December**			
Finance	• Identify amount of CMSD levy funds that can be dedicated to first year implementation costs. • Identify other sources of public and private funding to close the gap. • Commit to funding standards of excellence.		• Identify amount of CMSD levy funds that can be dedicated to second year implementation costs. • Identify other sources of public and private funding to close the gap. • Commit to funding standards of excellence.		• Identify amount of CMSD levy funds that can be dedicated to third year implementation costs. • Identify other sources of public and private funding to close the gap. • Commit to funding standards of excellence.	• Identify amount of CMSD levy funds that can be dedicated to fourth year implementation costs. • Identify other sources of public and private funding to close the gap. • Commit to funding standards of excellence.	• Identify amount of CMSD levy funds that can be dedicated to fifth year implementation costs. • Identify other sources of public and private funding to close the gap. • Commit to funding standards of excellence.

Appendix D – Cleveland Pre-K Task Force Roster

Co-Chairs:

Eric S. Gordon, EDUCATOR: Chief Executive Officer, Cleveland Metropolitan School District
Marcia Egbert, Senior Program Officer, The George Gund Foundation

Task Force Members and Organizations

Abbie Klein, Starting Point
Allison Rand, Bruening Foundation
Ann Bowdish, The Greater Cleveland Congregations
Ann Mullin, The George Gund Foundation
Billie Osborne-Fears, Starting Point
Breakthrough Charter Schools
Celeste Bajorek, Cuyahoga County Board of Developmental Disabilities
Cindy Fareed, Starting Point
City of Cleveland
David J. Quolke, Cleveland Teachers Union
Diana Rosa, Catholic Charities
Diane Hansson, University Circle, Inc.
Debbie Fodge, Starting Point
Debbie Paden, Cleveland Teachers Union
Educational Service Center (ESC) of Cuyahoga County
Elizabeth Newman, The Centers for Families and Children
George Anagnostou, Cleveland Metropolitan School District
Helen Williams, The Cleveland Foundation
Hollie Dellisanti, Cleveland Metropolitan School District
Jessica Baldwin, Cleveland Metropolitan School District
Joanne Federman, Family Connections of Northeast Ohio
Joyce Bresler, Starting Point
Joyce Daniels, The United Way of Greater Cleveland
Judy Peters, The Centers for Families and Children
Katie Kelly, groundWork
Ken Surratt, Office of the Cuyahoga County Executive
Kristen Baird Adams, PNC Bank
Linda King, Cleveland Metropolitan Schools
Linda Schlein, Greater Cleveland Congregations
Lisa Bottoms, The Cleveland Foundation
Maria Campanelli, The Children's Museum of Cleveland
Marianne Wolf, Cleveland Metropolitan School District
Mark Sniderman, Ph.D., Federal Reserve Bank of Cleveland
Melissa Manos, Help Me Grow of Cuyahoga County
Michelle Curry, Catholic Charities
Michelle Rzucidlo-Rupright, Cleveland Teachers Union
Monique Williams, Greater Cleveland Congregations
Nakiaa T. Robinson, Cuyahoga County Office of Early Childhood, Invest In Children

Nicole M. Vitale, M.Ed., Cleveland Metropolitan School District
Rebekah Dorman, Ph.D., Cuyahoga County Office of Early Childhood, Invest in Children
Richard R. Frank, OhioGuidestone
Serena Houston-Edwards, Cleveland Metropolitan School District
Sharon Sobol-Jordan, The Centers for Families and Children
Sonya Pryor-Jones, Promise Neighborhood, Sisters of Charity Foundation of Cleveland
Susan Hyland, OhioGuidestone, Stepstone Academy
Susan Wagner, Cleveland Metropolitan School District
Thea Wilson, The Cleveland Music Settlement
Tracy Hill, Cleveland Metropolitan School District
William Patrick Day Services Center

Project and Technical Consultants to the Task Force

Advocacy and Communication Solutions, LLC
Lori McClung, President
Heather Lenz, Policy Associate
Betsey Russell, Consultant
Malissa Bodmann, Consultant

Early Childhood Policy Research
Anne Mitchell, President

Center on Urban Poverty & Community Development, Jack, Joseph, & Morton Mandel School of Applied Social Sciences, Case Western Reserve University
Robert L. Fischer, Ph.D., Co-Director
Elizabeth Anthony, Ph.D., Senior Research Associate

The George Gund Foundation
Treye Johnson, Fellow